
EFFECT OF PERCEIVED SOCIAL SUPPORT, EMOTIONAL INTELLIGENCE AND PARENTAL CARE ON ACADEMIC PERFORMANCE; (A CASE STUDY OF SECONDARY SCHOOL IN IREPODUN/IFELODUN LOCAL GOVERNMENT, EKITI STATE)

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ABSTRACT

The study was designed to investigate the effects of perceived social support, emotional intelligence and parental care on academic performance of secondary school in Irepodun/Ifeلودun Local Government which was done in Iworoko community High school, Iworoko Ekiti. The method used for the collection of data was the questionnaire method and three instruments were used namely: Berlin social support scale, The Schutte Self Report Emotional Intelligence Test and Parental care scale. A total of 200 participants consisting of 98 males and 102 females drawn from three classes SS1class, SS2 class and SS3class, 78 students drawn from SS1 class, 48 students from SS2 class and 74 students from SS3 class. Four hypotheses were tested. The test of hypothesis one that there will be a significant effect of emotional intelligence on academic performance using the independent t-test analysis yielded a result of a significance influence of emotional intelligence on academic performance ($t(198) = 2.28$ $P < .05$). The test of hypothesis two that there will be a significant effect of perceived social support on academic performance using the independent t-test analysis revealed that there was no significant influence of parental care on academic performance ($t(198) = -.571$ $p > .05$). The test of hypothesis three that there will be a significant effect of parental care on academic performance using the independent t-test revealed that there is no significant influence of parental care on academic performance $t(198) = -.629$ $p > .05$). The test of hypothesis four that there will be a

significant difference in the academic performance between male and female using the independent t-test analysis revealed that there is no significant influence of gender on academic performance $t(198)=1.911$ $p>.05$. In conclusion the study has been able to confirm that there is an effect of emotional intelligence on academic performance, there is no effect of social support on academic performance, and also there is no effect of parental care on academic performance. This study also confirmed that there is no effect of gender on academic performance. Findings are discussed according to the literature and it was recommended that future studies could investigate secondary school from more diverse environment. It would be important to learn how the implementation of a curriculum like Self-Science contributes to academic performance with more a diverse student population.

Key Words: Social support, Emotional Intelligence, Academic performance, Parental Care.

INTRODUCTION

Social support is a multi-faceted concept that has being difficult to conceptualized, defined and measure. Although this concept has been extensively studied, there is little agreement among theories and researchers as to its theoretical and operational definition (Hupcey, 2002). According to Walter (2012) theories or approaches to social support are absolutely central to the welfare of any society, social to him, "refers to the infrastructure that must be in place for individual and families to 'plug in' to the social services, community events and basic fellowship that is essential to a happy and well-adjusted life.

Social support can be categorized and measured in several different ways.

There are four (4) common functions of social support:

1. Emotional support is the offering of empathy, concern, affection, love, trust, acceptance, intimacy, encouragement or caring. It is the warmth and nurturance provided by sources of social support. Providing emotional support can let the individual know that he

- /she is valued. It is also sometimes called esteem support or appraisal support.
2. Tangible support is the provision of financial assistance, material, good or services. Also called instrumental support, this form of social support encompasses the concrete, direct ways people assist others.
 3. Informational Support is the provision of advice, guidance suggestion or useful information to someone. This type of information has the potential to help others problem-solve.
 4. Companionship Support is the type of support that gives someone a sense of social belonging (and is also called belonging). This can be seen as the presence of companions to engage in shared social activities with.

Researches also commonly make a distinction between perceived and received support. Perceived support refers to a recipient's subjective judgment that providers will offer (or have offered) effective help during times of need. Received support (also called enacted reassurance) offered by providers during time of need.

EMOTIONAL INTELLIGENCE

Emotional intelligence was described formally by Salovey and Mayer (1990). They first coined the term 'emotional intelligence', they defined it as 'the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions'. They also provided initial empirical demonstration of how and aspect of emotional intelligence could be measured as a mental ability (Mayer, DiPaolo, & Salovey, 1990). The Mayer and Salovey (1997) model of emotional intelligence defines four discrete mental abilities (also referred to as 'branches') that comprise emotional intelligence (i) perception of emotion, (ii) use of emotion to facilitate thought, (iii) understanding of emotion, and (iv) management of emotion. These four inter-related abilities are arranged hierarchically such that more basic psychological processes (i.e. perceiving emotions) are at the base or foundation of the model and more advanced psychological

processes (i.e. conscious, reflective regulation of emotion) are at the top. Empirical demonstrations of whether the higher-level abilities are dependent, to some extent, upon the lower-level abilities, have yet to be conducted. The first branch, 'Perception of emotion,' includes the ability to identify and differentiate emotions in the self and others. A basic aspect of this ability is identifying emotions accurately in physical states (including bodily expressions) and thoughts. At a more advanced level, this ability enables one to identify emotions in other people, works of art, and objects using cues such as sound, appearance, color, language, and behavior. The ability to discriminate between honest and false emotional expressions in others is considered an especially sophisticated perceiving ability. Finally, appropriately expressing emotions and related needs represents more complex problem solving on this branch.

The second branch, 'Use of emotion to facilitate thinking,' refers to harnessing emotions to facilitate cognitive activities such as reasoning, problem solving, and interpersonal communication. A basic aspect of this ability is using emotions to prioritize thinking by directing attention to important information about the environment or other people. More advanced skills involve generating vivid emotions to aid judgment and memory processes, and generating moods to facilitate the consideration of multiple perspectives. Producing emotional states to foster different thinking styles (e.g. people's thinking is more detail-oriented, substantive, and focused when in sad versus happy moods) constitutes an especially high level of ability on this branch.

The third branch, 'Understanding and analyzing emotions,' includes comprehensions of the language and meaning of emotions and understanding of the antecedents of emotions. Basic skill in this area includes labeling emotions with accurate language as well as recognizing similarities and differences between emotion labels and emotions themselves. Interpreting meanings and origins of emotions

(e.g. sadness can result from loss, joy can follow from attaining a goal) and understanding complex feelings such as simultaneous moods or emotions (feeling both interested and bored), or blends of feelings (e.g. contempt as a combination of disgust and anger) represent more advanced levels of understanding emotion. Recognizing transitions between emotions (e.g. sadness may lead to despair which may lead to devastation) is an especially sophisticated component of this branch.

The fourth branch, 'Reflective regulation of emotions,' includes the ability to prevent, reduce, enhance, or modify an emotional response in oneself and others, as well as the ability to experience a range of emotions while making decisions about the appropriateness or usefulness of an emotion in a given situation. Basic emotion regulation ability involves attending to and staying open to pleasant and unpleasant feelings, while more advanced ability involves engaging or detaching from an emotion depending on its perceived utility in a situation. Monitoring and reflecting on one's own emotions and those of others (e.g. processing whether the emotion is typical, acceptable, or influential) also represents more complex problem solving within this branch.

PARENTAL CARE

Most parents do not know much about the educational programs in their children's school or what teachers require of them.

According to Wikipedia, parenting is the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood. Parental care is the very basic of nurturing a child. It is that undivided individual care and attention that you give your child all throughout his/her lifetime. It is that unconditional care of a parent from the time a child is born to the time the child grows up.

Parental care is any behavior pattern in which parent invests time and energy in feeding, nurturing and protecting of their child or children.

The importance of parental care is that the child will generally feel that they are comforted, cared and not alone it will make them a 'discipline child'.

The type of discipline you use can have a dramatic effect on your child's development. The discipline strategies used by parent can have a big impact on the type of relationship parent have with their child. The various approaches to discipline can even influence a child's mood and temperament into adulthood.

Parenting style is one of the most essential and crucial components of parent-child interaction and is influential to children's emotional and behavioral development.

Both in popular belief and in scholarly works, parental care has been seen as a source of happiness, relaxation and confidence. Naturally parents provide a nurturing and constructive environment which is basically known as care that promotes growth and development in a child. Nowadays, some parents seem not to provide the necessary care, love, and protection needed by their children, due to low socio-economic status, low education (ignorance) and other factors. Children who come from families where love and care are sufficient tend to be relaxed, happy and in turn exhibit more of pro-social behaviors. Meanwhile, children who lack parental care most times may feel neglected and abandoned by their parents that may lead to poor performance in them.

ACADEMIC PERFORMANCE

Education is a unique investment and academic performance is a vital aspect of it. In this world of industrialization and globalization the educational status of an individual is highly depicted through the academic achievement (Safia&Nadhia, 2012).

According to Tenibiaje (2009), academic performance is an important parameter in measuring success in students. Observations and report have shown that success or high academic has become a herculean task to be accomplished by students in recent times.

According to Wikipedia, academic achievement or performance is the outcome of education, the extent to which a student, teacher, or institution has achieved their educational goals.

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. School system mostly define cognitive goals that either apply across multiple subjects areas (e.g. critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g. numeracy, literacy, science, history). Therefore academic achievement should be considered to be a multifaceted construct that comprises different domains of learning, because the field of academic achievement is very wide ranging and covers a broad variety of educational outcomes, the definition of academic achievement depends on the indicators used to measure it. Among the many criteria that indicate academic achievement, there are very general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular based criteria such as grades or performance on an educational achievement test, and cumulative indicators of academic achievement such as educational degrees and certificates.

Academic performance is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important.

In California, the achievement of schools is measured by the academic performance index (API); Academic performance index (API) is a measurement of academic performance and progress of individual

schools in California, United States. It is one of the main components of public schools accountability act passed the California legislature in 1999, Academic performance index scores ranges from a low of 200 to a high of 1000.

In the case of academic performance of secondary schools, grades are given to student on how they perform both in the continuous assessment and in their examinations, Good grades are for students that performed excellently well, mostly A and B, Average students receive C, Poor academic performance are students that receive mostly D and E, While Failure are students that receive F.

RELATIONSHIP BETWEEN SOCIAL SUPPORT, EMOTIONAL INTELLIGENCE, PARENTAL CARE AND ACADEMIC PERFORMANCE

Lahey and Cohen (2000) identify two dimensions of social support: Received social support (i.e., frequency of supportive actions from others, such as advice and reassurance) and perceived social support (i.e., perception of how much social support one has available, if it were necessary). Theory on stress and coping suggests the cognitive interpretation of negative events (e.g., failing a test) plays a large role in how stressful those events will be (Lazarus & Folkman, 1984). Perceived social support is associated with more positive appraisals of one's ability to cope with negative events.

Although different psychosocial factors have been examined as potential predictors of academic performance, social support and self-esteem have received considerable support (Ahmed 2008, Edward 2011, Rosenfeld 2000). Social support has been conceptualized as the degree to which individuals are satisfied with the different type of support they receive, such as problem solving and emotional assistance, and how much they can rely on different people in their lives, such as from family and friends, for such support (Zimet, Dahlem, Zimet & Farley, 1988). Middle and high school students with stronger perceptions of social support from peers, parents, and

teachers not only earned better grades in their classes, but also had better attendance, higher levels of engagement in classes, and higher levels of satisfaction with their school experience (Rosenfeld 2000). Social support is likely to help students be more confident in themselves and their abilities and have more control in challenging academic situations, which in turn can make their attitude more positive, their motivation stronger, and their academic performance better (Ahmed 2008, Rosenfeld 2000).

EMOTIONAL INTELLIGENCE AND ACADEMIC PERFORMANCE

Historical, in education, emotions have been thought to be peripheral to the process of learning. Recent research (Elias, 2004), however has begun to indicate that Emotional Intelligence (E I) is a necessary component of any educational community, Emotional Intelligence has been defined by Elias as a set of skills necessary for effective social interaction and classroom success: (a) emotional recognition and regulation, (b) self-control, (c) goal setting, (d) social responsibility, (e) empathy, (f) problem solving, (g) conflict resolution, and (h) skills needed for leadership and effective group participation.

A great number of empirical studies have been conducted in different settings and times to examine the relationship between Emotional Intelligence and academic performance. Low (2004) state that 'emotional knowledge' skills and intelligence hold a major key to improving education and helping students, teachers, faculty and student development professionals to attain higher degrees of achievement, career success, leadership, and personal well-being. Imbrosciano and Berlach (2003) have remarked that 'successes may be viewed in three domains. A good student is often referred to as being 'intelligent', or 'well-behaved', or 'academically successful'. Arising from this are the questions: Are there any connection between these domains? Is there a strong connection, between intelligence and academic performance? Do students with high intelligence behave better? These and many more questions

underscore the important place intelligence has been found to play in academic success.

Goleman (1995) gave a short answer when he asserted that success depends on several intelligences and on the control of emotion. Specifically, he stressed that intelligence (IQ) alone is no more the measure of success, and the rest goes for emotional and social intelligences. For most people, emotional intelligence (EQ) is more important than one's intelligent (IQ) in attaining success in their lives and careers. As individuals our success and the success of our profession today depend on our ability to read other people's signals and react appropriately to them, therefore, each one of us must develop the mature emotional intelligence skills required to better understand, empathize and negotiate with other people, particularly as the economy has become more global.

The five components of emotional intelligence were developed by Daniel Goleman: (1) Self-awareness (2) Self-regulation (3) Internal motivation (4) Empathy (5) Social skills. Bar-on (2000) who is one of the proponents and leading researchers in the study of emotional intelligence also recognizes the influence of this non-cognitive ability in the success of a student's life. He suggests that 'ability to manage one's emotions, to be able to validate one's feelings and to solve problems of a personal and interpersonal nature are important for being academically successful, additionally, academic performance appears to be facilitated by being able to set personal goals as well as to be sufficiently optimistic and self-motivated to accomplish them. Bar-on (2006) specifies that emotionally intelligent people are determined and enthusiastic in their life. Numerous studies have examined the emotional intelligence relationship with academic achievement within different academic settings and cultural context. Arockia Maraichelvi & Sangeetha Rajan (2013) in their study shows that Emotional Intelligence (EI) has been considered as a successful predictor of academic performance/success/achievement, Research

have claimed that Emotional Intelligence predicts success at schools, colleges also universities.

PARENTAL CARE AND ACADEMIC PERFORMANCE

The home is very germane and crucial to a child's well-being and development in later life. Family is the primary cell of society where the child's upbringing must begin since his birth, still in cradle. According to V. Hugo, the person's principles established since childhood are like letters engraved in the bark of a young tree, which grow, enlarge with it making its integral part. Therefore, right beginning makes the most important part of upbringing/education. Children's emotional and physical needs must be met; failure of the parents to meet specific needs can have wide-ranging and long-lasting negative effects especially on academic performance. Epstein (2001). This is because parent in the home are children first teacher. As a child move from infant to toddler and then to a preschooler, he learns how to speak, listen, write and read which latter develop the child to achieve academically.

Gadsden (2003) says greater parental involvement at early stage in children's learning, positively affects the child's school performance including higher academic performance. Harderves (1998) review that family whose children are doing well in school exhibit the following characters:

- (1) Establish a daily family routine by providing time and a quiet place to study with the children and assigning responsibility for house hold chores.
- (2) Monitor out-of-school activities, for example setting limits on television watching, reduce time of playing, monitor the groups of friends the pupils walk with.
- (3) Encourage children's development and progress in school; that is maintaining a warm and supportive home, showing interest in children's progress at school, helping him or her with home-work, discussing the value of a good education and future career with children.

Many researchers recognize the important role of a strong positive bond between homes and schools play in the development and education of children (Sanders & Sheldon, 2009; Richardson, 2009; 2009). Research has also shown that successful students have strong academic support from their involved parents (Sheldon, 2009).

Parents play a crucial role in both home and school environments. In general, Parental care is associated with children's higher achievements in language and mathematics, enrolment in more challenging programs, greater academic persistence, better behavior, better social skills and adaptation to school, better attendance and lower drop-pout rates (Henderson & Mapp, 2002)

Children are more likely to have higher academic achievement levels and improved behavior when parents are involved in their education (Bryan, 2005). Learning begins at home through interaction with one's family.

STATEMENT OF THE RESEARCH PROBLEM

The academic performance of secondary school students continue to decline. The decline can be seen in student test scores, drop in number of assignments completed in and out of school, as well as delinquent assignment and completion of long term project, These students become credit deficient and eventually some students will drop out.

Despite all programs like Parent Teacher Association (PTA), Educational programs like debate, Quiz and counseling strategies made or devised in schools to improve student academic performance, yet poor academic performance are recorded yearly. It becomes necessary to find out the causes of such poor academic performance of secondary school students. Though, these poor performances have been attributed to a lot of indicators such as student factors, like students' attitude to school, approach to learning and academic self-concept. On the part of the parents, there are

certain factors which influence children's success, such as parent social class, parents' education as well as parental inputs and other variables. Apart from the mentioned factors, perceived social support, emotional intelligence and parental care may contribute positively or negatively to student's academic performance.

PURPOSE OF THE STUDY

The purpose of this study is to know the influence of 'perceived social support, emotional intelligence (E I) and parental care on academic performance of secondary school student.

SPECIFICALLY THIS STUDY PURPOSE TO:

1. ascertain the influence of social support on academic performance whether positive or negative.
2. ascertain how emotional intelligence of students will affect academic performance.
3. ascertain which of the parenting style such as authoritarian parenting, authoritative parenting, permissive parenting and uninvolved parenting will positively affect academic performance.
4. find out the influence of perceived social support, emotional intelligence and parental care on academic performance.
5. determine if there will be a significant difference in academic performance of male and female students.

SIGNIFICANCE OF THE STUDY

The study will educate the general public on perceived social support and received social support, likewise this study will shed light on the components of emotional intelligence (such as self-awareness, self-regulation, internal motivation, empathy and social skills) and shed light on parental care styles (such as authoritative parenting, authoritarian parenting, and permissive parenting) students received. This will be done by analyzing the functions of social support and how they contribute to academic performance. The emotional intelligence will be analyzed to know its components and the study

will analyze the parental care styles that exist. Also, this study will reveal to us if social support from family, friends, and peers influence academic performance. This study will reveal to us the categories of emotional intelligence and parenting styles that favors academic performance among students. This means that the study will open our eyes to know which of authoritarian parenting, authoritative parenting, and permissive parenting is most relevant to a successful academic performance and to reveal to us whether social support will influence academic performance positively or negatively. The findings of this study will be relevant to Government organizations such as ministries, federal and state secondary schools and non-governmental organization (NGO'S) in the sense that it will help to organize seminars to educate both parents and caregivers, and students on the effect of social support, emotional intelligence and parental care on academic performance.

This research will contribute to the knowledge by shedding light on the effect of perceived social support, emotional intelligence and parental care on academic performance of student in secondary school. Finally, this research will also serve as a resource base to other scholars and researchers interested in carrying out further research in this field subsequently.

OPERATIONAL DEFINITION OF TERMS

Perceived social support: Social support is the perception and actuality that one is cared for, has assistance available from other people, and that one is part of a supportive social network. It is operationalized in this work as the scores of individuals in perceived social support and received social support scale and the scale used to measure it was Berlin Social Support Scales (BSSS).

Emotional intelligence: Emotional intelligence is the capability of individuals to recognize their own, and other people's emotions, to discern between different feelings and label them appropriately, to use emotional information to guide thinking and behavior, and to

manage or adjust emotions to adapt environments or achieve ones goal(s) and the scale used to measure it was The Schutte Self Report Emotional Intelligence Test (SSEIT).

Parental care: Parental care is the very basic of nurturing a child. It is that undivided individual care and attention that you give your child all throughout his/her lifetime. In this work the care refers to being authoritarian, authoritative, and permissive, the scale used to measure Parental care was parental care scale.

4. Academic Performance: Academic performance is the measurement of academic comprehension of courses offered, measured through Grade scores. It varies from excellent performance, good performance, average performance and fail. In this study, it was measured through the grades of the students.

HYPOTHESES

- i. There will be a significant effect of emotional intelligence on academic performance.
- ii. There will be a significant effect of perceived social support on academic performance.
- iii. There will be a significant effect of parental care on academic performance.
- iv. There will be a significant difference in the academic performance between male and female.

METHOD

RESEARCH PARTICIPANT

Research participants were two hundred (200) students drawn from among three classes in Iworoko community high school, Iworoko Ekiti, namely SS1class, SS2 class and SS3class, 78 students drawn from SS1 class, 48 students from SS2 class and 74 students from SS3 class. Out of the 200 research participants, 98 were males while 102 were females. Purposive sampling was employed due to the availability of students as at the time of research.

RESEARCH INSTRUMENT

Some of the independent variables were discrete; a questionnaire tapping the biographic information's was used to determine research participant's gender, age and who they are living with.

Academic performance was measured using Grade. The remaining independent variable such as perceived social support and Emotional Intelligence were measured with standardized psychological instruments. They are described below.

The Berlin Social Support Scale

The Berlin social support scales (BSSS, Schwarzer& Schulz, 2000) were developed based on theoretical considerations and is reviewed of established measurements for social support.

The multidimensional approach of measuring social support is a unique feature that distinguishes this inventory from other questionnaires. The six subtypes of the BSSS (perceived, actually provided and received support, need for support, support seeking, and protective buffering) measure both cognitive and behavioral aspect of social support. The questionnaire made use of perceived actual support and actually received support.

Reliability

The BSSS is a reliable instrument for the measurement of social support. All items were discussed by an expert panel and partly revised after a pilot study with cancer patients. Schwarzer& Schulz (2000) reported internal consistency for subscales in validation sample (cancer patients N=457): perceived social support (8 items): Cronbach's alpha=.83; received social support (general score, 11 items) :Cronbach's alpha =.83; need for support (4 items): Cronbach's alpha = .63; support seeking (5 items): Cronbach's alpha = .81; protective buffering (6 items): Cronbach's alpha = .82. Internal consistency for provided social support (general score, 11 items) in partner sample (spouses only, n =175): Cronbach's alpha = .75.

Validity

Schwarzer & Schulz (2000) reported that validity has been demonstrated in several studies (Schulz & Schwarzer, 2003; Schulz & Schwarzer, 2004)

Scoring

Separate scores were obtained for each of the subscales adopted from BSSS initial six subscales. The answering format is the same for both subscales: participants rate their agreement with the statements on a four-point scale. Possible endorsements are strongly disagree (1), disagree (2), somewhat disagree (3) and strongly agree (4). Negative items need to be reserved. Scales scores are obtained by adding up items responses (sum scores).

The Schutte Self Report Emotional Intelligence Test (SSEIT)

The Schutte Self Report Emotional Intelligence Test is a method of measuring general Emotional Intelligence (EI), using four sub-scales: emotion perception, utilizing emotions, managing self-relevant emotions, and managing others' emotions. The SSEIT is structured off of the EI model by Salovey and Mayer (1990). The SSEIT model is closely associated with the EQ-model of Emotional Intelligence.

Reliability and Validity

Schutte and her colleagues report a reliability rating of 0.90 for their emotional intelligence scale. The EI score overall is fairly reliable for adults and adolescents; however, the utilizing emotions sub-scale has shown poor reliability (Ciarrochi, Chan & Bajgar, 2001). Also, they report a mediocre correlation of the SSRI with such areas as self-estimated EI, the Big Five EI scale (0.51), and life satisfaction (Petrides and Furman, 2000). SSRI correlation with well-being criteria showed the worst outcome with less than 0.20.

Scoring

The SSEIT includes a 33-item self-reporting using 1 (strongly disagree), 2 (disagree), 3 (neither disagree nor agree), 4 (agree), 5

(strongly agree) scale for responses. Each sub-test score is graded and then added together to give the total score for the participant.

PARENTAL CARE SCALE (PCS)

Parental style care was developed by Baumrid (1971) for the use of professionals after several years of research at re-standardizing it in order to enhance its suitability and relevance. It contains twenty items to which responses have yes or no options. The instrument has been standardized on Nigeria population by Omoluabi (2002). The items are scored by awarding 1 point for each correct response in each of the three categories of parenting style. The following are the categories:

- i. Authoritarian Style
1 point for each YES marked in items
2, 9, 11, 12, 14, 15, 19
- ii. Permissive Style
1 point for each YES marked in item
3, 4, 6, 7, 13, 16, 18
- iii. Authoritarian Style
1 point for each YES marked in items
1, 5, 10, 17, 20

The correct points for each of the three categories are added together to obtain the clients score for the particular parenting style.

Reliability:

Baumrid (1971) reported an internal consistency alpha co-efficient of 0.86

Validity:

Omoluabi (2002) obtained a concurrent validity coefficient of 0.73 by correlating PCS and IFR (Hudson 1982)

Interpretation: The local norms on mean scores are the basis for interpreting the score of clients. Scores higher than the norms indicate the dominance of the particular parenting style.

Norms

The norms reported here are the mean scores obtained by secondary schools students investigated by Tumasi Ankrah (2002).

Parenting Style	Male	Female	Both
Authoritarian	7.87	7.72	7.80
Permissive	13.57	12.82	13.20
Authoritarian	7.40	7.48	7.44

PROCEDURES

A simple random sampling was used to select the classes that were used as all the classes could not all be reached because of logistic reason. This made it possible to reach a target of 200 respondents made up of 96 males and 104 females from three classes such as SS1, SS2, and SS3.

Permission was sought from the Head Teacher of the school to obtain and use the students Grade. It was administered in a group context during their break time with the help of one of their prefect. Before administering the questionnaire participants were informed about the voluntary and confidentiality of the study.

RESEARCH DESIGN

The study was a survey research attempting to investigate the effect of perceived social support, emotional intelligence and parental care on academic performance'

METHOD OF STATISTICAL ANALYSIS

In testing the hypothesis formulated for the study, independent t-test was used. The above statistical analysis made it possible for this study to answer questions about main and interaction effects of the independent variables (perceived social support, emotional intelligence and parental care) on the dependent variable (academic performance).

RESULTS

This chapter presents the findings based on the hypothesis that were formulated in the study.

Table 1: Independent t-test summary table showing the influence of emotional intelligence on academic performance

	Emotional intelligence	N	Mean	SD	SE	T	df	sig	p
Academic performance	High	109	12.77	2.754	.264	2.28	198	.024	<.05
	Low	91	11.84	3.045	.319				

The table shows that there is a significant influence of emotional intelligence on academic performance ($t(198)=2.28$ $P < .05$)

Table 2: Independent t-test summary table showing the influence of social support on academic performance

	Social support	N	Mean	SD	SE	T	df	sig	P
Academic performance	High	98	12.22	3.078	.311	-.571	198	.569	>.05
	Low	102	12.46	2.771	.274				

The result shows that social support does not have a significant influence on academic performance ($t(198)= -.571$ $p > .05$)

Table 3: Independent t-test summary table showing the influence of parental care on academic performance

	Parental Care	N	Mean	SD	t	df	sig	P
Academic performance	High	95	12.20	3.072	-.629	197	.530	>.05
	Low	104	12.46	2.794				

The table shows that parental care does not have an influence on academic performance $t(198) = -.629$ $p > .05$

Table 4: Independent t-test summary table showing the differences of gender on academic performance

	Gender	N	Mean	SD	t	df	sig	P
Academic performance	Male	98	12.74	2.884	1.911	198	.057	>.05
	Female	102	11.96	2.918				

The table shows that there is no significant difference of gender on academic performance $t(198) = 1.911$ $p > .05$.

DISCUSSION, RECOMMENDATION AND CONCLUSION

DISCUSSION

This study examined the effect of perceived social support, emotional intelligence, parental care and academic performance of Iworoko Community High School, Iworoko Ekiti. In looking at the effect of the independent variables on academic performance it was expected that perceived social support, emotional intelligence and parental care would have significant effects on academic performance. This

expectation, which led to the formulation of hypothesis 1, 2, and 3 was informed by the following.

Robbins (2004) thesis reported that social support is positively correlated with academic achievement in adolescents and emerging adults. It is typically assumed that social support leads to increased academic achievement and most studies are designed with this theoretical assumption in mind.

Barton (1972), Pool (1997), Boyce (2001), Stottlemoeyer (2012), and Abdullah (2006) studied Emotional intelligence and Academic performance and they proved that Emotional Intelligence is a significant factor for Academic achievement.

Dubois (1994) showed that family support and the quality of parental care significantly predicted school adjustment. At home parental care clearly and consistently has significant effects on pupil performance and adjustment which far outweigh other forms of achievement. Hypothesis 1 predicted there will be a significant effect of social support on academic performance. The result of hypothesis 1 showed that there is no significant influence of social support on academic performance, ($t(198) = -.571$ $p > 0,5$). It showed that perceived available support and actual received support has no influence on academic performance.

The above observation lends credence to Grayson (2003) thesis that social support does not improve academic performance. Grayson showed that early adjustment at school which includes social support has no impact on academic success.

It also confirms Nicpon, Huser, Blanks, Sollenberger, Befort&Kurpuis (2006) that perceived social support from family and friends was unrelated to future grade.

The observation also confirms the report of Mackinnon (2013) that high levels of perceived social support at age 15 did not predict against declines in academic achievement over time.

In summary, perceived social support appears to have no influence on student's future academic performance, despite commonly held assumption of its important.

Hypothesis 2 predicted there will be a significant effect of emotional intelligence on academic performance. Result however showed that there is a significant influence of emotional intelligence on academic performance, ($t(198) = 2.28 p < .05$).

The above observation lends credence to Dr. ArunaKolachina (2014) in his studies examines the relationship between emotional intelligence and academic achievement of expatriate students. The findings of the study reveals that the level of emotional intelligence and academic achievement among expatriate students. The research reveals that the level of emotional intelligence of the students has an influence with high and low academic achievement motivation among the students.

ArockiaMaraichelvi & SangeethaRajan (2013) in their study shows that Emotional Intelligence (E I) has been considered as a successful predictor of academic performance.

In summary, emotional intelligence appears to have a significant influence on student's future academic performance.

Hypothesis 3 predicted there will a significant effect of parental care on academic performance, $t(198) = -.629 p > .05$

The result showed that there is no significant influence of parental care on academic performance.

The observation of the result also lends credence to Chapman, Skinner, & Baltes (1990) in his studies examines the relationship between parental care and academic achievement of students. The finding of the study reveals that parental care has no significant influence on academic performance of students.

Hypothesis 4 predicted there will be a significant difference on the academic performance between male and female students. $t(198)=1.911$ $p>.05$

Table four of the results revealed that there is no significant difference of gender on academic performance.

CONCLUSION

Based on the findings of this study, the following conclusion could be deduced

- Perceived social support is not a predictor of academic performance
- Emotional Intelligence is a predictor of academic performance
- Parental care is not a predictor of academic performance
- There is no significant difference between male and female on academic performance.

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Reference to this paper should be made as follows: Arowosegbe Christanah Kehinde & Solomon Ifeoluwa Damilare (2018) Effect of Perceived Social Support, Emotional Intelligence and Parental Care on Academic Performance; (A Case Study of Secondary School In Irepoḍun/Ifelodun Local Government, Ekiti State). *J. of Education and Policy Review*, Vol. 10, No. 4, Pp. 14–40
