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Abstract- The study investigated school emotional environment and academic supports as predictors of students' success in public secondary schools in Rivers State of Nigeria. Two (2) research questions and 2 hypotheses guided the study. The design of the study was correlational, with the population as the 268 public secondary schools in the state, from which 468 principals, teachers and students were selected as sample, using the purposive and simple random sampling techniques. The study had 2 validated instruments, the School Emotional Environment and Academic Supports Scale (SEEASS) and Students' Success Index (SSI), designed by the researchers, with reliability indices of 0.85 and 0.81, respectively. Linear regression while z-test associated with linear regression was used in testing the hypotheses at 0.05 level of significance. The results of the study show that school emotional environment and academic supports predict student success by 11.1% and 47.0%, respectively. The findings also establish that, there is no significant prediction of school emotional environment on, student success and a significant prediction of academic supports on students' success.

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School Emotional Environment and Academic Supports as Predictors of Students' Success in Public Secondary Schools in Rivers State of Nigeria

Sunday T. Afangideh [α] & Charles B. Nwile [σ]

Abstract- The study investigated school emotional environment and academic supports as predictors of students' success in public secondary schools in Rivers State of Nigeria. Two (2) research questions and 2 hypotheses guided the study. The design of the study was correlational, with the population as the 268 public secondary schools in the state, from which 468 principals, teachers and students were selected as sample, using the purposive and simple random sampling techniques. The study had 2 validated instruments, the School Emotional Environment and Academic Supports Scale (SEEASS) and Students' Success Index (SSI), designed by the researchers, with reliability indices of 0.85 and 0.81, respectively. Linear regression while z-test associated with linear regression was used in testing the hypotheses at 0.05 level of significance. The results of the study show that school emotional environment and academic supports predict student success by 11.1% and 47.0%, respectively. The findings also establish that, there is no significant prediction of school emotional environment on, student success and a significant prediction of academic supports on students' success. It is concluded that school emotional environment is not a strong predictor of student. Consequently, it is recommended that stakeholders in school administration should integrate students emotional wellbeing into their personnel management plans while also continuing to provide the existing academic supports to their students in order to maintain the tempo.

Keywords: school emotional environment, academic supports, predictors, students success.

I. Introduction

The school is the institution of the society that is charged with the responsibility of introducing the younger, needing and desiring folks of a society into its worthwhile knowledge, skills and values. In doing this, the school sees to the socialization of society's members and ensures that they (members) are inculcated in the societal norms and values from generations to generations.

As a social institution and chief agent of socialization, locally and internationally, it is incumbent on schools to provide the environment, the materials, the personnel, the medium and other administrative frameworks, capable of ensuring clients adequate interactions in selected contents and to achieve appreciable level of success. Also, schools that are interested in the successes of their students should provide academic supports to their students. These propositions enjoy scholarly backing in presentations by Williams in Great School Partnership (2014) and Croner-i-limited (2019) and N.M. Abraham (Personal Communication, June 14, 2019).

In this research efforts, the researchers are interested in two aspects. There are school emotional environment and academic supports as they may predict students' success in schools. Further presentations are based on these variables. Thus;

School Emotional Environment and Student Success

Conceptualization on emotional environments appears basically to come from the area of psychology. However, with the broad nature of school personnel management, it becomes expedient that, experts in school personnel administration can share ideas. According to Croner-i-limited (2019), emotional wellbeing can provide stability for children according to their individual needs. The consortium furthers that, such environment must have adults who provide supports, understand feelings and showing empathy. The list also includes a sense of feeling safe, a safe place to explore, warmth and indivisibility. Little wonder, 21st Century Schools (2019) enumerates the components of a school emotional environment to include respect, caring, acceptance, trust, high expectations, belief in each other, joy and fun and confirmed nuro science position that individual emotional environment are directly related to how people learn. This, it is believed is because the individual needs to belong and love, needs power, needs freedom and needs to have fun.

Another variable of this study for examination is academic supports. Academic supports refer to the wide range of institutional methods, educational services or school resources, provided to students, in the bid to help them achieve and accelerate their learning progress, catch up with their peers, meet learning standards and ensure general success in schools. Aware of the challenges students encounter, when they first leave their families for schools, Florida Gulf Coast University in Ifeanyi (2008) sees support services as assistance provided to students, to better equip them for success, during their college or

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university. It is therefore no exaggeration that Ifeanyi (2008) definition of support services as those activities that help students enter, enjoy, endure and exit from college or university with little or no hassles was informed by the presentation from the Florida Gulf Coast University and confirms the position of Rumble (1992), that students services show students the way, from the day of entrance into school to the day of graduation. These services, for Great School Partnership (2014) include tutorial lessons, supplementary courses, summer learning experiences, after school programmes, voluntary mentors, alternative ways of grouping, counselling and students instruction. These services may be provided by individual students, specific student population, all students in the schools, school administrators and more advance learning opportunities, provided by higher achieving students.

II. Statement of the Problem

Two basic variables (school emotional environment and academic supports) are considered vital and inevitable, if students must attain a level of success, while in school and on completion of schooling. Based on this proposition, school administrators and other stakeholders in the school make efforts to provide the enabling emotional environment and academic supports for students to interact in and achieve success. The researchers were bothered that despite such efforts, students success rate appears to be low, graduates from the school system do not possess employable knowledge and skills and are even involved in violent crimes, thereby bringing to questioning, the environment they learnt from and the supports they enjoyed. Based on this disconnection, the researchers found it expedient to embark on a study to determine the extent to which school environment and support services predict students' success in secondary schools.

III. Aim and Objectives of the Study

The study investigated school emotional environment and academic supports as predictors of students' success in public secondary schools in Rivers State of Nigeria. In specific terms, the study sought to:

i. Ascertain the extent to which school emotional environment predicts students success in public secondary schools in Rivers State of Nigeria.
ii. Determine the extent to which academic supports predicts students' success in public secondary schools in Rivers State of Nigeria.

IV. Research Questions

The following research questions were answered in the study:

i. To what extent does school emotional environment predict students' success in public secondary schools in Rivers State of Nigeria?
ii. To what extent does academic supports predicts students' success in public secondary schools in Rivers State of Nigeria?

V. Hypotheses

The following hypotheses were tested in the study at 0.05 level of significance.

H_{01}: There is no significant prediction of school emotional environment on students' success in public secondary schools in Rivers State of Nigeria.

H_{02}: There is no significant prediction of academic supports on students' success in public secondary schools in Rivers State of Nigeria.

VI. Methodology

The design for the study was correlational, with the population as all the 268 public secondary schools in Rivers State of Nigeria. The sample of the study was 468 school principals, teachers and students who were selected using the purposive and simple random sampling technique. Two (2) researcher validated instruments, the 19 item School Emotional Environment and Academic Supports Scale (SEEASS) and the 11 item Student Success Index (SSI), with reliability indices of 0.76 and 0.82, respectively. Regressional analysis was used in answering the research questions while z-test associated with linear regression was used in testing the hypotheses.

VII. Results

The results of the study came from the answers to the research questions and test of hypotheses. Thus;

Research Question 1: To what extent does school emotional environment predict students' success in public secondary schools in Rivers State?

Table 1: Simple Regressional Analysis on the Extent School Emotional Environment Predicts Students' Success in Public Secondary Schools in Rivers State of Nigeria.

Model	R	R.Square
1	.333*	.111

Data on Table I, show simple regressional analysis on the extent to which school emotional environment predicts students' success in public secondary schools in Rivers State of Nigeria. The regression co-efficient R came out as 0.333 while the regression square (R^2) came out as 0.111. When the

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square R^2 (.111) was multiplied by 100% (being the basis for prediction) it resulted in 11.1%. Based on these observations, the researchers ascertained that school emotional environment predicts students' success by 11.1% (i.e. 0.111 x 100).

Research Question 2: To what extent does academic supports predicts students' success in public secondary schools in Rivers State of Nigeria?

Table 2: Simple Regressional Analysis on the Extent Academic Supports Predicts Students' Success in Public Secondary Schools in Rivers State of Nigeria.

Model	R	R.Square
1	.685*	.470

Data on Table 2, show simple regressional analysis on the extent to which academic supports predict students' success in public secondary schools in Rivers State of Nigeria. The regression co-efficient R came out as 0.685, while the regression square (R^2) came out as 0.470. When the square R^2 (.685) was multiplied by 100% (being the basis for prediction) it resulted in 47.0%. Based on these observations, the researchers determined that academic supports predict students' success by 47.0% (i.e. 0.470 x 100).

H_{01}: There is no significant prediction of school emotional environment on students' success in public secondary schools in Rivers State of Nigeria.

Table 3: Summary of t-test Associated with Simple Regression of School Emotional Environment as a Predictors of Students' Success in Public Secondary Schools in Rivers State of Nigeria.

Model	Unstandardized Co-efficient		Standardized Co-efficient	t	p.value	Alpha Level	Decision
	B	Std. error	Beta				
Constant	22.578	4.680		4.825	.000	0.05	Insignificant Failed to reject (Accept)
School Emotional Environment	.292	.176	.333	1.659	.111		

Data on Table 3 present the t-test associated with simple regression on school emotional environment as a predictor of students' success in public secondary schools in Rivers State of Nigeria. The beta and t-test values stood at 1.659 and 0.111, respectively while the probability value came out as 0.11 and the alpha level at 0.05. Since, the probability value of 0.11 is greater than the alpha level of 0.05, the prediction is insignificant. Based on this analysis, the researchers failed to reject the hypothesis and consequently retain the null hypothesis that, there is no significant prediction of school emotional environment on students' success in public secondary schools in Rivers State of Nigeria.

H_{02}: There is no significant prediction of academic supports on students' success in public secondary schools in Rivers State of Nigeria.

Table 4: Summary of t-test Associated with Simple Regression of Academic Supports as Predictors of Students' Success in Public Secondary Schools in Rivers State of Nigeria.

Model	Unstandardized Co-efficient		Standardized Co-efficient	t	p.value	Alpha Level	Decision
	B	Std. error	Beta				
(Constant)	10.166	4.583		2.218	.037	0.05	Significant (Reject)
Academic Success	.708	.160	.685	4.414	.000		

Data on Table 4 present the summary of the t-test associated with simple regression on academic supports as predictors of students' success in public secondary schools in Rivers State of Nigeria. The beta and t-test values came out .685 and 4.414, respectively, while the probability value of 0.00 is less than the alpha level of 0.05, the prediction is significant. Based on this analysis, the researchers rejected the hypothesis in favour of the alternative that, there is a significant prediction of academic supports on students' success in public secondary schools in Rivers State of Nigeria.

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VIII. Discussion of Findings and Implications

a) School Emotional Environment and Student Success

The first finding of the study is that, school emotional environment predicts students' success in public secondary schools in Rivers State of Nigeria by 11.1%. Also, a corresponding finding from test of hypothesis, shows that there is no significant prediction of school emotional environment on students' success in public secondary schools in Rivers State of Nigeria. These findings are in disagreement with 21st Century Schools (2019). A possible explanation for the trend in the finding may be in the fact that, school members may not attach considerations to the emotional aspects of students' life. Also, nearly all the public secondary schools in the state operate day studentship, as opposed to boarding which have the capability of bringing the students more closer to school administrators. The findings, do not however invalidate the fact that school emotional environment has strong linkages with school members' success. These findings imply that reduced success rates, recorded by student, in recent times, may be traceable to emotional aspects of school life.

b) Academic Supports as Predictors of Students Success

Another finding of the study is that academic supports predict students' success in public secondary schools in Rivers State of Nigeria by 47.0%. Also, a corresponding finding from test of hypothesis show that, there is a significant prediction of academic supports on students' success in public secondary schools in Rivers State of Nigeria. These findings are confirmatory of Florida Gulf Coast University (as cited in Ifeanyi, 2008), Ifeanyi (2008), Rumble (1992) and Great School Partnership (2014). A possible explanation for the new trend in public schools may be that with the deregulation of educational provision and management, which heralded private sector participation in school services and resulted in fierce competition to increase success rate and attract and retain students, public schools have woken up from their slumber, by providing extra services to their students, which boast their success rates. These findings imply that schools that their students record higher success rates provide adequate academic supports.

IX. Conclusion

Based on the findings of the study and their educational implications, it is concluded that school emotional environment is not a strong predictor of students' success just as academic supports are strong predictors of students' success.

X. Recommendations

Based on the conclusion of the study, it is recommended as follows;

1. Stakeholders in school administration should as a matter of urgency integrate students' emotional wellbeing into their students personnel management plan in order to provide adequate emotional supports to students.
2. School members should continue to provide the existing academic supports to their students while also looking for new sources of supports for students in order to maintain the tempo.

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