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EMOTIONAL INTELLIGENCE AND ACADEMIC SELF-CONCEPT AS DETERMINANTS OF DELINQUENT BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS IN KATSINA METROPOLIS, KATSINA STATE

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Abstract

The study investigated emotional intelligence and academic self-concept as determinants of delinquent behaviour among secondary school students in Katsina state. The study adopted a correlational research design. The data collected were used to establish the relationship between emotional intelligence and academic self-concept on delinquent behaviour among secondary school students in Katsina metropolis. six (six) public schools were selected out of twelve (12) schools in Katsina metropolis using simple random sampling technique. The population for this study comprised of two thousand, five hundred (2500) senior secondary school 2 (SSII) students with a sample of three hundred and thirty three (333) students using Research Advisor (2006) to determine the sample size. The test-retest method of reliability was used in pilot testing the instruments to determine the reliability index of Students' Emotional Intelligence Questionnaires (SEIQ), Students' Academic Self-concept Questionnaires(SASEQ) and Students' Delinquent Behaviour Questionnaires (SDBQ) at 0.755, 0.853 and 0.702 respectively. Pearson Product Moment Correlation (PPMC) statistics was used to test the hypotheses. The findings shows that there was a significant relationship between emotional intelligence and delinquent behaviour (r = .126, p-value = 0.022); that there is a significant relationship between academic self-concept and delinquent behaviours among senior secondary school students in Katsina metropolis, Katsina state (r = .123, p-value = 0.025). It was concluded that the emotional intelligence, academic self-concept and delinquent behaviours are elusive but valuable concepts in the life of students in secondary schools. It was recommended among others that parents, guardians, caregivers and teachers should try to ensure that students are guided on their emotions in other to measures and minimize the level of delinquency.

Key words: *Emotional Intelligence, Academic Self-concept, Delinquent Behaviour*

Introduction

Emotion and academic self-concept is assumed to be natural part of human behavioural structure that controls our actions and inactions especially among students. Every normal student in school really wants to achieve their goals academically through the instrumentality of following the processes vis-a-vis putting up the right attitude towards study. Therefore, whatever behaviour or attitude we display can best be explained based on our level of emotion and academic self-concept. So, for students to exhibit delinquent behaviours such as; bullying, stealing, destruction of school properties, late coming, cutting class, cultism, gangsterism, examination malpractices among others, they are directly connected to their emotion and academic self-concept as at the time of committing these anti-social behaviours.

According to Solomon (2024), emotional intelligence comprises the ability to perceive, understand, and manage emotions effectively. Emotion is a strong feeling derive from one's circumstances, mood or relationship with others. It is an instinctive or intuitive feeling as distinguished from reasoning or knowledge (Faltas, 2017). He also asserts that this is recognized as a crucial determinant of adaptive behaviours and psychological well-being. He further said emotional intelligence was introduced by John Mayer and Peter Salovey in early 1990. Emotional intelligence is the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behaviour (Bada, et al., 2022). Emotional intelligence may be defined as the capacity to reason with emotion in four areas: to perceive emotion, to integrate it in thought, to understand it and to manage it (Faltas, 2017).

Emotional intelligence involves actual abilities that require considerable cognitive processing rather than merely highly valued ways of behaving. Based on the definitions of emotional intelligence, intelligence quotient which is referred to as IQ and emotional intelligence are separate competencies (Firestone, 2016). He further explains that a person with a high IQ does not necessarily have high emotional intelligence.

Academic Self-concept is a person's perception about himself/herself. Academic Self-concept is a global evaluation made about one's own personality particularly among students. It is derived from the subjective evaluations; an individual tends to make of one's own behavioural traits (Lakshmi, et al 2017). As a consequence, the academic self-concept will either be positive or negative. Lakshmi, et al (2017) again, explains that these perceptions are formed through his/her experiences with his/her environment and are influenced especially by school environmental factors. Academic Self-concept, however, may be influenced by how well one knows their identity, the greater clarity of self-concept, the higher one's self-esteem.

However , Delinquent behaviours have fast metamorphosed into the life of secondary school students which needs adequate attention. Being bullied by other students may lead some students into joining bad gangs, cult groups and other hand influences which they may seek in order to avoid the bullies and persons with delinquent behaviours (Talib, et al, 2011). Delinquent behaviour among students has been a thing of concern to parents, schools and society at large. The incessant examination malpractices, stealing, lying, sexual promiscuity, thuggery, rape, drug addiction, cultism, absenteeism, bullying, truancy, lateness to school stealing, drug abuse and fighting have contributed in no small measure to the reduction of the quality of secondary education in Nigeria.

According to Odiase, et al., (2017) verbal abuse, Bullying, drug addiction, absenteeism, destruction of school properties and examination malpractices are some of the delinquent behaviours observed among students in Katsina state. Delinquent behaviour is the anti-social behaviours exhibited by students which fall short of school rules and regulations set down by school administrators. These have attracted the attention of many people who are concerned with the training of these delinquent students. These behaviours posed a threat to the smooth administrative function of schools, with students under their care. This study is important because, there is strong phenomenon that emphasizes academic performance of secondary school student. Furthermore, according to Norlizah and Hew (2015), some parents may lack guidance in parenting skill and thought that parent-child relationship is unnecessary to undergo scientific study. Hence, lack of parenting skill could lead to situation whereby many parents see their children changing to non compliant, oppositional and resistant towards parental standard from adolescent stage onwards.

According to Zakari et al (2018), verbal abuse, Bullying, drug addiction, absenteeism, destruction of school properties and examination malpractices are some of the delinquent behaviours observed among students in Katsina metropolis. Delinquent behaviour is the anti-social behaviours exhibited by students which fall short of school rules and regulations set down by school administrators. These have attracted the attention of many people who are concerned with the training of these delinquent students. These behaviours posed a threat to the smooth administrative function of schools, with students under their care. This study is important because, there is strong phenomenon that emphasizes delinquent behaviours among secondary school student. Furthermore, according to (Ashraf, et al, 2019), some parents may lack guidance in parenting skill and thought that parent-child relationship is unnecessary to undergo scientific study. Coste (2015) says that hence, lack of parenting having emotional skill in training could lead to situation whereby many parents see their children changing to non-compliant, oppositional and resistant towards parental standard from adolescent stage onwards. From the foregoing, delinquent behaviours affect student themselves, hence, they do not concentrate on their studies which is the primary objective in secondary school (Darling, 2018).

Therefore, the risisng rates of delinquent behaviours among secondary school students' in Katsina state underscore the need to investigate these factors to get an evidence-based policies and interventions. So, the study seek to bridge the gap by examining the relationships between emotional intelligence, academic self-concept as determinants of delinquent behaviours among secondary school students in Katsina metropolis, aiming to provide valuable insights for educators, parents and policymakers in Katsina state and beyond.

Statement of the Problem

In the daily running of school activity, there are reports of delinquent behaviours emanating from secondary school students due to inadequate of emotional intelligence and other factors, but this paper focused on the key variable of the topic. Although, there are a lot of debates on what could be the cause of these behaviours among scholars and researchers. Globally, there appears to be an increase in the spate of delinquent behaviours among in-school adolescent students in the years. This is evident in students' total disregard for school rules and regulations and respect for their fellow students.

The problem of inadequate emotional intelligence, low academic self-concept and delinquent behaviour affects the society particularly the school setting irrespective of gender, family type, parental status and parent's literacy level though, the degree and magnitude vary from school to school. The objectives of secondary school education in Nigeria are to provide students with academic and vocational skills as well as moral upbringing, but it is observed that these objectives have not been fully achieved due to the high level of students' delinquent behaviours. He also explains that Student's delinquent behaviours could be detrimental to the success of students, teachers, school administrators, parents and the society at large. In most cases, students imitate maladaptive behaviours of their peers and when left uncontrolled, it particularly hampers their behaviour in school and sometime outside the school.

Secondary school adolescent students usually exhibit high level of delinquent behaviours and it is often said that adolescent is a period of storm and stress, they are usually restless at this period because of their developmental stage, as they always want to discover their world.the study measured how emotional intelligence and academic self-concept engender delinquent behaviours among secondary school students' in Katsina state.

Research Questions

The following research questions were used to guide the study.

1. What is the relationship between emotional intelligence and delinquent behaviours among senior secondary school students in Katsina metropolis?

2. What is the relationship between academic self-concept and delinquent behaviours among senior secondary school students in Katsina metropolis?

Hypotheses

The following hypotheses were formulated for the study.

Ho1. There is no significant relationship between emotional intelligence on delinquent behaviour among secondary school students in Katsina metropolis.

Ho2. There is no significant relationship between academic self-concept on delinquent behaviour among senior secondary school students in Katsina metropolis.

Methodology

The study adopted a correlational research design for the research work. The data collected were used to established the relationship between emotional intelligence, academic self-concept and delinquent behaviour among secondary school students in Katsina metropolis. six (6) public schools were selected out of twelve (12) schools in Katsina metropolis using simple random sampling technique. The population for this study was senior secondary school 2 (SSII) students which comprises of two thousand, five hundred (2500) as per 2023/2024 academic session. Using Research Advisor (2006),the total sample size that is appropriate for the research was three hundred and thirty three (333) students and were sampled for the study, which were hundred and sixty (160) male and one hundred and seventy three (173) female students (respondents). The sample comprises of one size estimation is in line with the recommendations offered at a confidence level of 95% and a margin error of 5.0% (Research Advisor, 2006). Stratified sampling technique was adopted to select sample for the study because it involves grouping large population into definite characteristics.

The study grouped the schools into two based on gender for example. single schools. The researcher selected six (6) schools from the Katsina metropolis through simple randomly sampling techniques. The purposive sampling

techniques was used to select sample schools based on co-education and gender four (4) co-education, three (3) Girls' only and three (3) Boys' only for the study.

The Section 'A' instrument which was titled Students' Emotional Intelligence Questionnaires (SEIQ), developed and adapted version of Goleman (1998), the items are mostly suitable for students to investigate their intelligence. Ten (10) items were selected for the purpose of the study, which have strong link with individual emotions. The Section 'B' instrument which was titled Students' Students' Academic Self-concept Questionnaires(SASEQ) Delinquency Questionnaire (SDBQ) were self-designed from reviewed literature. The items were drawn from literature for its relevance to the subject matter, appropriateness of the text content and coverage of the content area. This consists of 10 items which measured students' delinquency. All consist of four (4) points likert moderated scale.

The instrument was subjected to validation, the face and content validity of the instrument by two experts from Educational Psychology and Counselling Department, Federal University Dutsin-ma, Katsina metropolis. The point of validation was assessed the structuring of the instrument, to verify the adequacy of the instrument as well as to weight the responses expected from the respondents. The test-retest method of reliability was used in pilot testing the instruments to determine the reliability of the instruments. The instruments were administered to a sample of twenty (20) students from, which is not part of the real study sample. Test re-test reliability method was used to carry out with an interval of two weeks between the first and second administration of the instruments. The reliability of the instruments were obtained after the pilot testing; using Cronbach Alpha Statistical analysis. The following Alpha coefficient values were obtained on the instruments Emotional Intelligence Questionnaires (EIQ) has 0.85, academic self-concept has 0.72 and Students' Delinquent Questionnaire (SDQ) has 0.70. Frequency and simple percentage, mean was used to analyze the data collected. Pearson Product Moment Correlation (PPMC) statistics was used to test the hypothesis. The hypotheses were tested at 0.05 level of significance. Data collected were subjected to SPSS Version 23 statistical software.

Testing of Hypothesis

HO_1. There is no significant relationship between emotional intelligence and delinquent behaviour among secondary school students in Katsina metropolis.

Table 1: PPMC showing the relationship between Emotional Intelligence and Delinquent Behaviour

Variable	N	Mean	S.D	DF	Cal. R-value	Sig. 2-tailed	Decision
Emotional Intelligence	333	15.26	2.20				
				331	0.126*	0.022	Rejected
Delinquent Behaviour	333	20.64	2.84				

*Correlation is significant at the 0.05 level (2-tailed)

The data in the table shows that there is a significant relationship between emotional intelligence and delinquent behaviour among senior secondary school students in Katsina metropolis Katsina state (r = .126, pvalue = 0.022), since p < 0.05 level of significant, therefore, hypotheses one was rejected. Hence, the emotional intelligence has great influence on delinquent behaviours among senior secondary school students in Katsina metropolis.

Ho2. There is no significant relationship between academic self-concept and delinquent behaviour among secondary school students in Katsina metropolis.

Table 2: PPMC showing the relationship between academic self-conceptand Delinquent Behaviour

Variable	N	Mean	S.D	DF	Cal. R-value	Sig. 2-tailed	Decision
Academic self-concept	333	15.79	2.34				
				331	0.123*	0.025	Rejected
Delinquent behaviour	333	20.64					

*Correlation is significant at the 0.05 level (2-tailed)

The result shows that there is a significant relationship between academic self-concept and delinquent behaviours among senior secondary school students in Katsina metropolis, Katsina state (r = .123, p-value = 0.025), since p < 0.05 level of significant, therefore, hypotheses two was rejected. Hence, the academic self-concept has great relationship on delinquent behaviours among senior secondary school students in Katsina metropolis.

Discussion of Findings

The result of the hypothesis revealed that there is significant emotional intelligence on delinquentbehaviours among senior secondary school students in, Katsina metropolis, Katsina state. This implies that emotional intelligence have a great relationship on delinquent behaviours on students. The finding of this study corroborates with Lab (2014) and Luke

(2022) who found a positive association between emotional intelligence and delinquent behaviours. This is because there is low emotional intelligence that culminated delinquent behaviour among secondary school students' in Katsina state. Chauhan, eta'l (2022) study shows that secondary school students sometimes manifested the level of emotional intelligence. Moreover, it also proved that high school students possessing deficiencies in the level of emotional intelligence show greater predictability toward violent and criminal tendencies. The finding of Odiase and Dienye (2017) equally corroborated this finding when they found out that emotional intelligence significantly predicts delinquent behaviours such as; bullying, fighting and drug abuse and conversely, emotional intelligence does not predict truancy and promiscuity. On the contrary, the finding of Nurul, et al (2022) whose result revealed that emotional intelligence has no significant relationship with delinquent behaviours.

The findings of this study supported the findings of Jalal, et al. (2014) whose finding indicated that academic self-concept had a positive direct effect on delinquent behaviours. In addition, the findings of this study are in line with the findings of Sayid (2011) whose finding showed a close relationship between academic self-concept and delinquent behaviours. The findings of this study corroborated with the findings of Margaret (2021) whose result obtained revealed that there was a positive relationship between self-concept and delinquent behaviours. Also, the finding of this study is in agreement with the findings of Abdulsalam, et al. (2013) whose result showed that there was a significant relationship between self-concept and the delinquent behaviours. The finding of this study is in support with the finding Asrat (2015) whose results shows that there is a significant relationship among the academic self-concept and delinquent behaviours at significance level of 0.05. On the contrary, the findings of this study are in contradiction with the findings of John, et al., (2014) which found out that student self-concept is perceived positively by students but does not directly predict students' delinquent behaviours.

Conclusion

The emotional intelligence, academic self-concept and delinquent behaviours are elusive but valuable concepts in the life of the students in secondary school in Katsina metropolis. It can assess a person's social fit and make improvements. From the findings, it is evident that emotional intelligence, academic self-concept and delinquent behaviour should be developed so as to reduce the crimes carried out by them at a young age. The delinquent behaviours is a serious social problem that necessitates action, and if the strength of the link between emotional intelligence and academic self-concept can be determined, effective interventions can be put in place. This is a fascinating study area with a great deal of application in our current society, especially concerning delinquent behaviours, emotional intelligence and academic self-concept among secondary school students.

Recommendations

1. Parents, guardians, caregivers and teachers should try to ensure that students are guided on their emotions in order to measures and minimize the level of delinquent behaviour.

2. Educational psychologist and school guidance and counsellor should intensify their effort to organize seminar for Parents, guardians, caregivers and teachers on academic self-concept and the implicationon delinquent behaviours in secondary schools and the society.

3. It is evident that Students' emotional intelligence, academic self-concept and delinquent behaviour should be developed so as to reduce the crimes carried out by them at a young age.

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