JRIIE Journal of Research Innovation and Implications in Education
Center for Research Implications & Practice

Website: www.jriiejournal.com ISSN 2520-7504 (Online) Vol.10, Iss.4, 2026 (pp. 1682 - 1696)

Use of Emotional Intelligence in Enhancing Socialization Patterns of Learners to Stabilize Their Psychological Well-Being

Othoo Duncan and Sheila Owuor
Department of Educational Psychology & Science, School of Education,
Rongo University, Kenya
https://orcid.org/0009-0000-6363-5466
https://orcid.org/0009-0002-1296-9786
Email: duncanothoo@gmail.com

Abstract: *Emotional Intelligence (EI) plays a significant role in shaping students' psychological well-being, particularly in secondary schools, where learners encounter academic pressure, social challenges, and emotional fluctuations. Psychological Well-Being (PWB) represents the overall mental and emotional status that encompasses one's capacity to manage stress, address problems, and attain personal and academic objectives. This study aimed to evaluate the application of Emotional Intelligence in learners' socialization patterns and its effect on enhancing PWB among secondary school students in Rachuonyo North Sub-County, Kenya. The research employed a cross-sectional survey design utilizing a mixed methods approach. The target population comprised 12,370 secondary school students from Rachuonyo North Sub-County, 115 teacher counselors, and 56 principals from 56 public secondary schools, totaling 12,541 individuals. The sample consisted of 387 students, 35 teacher counselors, and 17 principals from seventeen selected secondary schools, yielding 439 respondents. Quantitative data were analyzed using percentages, means, standard deviations, and inferential statistics including Pearson Correlations and regression analysis. The researcher obtained clearance from the National Commission for Science, Technology, and Innovation (NACOSTI), along with authorization from the County Director of Education and the principals of the selected schools. Study findings were presented through frequency tables. The results demonstrated a strong positive correlation between Emotional Intelligence and socialization patterns of learners in enhancing psychological well-being ($r=.687$, $p=.000<.05$). It was recommended that secondary school educators establish opportunities to foster students' socialization, as this would substantially benefit their psychological well-being.*

Keywords: *Emotional Intelligence, Psychological well-being, Learners, High school*

How to cite this work (APA):

Othoo, D. & Owuor, S, (2026). Use of Emotional Intelligence in Enhancing Socialization Patterns of Learners to Stabilize Their Psychological Well-Being, *Journal of Research Innovation and Implications in Education, 10*(4), 1682 – 1696. https://doi.org/10.59765/zpw73

1. Introduction

Emotional Intelligence (EI) in an individual's ability to accurately notice, comprehend, regulate and harness emotions in one's and others constructively and in a beneficial manner (Gkintoni et al., 2023). The ability of learners to recognize, understand, and regulate their emotions influences their mental health, interpersonal relationships, and overall academic performance (Salovey & Mayer, 2020). It enhances the personal growth of students and teachers, thus fostering a conducive and efficacious learning environment (Luque et al., 2022; Thapar et al., 2019; Chandel & Chopra, 2017).

EI shapes the psychological well-being of students, particularly in high school, where they face academic

pressure, social challenges, and emotional fluctuations (Goleman, 2021). High EI equips an individual to navigate interpersonal relationships, cope with stressors, and maintain psychological equilibrium among challenges (Aldrup et al., 2023; Liu et al., 2023; Pozo-Rico et al., 2023). Emphasis on the development of emotional intelligence, makes educational institutions to have the potential to foster enhanced communication, heightened problem-solving abilities, augmented capacity to cope with stress, as well as more empathetic and productive interactions between the student population and school (Novesar, 2020).

EI plays a pivotal role in shaping the socialization patterns and coping mechanisms of learners, thereby stabilizing their psychological well-being in secondary schools. Research among university students demonstrated that higher levels of EI were directly associated with lower levels of anxiety, depression, and stress. Additionally, EI indirectly influenced these outcomes through the adoption of adaptive coping strategies (Gutiérrez-Lozano et al., 2022). Research found a significant association between stress levels and avoidance coping strategies, indicating that students often resorted to avoidance when stressed. This underscores the need for interventions that promote adaptive coping mechanisms, which can be facilitated through EI development as it is observed by Ayiro et al. (2023).

Psychological Well-Being (PWB) is the overall human psychological state or conditions that contains emotional and behavioral aspects of a person in life, a state of overall mental and emotional health that includes a person's coping with stress, solve problems, and achieving personal and academic goals. According to Akram (2020), Psychological well-being are the overall psychological conditions dealing with the capacity of individual's psychology. It has been characterized by active management that assists people to deal with their challenges, solve life problems and achieve the goals (McDool, Powell, Roberts, & Taylor, 2020). Recent statistics indicate that a significant percentage of high school learners face challenges in achieving their academic goals, highlighting the need for enhanced support to strengthen PWB and academic achievement. PWB encompasses aspects of self-acceptance, positive social relations, autonomy, and the ability to cope with stressors (Ryff, 2021).

International research consistently demonstrates that people with greater levels of EI experience good psychological well-being, including higher life satisfaction, lower psychological distress, and improved coping with stress. For instance, studies conducted in China among university students have shown that emotional intelligence positively indicates psychological well-being both directly and hidden through mediating factors such as resilience, self-efficacy, and motivation (Li et al., 2024). Similar findings have been reported in Türkiye, where emotional intelligence was found to enhance life satisfaction while reducing perceived stress among young adults (Aydın & Özer, 2024).

Evidence from South Asia further supports the role of emotional intelligence in promoting mental health. In Pakistan, emotional intelligence was found to have significant influence on psychological well-being of health professionals, even under high-stress conditions such as the COVID-19 pandemic (Qamar, Chethiyar, & Ali, 2022). Cross-cultural studies comparing Germany and Pakistan also revealed that emotional intelligence contributes to better mental health outcomes and quality of life, although cultural differences influence emotional regulation processes and coping styles (Schneider et al., 2019).

A study conducted among Ghanaian youth revealed that emotional intelligence buffered the negative effects of stress on mental health, reducing psychological distress and enhancing emotional regulation (Owusu et al., 2020). These findings are particularly relevant to adolescent populations, as emotional competencies developed during adolescence play an important role in long-term mental status and social adjustment.

1.1 Statement of the Problem

Mental health challenges among adolescents is a critical global concern, characterized by increased levels of stress and suicidal behavior that significantly undermine learners' psychological well-being and academic performance. Despite increased awareness and the implementation of various school-based mental health interventions, evidence from both developed and developing regions indicates that students' psychological distress remains persistently high. In Africa, these challenges are compounded by socio-economic hardships, limited access to psychosocial support services, and inadequate integration of emotional intelligence–based interventions within school systems.

Kenya has witnessed a concerning rise in mental health disorders among students, with 13 percent of adolescents suffering from anxiety and depression and 4 percent reporting suicidal thoughts**,** highlighting the magnitude of the problem among this age group. In a five-month period, Homa Bay County recorded over 30 youth suicides, with Rachuonyo North accounting for one of the highest proportions, at approximately 16.7%, with depression cited as a major contributing factor. Despite emotional intelligence being a key factor in fostering effective psychological well-being, its role in addressing the escalating mental health challenges among high school learners in Rachuonyo North Sub-County remains largely under-explored and if nothing is done differently, then psychological distress is likely to escalate thus the need to use emotional intelligence to address the problem in Kenya. Therefore, this study sought to investigate evaluate the application of Emotional Intelligence in

learners' socialization patterns and its effect on enhancing psychological well-being among secondary school students in Rachuonyo North Sub-County, Kenya.

2. Literature Review

2.1 Empirical Review

Socialization patterns significantly influence psychological well-being. Hancock et al. (2022) found that social media use is associated with small but significant effects on psychological well-being. Additionally, media use has positive impacts on psychological well-being through enhancement of bonding and bridging social capital (Ostic et al., (2021). These studies suggest that engaging in social interactions, both online and offline, will foster connectedness to support psychological well-being. Although prior research has established a broad association, there is lack of clarity regarding the mechanisms through which different types of social media interactions influence bonding and bridging of social capital, and subsequently, psychological well-being. This study sought to examine the specific nature of social media interactions, differentiated effect on the formation of bonding and bridging social capital. By doing so, it will clarify the pathways of how social media engagement affects psychological well-being.

Agrawal and Krishna (2021) studied communication apprehension and psychological well-being of students in online learning. Data was collected from Indian private university students. Results showed that higher intentions to use social media alleviated the negative effects of communication apprehension on perceived learning. It was also found that perceived learning had a significant positive relationship with psychological well-being when students experienced higher levels of psychological stress. Unlike the reviewed literature which carried out the study among Indian university students, the present study was carried out in Kenya among secondary school learners to fill in literature gap.

Salleh et al. (2020) explored the role of Problem-Based Learning (PBL) in cultivating students' communication skills and psychological well-being within an accounting classroom. Their findings revealed that PBL promotes active participation, enhances critical thinking, and fosters a constructive attitude toward academic challenges. The study concluded that PBL not only supports cognitive development but also positively influence students' psychological well-being by encouraging engagement and a sense of control over learning. While this study presents valuable insights, its scope is confined to a single discipline that is accounting and a specific academic environment. It does not account for the broader application of PBL across diverse educational levels, subject areas, or student populations. Furthermore, it focuses primarily on academic engagement without delving deeply into other aspects of psychological well-being such as emotional resilience, stress coping, or self-efficacy. Although previous research highlights the benefits of PBL in fostering psychological well-being and engagement in higher education, there is limited empirical evidence on how PBL influences psychological well-being in different learning contexts, especially among high school learners from varied educational backgrounds and disciplines. This study sought to fill this gap by examining the influence of Problem-Based Learning on the psychological well-being of students in a high school setting.

Sharkiya (2023) asserted that quality communication improves patient-centered health among older patients. Results reported that verbal and non-verbal communication positively impacted all patient-centred outcomes. Unlike this reviewed literature which carried out the study among patients, the present study was on secondary school learners to fill the literature gap.

Duong (2025) studied social media's role in enhancing psychological well-being of Generation Z expatriates by adopting a qualitative research design based on semi-structured interviews with Gen Z expatriates as active social media users. This study revealed social media's pivotal role in enhancing Gen Z expatriates' psychological well-being. By developing bonding and bridging social capital, social media mitigates cultural distance, strengthens social support and ultimately contributes to positive expatriate well-being. The present study examined whether communication patterns of learners can enhance their psychological well-being.

Mashalpoure (2020) researched on the relationship between family communication patterns and adjustment with resiliency in children using both descriptive and correlational research designs. The study involved all students in Ahvaz City, Iran. The results showed that family communication patterns and adjustment greatly predicted student resilience though with no significant relationship between resiliency and adjustment. Unlike the reviewed literature which adopted both descriptive and correlational research designs, the present study adopted cross-sectional surveys to fill in literature

Doery et al. (2022) studied the relationship between cultural engagement and psychological well-being among indigenous adolescents. Whereas the study was on cultural engagement and psychological well-being among indigenous adolescents, the present study was based on how cultural background enhances psychological well-being in secondary schools.

Barker et al. (2023) discovered the importance of school culture in supporting student mental health in secondary schools. According to them, schools have the potential to provide a place of education and sanctuary for children and young people of all backgrounds. The rise in mental health problems in children and young people in the wake of the COVID-19 pandemic, particularly in relation

to growing inequities, means that identifying ways in which schools can help respond to this growing mental health crisis demands urgent attention. This paper reports on case studies carried out in two London comprehensive schools, exploring how aspects of school culture impact (both positively and negatively) on student mental health. Methods comprised in-depth interviews focus groups and documentary analysis of relevant materials. There were considerable differences in school mental health provision, challenges in the identification of student mental health issues and the importance of recognizing how the mental health of teachers must be considered alongside that of learners. There is a limited understanding of how specific, evidence-based emotional intelligence interventions within school settings can enhance learners' psychological well-being, particularly from the perspective of learners themselves and across socio-cultural contexts thus the need for the study.

Lezar et al. (2024) studied psychological well-being in a multicultural work environment: The role of cultural intelligence. Psychological well-being is considered within the context of South African organizations, and the aim was to evaluate the role of cultural intelligence in promoting psychological well-being in culturally diverse context. A qualitative study was conducted and the findings suggested that the participants experience autonomy, positive relations, meaning, purpose, and personal growth, which are indicative of positive psychological well-being. Unlike the reviewed literature which only adopted qualitative approach, the present study adopted mixed methods to fill in literature gap.

Francis and Gabrielle (2024) studied the cultural relevance of the well-being promotion program (WBPP). This study examined the cultural relevance of the intervention as perceived by the students; the participation of students in the intervention across racial/ethnic subgroups; the effectiveness of the intervention on youth mental health outcomes across racial/ethnic subgroups; and the strategies used by interventionists to increase the cultural relevance of the intervention. This study concluded that students from different racial/ethnic groups respond similarly to the Well-Being Promotion Program with regards to outcomes in life satisfaction and negative affect. Unlike the reviewed literature, which was on ethnic sub-groups, the present study focused on the high school learners in Rachuonyo North Sub- County, Kenya.

Rodríguez-Fernández, Ramos-Díaz and Axpe-Saez (2018) studied the role of resilience and psychological well-being in school engagement and perceived academic performance. A battery of instruments was applied to Compulsory Secondary Education students from Basque Country of medium socio-cultural level and aged between 12 and 17. The study tests a structural model for analyzing the effects of resilience and subjective well-being on school engagement and perceived performance. The findings provide evidence in favor of the influence of resilience and subjective well-being as decisive psychological variables in the prediction of school engagement and perceived performance. However, the present study focused on the influence of resilience on psychological well-being of secondary school students in Kenya but not on performance.

Parray et al. (2024) studied the impact of assertiveness training for psychological well-being of adolescents. This study explores the impact of Assertiveness Training (AT) on the psychological well-being of adolescents, a relatively under-researched area. Contrary to prior findings that assertiveness training significantly enhances psychological well-being, this study observed no substantial effects on overall well-being except for a notable improvement in self-acceptance. The results suggest that while assertiveness training can foster self-acceptance, a more prolonged and intensive intervention may be necessary to achieve broader psychological well-being. Unlike the results of the reviewed study that suggested that assertiveness training can foster self-acceptance, the present study assessed how assertiveness can enhance psychological well-being of learners.

Gevorgyan et. al. (2024) carried out a study assertiveness variable among young people. The study was conducted in Yerevan and some regions of Armenia. The study includes an assessment of well–being and assertiveness in the groups of employed and unemployed young men and women. The results show that there is no statistically significant difference in the variables of gender, employment, and education. However, the present study showed how assertiveness can enhance psychological well-being of secondary school learners.

Thenmozhi. (2019) studied the level of assertiveness and academic performance among arts and science college students. The results indicate a positive relationship between the level of assertiveness and academic performance. The study concluded that lack of assertiveness among students may directly or indirectly affect their academic performance. However, the present study showed how assertiveness can enhance psychological well-being of secondary school learners.

2.2 Theoretical Framework

The study adopted the theory of Emotional Intelligence (EI) which was originally developed by Peter Salovey and John D. Mayer in 1990. They defined EI as an ability to perceive, use, understand, and manage emotions. Their research laid foundation for the concept, identifying EI as a set of skills crucial for effective social functioning. Salovey and Mayer's original model emphasizes four branches of EI: perception of emotion, use of emotion to facilitate thinking, understanding emotion, and managing emotion.

Daniel Goleman expanded this concept with a focus on social and emotional competencies, suggesting that EI

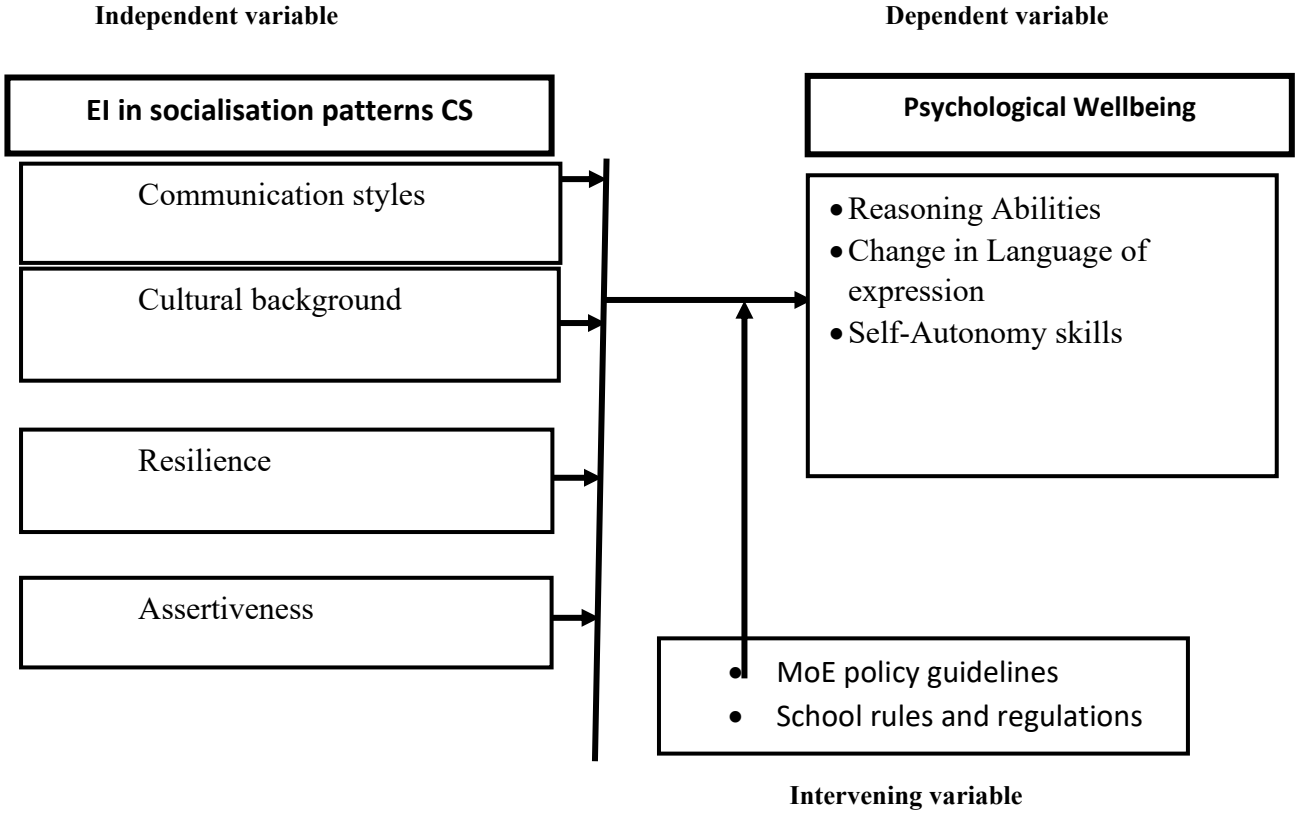
skills directly impact psychological well-being, interpersonal relationships, and academic success. Marc Brackett also highlights the role of EI in psychological well-being and educational outcomes. According to Salovey, enhancing EI skills can empower learners to cope better with challenges, manage stress, and foster a positive self-concept, directly contributing to psychological well-being.

This theory was instrumental in assessing how learners' awareness of their emotions influences their interactions with peers. EI theory provides insights into how emotional awareness and regulation shape social interactions, helping students develop positive relationships, effective communication, and emotional resilience. Understanding how learners perceive and express emotions can help identify socialization patterns that contribute to a supportive school environment, ultimately fostering psychological well-being.

2.3 Conceptual Framework

According to Mugenda and Mugenda (2013) a conceptual framework is a diagrammatical presentation of indicators for the study and how they are related to one another. A conceptual framework provides a clear outline of the indicators for both the dependent and independent study variable and their effects on the research study. The independent variables examined in the study were Emotional Intelligence in socialisation patterns coping skills. In contrast, the dependent variable is the psychological well-being that contributes to a supportive school environment. However, other intervening factors like ministry of education policy guidelines and school rules and regulations may also influence psychological well-being of learners.

Figure 1: ***The Relationship Emotional Intelligence in Enhancing Socialization Patterns and Psychological Wellbeing***



3. Methodology

The study adopted cross-sectional survey research design which involves simultaneous collection of data from the sample frame. Cross-sectional survey helped the researcher to look at numerous characteristics of the respondents at the same time (Creswell & Creswell, 2023). Upon selecting the respondents, the researcher carried out the study to assess the exposure and the outcomes. Upon entry into the study, respondents were measured for outcome and exposure simultaneously. The researcher then studied the association between Independent and Dependent Variables (Creswell & Creswell, 2023). The design is suitable for the study as it dealt with secondary school learners in a sub-county. Mixed-methods research approach was adopted (Creswell & Poth, 2018), as it helped the researcher to systematically describe the phenomenon and objectively describe the Emotional Intelligence (EI) factors that affect the psychological well-being of learners in secondary schools. Mixed methods approach involves collecting and analyzing quantitative data and then qualitative data in two consecutive phases within one study then the results integrated (Wankova, Creswell & Stick, 2018).

Mixed methods provided a more comprehensive understanding.

The study was carried out in Rachuonyo north Sub County, Homa Bay County. The target population was 12370 secondary school students within Rachuonyo North Sub-County, 115 teacher counselors and 56 principals, adding to a population of 12541.

Simple random sampling was employed to include only 35 teacher counselors and 17 principals in line with (Mugenda & Mugenda, 2013), who recommend that at least 30 percent of a small, homogeneous population is adequate for descriptive and correlational studies. Simple random sampling is a probability sampling technique in which every member of a defined population has an equal and independent chance of being selected for the study (Creswell & Creswell, 2018). It ensures that bias is minimized since the researcher does not influence which participants are selected (Kothari, 2004). However, the sample size of students (Form 3 and 4) was driven by the use of Taro Yamane's formula that has an assumption of error value of 0.05.

Table 1: The Target Population and Sample Size

Items	Population	Sample Size	Sampling Technique
Students	12370	387	Taro Yamane's Formula
Teacher Counselors	115	35	Mugenda and Mugenda
Principals	56	17	Mugenda and Mugenda
TOTAL	**12541**	**439**	

The researcher used Questionnaires, interview schedules and Focus Group Discussion guides (FGDs) during this study to collect data. A Questionnaire is made up of a series of structured questions designed to collect information from respondents in a standardized manner (Creswell & Creswell, 2023). According to Orodho (2023) questionnaires were chosen due to their ability to collect a large amount of information in a reasonable span of time at minimal cost. The researcher used this instrument because of unlimited number of variables. The questionnaires had closed-ended questions which were used to restrict respondents within the structured levels of agreement or disagreement. The interviews sought for answers to a set of pre-conceived questions. It involved a discussion between an interviewer and the interviewee to get information. Nyumba et al. (2018) argues that Focus Group Discussion guide (FGD) is a qualitative research method where a small group of 10 participants discuss a specific topic in depth, guided by a moderator. It was used to gather in-depth information and insights from a group of learners who share common experiences or perspectives.

4. Results and Discussion

4.1 Emotional Intelligence and Socialization Patterns

The research question of the study was: 'How can Emotional Intelligence (EI) be used in enhancing socialization patterns of learners to stabilize their psychological well-being in secondary schools in Rachuonyo North Sub-County, Kenya'. To achieve the objective, the respondents were asked to fill the questionnaire. The analyzed results are presented in table 2

Table 2: ***Emotional Intelligence and Socialization Patterns for Psychological Well-being***

Item Statement on Emotional Intelligence & Socialization Patterns	R	Level of Enhancement					M	SD
		N	B	M	H	E		
Social media use and psychological well-being through enhancement of bonding and bridging social capital	F	1	2	12	17	3	3.54	.852
	%	2.9	5.7	34.3	48.6	8.6		
Socialization and communication patterns enhance psychological well-being of learners	F	0	2	10	15	8	3.83	.857
	%	0.0	5.7	28.6	42.9	22.9		
Problem-Based Learning and psychological well-being of learners	F	0	0	3	14	18	4.43	.655
	%	0.0	0.0	8.6	40.0	51.4		
Verbal and non-verbal communication strategies and psychological well-being of learners	F	0	0	7	19	9	4.06	.684
	%	0.0	0.0	20.0	54.3	25.7		
Family communication patterns and psychological well-being of learners	F	0	0	8	16	11	4.09	.742
	%	0.0	0.0	22.9	45.7	31.4		

Level of cultural engagement and psychological well-being of learners	F	0	2	11	19	3	3.66	.725
	%	0.0	5.7	31.4	54.3	8.6		
Cultural relevance and intelligence on psychological well-being	F	0	3	9	21	2	3.63	.731
	%	0.0	8.6	25.7	60.0	5.7		
School culture impact student's mental health	F	0	0	8	20	7	3.97	.664
	%	0.0	0.0	22.9	57.1	20.0		
Level of resilience on psychological well-being	F	0	1	6	20	8	4.00	.728
	%	0.0	2.9	17.1	57.1	22.9		
Training on resilience, time management, sense of belonging and academic performance and psychological well-being of learners	F	0	1	4	9	21	4.43	.815
	%	0.0	2.9	11.4	25.7	60.0		
Perceived social support mediating the relationship between trait coping styles and depression	F	0	0	4	22	9	4.14	.601
	%	0.0	0.0	11.4	62.9	25.7		
Impact on assertiveness training on psychological well-being	F	0	0	2	24	9	4.20	.531
	%	0.0	0.0	5.7	68.6	25.7		

Table 2 show that 34.3% and 48.6% of the respondents moderately and highly approved the statement that 'Social media use and psychological well-being through enhancement of bonding and bridging social capital'. This was further supported by an overall mean rating of 3.54 and a standard deviation of .852. The quantitative findings confirm that Duong (2025) who found that social media develops bonding and bridges social capital. It mitigates cultural distance, strengthens social support, and ultimately contributes to psychological well-being of students. This reveals social media's pivotal role in enhancing learners' psychological well-being. The analyzed findings of qualitative data revealed a similar theme of social media use and psychological well-being through enhancement of bonding and bridging social capital. An informative verbatim from principals on this was that:

> School authorities should guide learners on the correct use of social media. Students should set boundaries on what to watch or not to watch. The guidelines can be displayed in form of posters, drawings or illustrations (P011).

While a related excerpt from an FGD was that:

> Students should use social media to gather important information that they need in their daily lives rather than getting exposed to detrimental contents. Social media can also be used by learners through videos as corrective measures to bad behaviors (FGD 5).

The construct underly the importance of correct use of social media by students that indeed, social media use and psychological well-being can be enhanced through bonding and bridging of social capital. Principals should design strict school rules, regulations, and guidelines on constructive use of social media by all learners. Social media enhances students' psychological well-being by fostering social connection, reducing loneliness, and providing essential emotional support networks. It offers platforms for creative self-expression, identity development, and stress relief, particularly for marginalized youth. Moderate, active usage facilitates belonging and strengthens peer relationships.

Socialization and communication patterns enhance psychological well-being of learners - this was noted highly by 42.9% of the respondents and excellently by 22.9 of the respondents (Table 2). They supported this with a mean rating of 3.83 (out of a possible maximum mean rating of 5) and a standard deviation of .857. The quantitative findings support that of Sharkiya (2023) who asserted that quality communication can improve psychological well-being of students. Therefore, effective communication is a cornerstone of quality psychological wellness. Analyzed findings of qualitative data revealed a theme of socialization, communication patterns and psychological well-being. One of the principals echoed that:

> Socialization and communication patterns in school and at home may differ. When in school, learners are given room to communicate through writing on papers and dropping in suggestion boxes. They can communicate their challenges and any other issues they may want to be addressed by the school administration. Some of them who are bold enough are given opportunities to communicate freely during assemblies (P013)

On the same note, a related excerpt from an FGD was that:

> Schools should encourage free and open interaction among learners that helps to build healthy friendships. This can be achieved by

> ensuring conducive school environment where each learner does not feel "watched" even if they are under surveillance. It is important for school administrators to note that free communication reduces stress (FGD 27)

The findings noted that socialization and communication patterns enhance psychological well-being of learners. School administration should provide opportunities and avenues for free and fair communication between students and teachers. Socialization and effective communication patterns enhance psychological well-being by acting as fundamental protective factors that boost mood, reduce stress, and foster a sense of belonging. Positive social interaction releases endorphins and reduces cortisol levels, directly impacting mental health by alleviating loneliness, anxiety, and depression.

As regards the statement 'Problem-Based Learning and psychological well-being of learners', 40.0% and 51.4% of the respondents highly and excellently respectively agreed with it. Their mean rating on this was very high at 4.43 (out of a possible maximum mean rating of 5) and a relatively low standard deviation of .655. The quantitative findings agree with that of Salleh et al. (2020) who documented that problem-based learning promotes active participation, enhances critical thinking, and fosters a constructive attitude toward academic challenges. Therefore, problem-based learning not only supports cognitive development but also contributes positively to students' psychological well-being by encouraging engagement and a sense of control over learning. Analyzed findings of qualitative data revealed a theme of problem-based learning and psychological well-being where a principal echoed commented that:

> Learners who are guided on problem-solving techniques normally enjoy psychological well-being. The use of student-centered pedagogical approach where small groups of learners actively solve complex, real-world, or open-ended problems to acquire knowledge, critical thinking skills, and collaboration abilities. Use of dialogue-based conflict resolution mechanisms also help in repairing broken relationships. As school authority encourages learners to freely interact with their peers and teachers, they develop problem-focused coping skills in and out of class (P008)

A related excerpt from FGD was that:

> Students should initiate the learning process by identifying what they know and need to know to solve a provided problem, making them agents of their own education. Teachers should guide students to define problems, research independently, and present solutions (FGD 8).

From the qualitative findings, Problem-Based Learning enhances psychological well-being of learners. Teachers of various learning areas should create open-ended, real-world problems that pique curiosity, structure small group collaboration, and foster student autonomy. Problem-based learning enhances psychological well-being by fostering high motivation, self-directed learning, and collaborative skills, which reduce academic anxiety and build self-efficacy. Through active, student-centered teamwork, problem-based learning reduces stress, cultivates empathy, and helps learners develop a constructive attitude towards challenges.

Table 2. show that majority of the respondents (54.3%) highly agreed 25.7% excellently agreed that 'Verbal and non-verbal communication strategies and psychological well-being of learners enhances socialization patterns which is key in establishing psychological well-being. Their mean rating on this was 4.06 with a standard deviation of .684. The quantitative results support that of Sharkiya (2023), who found that both verbal and non-verbal communication strategies enhance psychological well-being of learners. School authorities should use various verbal and non-verbal communication strategies positively to enhance psychological well-being of learners. During qualitative data analysis, the theme of verbal and non-verbal communication strategies and psychological well-being of learners came up as confirmed by a verbatim that:

> Speaking freely helps learners to share information, ideas, and feelings, serving as a fundamental tool for their interaction. It relies on a shared official language, but sometimes non-verbal cues can be used for clarity, and is essential for building relationships, increasing productivity, and resolving conflicts among learners (P015).

A related excerpt from FGD was that:

> You know, we use spoken words mostly to convey messages, but sometimes silent cues like body language, facial expressions, and tone when we don't want to get into trouble (FGD 11).

The construct of verbal and non-verbal communication strategies and psychological well-being of learners explain that use of verbal and non-verbal communication strategies can enhance psychological well-being of learners. Principals and teachers should be observant of strategies learners use to communicate with them and the school authority at large. Verbal and non-verbal communication strategies enhance student psychological well-being by building trust, reducing anxiety, and creating a supportive, inclusive learning environment. Effective communication fosters positive relationships, boosts self-esteem through clear feedback,

and helps manage emotions, leading to improved motivation and reduced academic stress.

Family communication patterns can enhance psychological well-being of learners. This was rated highly with 45.7% and excellently with 31.4% of the respondents. Their mean rating on this was 4.09 and a standard deviation of .742. The quantitative findings are in line with that of Mashalpoure (2020) who carried out a study in Iran and revealed that family communication patterns and adjustment were the best predictors of student resilience. Family communication patterns, categorized by conversation and conformity orientations, dictate how families share information, manage conflict, and develop children's psychological well-being. From the analyzed qualitative data, a theme of family communication patterns and psychological well-being of learners emerged and a verbatim from an interview stated that:

> Any family communication pattern be it consensual, pluralistic, protective, or laissez-faire will shape children psychologically in different ways. They shape children's social development, emotional health, and decision-making. Patterns range from open discussion and independent thought to strict obedience and conflict avoidance (P002).

A related excerpt from FGD was that:

> Students who communicate freely when at home often solve disagreements through dialogue and sometimes apologize when on the wrong. This helps them in solving conflicts. Families can use open forums especially after dinner, to teach their children how to exercise effective communication (FGD 32).

The construct that family communication patterns can enhance psychological well-being of learners explain the role of communication in enhancing learners' psychological well-being. Principals should organize parent days in schools and invite parents to enlighten them on the value of parent-child open communication. Family communication patterns profoundly shape student well-being by influencing their self-esteem, emotional adjustment, and academic motivation. Open, conversation-oriented families promote high self-efficacy, lower stress, and better mental health, while high-conformity environments can increase anxiety and reduce independence. Supportive communication fosters resilience, social competence, and better academic engagement.

Table 2. shows the respondents' views on 'Level of cultural engagement and it's enhancement of psychological well-being of learners.' 54.3% of the respondents highly rated it, while 31.4% of the respondents' moderately rated it. Their overall mean rating on this was 3.66 and a standard deviation of .725. Majority of the respondents (60.0%) highly supported this view, while 25.7% of the respondents moderately supported it. Their overall mean rating on this view is 3.63 (out of a possible maximum mean rating of 5) and a standard deviation of .731. The quantitative findings concur with Doery et al. (2022) that there is relatively strong evidence of a positive association between cultural engagement and psychological well-being. Learners' cultural engagement entails attending concerts, visiting museums, participating in arts and other cultural events. This significantly boosts their psychological well-being. Qualitative data analysis equally revealed a theme of cultural engagement as catalyst for psychological well-being to all learners. The facts were further confirmed by one of the principals that:

> Learner's cultural engagement increases life satisfaction, reduces anxiety and depression, and strengthens social connections. Active participation fosters meaning, purpose, and personal growth, acting as a potent tool for long-term psychological well-being and community resilience (P014)

A related excerpt from FGD reaffirmed that:

> Culture provides learners with a sense of belonging, structure, and identity, while shaping how they interpret, express, and cope with distress. It determines help-seeking behavior and defines acceptable support systems whenever learners experience acute stress, making it crucial for effective diagnosis and treatment (FGD 9).

The qualitative findings noted that cultural engagement enhances psychological well-being of learners. Therefore, Parents and the society at large should allow their children to engage in cultural activities like traditional weddings, festivals, and such like activities. Cultural engagement enhances student psychological well-being by fostering a sense of belonging, reducing stress, and building resilience. Participation in arts and cultural activities improves emotional regulation, lowers anxiety, and increases optimism. It boosts social inclusion, strengthens identity, and improves cognitive function, providing a holistic approach to mental health.

Table 2. Shows the respondents' view on how socialization pattern is impacted upon by 'School culture impacting on student's mental health'. Majority of the respondents (57.1%) highly agreed on the construct, while 20.0% of the respondents excellently supported it. Their overall mean rating on this construct was 3.97 (out of a possible mean rating maximum of 5) and standard deviation of .664. The quantitative findings deviate from that of Barker et al. (2023) who found that there is a limited understanding of how emotional intelligence interventions within school settings can enhance

students' psychological well-being. All in all, school culture is foundational to psychological wellness, as a positive, supportive environment directly improves learner participation, academic achievement, and learner retention. The qualitative data results singled out a theme of school engagement and culture as a precursor for students' mental health. An informative verbatim on this was that:

> A positive, supportive school culture is crucial for improving students' mental health directly impacting their emotional stability and academic success. By fostering a safe, inclusive environment with high expectations, strong relationships, and accessible support, schools can promote emotional resilience. When managed effectively, this culture reduces stress, burnout, and isolation, encouraging thriving students (P010).

A related excerpt from FGD was that:

> When schools cultivate safer engagement environment, fostering positive relationships, and encouraging emotional safety, schools reduce anxiety and burnout. A supportive culture promotes healthy behaviors and provides essential social-emotional support (FGD 23).

With these facts in mind, it is noted that school culture impacts student's mental health. Principals should ensure a good school culture by fostering a safe, inclusive, and welcoming environment where students feel respected and valued. They should build strong, transparent communication, celebrating diverse achievements and backgrounds, prioritizing professional development, and encouraging collective responsibility among staff, students, and parents to sustain a positive, continuous, and improved mental health to all learners.

As relates to Level of resilience as an aspect of socialization pattern and stabilizing learners' psychological well-being, majority of the respondents (57.1%) highly supported the idea, while 22.9% of the respondents excellently supported the idea. Their overall mean rating on this was 4.00 (out of a possible maximum mean rating of 5) and a standard deviation of .728 (Table 2.). The quantitative findings support that of Rodríguez-Fernández, Ramos-Díaz and Axpe-Saez (2018) who reported that resilience and subjective well-being are decisive psychological variables in the prediction of school engagement and perceived performance. Resilience promotes psychological well-being by acting as a buffer against stress, allowing individuals to maintain or quickly regain emotional stability during adversity. The analyzed qualitative data similarly revealed a theme of resilience as an aspect of socialization pattern and stabilizing learners' psychological well-being. This was further confirmed by a verbatim that:

> Resilience enhances learners' psychological well-being by facilitating active coping strategies, fostering adaptive beliefs, and encouraging flexible responses to challenges, ensuring that their psychological health is maintained. Through open forums organized by patrons, learners can share their challenges freely and find solutions to their problems (P006).

A related excerpt from FGD was that:

> Our higher levels of resilience are linked to improved emotional regulation, optimism, and social support. We can exercise resilience by being firm despite emotional challenges... resilience is a learnt process making students strong enough to withstand pressure amounting from academics, family dynamics and societal expectations (FGD 29)

With these facts in mind, it was noted that resilience determines psychological well-being of learners. Teachers should ensure that students remain resilient by fostering supportive relationships, implementing growth mindset curricula, and teaching social-emotional skills to all learners. Patrons on the other hand should organize open forums where students engage each other freely to solve their daily life challenges.

Table 2. show that 'Training on resilience, time management, sense of belonging and academic performance positively influences psychological well-being of learners.' Majority of the respondents (60.0%) excellently supported this construct, while 25.7% of the respondents highly supported it. Their overall mean rating on it was very high at 4.43 (out of a possible maximum mean rating of 5) and a standard deviation of .815. The quantitative results agree with that of Au, Caltabiano and Vaksman (2023) who found that students' sense of belonging, resilience, time management skills, and academic performance impacted their psychological well-being. Resilience, time management, and a sense of belonging are crucial, interconnected factors that directly impact academic performance and student psychological well-being. The analyzed findings of qualitative data revealed a similar theme of resilience, time management, sense of belonging and academic performance on psychological well-being of learners. An informative verbatim on this was that:

> You know, effective time management reduces stress and improves academic performance, while a strong sense of belonging fosters students' resilience to overcome challenges. Together, these skills increase motivation and academic persistence and in turn, they contribute to psychological well-being of learners (P016)

A related excerpt from FGD asserted that:

> Resilience, time management, students' sense of belonging, and academic performance impact psychological well-being by reducing stress. Whereas resilience acts as a significant predictor of overall well-being, effective time management and a sense of belonging enhance self-stamina, allowing learners to navigate stress and achieve higher academic excellence (FGD 31)

From the findings, it was noted that training learners on resilience, time management, sense of belonging and academic performance positively influences their psychological well-being. School authorities should organize training and invite resource persons who can train students on resilience, time management, sense of belonging and academic performance. Schools should also create safe spaces where learners of both genders can share their emotions with the aim of improving their resilience.

Table 2. shows the respondents' view of socialization patterns as relates to perceived social support mediating the relationship between trait coping styles and depression. Majority of the respondents (62.9%) highly supported the construct, while 25.7% of the respondents excellently supported it. Their overall mean rating on the construct is high at 4.43 (out of a possible maximum mean rating of 5) and a standard deviation of .815. The quantitative findings support that of Naz et al. (2024) who carried out a study in Pakistan and found that lack of social support leads to stress which in turn leads to psychological issues like anxiety and depression, impacting their well-being. Perceived social support acts as a crucial mediator, bridging trait coping styles with depression, performance, and psychological well-being of learners. When qualitative data was analyzed, a theme of perceived social support mediating the relationship between trait coping styles and depression emerged. A verbatim showed that:

> Social support transforms positive coping into improved resilience, reducing depression and enhancing learners' academic performance by offering them emotional, tangible, and appraisal resources. Learners then enjoy conducive learning environment free from depression. All these amounts into their psychological well-being (P 012)

A related excerpt from FGD was that:

> Social support reduces stress, boosts our self-esteem, and fosters our sense of belonging, which directly reduces depression. It prevents us from anxiety, loneliness, and academic pressure. It provides necessary validation and encourages positive adaptation in difficult academic situations. You know…some learning areas are very challenging and without such support we are doomed! (FGD 22)

With these facts in mind, it is noted that perceived social support mediates the relationship between trait coping styles and depression among learners. Depressed students should be offered guidance and counseling services by school counsellors within and without the reach of schools. However, social support should be offered to all students to prevent them from suffering depression thus assuring them of psychological well-being.

Table 2. shows how the respondents' views on how socialization patterns impacted on assertiveness of training on psychological well-being. Majority of the respondents (68.6%) highly supported it positively enhances, while 25.7% of the respondents excellently supported it. Their overall mean rating on it was 4.20 (out of a possible maximum of mean rating of 5) and a standard deviation of .531. However, Gevorgyan et al. (2024) who carried out a study in Yerevan and some regions of Armenia and documented that there is no statistically significant difference in the variables of gender, employment, and education. None-the-less, assertiveness of training significantly impacts psychological well-being of learners. This was confirmed by qualitative data which generated a theme of assertiveness training for psychological well-being. A verbatim was that:

> Assertiveness is critical for learners' psychological well-being, fostering high self-esteem, reduced anxiety, and better academic performance by empowering them to express needs respectfully, set boundaries, and handle conflicts. It promotes mental health by decreasing stress and addiction propensities, ultimately enhancing life satisfaction and empowering students to become self-assured individuals (P017).

A related excerpt was that:

> Assertiveness training improves learners' psychological well-being by reducing stress, anxiety, and depression while increasing self-esteem, self-confidence, and social communication skills. By enabling students to express thoughts and set boundaries respectfully, it reduces submission and aggression, promoting a positive, secure learning environment and enhancing interpersonal relationships (FGD 29).

From the qualitative results, it was documented that socialization patterns impacted on assertiveness of training on psychological well-being. Therefore, teachers should deal with learners in a way that they are able to develop assertiveness. Assertiveness enhances students' psychological well-being by fostering self-

confidence, improving social communication, and providing tools to manage stress, anxiety, and depression. It empowers students to express respectfully, strengthening relationships and reducing reliance on aggressive or submissive behaviors, which boosts overall self-esteem and life satisfaction.

Table 3: Relationship of EI Socialization Patterns and Psychological Well-being

Independent Variable	Inferential Statistical Test	Correlation with dependent variable (Change in language of expression as an indicator of the psychological status of an individual)
Emotional Intelligent Socialization Pattern variables	Pearson Correlation	.687
	Set Sig. (2-tailed) (α)	.05
	Observed P value	1.52

Table 3. shows how EI can be used to enhance socialization patterns of learners for their psychological well-being. The analyzed findings show that when all the aspects of EI are properly used to enhance socialization patterns, it will lead to a strong positive (R=.687; P=.000) psychological well-being of learners in secondary schools at .05 significant level, though not statistically significant.

Table 4: Model 2 Summary of EI in Socialization Patterns for Predicting Psychological Well-being

Model	R	R Squared	Adjusted R Squared	Std. Error of the Estimate
2	.687[a]	.472	.184	.853

Table 4. show how use of EI in Socialization patterns can be used to predict the level of psychological well-being of learners in secondary schools. The analyzed findings show that the coefficients which was the predictor variable of EI in enhancing socialization patterns in this model, if properly used, it will positively and strongly (r=.687) predict the level of psychological well-being in learners. The R^2 of .472 means that 47.2% of the variation in EI in socialization pattern level is explained by this model, indicating a moderate fit.

Table 5: Model 1 Summary of EI in Socialization Patterns for Predicting Psychological Well-being

Model		Sum of Squares	Df	Mean of Squares	F	Sig.
1	Regression	14.292	12	1.191	1.638	1.52[b]
	Residual	15.994	22	.727		
	Total	30.286	34			

In Table 5. Regression sum of squares (SS Regression) of 14.292 indicate that the regression model explains 14.292 portion of the variance (EI in socialization patterns). It also shows a residual sum of squares (SS Residual) of 15.994 of an unexplained variance by this model. The F-Statistic from the table 4.10 shows that the model is 1.638 times more effective at predicting the dependent variable (psychological well-being) than random error and so it can be relied upon as a determinant factor of psychological well-being level among learners in public secondary schools if carefully implemented. Because of the given F-statistic (F=1.638) and the comparatively small p-value (p=.1.52), the EI in enhancing socialization patterns are not statistically significant hence the model is not a very good fit for the data. In addition, the p-value of 1.52 (when α=.05) indicates that the regression model not significantly explain that EI in enhancing socialization patterns can determine the dependent variable (psychological well-being). This means that the independent variables collectively predict the dependent variable better than random chance. It can therefore be relied upon to achieving the needed psychological well-being level of learners in the study area and in the Kenyan public secondary schools at large.

5. Conclusions and Recommendation

5.1 Conclusion

When all the aspects of EI are properly used to enhance socialization patterns, it will lead to a strong positive correlation (R=.687; P=.000 which is <.05) with psychological well-being of learners.

5.2 Recommendation

The study recommended that teachers at various secondary schools should create opportunities that help enhance students' socialization and this will be very useful for their psychological well-being.

References

Agrawal, S. & Krishna, S. (2021). Communication Apprehension and Psychological Well-Being of Students in Online Learning. *Behavioural Sciences.* Vol 11 (11): DOI:10.3390/bs11110145

Akram, M., Munir, F., & Gilani, M. (2020). Relationship between Emotional Intelligence and Psychological Well-Being of Secondary School Teachers. *Global Educational Studies Review*, *4,* 108-121.

Aldrup, K., Klusmann, U., & Ludtke, O. (2023). Emotional intelligence and teacher-student relationships: A longitudinal perspective. Journal of Educational Psychology, 115 (2), 345-360.

Au, A., Caltabiano, N. J., & Vaksman, O. (2023). The impact of sense of belonging, resilience, time management skills and academic performance on psychological well-being among university students. *Cogent Education*, *10*(1). https://doi.org/10.1080/2331186X.2023.2215594

Aydın, G., & Özer, E. (2024). Exploring the interplay of emotional intelligence, psychological resilience, perceived stress, and life satisfaction among university students. *BMC Psychology, 12*, 362.

Ayiro, L., Misigo, B. L., & Dingili, R. (2023). Stress levels, coping strategies, and mental health literacy among secondary school students in Kenya. *Frontiers in Education, 8*. https://doi.org/10.3389/feduc.2023.1099020

Barker, R., Hartwell, G., Egan, M. & Lock, K. (2023). The importance of school culture in supporting student mental health in secondary schools. Insights from a qualitative study. https://doi.org/10.1002/berj.3853

Chandel, R., & Chopra, S. (2017). Building effective learning spaces through emotional intelligence. *Journal of Contemporary Educational Research*, 30 (1), 87-102.

Creswell, J.W. (2023). Research Design: Qualitative, quantitative, and mixed method approaches (5th ed.) sage publications.

Creswell, J.W. &Creswell, J.D. (2023). Research Design: Qualitative, quantitative, and mixed method approaches (5th ed.) sage publications.

Creswell, J.W. & Poth, J.D. (2018). Research Design: Qualitative, quantitative, and mixed method approaches (5th ed.) sage publications.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.

Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.).SAGE Publications.

Doery, E., Satyen, L., Paradies, Y., & Toumbourou, J. W. (2022). The Relationship Between Cultural Engagement and Psychological Well-being Among Indigenous Adolescents: A Systematic Review. *Journal of Cross-Cultural Psychology*, *54*(1), 90-113.

Duong, H.L., Vo, T.K.O., Tran, M.T. and Tran, T.K.C. (2025), "Social media's role in enhancing psychological well-being of Generation Z expatriates", *Journal of Global Mobility*, Vol. 13 No. 1, pp. 32-58.

Francis, F. & Gabrielle, G. (2024), "The Cultural Relevance of the Well-Being Promotion Program". USF Tampa Graduate Theses and Dissertations. https://digitalcommons.usf.edu/etd/10190

Gevorgyan S.R., Hakobyan N.R., Kazanchian L.A., Khachatryan A.G. (2024) Study of Well-Being and Assertiveness Variables among Young People. *Konsul'tativnaya psikhologiya i psikhoterapiya = Counselling Psychology and Psychotherapy,* 2024. Vol. 32, no. 3, pp. 116–138.

Gkintoni, E., Halkiopoulos, C., Dimakos, I., & Nikolaou, G. (2023). Emotional Intelligence as Indicator for Effective Academic Achievement within the School Setting: *A Comprehensive Conceptual Analysis.*

Goleman, D. (2020) *Emotional Intelligence*: why it can matter more than IQ. Bantam.

Goleman, D. (2023). *Emotional intelligence in education: Building mindful learners*. Harper Academic.

Gkintoni, E., Halkiopoulos, C., Dimakos, I., & Nikolaou, G. (2023). Emotional Intelligence as Indicator for Effective Academic Achievement within the School Setting: *A Comprehensive Conceptual Analysis.*

Hancock, J.T., Toma, C.L., & Ellison, N.B. (2022). The effects of social media use on psychological well-being: A meta-analytic review. Social science Research Network. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4053961.

Kothari, C.R. (2019). *Research Methodology;* Methods and Techniques. London. New Age

Liu, Y., Zhang, X., & Wang, J. (2023). The role of emotional intelligence in managing stress and psychological ell-being. Journal of Behavioral Psychology, 52(1), 112-128.

Li, X., Zhang, Y., Chen, H., & Wang, L. (2024). Emotional intelligence and psychological well-being among university students: The mediating role of positive psychological characteristics. *BMC Psychology, 12*, 389. https://doi.org/10.1186/s40359-024-01886-4

Mashalpoure Fard M. (2020).The Relationship Between Family Communication Patterns and Adjustment with Resiliency in Children. *J Research Health* 2020; 10 (4) :267-274

McDool, E., Powell, P., Roberts, J., & Taylor, K. (2020). Psychological well-being and its role in life challenges and goal achievement.

Mugenda, O.M. & Mugenda, A.G. (2018). *Research Methods*, Quantitative and Qualitative Approaches. ACT, Nairobi.

Nyumba, T.O., Wilson, K., Derrick, C.J. & Mukherjee, N. (2018). The use of focus group discussion methodology: Insights from two decades of application in conservation. *Methods in Ecology and Evolution.* Vol 9 (1) 20-32

Ostic, D., Maksimovic, J., Zivkovic,D., & Minic, M. (2021). Social media use and psychological well-being: Bridging and bonding social capital as mediators. *Frontiers in Psychology*, 12, 678766.

Owusu, Y. A., Padi, A., & Frimpong, J. B. (2020). Emotional intelligence and cognitive skills as protective factors against psychological distress among Ghanaian youth. *Journal of Adolescent Health, 67*(3), 395–402.

Parray, F. A., Watts, H. K., Grover, S. & Guptas, S. (2024). Impact of Assertiveness Training on Psychological Well-Being of Adolescents. Educational Administration Theory and Practice journal 30(5) DOI:10.53555/kuey. v30i5.5976

Pozo-Rico, T., Sandoval,I., & Gilar-Corbi, R. (2023). The influence of emotional intelligence on coping strategies and mental health outcomes. Psychological Research, 98(3), 220-235.

Qamar, T., Chethiyar, S. D. M., & Ali, M. (2022). Perceived stress, emotional intelligence and psychological wellbeing of mental health professionals during COVID-19 in Pakistan. *Journal of Advanced Guidance and Counseling, 3*(1), 1–14. https://doi.org/10.21580/jagc.2022.3.1.9320

Rodríguez-Fernández, A., Ramos-Díaz, E., & Axpe-Saez, I. (2018). The Role of Resilience and Psychological Well-Being in School Engagement and Perceived Academic Performance: An Exploratory Model to Improve Academic Achievement. InTech. doi: 10.5772/intechopen.73580

Ryff, C. D. (2021). Psychological well-being revisited: Advances in the science and practice. *Annual Review of Psychology, 72*, 55-75. Ryff, C. D., & Keyes, C. L. M. (2023). The structure of psychological well-being revisited. *Journal of Health and Social Behavior*, *64*(1), 1–17.

Salovey, P., & Mayer, J. D. (2020). Emotional intelligence: Theory, findings, and implications. *Journal of Applied Psychology, 105*(4), 715-731.

Salleh, D., Mustapa, I. R., Mutalib, H. A., Khairudin, N. & Khairudin, R. (2020). Cultivating Students' Communication Skills and Psychological Well-Being through Problem Based Learning (PBL). *Journal Psikologi Malaysia* 34 (3) (2020): 159-175

Schneider, T. R., Lyons, J. B., & Khazon, S. (2019). Emotional intelligence, coping strategies, and quality of life: A cross-cultural comparison. *Journal of Cross-Cultural Psychology, 50*(4), 475–491.

Sharkiya, S.H. (2023) Quality communication can improve patient-centred health outcomes among older patients: a rapid review. *BMC Health Serv Res* **23**, 886 (2023). https://doi.org/10.1186/s12913-023-09869-8

Thapar, P., Sharma, R., & Kaur, A. (2019). Emotional intelligence ad its impact on learning environments: A comprehensive study. *International Journal of Educational Development*, 39 (2), 45-62.

Thenmozhi. P, D. (2019). Divya Bharathy. Relationship between the Level of Assertiveness and Academic Performance among Arts and Science College students. *Asian J. Nursing Education and Research. 2019; 9(3):293-296. doi: 10.5958/2349-2996.2019.00063.6*