Influence of Family Dysfunction and Emotional Intelligence on School Dropout Intention among Police Officers' Children in Lagos State

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ABSTRACT

The rate at which students are dropping out of schools in recent time is worrisome and it calls for serious interventions from educational stakeholders. Education is very expedient for the development of an individual as well as that of any society that aspires to be relevant in the 21st century. Education, at all levels, is associated with a set of positive factors for work life, social and personal wellbeing as well as the improvement of the economy of any nation. It can then be deduced that education is sine qua non to the development of an individual and that of any nation. Dropping out of school is not only detrimental to the individual but also increases the likelihood of unemployment, violence activities, kidnapping thuggery, armed robbery and other social vices. This study, therefore, investigated the influence of family dysfunction and emotional intelligence on school dropout intention among police officers' children in Lagos state. This study employed a survey research design. The study made use of simple random sampling technique. Two hundred and twenty (220) respondents comprising 98 males and 122 females from two police secondary schools in Lagos state were used for the study. Three Standardised instruments were used in collection of data for the study. These are: School dropout intention scale (alpha = .84) family dysfunction scale (alpha = 0.85) and emotional intelligence scale a = .88). Data from the study were analyzed using the Pearson Product Moment Correlation (PPMC) and multiple regression analysis (ANOVA). The result revealed that the two independent variables had significant relationship with dropout intention among police officers' children. Family dysfunction ($r = .902$, $p < .05$), emotional intelligence ($r = .383$, $p < .05$. Also, the two factors jointly contributed 41.2% of the variance to dropout intention among the police officers' children.(Adj. $R^2 = .412$) In terms of magnitude of contribution, family dysfunction made the most significant contribution (Beta = .223, t =

2.429, p < 0.05) followed by emotional intelligence (Beta = .106, t = 2.115, p < 0.05) Based on these findings, the study concluded that dropout intentions of police officers' children are determined by family dysfunction as well as emotional intelligence. Recommendations and suggestions were offered to various significant stakeholders.

Keywords: Police officers' children, dropout intention, family dysfunction, emotional intelligence

1. INTRODUCTION

The rate at which secondary school students are dropping out of school in Nigeria is alarming. School age children are seen on the streets, motor parks, food canteens, major markets and shop malls selling one thing or the other while some are seen begging for alms when they are supposed to be in school learning. Dropping out of school is not only dangerous for an individual, but also increases the likelihood of unemployment, violent activities, kidnapping thuggery, armed robbery and other social vices.

The term "dropout" is commonly used to describe situations where a student leaves the school, college or university in which he has enrolled before having obtained a formal degree. The terms used to describe dropout from a student's perspective are many: dropout, departure, withdrawal, academic failure, non-continuance, and non-completion. The problem of students' attrition in educational institutions is not related to a single aspect: it includes physical, economic, sociological and psychological factors. Students can leave the education system for different reasons as, among others, a lack of social (i.e. participation in the university's activities) and academic (i.e. low grades) integration, a new information about different opportunities or about the abilities that emerge after the enrollment.

Dropping out is related to negative outcomes, such as low income status, unemployment, poor health, increase in the nation's prison and death row, higher rates of criminal activity, and higher reliance on welfare (Levin and Belfield 2007). High dropout rates have affected students, parents, families, and educators negatively. When students drop out of school, the aim and objective of schooling is defeated. This study therefore, investigates the influence of family dysfunction and emotional intelligence on dropout intention among police officers' children in Lagos state.

Family is defined as a group consisting of parents and children living together in a household. Families contain varying numbers of persons who are related in particular ways, including mothers, fathers, and children. This view may be extended to include grandparents, in-laws, step-relations, and perhaps even former relatives. In literature, there are different meanings of family. The functional definition focuses on the main functions of a family. It is based on the importance of human reproduction and highlights that children need nurturing for a relatively long period of time. Functional theories analyse the effectiveness in accomplishing required functions by families. And if such functions are not performed, these structures are called dysfunctional families.

Another view is structural definition, which focuses on family's structure and the composition of its membership. This indicates that blood, marriage, or some legal bond relates family members. It also relates to different types of relationships among members. Some bonds are created by power, influence, communication, affection and leisure. A family is usually structured by parameters such as gender, age, and generation. Many researchers had highlighted

four major functions of a family. These are economic wellbeing, emotional support, suitable lifestyles and childhood socialisation. In developing countries, Nigeria inclusive, it is the responsibility of a family to provide economic security to family members, especially the father who is seen as the head of the family while mothers usually act as homemakers. On the contrary, recent economic crises and new technologies have brought about a change where the two parents now work and jointly take the responsibilities for the family. Children are expected to complete their formal education up untill university level, and get good jobs before they are given any family responsibility. It is therefore, an aberration or dysfunctional to find children of school age fending for themselves or the family. Emotional Support is another important purpose of a family. All the members of a family assist one another in solving their personal and social problems. Family upbringing determines the family lifestyle. Lastly, the family also takes care of child socialisation. Family instills basic values in young children such as socially ideal behaviours and culture, which establish their personality, communication skill, habits, manners and of course, complete socialization.

Nigeria Police force is structured in such a way that any of the officers can be transferred at anytime with a short notice from the authority. Many officers have not seen their children for months and even years. The children are left with their mothers and some with their aunts, sisters, grandparents while some are abandoned in the boarding houses. This does not only have effects on their upbringing, but it is also detrimental to the academic pursuits of the children. Police officers, just like anyone else, have families and it is their responsibility to ensure that their family members enjoy basic needs which formal and informal education of their children is one of such needs. Anything short of this makes a police family a dysfunctional one.

According to Muthondeki (2011), police work is unique in itself, risky and stressful. Police work is engulfed by several challenges which are transmitted to the family and which may consequently affect academic performance of their children at school which if not properly handled could lead to intention to drop out of school. One of these challenges relates to frequent transfers of police officers from one station to another, thus, making them the absent fathers and mothers. The case is worse if the two of them are police officers. It means that children are denied the much needed parental emotional support, and benefits of supervision of their schoolwork as well as home work which could lead to a poor academic performance and ultimately intention to drop out of school. Again, most police officers work for 24 hours daily. When they are not on duty, police officers are expected to always be on the alert. These long working hours contribute to the high levels of stress among the officers which is worsened by the fact that, police officers are never granted annual leaves. These working conditions could lead to stress, and when this happens, it becomes so difficult if not impossible, for the police officers to create time and nurture, or support their children in academic matters which could lead to poor performance and intention to drop out of school.

Empirical evidence shows that school dropout has significant negative correlation with the family environment. Akhter (1996) and Brown & Park (2002) found out that the type of family that one comes from determines to a larger extent the school enrolment and primary school dropouts. Also, RuponBasumatary (2012) points out that family's social and demographic circumstances are important influences on dropout decision of children. Living in a single-parent family has been linked to an increased risk of children dropping out of high school and lower probability of obtaining post-secondary education. Living in a single parent family here does not necessarily mean the other partner is not alive or has separated but the nature of the job has taken one of the partners especially the father away from the home.

Precarious economic position of police families is another factor and this could be strongly linked to a typical police family in Nigerian setting. A situation where police officers are paid a meager salary that can hardly take care of the officer let alone his family members, this more than often leads to lack of resources that influence their ability to succeed in school (Astone and Upchurch, 1994). This assertion was supported by the work of Angel-Castillo and Torres-Herrera (2008) when they found out that school dropout rates for Hispanic students were almost doubled in students from single-parent families or blended families as compared to students from two-parent families.

Zill et al. (1993) concurred with their longitudinal data, reporting 18-22 year old Americans from families of divorce were twice as likely to have dropped out of high school as their peers from traditional families, even after the researchers controlled for race, parental education, and other child and family factors. Zimiles and Lee (1991) magnified the gap by stating that "Students from step families and single-parent families are almost three times as likely to drop out as their counterparts from intact families. Also, Uwaifo's, (2008) and Yara and Tunde-Yara, (2010) research support the existence of an achievement gap between students from single-parent families and students from two-parent families in Nigeria

Lastly, Uruk, Sayger, and Cogdal (2007) found high levels of family cohesion to be associated with lower levels of trauma symptoms and higher levels of psychological well-being in college-aged students. In view of the different schools of thought and results obtained from different researches, this study, therefore, investigates the influence of family dysfunction on school dropout intention among police officers' children in Lagos State.

Also, the researcher investigated the connection that exists between dropout intention and emotional intelligence among the police officers' children in Lagos state. Emotional intelligence can be referred to as the ability to monitor one's own and othr's feelings and emotions, to discriminate among them and to use these information to guide one's thinking and actions (Mayers and Salovey, 1990). Simply put, emotional intelligence is a learned ability to identify, understand, experience and express human emotions in healthy and prductive ways regardless of context and situation at hand. Emotional experience and expression are unique to each individual. No one else thinks and expresses, feelings and chooses behaviours and acts in the same way. It is a confluence of developed abilities to know and value self, build and maintain a variety of strong, productive and healthy relationship, get along and work well with others in achieving positive results, and effectively deal with the pressure and demands of daily life and work. The development of emotional intelligence is an intentional, active and engaging process. Affective learning requires a person-centered process for individual growth and development. When emotional intelligence prowess is the focus of learning, teachers and learners are building human development behaviours that are intricately related to the positive outcomes of achievement, goal attainment and personal wellbeing.

There has been considerable research into the intelligence of emotional maturity on work performance of people and work place. There have, in deed been some studies that demonstrate the productive effects of emotional intelligence on academic achievement (Marquez, Martin and Bracket, 2006; Adeyemo 2007) but just a few of them have sought to provide evidence of empirical relationship between students emotional intelligence, their scores in different studies and academic drop out. In Nelson and Nelson's (2003) work, the authors examined 165 students' emotional intelligence and discovered that the emotional skills of time management, goal achievement, and assertive communication were significant factors in freshmen's achievement and retention.

Roberts, Schulze and MacCann (2008) pointed out that the student's emotional state has a significant role in influencing their thinking and enabling them to perform more successfully when they feel secure, happy and excited about the subject matter. Pekrun (2006) submitted that negative emotions have the tendency to distract students' learning efforts by interfering with their ability to attend to tasks at hand which if not handled could lead to frustration and ultimately drop out. Bar On (1997) pointed out that researches have indicated the relevance of emotional intelligence with respect to social and emotional competencies, which are considered vital for a successful performance in academics.

Saarni (1999) was of the opinion that emotional competence is an important factor of social development and this influences the quality of interpersonal relationships. No doubt about it, excellent relationship is a fulcrum on which academic success of an individual depends as this helps the individual student to be socially integrated in the school system which foster bonding and give room for robust and meaningful academic discussion with colleagues and other stakeholders in the school system. This is justified by the work of Schutte et al (2001) when he pointed out that social skills are the lubricants of social life that help individuals to interact in mutually better ways.

According to Walter (1991), an emotionally intelligent person is better able to manage stressful situations with the effective ability to meet challenges at school. It can then be deduced that a student with low level of emotional intelligence will not be good at interpersonal relationship and such student will not be resilient in his or her academic pursuit as such student will not be able to cope with demanding and complex college experience and, therefore, give room for intention to give up on their academic paths.

Pool and Qualter (2012) pointed out that students with high emotional intelligence have better school attendance records and their classroom behaviour is more constructive and less disruptive. Moon (1997) submitted that emotional intelligence and college retention indicate that students with higher emotional intelligence are less likely to drop out of school and the implication of the above statement is that students with high emotional intelligence are more likely to persist in school and graduate with their peers.

The mere fact that the probability of the students who have high emotional intelligence to graduate is high simply means that the probability of them dropping out is very low. While much has been written on emotional intelligence and other constructs, few studies have been conducted on emotional intelligence and school dropout, especially among the police officers' children. This study, therefore, investigates the influence of emotional intelligence on dropout intention among police officers' children in Lagos.

Research Question One: What is the relationship between the independent variables (family dysfunction and emotional intelligence) and the dependent variable (dropout intention) among police officers' children in Lagos?

Research Question Two: What is the joint effect of the independent variables (family dysfunction and emotional Intelligence) on the dependent variable (dropout intention) among police officers' children in Lagos?

Research Question Three: What is the relative contribution of the independent variables (family dysfunction and emotional intelligence to the dependent variable (dropout intention) among children of police officer's in Lagos?

2. RESEARCH DESIGN

Sample and Sampling Techniques: The study adopted simple random sampling procedure. The researcher randomly selected 220 students from two police secondary schools located in Lagos. It comprises of 99 males and 121 females with age ranges between 13 to18 years.

2. 1. Instrumentation

Dropout scale by Tinto (1975) was used to measure the drop our intention of the participants. It consists of 15 items. The scale has a 5-likert response format ranging from SA = strongly agreed to SD = strongly disagreed. Typical example of the items is "I am doing well in my studies" and "school is not providing me with some of the things I want". The internal consistency range from 0.83 to 0.91. A pilot study was embarked upon by administering the instruments to sample outside the original population. A cronbach alpha of 0.84 was obtained.

Family Dysfunction Scale by Olaopa (2017) was used to measure the family dysfunction of each participant and experiences in the family. It consists of 15 items .The scale adapted a 5-likert response format ranging from SA = strongly agreed to SD = strongly disagreed. Typical example of the items is "I find myself thinking about my parents in school". "In my family we spend time together at home" "My dad help me in my home work". The scale is internally reliable, showing a test-retest reliability of 0.85. A pilot study was embarked upon by administering the instruments to sample outside the original population. A cronbach alpha of 0.78 was obtained.

Emotional Intelligence scale developed by Daniel Goleman (1995) was used to measure the emotional intelligence of the participants. The scale adapted a 5-likert response format ranging from SA = strongly agreed to SD = strongly disagreed. Typical examples of the items are "I pay close attention to my feelings" "I usually spend time thinking about my emotions" among others. It has a reliability coefficient of .88 using cronbach's alpha methods.

3. PROCEDURE OF DATA ADMINISTRATION

The instruments were administered to the respondents in their respective classes. The students were adequately briefed on the need to cooperate with the researcher. They were made to understand that the study was basically for research purpose, the result of which can go a long way in enhancing their psychological wellbeing as well as their school retention. Respondents were assured of confidentiality of their responses.

4. METHOD OF DATA ANALYSIS

The data obtained from the field are subjected to necessary statistical test such as Pearson Product Moment Correlation (PPMC) and regression analysis to test the relationship between independent variables and the dependent variable. The various research questions generated for the study were tested at 0.05 levels of significance.

4. 1. Analysis of Demographic Data

The table above shows that 49.0% of the respondents were male while 51.0% were female.

Table 1. Distribution of Respondents based on Gender.

Gender	Frequency	Percentage %
Male	98	49.0
Female	102	51.0
Total	200	100.0

5. RESULTS

Research Question One: What is the relationship between the independent variables (family dysfunction and emotional intelligence) and the dependent variable (dropout intention) among police officers' children in Lagos?

Table 2. Descriptive statistics and Inter-correlations among the variables

Variables	N	Mean	SD	1	2	3	4	5
Dropout intention	200	46.52	9.04	1.00				
Family Dysfunction	200	23.97	5.32	.902**	.086	1.00		
Emotional Intelligence	200	23.48	7.10	.383**	.049	.388	1.00	

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

The above table shows the correlations between the independent variables (family dysfunction and emotional Intelligence) and the dependent variable (dropout intention) among police officers' children in Lagos. It was observed that family dysfunction ($r = .902$; $p<.05$); and emotional intelligence ($r = .383$; $p<.05$) had significant relationship with (dropout intention) among the participants. There were also significant correlations among the independent variables.

Research Question Two: What is the joint effect of the independent variables (family dysfunction and emotional Intelligence) on the dependent variable (dropout intention) among police officers' children in Lagos?

Table 3. Multiple Regression Analysis on student's Dropout Data

R = .350
R Square = .062
Adjusted R Square = .412
Standard Error = 12.213

Model	Sum of Squares	df	Mean square	F	Sig.
Regression	623.499	1	614.143	3.421	.000
Residual	32012.37	199	262.136		
Total	51920.020	200			

*p, 0.05

The table above shows the joint contribution of the independent variables (family dysfunction and emotional intelligence) to dependent variable (dropout intention) among police officers' children in Lagos. The result yielded a coefficient multiple regression R of .350, p<.05. The equation also showed the adjusted R^2 of .412 suggesting that the independent variables accounted for 41.2% variation in the prediction of school dropout intention among the participants. The analysis of variance result from the regression analysis indicates that there was a significant joint contribution of the independent on the dependent variable F (3.421, p<0.01).

Research Question Three: What is the relative contribution of the independent variables (family dysfunction and emotional intelligence to the dependent variable (dropout intention) among police officers' children in Lagos?

Table 4. Relative Contribution of Independent Variables to the Prediction

Model	Unstandardized coefficients	Standardized coefficients	t	P	
	B	Standard Error	β		
Constant	36.548	6.894		4.345	P<0.05
Family Dysfunction	1.455	2.222	.223	2.429	P<0.05
Emotional Intelligence	1.654	1.023	.106	2.115	P<0.05

From the table above, it shows that each of the independent variables made a significant contribution to the prediction of dropout intention among the police officers' children in Lagos.

In term of magnitude of contribution, family dysfunction made the most significant contribution (β = .223; t = 2.429; p < 0.05) followed by emotional intelligence (β = .106; t = 2.115; p<0.05).

6. DISCUSSION OF FINDINGS

Research question one investigates the relationship between the independent variables (family dysfunction and emotional intelligence) and the dependent variable (dropout intention) among police officers' children in Lagos. The result reveals that dropout intention among the police officers' children was significantly correlated with family dysfunction and emotional intelligence. This is in line with the study of Angel-Castillo and Torres-Herrera (2008). The study found out that school dropout rates for Hispanic students were almost doubled in students from single-parent families or blended families as compared to students from two-parent families. Zill et al. (1993) concurred with their longitudinal data, reporting that 18-22 year old Americans from families of divorce were twice as likely to have dropped out of high school as their peers from traditional families. Also, Robert and William (2010), while investigating the influence of the teacher and family during secondary school role of high school dropouts, found out that, while secondary school completion was significantly lower for students who did not reside with both parents, the family situation was not predictive of school completion. Rather, it is hypothesised that the wider contextual problems associated with family dysfunction which manifest in a poor school experience were the cause of the failure to complete secondary school. Zimiles and Lee (1991) magnified the gap by stating, that "Students from stepfamilies and single-parent families are almost three times as likely to drop out as their counterparts from intact families (7% vs. 20%). It can then be deduced that family dysfunction is a significant predictor of dropout and all hands must be on deck to guide against family dysfunction. Parents must be ready to sacrifice and pay the price to support their wards in other to secure a future as completion of educational pursuit is synonymous to future prospects for an individual.

Emotional intelligence was also found to be significantly correlated with dropout among undergraduate students, which is in congruence with the findings of Roso-Bas Jiménez and García-Buades (2015). They found out that students with low levels of emotional clarity and repair and high depressive rumination have pessimistic expectations, so they are more likely to leave studies. This result is not surprising because people with high emotional intelligence have been found to have high levels of interpersonal skills, excellent way of managing stress as well as able to cope with demanding and complex school experience. This result was also buttressed with the findings of Moon (1997), who also submitted that emotional intelligence and college retention indicate that students with higher emotional intelligence are less likely to drop out of school and the implication of the above statement is that students with high emotional intelligence are more likely to persist in school and graduate with their peers. The mere fact than the probability of the students who have high emotional intelligence to graduate is high; it also means that the probability of them dropping out is very low.

7. CONCLUSIONS - IMPLICATION AND RECOMMENDATIONS

The implication of this finding is that family dysfunction and emotional intelligence are serious factors to be taken into consideration as far as school dropout intention is concerned

among children of police officers in Lagos. The factors have been proved to facilitate school dropout intention among the police officers' children. In view of this, it is hereby recommended that the Nigeria police Force authority should recruit more qualified personnel so as to reduce the excess work load of the officers which has been taken them away from their family members especially their children.

This will give them ample time to stay and nurture their family/ children as this could reduce drop out intention among their children. Also, the idea of the couple working with police force should be seriously discouraged as this could have serious effect on their children education. If working with police by husband or wife is having effect on their children how much more if the couple are both police officers. The issue of inter- state transfer should be critically looked into by the Nigeria police force. Should there be a need to transfer an officer outside the state where his family lives especially his children it should be done at the end of each academic session in other to avoid the situation of constantly transferring their children to different schools within the academic session as this could lead to poor academic performance and ultimately, school dropout. Police officers' children should be exposed to the concept of emotional intelligence early enough as this has been found out to predict school retention and lack of it could lead to school dropout intention and ultimately school dropout. Lastly, police officers should serve as good role models to their children as majority of them do not see much in education beyond high school and this has a way of influencing their children negatively as they see school as a non issue. Police officers' children will be in a better position to compete with other children whose parents are not police officers in school if these factors are taken into consideration.

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