

Abstract

Emotional intelligence and some social demographic factors have been touted as positive predictors of academic achievement in nursing students. This study's aim was to determine predictors of academic achievement in junior baccalaureate nursing students in Kenya. A correlational cross-sectional study design was used. The study population was senior baccalaureate nursing students in two universities, one public and one private. A total of 158 nursing students took part in the study. A self-administered questionnaire with 4 sections was used; that is; sociodemographic, socioeconomic, trait emotional intelligence and academic achievement sections. Slovincs formula was used to determine the sample size. Data analysis was conducted using descriptive statistics, chi-square, Pearson correlation and T-tests. There was a significant difference ($p=0.016$) between average grade scores of male (66.23 ± 11.908) versus female students (58.65 ± 21.71). There was a significant relationship ($p=0.000$) between trait emotional intelligence and average grade scores among senior baccalaureate nursing students. The study concluded that male students tend to perform better than their female counterparts. Students with high emotional intelligence also tend to perform better than those with low emotional intelligence. The study recommended that female nursing students be trained on effective academic practices. Nursing schools in universities ought to offer emotional intelligence skills training programs in their curriculum as it impacts their academic performance.