

**TEACHERS' EMOTIONAL INTELLIGENCE AS CORRELATES OF TRUANCY BEHAVIOUR
AMONG SECONDARY SCHOOL STUDENTS IN KATSINA METROPOLIS, KATSINA STATE****BY****Dr. BADA Steve Olusegun: Department of Educational Psychology and Counselling,
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Federal University Dutsinma, Katsina State, anahajohnt4@gmail.com****Abstract**

The study examined teachers' emotional intelligence as correlates of students' truancy behaviour among secondary school students in Katsina Metropolis, Katsina State. Three research questions and three null hypotheses guided the study; descriptive correlational design was employed for the study. The population for the study was 297 teachers, simple random sampling techniques was used to select 167 respondents. The instruments for data collection were Teachers Emotional Intelligence Questionnaire (TEIQ), and Students Truancy Behaviour Questionnaires (STBQ). To ensure the validity of the instrument, the instruments were face validated by an expert from Department of Educational Psychology and Counselling. The reliability index of 0.87 and 0.73 was obtained from the instruments. The linear correlation, regression and t-test were used to answer the research questions and were also used to test the null hypothesis at 0.05 level of significance. The findings of the study showed the relative importance of each of the predictor variables (teacher's emotional intelligence and gender) to the prediction of truancy behaviours. The findings of the study show that teacher's emotional intelligence significantly correlates secondary school student's truancy behaviours. It is recommended that before a teacher is employed, he or she should be exposed to emotional intelligence seminar. This will help the school management to employ only competent teachers who will develop student's punctuality habit.

Keywords: Emotional intelligence, Teachers' emotional intelligence, Students' truant behaviour

Introduction

It is detectably seen that amid school hours, most students are discovered standing around in the boulevards either in their school garbs or mufti. They sometimes have cliques whom they plan their escape from school with. It is so dampening for guardians to understand that their kids who they believed are learning in school is really not in school. Truancy behaviour is as often as possible characterized as nonappearance from school. Pardoned by the guardians, legitimate guardians. Truancy among students has gotten to be risky in the cutting-edge educational system. The students' advancement is a result of numerous procedures which include: natural, intellectual, social, dialect, enthusiastic, moral, physiological and mental procedures. These unpredictable procedures if not legitimately formed could change into understudies' maladjustment of which truancy is one of them. It is a troublesome conduct issue that has contrarily influenced the instructive possibilities of the teenagers in school.

According to Weisinger (2004), emotional intelligence as the intelligent application of emotions, you deliberately force your feelings to work for you through applying them in order to help to guide your behavior and thought in the ways that promote your consequences. It is there important to study how teachers promote classroom discipline and limit or reduce disruptive behavior of students. Goleman (1995) and Bar-On (1997) opined that one of the factors that influence behaviours management in the class-room is emotional intelligence. Emotional intelligence may influence truancy behavior if teachers could assist in creating a classroom environment for improving academic and emotional performance of students. Emotional intelligence contributes towards an increased sense of creativity, promotes innovative thinking, reduces stress and improves relationships (Brownhill, 2009). It enables one to fulfill his/her desires at the physical, mental, emotional and spiritual levels and relate effectively with others (Singh 2006). Emotional intelligence helps individual to build stronger relationships, succeed at school, and achieve your academic, career and personal goals; it can also help individual to connect with his feelings, turn intention into action, and make informed and reasonable decisions about what matters most to him (Bada, Jimoh, & Ibrahim, 2022).

Teachers' Emotional Intelligence can be defined as the ability of the teachers to monitor, access, express and regulate their own feelings, identify, interpret, understand their emotions and that of the students. It is the ability of the teachers to guide their thinking and maintain adequate classroom climate. Positive teachers emotional intelligent could breed high self-esteem and good school adjustment among secondary school students (Petrides, Norah & Adrian 2002). Teachers' emotional intelligence assists in creating a classroom environment for improving academic and emotional balance in students. Nelson, Low and Nelson (2005) also posited that, teachers can "effectively deal with the pressures and demands of daily life and work" by developing and capitalizing on their emotional intelligence skills. These skills include: self-awareness, being able to interact with people and being able to regulate one's mood. Goleman (2005) suggests that teachers become more effective when they are aware of the influence of emotional intelligence on learning and behaviour of students. Therefore, due to the nature and demands involved in teaching, teachers should build on and strive to acquire high level of emotional intelligence to stay relevant and effective in the line of education

Seeley (2006) explained truancy behavior as a circumstance whereby a student is missing in the school without a reason by the parent or if the student leaves school or class without authorization from the educator or supervisor in control. Truants see the time they leave home for school as a period of freedom. Cone (2012) observed that truants leave home but do not go to school or escape from school to engage in negative activities that caught their imagination and fancy. Uwakwe (2019) explained that truancy behavior affects the school social environment creating a climate of fear and inhibiting students' ability to learn, the entrenched truancy culture in the homes, school and society coupled with insensitive response to truancy behavior by those in authority affects students' attitude to truancy.

Truancy in secondary school seems to be major challenges in the formal system of education in Nigeria. Students' punctuality is one of the basic requirements for effective and efficient teaching and learning process in any educational institutions. The prevailing situations occasioned by the current security, social and economic conditions among other reasons appear to inhibit the realization of the student's educational objectives of good performance (Jimoh, 2023). Truancy is a term that is generally defined by each individual as a specified number of unexcused absences from school over a designated period of time. "Chronic" or "habitual" truancy are terms that are typically applied when a student exceeds a specified number of unexcused absences over a certain period of time that may result in court referrals (Smink & Heilbrunn, 2005).

As far as the students' truancy behavior is concerned, due consideration should be given to their age, maturity, developmental phase, academic standing, home situation, and a host of other factors as these are likely to affect not only their perceptions but also the relationship they have established with their teachers (Goleman, 1995). Truancy behavior is a typical behavioral issue among students that have expected a disturbing measurement generally. Most teachers in Katsina metropolis have censured the level at which dominant part of the understudies stick around the school at a time they should be on the get together ground or classes. Truancy is caused by psychological, environmental, school environmental and prenatal environment (Uwakwe, 2019). Conversely, this study depended on the teachers' emotional intelligence as correlate of students' truancy behaviour among secondary school students in Katsina Metropolis.

Statement of the Problem

The spread of truancy behaviour has offered ascend to different moral, intellectual, mental and social issues among students it does not just influence the students, family or school however the general public on the loose. However, the poor academic performance can make the students' to be frustrated, become truant and later drop-out from the school, some of this drop-out students may become nuisance in the society and disturbing the peace of the society as a result of truancy behaviour. The problems of poor academic performance have great negative implication on the student himself, the family, the school, and the society as a whole (Bada & Muhammad, 2018). There is a gap in research on how to improve on their irregular school attendance behaviour. Therefore, this study focused on using social learning and cognitive behaviour intervention, as the vehicle by which students could imbibe the practice of regular school attendance and cope with the challenges of schooling Wool folk, (2005) them with positive action. The educational benefit of Cognitive behaviour Theory leads to a long-term result as they continue to practice what they have learnt in order to reduce in the rate of truancy. Essentially, the intervention would assist the students to develop skills for solving problems thereby maintaining regular school attendance and academic

success (Aron 2007). In this regard, if school is considered as workplace of teachers, it can be claimed that teachers' emotional intelligence has a significant relationship to truancy behavior of secondary school students in Katsina metropolis, Katsina State. This study therefore investigated the teachers' emotional intelligence as correlates of student's truancy behaviour among secondary schools teachers in Katsina, Katsina State, Nigeria.

Objectives of the Study

The major objective is to investigate teachers' emotional intelligence as correlates of students' truant behavior among secondary school students in Katsina metropolis, Katsina State. In specific terms the study intends:

1. To investigate the relationship between teachers' emotional intelligence and students' truancy behaviour in Katsina metropolis.
2. To examine the gender difference in the level of emotional intelligence of teachers in Katsina metropolis.
3. To find out the gender difference in the truancy behaviour of students in Katsina Metropolis.

Research Questions

1. What is the relationship between teachers' emotional intelligence and students' truancy behaviour in Katsina Metropolis?
2. Does any significant difference exist in the level of teachers' emotional intelligence in Katsina metropolis?
3. Does any significant gender difference exist in the truancy behaviour of students in Katsina Metropolis?

Research Hypotheses

The following null hypotheses were formulated to guide the study:

- H₀₁.** There is no significant relationship between teachers' emotional intelligence on students' truancy behaviour among secondary school in Katsina Metropolis.
- H₀₂.** There is no significant gender difference in the level of teachers' emotional intelligence in Katsina metropolis.
- H₀₃.** There is no significant gender difference in the truancy behaviour of students in Katsina Metropolis.

Methodology

This study adopted a descriptive of a correlational research design type to examine the relationship between teachers' emotional intelligence and truancy behaviour of secondary school students in Katsina metropolis. Correlation research involves collection of data to determine whether and to what degree a relation exist between two or more variables (Salisu & Umar 2019). The target population consists of all Public/Government Senior Secondary School teachers in Katsina Metropolis. The Local Government have nine (9) public senior secondary schools with a target population of approximately two hundred and ninety-seven (297) public secondary school teachers.

The purposive sampling technique was used to select five (5) schools, where the sample were drawn for the study. In selecting the sample respondents, the sample random sampling technique was used to select teachers as respondents to answer research questionnaires. The sample size estimation is in line with recommendations offered at a confidence level 95% and a Margin Error of 5.0% (Research Advisor, 2006). The population of two hundred and ninety-seven (297) and a sample of one hundred and sixty-seven (167) SSS 2 teachers were used as respondents.

The instruments used for this study is questionnaire was titled "Teachers Emotional Intelligence Questionnaire (TETQ) and Students Truancy Behaviour Questionnaires (STBQ)". The questionnaire comprised of sections A, B and C. Section A comprised the bio-data of the respondents such as Name of school, Type of School, Age, and Gender; Section B comprised of fifteen (15) items drawn on emotional intelligence while Section C also comprised of fifteen (15) items drawn on Truancy Behaviour. The items were structured in a - 4 Likert Scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The two instrument used in this research were adopted from Anulx and Dethe (2001) where they state clearly how the item described teachers express their feelings using test- retest procedure to obtained the require reliability coefficient, The instrument consist of 30 items both frame in unambiguous language on the liker scale of Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point.

The instrument for the collection of data was face validated by an expert in Department of Educational Psychology and Counselling, Faculty of Education, Federal University Dutsin-ma Katsina State. The reliability

of the instrument was conducted using 20 copies of the instrument and a reliability co-efficient of 0.87 and 0.73 was obtained respectively from the test using Cronbach Alpha Statistical analysis.

The data collected from this study were statistically analyzed using descriptive and inferential statistics. Frequency and percentage were used for analyzing demographic data in section ‘A’. Pearson Product Moment Correlation (PPMC) was used to test hypothesis one and t-test was used to test hypothesis two. The hypothesis was tested at 0.05 level of significant.

Results

H₀₁. There is no significant relationship between teachers’ emotional intelligence on students’ truancy behaviour among secondary school in Katsina Metropolis, Katsina State.

Table 1

Correlation analysis of teachers’ emotional intelligence and students’ truancy behaviour

Variables	N	Mean	df	Cal.r	Crit.r	P-value	Sign	Remark
Emotional Intelligence	83	41.5						
		165	1.59	2.01	0.80	.000	Not Sign.	
Truancy Behaviour	84	42.3						

(P < 0.05)

Table 1 displays the results of Pearson Product Moment correlation between teachers’ emotional intelligence and students’ truancy behaviour. The correlation matrix with cal-r=1.59, cri-r=2.01 and p=0.80 this reveals that, the teachers and students’ truancy behaviour had the strongest coefficient of correlation for the strategies of discussion (r = 0.80), which is significant at the level of .05. p=0.80>0.5, the t-cal of 1.59 is less than t-crit of 2.01, therefore the null hypothesis is Not rejected. To conclude, it was observed that the relationship between teachers’ emotional intelligence and students’ truancy behaviour was positive, moderate and low. Thus, it is probable that teachers’ emotional intelligence was quite accurate based on their students’ truancy behaviours.

H₀₂. There is no significant gender difference in the level of teachers’ emotional intelligence in Katsina metropolis, Katsina State

Table 2

Gender difference the level of teachers’ emotional intelligence

Variables	Gender	N	Mean	S.D	df	t-value	Level of Sig
Emotional Intelligence	Male	83	131.88	33.92			
	Female	84	140.62	26.98	165	2.07	1.01

p≤0.01 level (2-tailed)

Table 2 shows the gender difference between emotional intelligence of SS2 teachers in Katsina metropolis, Katsina State i.e. the Mean of 131.88 and 140.62 with S.D 33.92 and 26.98 respectively at 165 level of difference. The t- value of two groups is 2.07 which became significant at both the levels of significance i.e. 0.05 and 0.01 level. This means there is significant difference between emotional intelligence of male and female secondary school teachers. However, the mean scores of female secondary school teachers are higher than male secondary school teachers. It suggests that female secondary school teachers are more intelligent in emotions than male secondary school teachers.

H₀₃. There is no significant gender difference in the truancy behaviour of students in Katsina Metropolis, Katsina State.

Table 3

Difference on the basis of gender in the truancy behaviour of students

Variables	Groups	N	Mean	S.D	df	t-value	Sig
Truancy Behaviour	Male	83	135.66	33.92			
	Female	84	144.34	26.98	165	4.36	0.01

p≤0.01 level (2-tailed)

Table 3 shows the difference between the level of Students truancy behaviour of male and female senior secondary school teachers in Katsina Metropolis i.e. Mean of 135.66 and 144.34 with S.D 33.92 and 26.98 respectively at 165 level of difference. The t- value of two groups is 4.36 which are significant at both the levels of significance i.e. 0.05 and 0.01 level. This means there is significant difference between level of perceived students' truancy behaviour of male and female secondary school teachers. However, the mean scores of female secondary school teachers are higher than male secondary school teachers. It suggests that female secondary school teachers develop more professionally than male secondary school teachers in term of checking truant students in the school.

Discussions

The findings revealed highly significantly positive relationship between emotional intelligence and student's truancy behaviour. In Table 1, it clearly showed that there was a strong positive relationship of student's truancy behaviours and teachers' emotional intelligence. These findings are also consistent with the previous researches. Teachers need to ensure that classrooms are organized and managed well in order to prevent learners from losing interest and resorting to truancy. The findings also revealed that there was a significant relationship between teachers' emotional intelligence and student's truancy behaviour. The findings of the current research are in line with Goleman's (2005) in relation between teachers' emotional intelligence level.

The findings of this study also support the study by Birol (2009) who revealed teachers' emotional intelligence predict truancy behaviour of secondary school student. The contribution of school administration and teachers makes in perpetuating or causing truancy is not only related to how he or she treats or relates to learners Mayer (2015). The teacher's instructional approach and his or her emotional intelligence feelings towards his or her work may be one of the factors that cause some students not to play truant. An enthusiastic educator instills enthusiasm and motivation in learners. The findings of the study are in support of (Brackett & Mayer, 2005). There always exist a huge difference on the level of emotional intelligence and students truancy behaviour which becomes more prominent when the samples are observed on self-report measures. When emotional intelligence is perceived and interpreted as a cognitive domain rather than a mixed domain, more differences exist.

In Table 2, the present study also explored the differences between the level of emotional intelligence of male and female secondary school teachers and indicated significant difference between the emotional intelligence of male and female secondary school teachers. However, the mean scores of female secondary school teachers were higher than male secondary school teachers. It indicated that female secondary school teachers were more professionally developed than male secondary school teachers. This finding also correlates with the past researches. There are, however, some studies both in developed and less developed countries which deal with the gender of the teachers. Many studies have focused on the point that females are more career-oriented than males and they remain more satisfied with their professions as they show high levels of motivation towards their professions. They are always keen in their job duties and performances than males. Their emotional attachment with their profession, their students, and school work is appreciable regarding maintaining and balancing the goals. There is some indication that female teachers use more "modern" teaching approaches such as participation and problem-solving methods (Avalos & Haddad, 2018). It revealed about the phenomenon of emotional intelligence in males and females, emotional functioning is always linked to females to a greater extent than males. There is no doubt in the fact that due to other responsibilities like domestic affairs, kids' nurturance and household matters, females are more linked up to emotional issues, so the experiences regarding positive and negative emotions often occur in females (Grossman & Wood, 1993) and some findings reveal more stereotype findings (Grewal & Salovey, 2005). Perry (2004) found that significant differences are often examined in females reporting high levels of emotional intelligence than males.

In Table 3, it was also hypothesized in the present study that there was a significant relationship between student truancy behaviour and gender of secondary school teachers. The findings revealed highly significantly positive relationship between senior secondary school teachers' perceived the student truancy behaviour and gender (male and female) as correlates. It clearly showed that there was a strong positive relationship of gender with student truancy behaviour. This indicated that, there are significant positive relationship student truancy behaviour and gender (male and female) secondary school teachers.

Conclusions

Based on the findings of this study, it is concluded that there was a significant relationship between teachers' emotional intelligence and student's truancy behaviour. The study also revealed that there was a significant gender difference in the level of teachers' emotional intelligence. On the other hand, the study reveals that, there was a significant difference on the basis of Gender in the Truancy behaviour of Students. The result of the findings is accompanied with theoretical backups of other academic authors that agreed and disregard with the findings of this study.

Recommendations

The following recommendations are suggested on the basis of findings:

1. Teachers and Form master/mistress should help to improve student attendances by taking proactive measure in ensuring that any student who play truant behaviour would have a specific punishment for been absent in school without any genuine reasons. Female teachers should check mate female students in order to improve girl's child in Katsina Metropolis.
2. Guidance and counsellors, school Psychologists should work together with the school authority and community members through PTA to create awareness on the side-effects of truant behaviour among students. Posters, lectures and seminars could be organized to address this serious issue which has turned so many students to experiencing academic failure.
3. Secondary School Students should ensure they create interest in studying, and they need a sense of self-discovery on how to read, when to read, what to read and where to read. The study should be made mandatory at all level of educational system.
4. School administrators and teacher need to use reactive and proactive approaches when dealing with truant behaviours, whereby the parent of truant must be involve in finding a lasting solutions to this ugly act in school system.
5. Parents should endeavour to visit their children and wards in their school without them being aware of such visits; this will enhance teacher's emotional intelligence by check mate truancy behaviour. This will go a long ways to curb the incidence of truancy in the school.

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