

## Emotional Intelligence and Social Support as Predictors of University Students Academic Achievement

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### **Abstract**

*This study aimed to examine the Emotional Intelligence and Social Support predictor of Ambo University students' academic achievement. Data were collected from randomly selected 161 (89 males and 72 females) graduate classes of 2020 through a questionnaire. Data were analyzed using frequency, Pearson correlation, t-test and multiple regressions. Results indicated that most students have moderate and below scores on Emotional Intelligence and social support. The correlation result shows that Emotional Intelligence, Social support and father's educational level were significantly and positively correlated to academic achievement. Three of the four components of emotional Intelligence (perception of Emotion, managing Emotion and Utilization of Emotion) were significantly and positively related to academic achievement. Data also showed that two components of social support (i.e. perceived support from family and friends) were significantly correlated to academic achievement. Correlations result also revealed no significant positive relationship between students' mothers' educational level and academic achievement. The regression result indicated that Emotional Intelligence ( $\beta=.215$ ,  $p < .01$ ), Social support ( $\beta=.159$ ,  $p < .05$ ) and the fathers' educational level ( $\beta=.510$ ,  $p < .001$ ) significantly contributed to academic achievement. The independent t-test also shows a significant sex difference in academic achievement in which males reported higher academic achievement than females. Therefore, emotional Intelligence needs to be incorporated into the educational programme. Cooperative learning, in which students gain psychological and social support from each other, should be encouraged in order to enhance students' academic achievement.*

**Keywords:** *Emotional Intelligence; Social Support; academic achievement; parental Education*

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### **Introduction**

Improving students' academic achievement is a key focus of researchers, policymakers and education officials worldwide. Academic achievement was discussed as the most important developmental and educational outcome. Furthermore, it has been associated with various outcomes at the individual and societal levels. Therefore, students' academic achievement needs to be enhanced by providing a supportive context and encouraging self-development. Recently, the contribution of emotional intelligence and social support to academic achievement has attracted the attention of educational experts. Emotional intelligence is an emerging field of research and refers to social intelligence that enables individuals to recognise their own and other people's emotions. The concept of emotional intelligence (EI) was coined by psychologists (Mayer & Salovey, 1990), who defined it as the ability to monitor one's own and others' feelings and emotions, distinguish between them, and use this information to inform one's thinking and direct action. The authors later offered a revised definition of EI as the ability to perceive and integrate emotions to facilitate thinking, understand, and regulate emotions to promote personal growth (Mayer & Salovey, 1997).

Individuals derive many benefits from interacting with others, understanding and controlling others and their own emotions. This would provide them with a sense of stability, peace of mind, and psychological ease, positively affecting their emotional state and motivating them to improve their academic achievement. Various studies have been conducted on the relationship between emotional intelligence and academic performance in university students. For example, studies (Banat & Rimawi, 2014) on Al-Quds University students using 370 samples show that emotional intelligence has emerged as a significant predictor of academic achievement. The study by Amalu

(2018) also examined how emotional intelligence predicts the academic achievement of secondary school students (N=375). According to MohdMohzan, Hassan and Halil (2013), research on the influence of emotional intelligence on the academic achievement of students of the Faculty of Education UniversitiTeknologi Mara using correlation methods (N=278) shows that emotional intelligence is significantly and positively associated with the school performance of the respondents. Maraichelvi and Rajan (2013), in their study of the relationship between EI and academic performance in final year students (N=300), also show that emotional intelligence is positively associated with academic achievement.

The role of social support in promoting students' academic achievement also attracts the attention of various researchers. Various studies have also discussed the role of social support in promoting students' academic achievement. Social support refers to the experience of being valued, respected, cared for, and loved by others in one's life. Yasin and Dzulkifli (2010) noted that social support could come from various sources, such as family, friends, teachers, the community or other social groups to which one belongs. A correlational research by Iruloh and Ukaegbu (2017) on social support, coping strategies and academic adjustment of university students in Rivers State, Nigeria (N=382) found that social support significantly contributes to the academic adjustment of university students. In contrast to these results, Otlu (2010) examined that perceived social support did not predict college adjustment scores of international students attending universities in Ankara.

Despite so many psychological variables associated with academic achievement, few studies have addressed the dynamic roles that emotional intelligence and social support play in improving academic achievement. Therefore, this study examined the

contribution of emotional intelligence and social support to university students' academic performance.

### **Statement of the problem**

One of the problems students face in higher education is dealing with emotions and a lack of social support while studying. High emotional intelligence helps students become self-directed and acquire high levels of self-management to perform better academically (Rode et al., 2007). In this way, emotional intelligence encourages students to control themselves and others. On the other hand, a lack of control and understanding of their own and others' emotions can affect students' academic performance. Various studies confirm the role of emotional intelligence in promoting students' academic performance (Wijekoon et al., 2017; Amalu, 2018; Banat & Rimawi, 2014). Nasir and Masur (2010) also claimed that effective learning occurs when students develop an understanding of how to learn, and this understanding requires emotional skills such as confidence, self-control, and the ability to communicate and collaborate with others.

Social support also plays a prominent role in promoting the academic achievement of university students. Li et al. (2018) correlation study on the influence of social support on academic achievement and emotional exhaustion of undergraduate students at a national university in East China found that social support predicts academic achievement. The current research intends to examine the role of emotional intelligence and social support in promoting academic achievement in students at Ambo University, College of Social Sciences and Humanities. In Ethiopia, there is very little research on the link between emotional intelligence and contextual support and academic achievement. The research on the area revealed inconsistent results. For

instance, Gemechu (2014) found a positive but statistically insignificant correlation between students' emotional intelligence and academic achievement.

On the contrary, according to Tadesse (2011), students' academic achievement was strongly associated with emotional intelligence, academic help-seeking behaviour, and psychological help-seeking behaviour. Thus, there is a knowledge gap in the literature regarding the correlation of emotional intelligence with social support and academic achievement. Therefore, it was reasonable to see the correlations between students' emotional intelligence and social support with the academic achievements of regular graduating students at Ambo University. The University is one of the government higher education institutions in Ethiopia.

### **Research questions**

- What is the level of Emotional intelligence, social support and academic performance of students at Ambo University, College of Social Sciences and Humanities
- Is there a relationship between emotional intelligence and academic performance among CSSH final year students?
- Is there a relationship between social support and academic performance among students?
- How do family educational levels relate to students' emotional intelligence and social support?

### **Literature review**

#### **Emotional Intelligence**

The concept of Emotional Intelligence has been discussed by different proponents for the last two decades. First, the concept was discussed by (Mayer & Salovey, 1990), and 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". Second, Mayer & Salovey (1997) also offered a revised definition of Emotional Intelligence as the ability to perceive emotion, integrate emotion to facilitate thought, understand, and regulate emotions to promote personal growth.

### **Emotional intelligence and Academic performance**

Different researchers studied the relationship between emotional intelligence and academic performance. Chew, Zain and Hassan (2013), in their research on Emotional intelligence and academic performance in first and final year of college students revealed that students who were more emotionally intelligent performed better in both the continuous assessments and the final professional examination. Similarly, Schutte, Malouff, Hall, and Haggerty, (1998) found that emotional intelligence predicted grade point average at the end of the year. Emotional intelligence predicts future success and it is important for quality education (Preeti, 2013).

Moreover, various researchers (for instance, MohdMohzan, Hassan, and Halil, 2013; Maraichelvi and Rajan, 2013) show that Emotional intelligence was found to be significantly and positively associated with university student's academic achievement. However, the research on emotional intelligence and contextual support in Ethiopia has not fully addressed university students where university students fear disclosing their feelings with their advisors and teachers. On the other hand studies in Ethiopia revealed inconsistent results. For instance, Gemechu (2014), found that a positive but not statistically significant correlation between the students' emotional intelligence and academic achievement. On the other hand, Tadesse (2011), reported high correlation between students' academic achievement emotional intelligence, academic help-seeking behaviour and psychological help-seeking behaviour.

### **Social support and Academic Achievement**

Several studies suggest that social support is positively related to academic achievement. The ecological opinion posits that students are significantly influenced by their surrounding social contexts. Several studies have found that students with higher perceived social support reported better adjustments in the university. A cross-sectional survey by Bukhari and Afzal (2017) among University Students (N=200) discussed that Perceived social support is negatively associated with depression, anxiety and stress among university students.

Studies identified three aspects of perceived social support as social support from family, friends and significant others. Three components of social support may not equally influence the academic achievement of students. A study by Jayarathna (2014) on Perceived Social Support and Academic Engagement (N=85) asserted that Perceived social support is supposed to improve academic performance by reducing stress. The finding revealed that Out of three aspects identified on social support, social support from family and friends significantly affected the undergraduates' academic engagement level but not the social support from a significant other. A Study by Iruloh and Ukaegbu (2017) on Social Support, Coping Strategies and Academic Adjustment of University students in Rivers State, Nigeria (N=382) also revealed that social support statistically significantly predicted the academic adjustment of university undergraduates and coping strategies. On the other hand, the research by Otlu (2010) shows that perceived social support did not predict the college adjustment scores of international students.

## **Methods**

### **Study Design**

This study examined Emotional Intelligence, Social support and parental educational level as predictors of academic achievement. This research used a descriptive cross-sectional study with quantitative data collection and analysis methods. Using this strategy allows us to collect data from a specific population at a certain period using survey instruments that capture numerical responses to generalize findings to the whole population.

### **Population**

The source of population was 2020 batch final year undergraduate social sciences and Humanities college students. The College of Social Sciences and Humanities has six departments. Three departments were selected for the present study by simple random selection (lottery method).

### **Sampling Techniques**

The participants of the study were undergraduate final year students of Social work, Civics and Ethical Education and Sociology departments. Accordingly, out of 179 (M=96, F=83) students 161 (M=89, F=72) students were selected and included in the last analysis. According to Krejcie and Morgan (1970), if the population size is close to 190 one can select about 127 with 95% confidence.

So as to select sample for the study documents bearing information regarding students profile were collected from each department. The documents have information about all participants including their names, age, sex, CGPA of second semester of 2020.



## **Tools**

The data collection tool used for this study was a questionnaire comprising three sets of items. The first set consists of items concerning the demographic characteristics of respondents. This includes the participants' sex, age, parental education and CGPA of the students; the second set contains 33 items about emotional intelligence and the third set consists of 12 items on perceived adequacy of social support

### **Emotional Intelligence**

The adapted version of the Emotional Intelligence Scale developed by Schutte, et al, (1998) was used. The scale has 33 items rated on five-point Likert scale ranging from (1) strongly disagree to (5) strongly agree. The scale used to measure Emotional intelligence. The scale has four components: Perception or appraisal of emotion (items 5, 9, 15, 18, 19, 22, 25, 29, 32 and 33), Managing or regulating own emotion (Items 2, 3, 10, 12, 14, 21, 23, 28 and 31), Managing other's emotion (Items 1, 4, 11, 13, 16, 24, 26 and 30) and Utilization of emotion (Items 6, 7, 8, 17, 20 and 27).

Alpha coefficient was calculated for the overall scale. To validate the instrument the data was conducted from 58 students of Institute of Education and Behavioural Sciences and the reliability of pilot test was satisfactory and reported to be  $\alpha = 0.88$ . The reliability of the main data was also 0.91.

### **Social Support**

To measure social support Multidimensional Scale of Perceived Social Support (MSPSS; Zimet, Dahlem, Zimet & Farley, 1988) was adapted and used. In the adaptation process items were judged by experts with psychology background and pilot test was conducted on 58 students. Accordingly, the values of the Cronbach alpha coefficients for the pilot study and main study were .84 and .861 respectively.

The scale has twelve items, rated on a seven point Likert scale, ranging from (1) very strongly disagree to (7) very strongly agree. It measures social support from three sources: family, friends, and a special person, measured on three subscales: Significant Others (SO) (Items 9, 10, 11, and 12), Family (FA) (Items 1, 2, 3, and 4) and Friends (FR) (Items 5, 6, 7, and 8). In their initial study with university students, Zimet and his colleagues reported a Cronbach alpha level of .88 for the scale. Carmen, as cited in YitadesTesfaye (2012) modified MSPSS from 7-point scale to a 5-point Likert scale as they thought that participants may have a difficult time differentiating between the points on the scale, and felt that the 5-point scale would be more culturally appropriate and comprehensible.

The scoring guidelines indicated that an overall score of 12-29 reflects low social support, 30-44 reflects medium level of social support, and 45-60 reflects high social support.

### **Procedure**

The data collection instruments were adapted from other instruments. Accordingly, the 33-item Emotional Intelligence scale from Schutte et al. (1998) and the 12-item Multidimensional Scale of Perceived Social Support from Zimet et al. (1988) were adapted. A pilot test was carried out before the actual data collection. Accordingly, the questionnaires on emotional intelligence and social support were tested together with demographic variables among 58 specially selected students from the Institute of Education and Behavioral Sciences at Ambo University last year. Concerning the emotional intelligence scale, the reliability of the pilot test was satisfactory and was 0.88. The reliability of the main data was also 0.91. Thus, the alpha value of the main study was better yielding acceptable reliability estimates. On the multidimensional scale of perceived adequacy of social support, the Cronbach alpha coefficient values for the pilot study and the main study were .84 and .861, respectively. Thus, the alpha

value of the scale gave satisfactory reliability coefficients. After data collection, the items were grouped, and points were calculated for each item. Accordingly, total emotional intelligence and social support scores were generated by summing the scores of each item on the scale, which range from 33 to 165 and 12 to 60, respectively.

### **Data Analysis**

The collected data were cleaned and exported to SPSS version 23 for analysis, and different statistical analysis techniques were employed. First, descriptive statistics was used to describe demographical characteristics, CGPA, the profile of Emotional Intelligence, and perceived adequacy of social support. Second, Pearson's product-moment correlation coefficient was employed to examine the relationship between dependent and Independent variables. Finally, multiple regression was used to determine the independent variables' significant contribution to Academic Achievement.

### **Results**

The objective of this study was to investigate the role of Emotional intelligence and social support in predicting undergraduate students' academic achievement. This part deals with the presentation and analysis of the data using different statistical techniques. Data was collected from 161 Ambo University, College of Social sciences and Humanities students. Of this number, 89(55.3 %) were males, and the remaining 72 (44.7 %) were females.

**Profile of Student's Academic Achievement****Table 1: Profile of respondent's Academic Achievement (CGPA) (N=161)**

CGPA	N	%
2.00 - 2.50	68	42.2
2.501 - 3.00	39	24.2
3.01 - 3.50	29	18.0
3.501 - 4.00	25	15.5
Total	161	100.0

Concerning profile of student's academic achievement table 4 shows that about 68 (42.2%) participants had scored 2.00-2.50 out of 4.00 CGPA, 39 (24.2) scored between 2.501-3.00 and only 25 (15.5%) had scored above 3.50 CGPA.

**Profile of Student's Emotional Intelligence and Social Support****Table 2: Profile of Students Emotional Intelligence and Social Support (N=161)**

Characteristics	Category		Total	
		Score	N	%
<b>Emotional Intelligence</b>	Low	<77	31	19.3
	Moderate	77-121	102	63.4
	High	>121	28	17.4
<b>Social support</b>	Low	<29	25	15.5
	Moderate	29-44	125	77.6
	High	>44	11	6.8

The results show that 102 (63.4%) of the participants had moderate emotional intelligence, 31 (19.3%) had low emotional intelligence, and only 28 (17.4%) had high emotional intelligence. Thus, from this result, most students had a moderate level of emotional intelligence. Regarding social support, only 11 (6.8%) of the participants

had high levels of social support, whereas 125 (77.6%) had moderate levels of social support, and 25 (15.5%) had low levels of social support. This implies that the social support provided to students was moderate or low, with few students reporting that they perceive they received high social support

### The Association Between Predictor and Outcome Variables

**Table 3: Correlation between predictor and outcome variables**

	1	2	3	4	5	6	7	8	9	10	11	12
1. CGPA	1											
2. Father's educ. level	.602**	1										
3. Mother's Educ. level	.116	.560**	1									
4. <b>EITOTAL</b>	.389**	.205**	.050	1								
5. Perception of emo.	.468**	.290**	.119	.846**	1							
6. Managing own emo.	.526**	.346**	.143	.836**	.947**	1						
7. Managing others em	.113	-.013	-.026	.335**	.244**	.233**	1					
8. utilization of emo	.485**	.267**	.125	.799**	.899**	.920**	.225**	1				
9. <b>SOCIAL SUP.Tot</b>	.409**	.307**	.134	.436**	.437**	.488**	.272**	.403**	1			
10. Family	.514**	.396**	.196*	.559**	.639**	.681**	.335**	.568**	.697**	1		
11. Fiends	.675**	.417**	.112	.644**	.744**	.775**	.292**	.681**	.661**	.833**	1	
12. Sig.others	.072	.097	.098	.038	.007	.020	.214**	.014	.442**	.229**	.204**	1

\*\* P <.01

\* P<.05

The above table 4 shows that academic achievement was significantly and positively correlated with the Emotional Intelligence score ( $r=.389$ ,  $P<.01$ ). The relationship between components of emotional intelligence and academic achievement was also

computed. Accordingly, three components of Emotional Intelligence, i.e. Perception of Emotion ( $r=.468$ ,  $P<.01$ ), Managing own Emotion ( $r=.526$ ,  $P<.01$ ) and utilization of Emotion ( $r=.485$ ,  $P<.01$ ), were significant and positively correlated with academic achievement. Academic achievement is also significantly related to a total score of social support ( $r=.409$ ,  $P<.01$ ). Among three components of social support, two components of Social support, i.e. Family ( $r= .514$ ,  $P<.01$ ) and Friends ( $r=.675$ ,  $P<.01$ ) were positively and significantly correlated to academic achievement. Academic achievement was also positively correlated with the father's educational level ( $r=.602$ ,  $P<.01$ ). On the other hand, academic achievement is not correlated with the mother's educational level, managing others' emotions and perceived support from significant others. The result of the study also indicated that managing others' Emotions was negatively but not significantly correlated to fathers' and mothers' educational levels. This implies that students from households with high levels of education do not frequently connect and spend their extra time with their peers outside, which might help them learn to express their feelings to others and understand others' feelings.

#### Contributions of Predictors to Academic Achievement

Multiple regression analysis was computer to examine the contribution of predictor variables on the outcome variable.

**Table 4: Contribution of Emotional Intelligence, Social Support and Parental Educational level to the Academic Achievement of University Undergraduates**

Predictors	Academic Achievement		
	B	SE	
Father's Educational level	.510***	.022	R <sup>2</sup> =.456
Emotional Intelligence	.215**	.057	F=43.793**
Social Support	.159*	.077	

Note.  $N = 161$ ; \* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

Table 5 indicates that Emotional Intelligence and Social Support significantly predicted academic Achievement. In this academic, Achievement was measured by collecting students' cumulative GPA. In the regression model of the same table, adjusted R<sup>2</sup> change reveals information on the variance in academic Achievement explained by Emotional intelligence and social support ( $F(3,160) = 43.793, P < .01$ ). So that Emotional intelligence and Social support together with parental educational level accounted for about 44.5% of the influence on academic Achievement.

The result of multiple regression shows that Emotional Intelligence ( $\beta = .215, P < .01$ ), Social Support ( $\beta = .159, P < .05$ ) and the fathers' educational level ( $\beta = .510, P < .001$ ) were significantly contributed to academic Achievement. Thus, fathers' educational level was the highest contributor to academic Achievement, followed by Emotional intelligence and social support.

The above finding showed that students with high levels of fathers' education who can understand their own and others' emotions, use emotion, and perceive high social support are more likely to score high grades/CGPA.

## **Discussion**

### **The Level of Academic Achievement, Emotional Intelligence and Social Support**

The present research investigated the role of Emotional intelligence and social support, along with some demographic variables, in predicting the academic achievement of university undergraduate students. The research found that 42.2% of students scored below 2.50, and 24.2% scored between 2.501-3.00 points. Regarding the profile of students' Emotional intelligence, only a few students ( $n=28, 17.4\%$ ) scored high, and the majority ( $n=133, 82.7\%$ ) had either moderate or low Emotional intelligence. Similarly, concerning students' profiles on social support, only a few

students (n=11, 6.8%) had received high social support, and the majority of the participants received either moderate (n=125, 77.6%) or low (n=25, 15.5%) social support. The data indicated that only a few participants had high emotional intelligence and social support.

### **The Association Between Emotional Intelligence and Academic Achievement**

The result from the Pearson correlation shows there was a statistically significant positive relationship between academic achievement and total score of emotional intelligence ( $r=.389$ ,  $P<.01$ ). Academic achievement is also significantly correlated with three components of Emotional Intelligence such as perception of emotion ( $r=.468$ ,  $P<.01$ ), managing own emotion ( $r=.526$ ,  $P<.01$ ), and utilization of emotion ( $r=.485$ ,  $P<.01$ ). On the other hand managing others emotion was not significantly correlated with academic achievement. The contribution of emotional intelligence to academic achievement was also tested, and the result shows that emotional intelligence significantly predicts academic achievement.

The present finding is consistent with various studies conducted in the same field. For example, research (Banat and Rimawi, 2014; Amalu, 2018; Wijekoon et al., 2017; Maraichelvi and Rajan, 2013) shows that emotional intelligence has emerged as a significant predictor of the academic achievement of university and secondary school students. Nasir and Masur (2010) also claimed that effective learning occurs when students develop an understanding of how to learn, and this understanding requires emotional skills such as confidence, self-control, and the ability to communicate and collaborate with others. Similarly, Tadesse's (2011) study showed that students' academic achievement was strongly associated with emotional intelligence, academic help-seeking behaviour, and psychological help-seeking behaviour. However, this study did not agree with the study by Gemechu (2014) conducted in Ethiopia, which



found a positive but statistically insignificant correlation between students' emotional intelligence and academic achievement. Nevertheless, the result showed that students, who understand emotions, manage their own emotions, and use emotions perform better and achieve good grades in university.

### **The Association Between Social Support and Academic Achievement**

The result from the Pearson correlation shows there was a statistically significant positive relationship between social support and academic achievement ( $r=.409$ ,  $P<.01$ ). Among three Social support components, support from family ( $r=.514$ ,  $P<.01$ ) and Friends ( $r=.675$ ,  $P<.01$ ). There is no significant relationship between academic achievement and perceived support from significant others. The contribution of perceived social support in predicting academic achievement was also investigated, and the result shows that Social support significantly contributed to Academic achievement ( $\beta=.159$ ,  $p=.020$ ). This implies that as the level of social support increases, students' academic achievement increases and vice versa.

This result was consistent with various studies conducted in the same field. For example, Iruloh and Ukaegbu (2017) discussed that social support is a statistically significant predicted academic adjustment of university students in Nigeria. A similar study conducted in eastern China by Xue Hana, Wang, Sun, and Cheng (2018) shows that social support predicts undergraduate students' academic achievement. Jayarathna's (2014) study also shows that perceived social support should improve school performance. The finding revealed that of three identified social support aspects, Social support from family and friends had a significant impact on students' academic achievement, but not social support from significant others. Significant others are anyone other than students' families and teachers who rendered necessary support to students.

In summary, the results showed that social factors determine students' academic performance in the students' environment. The present result showed that among the three components of social support, support from friends is the strongest determinant of academic achievement. Therefore, social support, especially support from friends, plays a key role in promoting the academic achievement of university students. At this level, students are more likely to live with friends than family, so the support of friends has contributed much to academic success. The present result also reflects this reality.

In the present study, fathers' educational level was significantly associated with and contributed to students' academic achievement. On the other hand, the mother's level of education has no statistically significant contribution to academic success. In this finding, the mother's educational level was lower than the father's. Furthermore, in the Ethiopian context, fathers are more likely to oversee students' activities outside the home than mothers. This may support the current finding that favours the role of fathers' educational attainment over mothers.

## **Conclusion and Recommendations**

### **Conclusion**

The main aim of this study was to examine emotional intelligence and social support as predictors of academic achievement in Ambo University, College of Humanities and Social Sciences students. Results showed that the majority of students scored below average on emotional intelligence and social support. The result of correlation and regression also showed a significant positive association between emotional intelligence and academic achievement. The result of the study also revealed a significant positive relationship between social support and academic achievement.

However, all emotional intelligence and social support components are not statistically predictive of academic achievement. For example, four components of emotional intelligence (i.e., perception of emotions, management of one's emotions, and use of emotions) significantly predict academic achievement. While managing other emotions does not statistically predict students' academic achievement.

Similarly, among the three components of social support, perceived support from significant others does not statistically predict academic achievement, while support from family and friends statistically predicts academic achievement. The result of the present study also showed that the father's educational level contributed statistically to academic achievement. However, mother's educational level does not statistically contribute to students' academic achievement. The results showed that the father's educational levels determine the student's academic achievement, emotional intelligence and perceived social support.

### **Recommendations**

Based on the conclusions made, the following recommendation has been forwarded:

- Emotional skills should also be incorporated into the educational programme to enhance students' academic achievement.
- Government and NGOs better focus on enhancing social support provided to students through mass media and other possible ways to enhance students' academic achievement.
- Cooperative learning in which students gain psychological and social support from each other should be encouraged through providing training to students and teachers.
- Universities should also create a conducive environment where parents follow up and support their students.

- Further findings also suggested giving attention to first-year and second-year students in the same area.

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