Original Research Article

Relationship between emotional intelligence and suicidal behaviour among secondary school students in Kitutu Central Sub-County, Kisii County, Kenya

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Looking at the increasing trend of suicide in learners globally, the present study is an attempt to investigate the relationship between emotional intelligence and suicidal behaviour among secondary school students in Kitutu Central Sub-County of Kisii County in Kenya. The study employed a concurrent triangulation research methodology where both descriptive cross sectional survey and naturalistic phenomenology designs were used. Probability and non-probability sampling methods were used to sample 120 studentsfrom 28 secondary schools within Kitutu Central Sub-County. Data was collected using questionnaires to gather information from the students. The data collected was analyzed using regression analysis with the aid of Statistical Package for Social Sciences (SPSS) version 22.0. The findings were presented using frequencies, tabled standard deviations, mean differences and percentages. The results indicate that perceived teacher rejecting behavior during the teaching process contributes significantly to the development of suicidal behavior in most adolescents especially when teachers reject them and refer them names. Assumptions by parents and teachers in having close contacts with the learners sometimes contributes to suicidal thoughts especially when the students are pressed up with stressful issues and nobody bothers to listen to them. One of the implications of these findings is that the ministry of education might need to redesign the teaching curriculum to include emotional intelligence training for secondary school students. Future research should also aim at improving emotional intelligence in students which could help learners with stress coping skills and management.

Key words: Emotional intelligent, suicidal behavior, secondary school, students.

INTRODUCTION

Sojer et al. (2017) investigated the relationship between trait EI and resilience with suicidal ideation. Moreover, the study hypothesized that EI and resilience would be correlated with each other and that they were moderating variables between stressful life events and suicidal ideation. A total of 277 male and female students without current psychiatric diseases were recruited per online questionnaire asking for lifetime and 4-weeks suicidal ideation and demographic data and containing the Resilience Scale of Wagnild and Young, the Connor Davidson Resilience Scale and, for the measurement of trait EI, the Self-Report Emotional Ability Scale. Additionally, we applied the Social Readjustment Rating Scale to assess stressful life events. The study found significant negative correlations between lifetime and in part 4-weeks suicidal ideation and intrapersonal trait EI as well as resilience.

Trait EI and resilience were interrelated. There was no significant moderating effect of trait EI or resilience on the relationship between SRRS score and sociality.

A study by Fatemeh and Mehdizadeh (2011) aimed to investigate the relation between emotional intelligence and instable personality in substance abusers. The present correlational study selected 80 male addicts through available sampling. The subjects referred to the Therapeutic Community Center and Kimia, Yas, and Aban Clinics in Yazd, Iran. Their emotional intelligence and personality were evaluated by Baron Questionnaire and Eysenck personality questionnaire (EPQ) for adults, respectively. Pearson's correlation coefficient was used to assess the correlations between different factors. There was a negative significant correlation (P = 0.050) between emotional intelligence and instable personality in substance abusers. Problem solving and optimism (P = 0.001), interpersonal relation (P = 0.010), self-esteem (P = 0.013), and realities (P = 0.017) had significant effects on instable persona.

Kopera et al. (2018) explored the relationships between self-reported components of emotional intelligence and lifetime prevalence of suicide attempts in a clinical sample of AD subjects. A group of 80 inpatients entering an alcohol treatment program in Warsaw, Poland, was recruited. Baseline information about demographics, psychopathological symptoms, personality, and severity of alcohol problems was obtained. The Schutte Self-Report Emotional Intelligence Test was utilized for assessment of emotional processing. Lifetime history of suicide attempts was obtained from the MINI International Neuropsychiatric Interview. After accounting for affect-related suicide risk factors (severity of depression, anxiety, neuroticism), and also other significant predictors (e.g. age, sex, history of childhood abuse), mood regulation/optimism deficits remained a significant correlate of lifetime suicide attempts in AD patients. In the mediation models, mood regulation appeared to fully mediate the relationship between history of suicide attempts and depression, and also neuroticism.

Arslan (2017) did a research on the relationship between educational stress and emotional self-efficacy. The study found a negative correlation between emotional self-efficacy and educational stress. Findings obtained from the structural equation model; educational stresses were negatively predicted by emotional self-efficacy. The fit index obtained from the structural equation model show that the model fits well. Macharia (2013) reiterated that parent-child communication, parental conflicts and depression of parents are risk factors learner's suicidal acts. The study further identified dysfunctional families, irresponsible parenting, and absence of parents and parents' pressure on adolescents to perform academically as another contributor to learner's suicidal behaviors. Mattar (2018) did a study on the difference in emotional intelligence in relation to levels of maltreatment of Jordanian secondary school students. The study noted a statistically significant inverse relationship between emotional intelligence and maltreatment.

Students subjected to high levels of maltreatment scored lower means in emotional intelligence, and students subjected to low levels of maltreatment scored higher means in emotional intelligence. The emotional intelligence domains included intrapersonal skills, interpersonal skills, stress management and adaptability. The results showed statistically significant differences for all domains except intrapersonal skills.

A study by Wara et al. (2018) on the Relationship between Emotional Engagement and AcademicAchievement among Kenyan Secondary School Studentsoutlined that a statistically significant moderate positive correlation (r=.354, N=312, p<.05) between emotional engagement and academic achievement amongthe students, with an increase in emotional engagement occasioning an improvement in academic achievement. Christine and Nowak (2009) earlier argued that the ability to perceive, integrate, understand, and manage one's emotions decreases the likelihood of suicide ideation and attempts among those at risk.

Tomas and Gomez (2014) did a study on the associations between emotional intelligence, depression and suicide risk in nursing students. The study noted that the most important factor which predisposes young people to suicide is depression, although protective factors such as self-esteem, emotional adaptation and social support may reduce the probability of suicidal ideation and suicide attempts. Several studies have indicated an elevated risk of suicide for health-related professions. Little is known, however, about the relationship between perceived emotional intelligence and suicide risk among nursing students. Another study by Lincoln et al. (2013) on Suicidal behaviour among youths associated with psychopathology in both parents and youths attending outpatient psychiatric clinic in Kenya noted that suicide is a major cause of death among youths particularly with psychiatric, alcohol abuse and substance abuse disorders.

An extensive study by Andrews, Jose and Sonsoles (2014) on the determinants of risky sexual behaviours among secondary school students in Delta State Nigeria outlined that that the relationships among risky sexual behaviour and the independent variables were significant; however, the relationships between risky sexual behaviour and emotional intelligence or religiosity were negatively significant. About 43% of the variation of risky sexual behaviour among adolescents was accounted for by the independent variables, the most potent being religiosity. It was, however, recommended that incorporating emotional intelligence and self-esteem training into the school curriculum of students' religious activities should be encouraged as well to enhance moral development of adolescents. Another related study by Herrero et al. (2014) on the associations between emotional intelligence, depression and suicide risk in nursing students argued that The most important factor which predisposes young people to suicide is depression, although protective factors such as self-esteem, emotional adaptation and social support may reduce the probability of suicidal ideation and suicide

attempts.

Kharsati and Bhola (2014) explored emotional Intelligence is a protective factor for suicidal behavior. Little is known about what factors protect against the occurrence of suicide ideation and attempts. We tested whether emotional intelligence (EI) the ability to perceive, integrate, understand, and manage one's emotions decrease the likelihood of suicide ideation and attempts among those at-risk Adolescents (N=54) aged 1219 were recruited from local psychiatric clinic and the community to participate in this cross sectional laboratory based study. Analyses examined whether the relations between childhood sexual abuse (CSA) and suicide ideation and attempts were moderated by adolescents' EI. These constructs were assessed using self-report, structured interviews, and performance based tests, respectively. Results: Analyses revealed that EI is a protective factor for both suicide ideation and attempts. Specifically, CSA was strongly predictive of these outcomes among those with low EI, weakly predictive among those with medium EI, and completely unrelated among those with high EI. Follow-up analyses revealed that the protective effect of EI was driven primarily by differences in Strategic EI (i.e., ability to understand and manage emotions) but not Experiential EI (i.e., ability to perceive emotions and integrate emotions into thoughts).

Soma and Sadhan (2011) investigated whether students' emotional intelligence plays a role in their suicidal ideation. Considering the increasing trend of suicide in the students' community all over the country, the present study is an attempt to investigate the correlation between emotional intelligence and suicidal ideation in a group of 200 under graduate college students (in equal number of male and female) from different colleges in and around Kolkata, India. Results indicates that students with less in emotional intelligence having more suicidal ideation. Future research needed to aim to enhancing emotional intelligence in students would result in better stress coping skills. One of the implications of these findings is that computing curricula might need to be redesigned to include emotional intelligence training, which is a learnable skill.

Abdullah, Phaik, Samsilah and Maznah (2014) examined the relationships between emotional intelligence (EI) and the delinquent behavior (DB) of the students. The level of DB reported by the students is categorized under the headings of crime, drugs, vandalism, pornography and Sexual behavior, other misbehavior, and dishonesty. Meanwhile, EI is investigated by looking at the level of EI domains, such as self-awareness, self-regulation, self-motivation, empathy, social skills, maturity, and spiritual awareness. Data were gathered from a sample of 300 secondary school students aged 15 to 18 years in Selangor. The schools they attended were selected from the so-called "hardcore schools," which were identified by Schools Division in the State of Selangor. Two instruments, namely, surveys on the "Behavior of Students" and "Malaysian Emotional Quotient Inventory (R)–Adolescence (MEQI)," were utilized to collect the research data and were analyzed

using SPSS 19.0. The data showed that the highest delinquency among the adolescents was misbehavior in school, followed by crime, vandalism, pornography, dishonesty, and drugs. Result also revealed a negative linear relationship between EI (r= −.208, n= 300, p= .001) and DB, implying that adolescents with better EI had lower levels of delinquency. Multiple regression analysis revealed that EI is a significant predictor of DB and self-Awareness is the main factor of DB. This study contributes to the knowledge of the   importance of EI in understanding DB. EI can be used to identify and discriminate emotional skills among those adolescents who exhibit DB. Addressing the role of EI as a predictor would probably prove to be effective in reducing D.

Moayedi et al. (2014) did a research and found out that suicide attempt is a major issue in general health and is increasing day to day. Since emotional Intelligence (EI) is related to one's ability to manage stress, this study was aimed to assess the EI of people who Attempt suicide. This was a case control study that was conducted on two groups; 50 patients who attempted suicide and attended Shahid Mohammadi hospital of Bandar Abbas and 50 others that were selected from their companions who were selected randomly. The Bar-On questionnaire was distributed to all the participants and the results were analyzed using descriptive statistics and T test. The findings showed that the overall EI score was significantly lower among patients of the suicide group compared to the control group (P<0.05). EI was significantly lower in participants who attempted suicide. According to the results of this study, EI is a protective tool against suicidal thoughts and behaviors. Programs that help improving EI can be effective in decreasing the risk of suicide attempts.

A study by Andres et al (2014) investigated the mediating role of perceived stress in the relationship betweenperceived emotional intelligence and depressive symptoms in adolescence. A total of 661 high school Spanish students participated in the study. The analyses indicated that the effects of each of the perceived emotional intelligence sub-scales (namely, Attention, Clarity and Repair) on depressive symptomatology were partially mediated by perceived stress. Specifically, the mediating effect was negative for Clarity and Repair, but positive for attention. The analysis also showed that the direct effects were positive for all sub-scales. These results suggest that the promotion of stress management skills may be core in the development of prevention and treatment programs for depression in adolescents, and possibly more beneficial than the promotion of emotion regulation skills. Our findings, along with previous evidence, suggest that emotional attention, as measured in the pre-sent study, may be targeting a pathological type of attention.

Literature Review

Suicide has been defined by Comer (2002) "Self-inflicted death in which one makes an intentional, direct and conscious effort to end one's own life". Suicide is the term

used for the deliberate self-destruction of a human being, by causing their body to cease life function. Such actions are typically characterized as being made out of despair, or attributed to some underlying causes (Hawton and van Heeringen, 2009). The world health organization recognizes suicide as one of the   world's leading causes of death (Deleo et al. 2002). In United states the data from the comorbidity survey indicates that 4.6% of individuals have a history of suicide attempts (Nock and Kessler, 2006), the centre for disease control and prevention found that approximately half of individuals who died by suicide in 2004 had at least one diagnosed mental illness, the most common being major depression 85.2% of case), bipolar disorder 7.4 and schizophrenia 3.3% (Nock and Kessler, 2006). Additionally, Males were found to be over times to complete suicide, whereas females were more likely to attempt suicide (CDC, 2006).

According to the World Health Organization up to 7000 suicides are reported in Kenya annually with tens of thousands more attempting to kill themselves in what is often blamed on depression, this information emerged during the worlds suicide prevention day at the Mathari hospital. The vulnerability can be assisted by using selective prevention strategies such as strong personal relationships using help lines and education as well as training health workers.

Similarly, Yari and Apter, (2012) also investigated suicide and incidental behavior and in their survey report of WHO in 2007 indicated that in 2020 approximately 1.53 million people will die from suicide and ten to 20 times more people will attempt suicide worldwide. The estimate represents on the average one earth every 20 seconds and one attempt every one to two seconds Yari and Apter, (2012). Although on the lower predictive value the presence of psychopathology is probably the single most important predictor of suicide. Most cases reported are within the criteria of psychiatric disorder, demission, and substance use disorders, cluster is personality disorder and schizophrenia (Deleo et al., 2002).

In another study by Soma and Sadhan (2011) indicated that most students had reported 75.5% cases of suicide attempts and at the sometime the prevalence rates were significantly higher in females not living with both parents, not in the Island. Similarly, Bi et al. (2017) also reported cases of ideation and Suicide attempts among the patients admitted into the psychiatric hospital in china. Whereas, Swanson and Colman (2011)   showed in their finding that parental attempts to suicidal cases had contributed up to 3.5 increases in youth's probability of having suicidal thoughts with a 2.6 increased chance of them attempting suicide. Additionally, factors and risks contributing to youth suicide were academic pressure, alcohol consumption, the loss of a valued relationship, frequent change of residency and poor family patterns (Kastenbaum, 2012).

A report by Woodward (2005) revealed that in India one third of suicide cases were mainly young people Youth suicide in this case is when a young person generally categorized as someone below age 21 deliberately ends

their own life (Mali P, Zahyah and Tim W 2015). The rates of attempted and completed youth suicide in Western societies and other countries are high. The research reports gender differences in both males and females however, suicidal thoughts are common among girls, while adolescent males are the ones who usually carry out suicides (Deleo et al., 2002).

Abdollahi et al. (2016) examined the relationships among perceived stress, emotional intelligence, and suicidal ideation and to test the moderating role of emotional intelligence in the relationship between perceived stress and suicidal ideation. A sample of depressed adolescents (n = 202) was recruited from five hospitals in Tehran, Iran, and then asked to complete measures of patient health, suicidal ideation, perceived stress, and emotional intelligence. Structural Equation Modeling showed that depressed adolescent in-patients with high levels of perceived stress and low levels of emotional intelligence were more likely to report suicidal ideation. Multi-group analysis indicated that depressed in-patients high in both perceived stress and emotional intelligence had less suicidal ideation than others. The findings support the notion that perceived stress acts as vulnerability factor that increase suicidal ideation among depressed inpatients. Suicidal history moderated the relationship between emotional intelligence and suicidal ideation. These findings also highlight the importance of emotional intelligence as a buffer in the relationship between perceived stress and suicidal ideation.

Swanh et al., (2012) did another study on correlation of suicide ideation and attempt among youths living in the slums of Kampala. This study used the of youths ages 14–24, was conducted in May and June of 2011, to assess the prevalence and correlates of suicidal behavior. Participants (N = 457) were recruited for a 30-minute interviewer-administered survey through eight drop-in centers operated by the Uganda Youth Development Link for youth in need of services. The study used Bivariate and multivariate logistic regression analyses to determine associations between psychosocial correlates and suicide ideation and suicide attempt. Result found out that both parents deceased, parental neglect due to alcohol use, trading sex for food, shelter or money, sadness, loneliness and expectations of dying prior to age 30 were significantly associated with suicide ideation in multivariate analyses. Parental neglect due to alcohol use, sadness, and expectations were significantly associated with suicide attempt in multivariate analyses. Given the dire circumstances of this vulnerable population, increased services and primary prevention efforts to address the risk factors for suicidal behavior are urgently needed.

Turnipseed and Vandewaa (2012) evaluated hypothesized positive linkages between organizational citizenship behavior and the emotional intelligence dimensions of perception, using emotion, understanding emotion, and management of emotion, involving two samples. Sample 1 comprised 334 employed college students, 52% male, with a mean age of 23.4 yr.,   who

worked an average of 29.6 hr. per week. Sample 2 comprised 72 professors, 81% female; with a mean age of 47 yr. Measures were the Emotional Intelligence Scale and the Organizational Citizenship Behavior Scale. Results of hierarchical multiple regressions indicated a positive link between organizational citizenship behavior and emotional intelligence. There were differences between the samples. In Sample 1, each of the emotional intelligence dimensions were positively linked to citizenship behavior: using and managing emotion were the greatest contributors. In Sample 2, managing emotion was the only contributor. Emotional intelligence had the strongest relationship with citizenship behavior directed at individuals.

Aradilla et al. (2014) determined the prevalence of suicide risk in a sample of nursing students, to examine the relationship between suicide risk and perceived emotional intelligence, depression, trait anxiety and self-esteem, and to identify any gender differences in relation to these variables.: Cross-sectional study of nursing students (n=93) who completed self-report measures of perceived emotional intelligence (Trait Meta-Mood Scale, which evaluates three dimensions: emotional attention, clarity and repair), suicide risk (Plutchik Suicide Risk Scale), self-esteem (Rosenberg Self-esteem Scale), depression (Zung Self-Rating Depression Scale) and anxiety (Trait scale of the State-Trait Anxiety Inventory). Linear regression analysis confirmed that depression and emotional attention are significant predictors of suicidal ideation. Moreover, suicide risk showed a significant negative association with self-esteem and with emotional clarity and repair. Gender differences were only observed in relation to depression, on which women scored significantly higher. Overall, 14% of the students were considered to present a substantial suicide risk.

RESEARCH METHODOLOGY

The study employed a concurrent triangulation research methodology where both descriptive cross sectional survey and naturalistic phenomenology designs were used. Probability and non-probability sampling methods were used to sample 120 students from 28 secondary schools within Kitutu Central Sub-County. Data was collected using questionnaires to gather information from the students. The data collected was analyzed using regression analysis with the aid of Statistical Package for Social Sciences (SPSS) version 22.0. The findings were presented using frequencies, tabled standard deviations, mean differences and percentages.

FINDINGS AND DISCUSSIONS

Relationship between Emotional Intelligence and Suicidal Behavior among Secondary School Students

The findings on the relationship between emotional

Intelligence and Suicidal Behavior were consolidated from both the quantitative data obtained from the teachers and the qualitative data generated from interview respondents who were the guidance and counseling teachers. Students were asked to given their opinion on the following statements related to emotional intelligence. The student respondents were expected to rate their agreement with the statement in five scaled statements of underdeveloped, needs improvement, adequate, good and excellent. They were to rate the statements on that scale based on their opinion and their responses were put in percentages as tabulated in Table 1.

The study established that emotionally intelligent students always knew which emotions they were feeling, with 28.6% and 27.1% rating this statement as good and excellent respectively. Cumulatively, 55.7% of the respondents were good at identifying their emotional feelings. Most of the students with emotional intelligent students were also good at realizing the links between their feelings and what they think, do and say, as shown by 30.0% who indicated good, while 27.1% indicated excellent. Emotionally intelligent students could also recognize how their feelings affect their performance as shown by 27.1% who said that their recognition was excellent, 20.0% indicated good, while 24.3% indicated adequate. Students with emotional intelligent were also found to be having guiding awareness of their values and goals as shown by 45.7% who indicated excellent in this statement, while 38.6% revealed that they were good at this.

In establishing accuracy in self-assessment, the study established that students with this characteristic were aware of their strengths and weakness. In fact, 42.9% were excellent in doing this, while 21.4% indicated good. It was also found that students with self-assessment were reflective and tried to learn from experience, as indicated by 35.7% who indicated excellent, while 27.1% indicated good. The study also found that these students were open to candid feedback, new perspectives, continuous learning, and self-development, as shown by another 35.7% who were excellent in this characteristic while 27.1% were good at it. Over three quarters of the respondents at 76.2% were also good at showing sense of humor and perspective about themselves, with 38.6% showing that they were excellent in this attribute.

Based on self-confidence, the study found that students with this characteristic could present themselves well with self-assurance as shown by 35.7%, who were excellent in doing this, while 31.4% indicated that they were good at it. Another 34.3% also indicated that they were excellent in voicing their views, that are unpopular and could go out on a limb for what is right. Cumulatively, 61.4 were good at showing this attribute with 27.1% indicating that they were good at it. Self-confidence students were also decisive and were able to make sound decisions as shown by 65.8% of the respondents cumulatively. This was contrary to Mali et al. (2015) who argued that emotional intelligence was not significantly related with learning behaviour. However,

Table 1. Emotional Intelligence and Suicidal Behaviour

Statement	Underdeveloped	Needs improvement	Adequate	Good	Excellent	Mean	STDev
Emotional Intelligence							
I always know which emotions I am feeling and why	9 (12.9)	12 (17.1)	10 (14.3)	20 (28.6)	19 (27.1)	3.40	1.39
I realize the links between my feelings and what I think, do and say	8 (11.4)	12 (17.1)	10 (14.3)	21 (30.0)	19 (27.1)	3.44	1.36
I recognize how my feelings affect my performance	5 (7.1)	15 (21.4)	17 (24.3)	14 (20.0)	19 (27.1)	3.39	1.29
I have a guiding awareness of my values and goals	1 (1.4)	7 (10.0)	3 (4.3)	27 (38.6)	32 (45.7)	4.17	1.01
Accurate Self-Assessment							
I am aware of my strengths and weaknesses	2 (2.9)	13 (18.6)	10 (14.3)	15 (21.4)	30 (42.9)	3.83	1.25
I am reflective and try to learn from experience	5 (7.1)	7 (10.0)	14 (20.0)	19 (27.1)	25 (35.7)	3.74	1.25
I am open to candid feedback, new perspectives, continuous learning, and self-development	1 (1.4)	13 (18.6)	12 (17.1)	19 (27.1)	25 (35.7)	3.77	1.17
I am able to show a sense of humor and perspective about myself	4 (5.7)	5 (7.1)	7 (10.0)	27 (38.6)	27 (38.6)	3.97	1.14
Self-confidence							
I can present myself with self-assurance; 'I have presence'	5 (7.1)	9 (12.9)	9 (12.9)	22 (31.4)	25 (35.7)	3.76	1.27
I can voice views, that are unpopular and go out on a limb for what is right	5 (7.1)	12 (17.1)	10 (14.3)	19 (27.1)	24 (34.3)	3.64	1.31
I am decisive, and able to make sound decisions	5 (7.1)	5 (7.1)	14 (20.0)	23 (32.9)	23 (32.9)	3.77	1.19

Source: Survey data, 2018

they further stated that social intelligence is significantly related with learning behaviour, except for social cognition, self-presentation, influence and concern.

Regression output for relationship between Emotional intelligence and Suicidal Behavior

In investigating the relationship between emotional Intelligence and Suicidal Behavior, the aggregates of the predictor variables (emotional intelligence) were measured and multiple regression was run using the aggregate of the independent variables (predictors such as, emotional intelligence, Self Confidence and Accurate Self-Assessment) and aggregate of suicidal behavior as the dependent variable. The regression analysis was used to test the null hypothesis that;

$H_0$1: There is no statistically significant relationship between emotional intelligence and suicidal behavior among secondary school students

The regression output is presented in Table 2. The model shows the independent variables (emotional intelligence,

self-confidence and accurate self-assessment) account for 25.4% (R^2 = 0.254) of the variance in the dependent variable (suicidal behavior). The ANOVA shows that regression is a good fit for our data with F $(3, 66)$ =2.379 which is statistically significant ($p<0.05$).

On examining the coefficients of the variables, the constant term, emotional intelligence, self-confidence and accurate self-assessment were found to be statistically and negatively significant ($p <0.05$). This shows that all the three predictors statistically and significantly negatively influence suicidal behavior among the students (R=50.4; p<0.05), consequently, the multiple regression model equation becomes:

$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$

$Y = 8.463 - 1.089 X_1 - 0.102 X_2 - .0355 X_3$

where Y is the suicidal behavior

X_1 is the accurate self-assessment

X_2 is the self-confidence

X_3 is the emotional intelligence

From the equation, when the predictor variables decrease, the dependent variable increases.

Table 2. Regression Output for Effect of Emotional Intelligence on Suicidal Behaviour

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.504[a]	.254	.238	6.875
ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	337.307	3	112.436	2.379	.0248[b]
	Residual	3119.836	66	47.270		
	Total	3457.143	69			

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.463	4.925		1.718	.010
	Accurate Self-Assessment	-1.089	.478	-.492	-2.279	.026
	Self Confidence	-0.102	.436	-.042	-0.233	.017
	Emotional intelligence	-0.355	.281	-.350	-1.263	.011
a. Dependent Variable: Suicidal Behaviour						
b. Predictors: (Constant), Emotional intelligence, Self Confidence, Accurate Self-Assessment						

This implies that when there is a decrease of 1.089 accurate self-assessment, 0.102 self-confidence and 0.355 emotional intelligence, there is a unit increase of suicidal behavior. This provides evidence of rejection of the null hypothesis. The null hypothesis was therefore rejected and the study concluded there was a significant relationship between emotional intelligence, self-confidence and accurate self-assessment and suicidal behavior among the secondary school students.

Conclusions

These findings suggest that youths who are not able to show a sense of humor and perspective about themselves are always depressed and cannot voice views that are unpopular. Also, perceived teacher rejecting behavior during the teaching process contributes significantly to the development of suicidal behavior in most adolescents especially when teachers reject them and refer them names. Assumptions by parents and teachers in having close contacts with the learners sometimes contributes to suicidal thoughts especially when the students are pressed up with stressful issues and nobody bothers to listen to them.

Recommendations

The study recommends that based on the knowledge of the various risk factors of suicidal behavior of adolescent students, teachers should identify students at risk and offer them appropriate help. School administration should work closely with the Guidance and Counseling Department to help identify learners with suicidal behavior and appropriate actions taken earlier enough. It is equally advisable that the County Education Office through the Sub-County Education Support Officers hold seminars and workshops to inform teachers on the suicidal risks they are not aware of. Learners sometimes are overwhelmed by the radical decisions they make, there is need for teachers and parents to help moderate learner's emotions through close monitoring and through socialization.

The study recommended that teacher counselors should adopt appropriate therapy techniques geared towards the enhancement of emotional engagement of all students in the schools oftheir jurisdiction in order to boost their chances of doing better in their studies. The identified student with suicidal behaviors should be reported immediately to the school administrators and action taken immediately. The schools need to organize and frequently invite motivational speakers to their schools and professionally trained counselors to be having sessions with the learners.

Conflict of interests

The authors declare that they have no conflict of interests.

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