



Influence of social support on psychological wellbeing on academic performance among colleges of education students in Anambra state

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KEY WORDS

Academic, performance, psychological wellbeing, students, social support

ABSTRACT

This study examined the Influence of social support on the psychological wellbeing on academic performance among colleges of education students. Specifically, the study determined the social support available among students of colleges of education in Anambra State, examine if psychological wellbeing can affect academic performance of students, examine if social support can affect academic performance of students in Colleges of education in Anambra State. Three research questions were answered. The study adopted a survey research design. The population of the study comprised of one hundred and sixty (160) third year students in the two Colleges of Education in Anambra State. Questionnaire was used for data collection and the instrument was validated by three experts, the data were collected and analyzed using mean scores. Based on the findings, some recommendations were made among others that, since social support significantly affects psychological wellbeing, colleges of education should establish student support programs such as peer mentoring, group counseling, and social engagement activities to strengthen students' social networks and improve their psychological wellbeing. As parents support was found to be a strong factor of social support and psychological wellbeing towards academic performance, parents and guardians should be encouraged to maintain open communication and provide emotional and financial support. Schools can facilitate parent-student engagement programs to reinforce the importance of family involvement in students' wellbeing. Conversely, the negative influence of social support on students reduced their psychological wellbeing.

1. Introduction

Measuring academic performance is an essential indicator of students' achievements in education. It is demonstrated by their learning outcomes, which are evaluated to determine whether their grades meet predetermined standards. In this context, academic performance has emerged as a critical benchmark for assessing students' success in meeting the required learning objectives Daraei, (2021). Furthermore, academic performance helps obtain information about mastery of academic fields, where the main goal is to provide skills for a more productive life (Dogan, 2022).

Academic performance in school, positively affects productivity, intellectual skills, personal motivation, job acquisition, prestigious jobs, and career success. Therefore, achieving high academic performance is a goal that all students should strive for in the learning process, as it helps them become more productive (Dogan, 2022). Various factors influence academic performance, including psychological wellbeing as well as social support from family, the quality of the teaching and learning process, parental income, attendance, school facilities, hard work, dedication and self-confidence Seligman, (2021). Student's academic performance is

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influenced by their efforts and the support they receive from their social environment. This support proves that an individual is valued and cared for by others.

Social support refers to the experience being valued, respected, cared about, and loved by others who are present in one's life (Gurung, 2020). Social support according to Thoits (2021) is described as the emotional, instrumental or tangible aid exchanged between members of the networks. Social support especially, those help that comes from loved ones, play a central role in shaping the quality of people's lives. Social support is an assistance provided by others when needed which includes appraisal of different situations, effective coping strategies, and emotional support. Social support is also an element that can help students to reduce the amount of stress experienced as well as to help them to cope better in dealing with stressful academic situations (Oswald & Suss, 2022). Social support comes chiefly in the forms of instrumental assistance, information assistance and emotional assistance from other people.

However, Social support provides the encouragement, care and direction needed by the students to overcome adverse circumstances. Social support emphasizes the perception or provision of resources available to an individual from those within his or her social network (Duraku, et al 2019). It is no doubt that one necessary survival skill in an institution is the ability to build up and sustain healthy interpersonal relationships. Oswald and Suss (2022), observed that the characteristics and quality of social support are central to the student's adjustment which in turn reflect to their psychological wellbeing. Psychological Wellbeing is simultaneously the absence of the crippling elements of the human experience, depression, anxiety, anger, fear and the presence of enabling ones' positive emotions, meaning, healthy relationships, environmental mastery, engagement, and self-actualization Daraei, (2021).

More so, Psychological wellbeing can be described as the absence of overt psychiatric symptoms or as having good mental health and existential qualities like the capacity to think and act in the best possible way given a certain setting Daraei, (2021). Psychological wellbeing is defined as the feelings of normalcy and mental stability that indicate that everything is fine and moving in the right direction (Gurung, 2020). An important aspect of psychological wellbeing is to reduce prolonged or extreme negative emotions that can jeopardize an individual's ability to daily functioning. Therefore, psychological wellbeing can be explained as the capacity to function and have good feelings (Thoits, 2021). Moreover, meaningful activities such as having healthy relationships can influence an individual's psychological wellbeing. Additionally, wellbeing can be achieved if the individual's psychological needs such as purpose in life and belongingness are realized (Steger et al., 2020).

Academic achievement of students has become a recurring issue in the Nigerian educational sector discourse. Kyalo, (2021) says it has become popular to hear the phrase 'fallen standard of education' at many points of discussions to the point that even the uneducated also discuss the falling standard of what they know little or nothing about. Academics, parents, the government and other stakeholders have repeatedly expressed passionate concern and legitimate fears about the future generation in view of this dwindling academic achievement (Kyalo, 2021). Despite a growing body of literature on the importance of psychological wellbeing among students, the relationship between social supports, students' psychological wellbeing and academic performance have not yet been systematically assessed. Naturally, a child's home environment should offer a favorable framework for their overall growth. This might significantly affect how well the child does in school and in life in general. A child's growth can be positively impacted by the family environment, which provides unique learning opportunities.

More so, the psychological wellbeing of tertiary institution's students has been noted to be of great importance in academic and social performance (Ayodele & Ezeokoli 2013). There is however the question of who has such psychological wellbeing, which doesn't and what is responsible for the psychological wellbeing (Kyalo, 2021). Students who have little or no social support tend to suffer academically and these can cause problem psychologically thereby affecting the person's wellbeing. The absence of good social support removes the advantage of

enhanced psychological wellbeing and good decision making especially in school environment (Franklin, 2019). If the problem of psychological wellbeing is not addressed at the undergraduate level, students would graduate without being psychologically groomed for life after school. It is quite often that many students go on to get jobs and find difficulty in sustaining meaningful work relationships or general handling of the variables of life. It is no doubt that problems may arise in a case of deficit of social support from significant others.

The need to understand what is responsible for the psychological wellbeing of colleges of education students and how such valuable knowledge can be harnessed for improved conditions of students' lives prompted this research on the influence of social support on the psychological wellbeing on academic performance among colleges of education students in Anambra state.

Purpose of the Study

The aim of this study is to examine the influence of social support on the psychological wellbeing on academic performance among students of Colleges of Education in Anambra State. Specifically, this study intends to:

1. Examine the social support available among students of colleges of education in Anambra State.
2. Examine if psychological wellbeing can affect academic performance of students in Colleges of education in Anambra State.
3. Examine if social support can affect academic performance of students in Colleges of education in Anambra State.

Research Question

1. What are the social supports available to students of colleges of education in Anambra State?
2. What is the psychological wellbeing that affects academic performance of students in Colleges of education in Anambra State?
3. To what extent does social support affect academic performance of students of Colleges of education in Anambra State?

Methodology

Design of the study: A descriptive survey research design was adopted for the study.

Area of the study: The study was carried out in Government owned Colleges of Education in Anambra State namely NwaforOrizu College of Education Nsugbe (NOCEN) and Federal College of Education (Technical) Umunze(FCE(T)). The two colleges have many things in common like they use the same minimum standard, they run two semesters also a three year programme and they award Nigerian certificate in education (NCE) and the schools chosen have facilities, personnel, tools and equipment, staff (Academic and non-academic) and laboratories/workshops needed to carry out this study.

The population for the study: The population of the study was NCE students from government owned colleges of education in Anambra state. Anambra state has two government owned colleges of education with 2,236 NCE students. This however comprised of four hundred and seventy one (471) NCE students from FCE(T), Umunze and one thousand eight hundred and sixty five (1,865) students from NOCE Nsugbe, (Source: Matriculation booklet of the two colleges of education as at 2023/2024 academic session).

Sampling and Sampling Techniques: Simple random sampling technique was used to select 8 departments and only third year from the two schools were used for the study. Simple random sampling technique was also used to select 20 students from each of the eight departments from the two schools. At the end of the exercise, 160 students were selected for the study.

Instrument for data collection: Data was collected through structured questionnaire consisting of thirty six (36) items. It was developed through literature review based on the specific purposes of the study. The items of the questionnaire were structured on a four-point

scale thus strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) representing 4, 3, 2, and 1 respectively. The instrument was face validated by three experts, two of the validates came from Home Economics Department and one from the Department of Measurement and Evaluation of Federal College of Education (Tech) Asaba. The reliability of the instrument was established using Cronbach Alpha statistical tool which yielded the reliability co-efficient of 0.87.

Method of Data Collection: A total of 160 copies of the instrument were administered by hand at the various institutions. All were returned properly completed and used in the analysis of data.

Data analysis techniques: Data collected from the study were analyzed using means score and standard deviation. A mean score of 2.50 and above was accepted while a mean score below 2.50 was rejected.

Results

Table 1: Mean response of the students on the social support available to students of colleges of education in Anambra State

FCE(T)UMZNOCEN			
s/no	Social support available to students of colleges of education in Anambra State	Mean	Mean
1	Show they care about my health	3.43	3.37
2	Encourage me to eat healthily or be active.	3.34	3.39
3	Listen to me when I ask questions about relationships	3.15	3.29
4	Make suggestions about how to eat healthily	3.24	3.30
5	Give me good advice about how to care about my body.	3.27	3.32
6	Informational social support	3.22	3.36
7	Tell me I did a good job when I make good grades	3.41	3.38
8	Appraisal social support.	3.28	3.27
9	Social support from the extended family members	3.40	3.31
10	Give emotional help and support.	3.30	3.24
11	Comfort me when in trouble.	3.30	3.32
12	Support me finically	3.20	3.20
13	Social support from friends	3.22	3.22
14	Social support from significant others.	3.33	3.34
15	Nicely tell me when I make poor choices about my life.	3.34	3.33
16	Reward me when I behave well	3.20	3.19
17	Allow me to discuss with them freely.	3.22	3.45
Grand Mean		3.41	3.43

Table 1 shows the social support available to colleges of education students in Anambra state. The mean for available social support from student of federal college of education (T), Umunze (FCE(T)) was 3.41 while that of students from NwaforOrizu college of education (NOCEN) was 3.43 which shows that there are social support available to both students.

Table 2: Mean response of students on the Psychological wellbeing that affect academic performance of student in Colleges of education in Anambra State

s/no	Psychological wellbeing that affect academic performance of student in Colleges of education in Anambra State	X	SD	Remark
18	Social support can influence the attitude of students towards their assignments.	3.17	0.72	Agreed
19	The pressure and obstacles felt by students in the school can affect their academic performance	2.88	0.55	Agreed
20	Lack of a social support can affect the study level of student.	2.77	0.92	Agreed
21	Lack of social support can affect the students in the payment and purchase of items for school.	3.12	0.62	Agreed
22	Lack of social support may affect students during their project write up there by affecting their academic performance.	3.21	0.67	Agreed
23	Poor social support might cause students to isolate themselves from others	3.11	0.67	Agreed
24	Low social support may affect students' academic performance especially during their final years as they are faced with a lot of challenges.	2.88	0.45	Agreed
25	Low social support may affect student's academic performance as they may not be free to share disturbing issues with their lecturers	2.51	0.68	Agreed

Grand Mean

3.4

Note: X= Mean; SD= Standard Deviation

As shown in Table 2 above, items with serial numbers 29, 30, 31, 32, 33, 34, 35, and 36 have their entire mean above 2.5 and are therefore agreed by the students on the psychological wellbeing that affect academic performance of students in Colleges of education in Anambra State. This implies that good psychological wellbeing can improve students' academic performance to a significant level.

Table 3: Mean response of students on the social support that affect academic performance of students of Colleges of education in Anambra State.

s/no	Social support that affect academic performance of students of Colleges of education in Anambra State	X	SD	Remark
26	Little or no social support hurt a student's performance in school.	3.17	0.72	Agreed
27	Social isolation makes academic development almost impossible to achieve.	2.88	0.55	Agreed
28	Lack of a social support study group affects students' performance.	2.78	0.92	Agreed
29	Not being recognized as an active student.	3.15	0.62	Agreed
30	Due to low social support No shared experiences with other students	3.25	0.67	Agreed
31	Poor communication due to low social support.	2.11	0.43	Disagreed
32	Poor exposure to other living entities.	2.89	0.45	Agreed
33	Student being overlooked due to poor social support.	2.31	0.68	Disagreed
34	Students being cheated out of their rights because of their inability to stand up for themselves due to no or little social support	2.56	0.55	Agreed
35	Negative attitudes by the school authority can affects students' academic performance	3.20	0.72	Agreed
36	Action and attitudes of the teachers and class mates.	3.09	0.71	Agreed

Note: X= Mean; SD= Standard Deviation1

As shown in Table 2 above, items with serial numbers 18, 19, 20, 21, 22, 24, 26, 27 and 28 have their entire mean above 2.50 and are therefore agreed by the students on the social support that affect academic performance of students of Colleges of education in Anambra State This implies that social support affects academic performance of students of Colleges of education in Anambra State. Social support is an element that can help individuals to reduce the amount of stress experienced as well as to help individual cope better in dealing with stressful situations especially the academic activities.

Discussion of Findings

Finding from the research question 1 revealed that social support is provided to students in colleges of education in Anambra state with the mean rating above the cutoff point of 2.50. This finding which reveals that social support is available to students in the study area is important because it shows that the critical stakeholders such as parents, families, and significant others provide support to the students. This is in line with Stover, and Liporace (2019) who reported that social support from family, friends and significant others helps the student to cope very well in their academics as it helps them to be more focused in their studies. Rueger et al. (2020) also stated that friends were the more supportive source for students especially the female students.

More so, in research question two (2). The academic performance of students was found to be above average. This indicates high level of influence of social supports on academic achievement. The item of the research question were accepted or agreed upon which implies that social supports significantly influenced academic achievement among colleges of education in Anambra state. This finding agrees with Shahzad et al (2022) who found that

students who showed higher academic achievement are those with high social support and psychological wellbeing. Similarly, Iqbal, and Khan(2019) found that parents' contribution to their children's education has a positive effect on academic achievement and on the self-concept which eventually results to good psychological wellbeing.

Finally, research question three (3) revealed the Psychological wellbeing that affects academic performance of student in Colleges of education in Anambra State. The findings revealed that psychological wellbeing significantly contribute to students' academic achievement since all the item of the questionnaire was favourable to the student's agreement. Conversely, the negative influence of social support on students reduced psychological wellbeing.

Conclusion

The paper deals with the influence of Social Support on psychological wellbeing on academic performance among colleges of education students in Anambra state. Measuring academic performance is an essential indicator of students' achievements in education. It is demonstrated by their learning outcomes, which are evaluated to determine whether their grades meet predetermined standards. There is the need therefore, for the examination of the crucial role of social support in promoting psychological wellbeing among students. This implies that students who actively seek and utilize available support systems whether from friends, family members, school counselors significant others among others are more likely to experience better academically and psychological wellbeing. Conversely, students who lack such support systems or who struggle with social support may be at greater risk of poor psychological well-being.

Again, the significant positive relationship between social support and psychological wellbeing highlights the importance of parental involvement in students' academic and emotional lives. Parents should be encouraged to maintain open lines of communication with their children, providing emotional encouragement and financial support when necessary to enable the students in their social and psychological wellbeing.

Recommendations

Based on the findings of the study, the following were recommended.

1. Since social support significantly affects psychological wellbeing, colleges of education should establish student support programs such as peer mentoring, group counseling, and social engagement activities to strengthen students' social networks and improve their psychological wellbeing.
2. As parents support was found to be a strong factor of social support and psychological wellbeing towards academic performance, parents and guardians should be encouraged to maintain open communication and provide emotional and financial support. Schools can facilitate parent-student engagement programs to reinforce the importance of family involvement in students' well-being.
3. Parents, teachers, classmates and friends should be encouraged to sustain and improve on their supports for students through seminars, workshops and distribution of educative materials like posters and pamphlets.
4. Social supports should be encouraged in schools through the activities of Parents' Teachers' Associations, Students' Friendship Clubs, Debating Societies, and other such groups within the school environment.

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