

Psychometric Assessment of Social Support Questionnaire (SSQ) among Senior Secondary School Students in Kano State: Implication for Social and Educational Psychology Researches

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Abstract

This paper attempts to provide the psychometric validity and reliability of Social Support Questionnaire (SSQ). The population of the study was 3,905 Male and Female Senior Secondary School II Students (SS2) from the 14 Kano State Education Directorates. The sample size was 214 SS 2 students which were derived through simple random sampling technique. The research design was exploratory research design. The validation of the instrument was done through construct validity with both exploratory and confirmatory factor analysis procedures. The reliability of the instrument was sort through cronbach's alpha formula. The result from the study indicates that all the four components of the instrument under study are reliable with Cronbach's alpha value of 0.982, 0.974, 0.965 and 0.869 respectively. The Structural Equation Modelling (SEM) which was used by the researchers to determine the confirmatory factor analysis of the instrument indicates that the items in the SSQ do not firmly fit the model as such there is no homogeneity among the components in terms factor loadings. Based on the above findings, the study recommends that the components in the instrument should be redesigned in such a way that there will be homogeneity among the components in terms of factor loadings.

Keywords: Social, Support, Questionnaire, Senior, Secondary, School, Students

Introduction

Social support minimizes the psychological effects of stressful life events on education and health, and it serves as stress buffer through either supportive actions or perception that support is available (Lakey & Cohen, 2000). Supportive actions enhances academic performance of students while perception that support is available leads to considering stressful life events as less stressful (Sarason, Levine, Basham & Sarason, 1983; Dixon-Rayle, Robitson-Kurpius & Arrendondo, 2006).

The ecological opinion posits that students are significantly influenced by their surrounding social contexts (Bronfenbrenner, 1986). This opinion offers an approach to understanding the relationship between social support and students' learning outcomes (Phinney, Dennis & Chuateco, 2005). Social support provides secondary school students with a sense of security and competence, which, in turn, helps them to address intellectual challenges more efficiently (Sarason, Sarason & Pierce, 2009).

According to social capital theory, embedded resources in social networks benefit individuals in achieving various goals (Brouwer, Jansen, Flache & Hofman, 2016). Those with stronger social support are better embedded in a supportive network and are more socially integrated in their academic environments, thus they are better positioned to improve their academic achievements (Rayle & Chung, 2007; Bronfenbrenner, 1989).

Several studies have found that students with higher perceived social support reported better attendance (Richman, Rosenfeld & Bowen, 1998). A one-year longitudinal study conducted by DeBerard, Spielmans, and Julka (2004) has shown that social support is a significant factor to predict secondary school students' academic achievement. Robbins et al. (2004) have confirmed the positive relationship between social support and students' overall performance by meta-analyzing 109 studies. Social support enhances students' self-esteem, which in turn, promotes their academic achievement and relieves their emotional exhaustion. Self-esteem is an overall appraisal of oneself, which reflects the attitudes one holds toward herself or himself (Leary & MacDonald, 2003).

Objectives of the Study

The study was guided by the following objectives:

1. To find out the reliability and validity of Social Support Questionnaire.
2. To subject Social Support Questionnaire to Factor Analysis with a view to determining the construct stamina of the instrument.

Methodology

Exploratory research according to Lambin (2000) is defined as a research used to investigate a problem which is not clearly defined. It is conducted to have a better understanding of the existing problem, but will not provide conclusive results. For such a research, a researcher starts with a general idea and uses this research as a medium to identify issues that can be the focus for future research. An important aspect here is that the researcher should be willing to change his/her direction subject to the revelation of new data or insight. Such a research is usually carried out when the

problem is at a preliminary stage. It is often referred to as grounded theory approach or interpretive research as it is used to answer questions like what, why and how.

The main aim of exploratory research design is to identify the salient factors or variable that might be found to be of relevance to the existing body of knowledge. The design is selected due to the need for the researchers to provide validity and reliability of SSQ for used in social and educational psychology researches in Kano State.

The population of the study comprises of senior secondary school students in 1,471 senior secondary schools in the 14 education zones in Kano State with the population of 289,796 students. However, for the purpose of this study, the target population is the entire SS2 students with population of 79,897 students. The schools were clustered into 14 education zones in the state and one school was selected from each education zone through simple random sampling. Hence, the population of SS 2 students from the 14 selected schools was 3,905 students.

Table 1: Target population and sample Size Table

S/N	NAME OF SCHOOLS	SCHOOL GENDER	SS 2	Sample Size
1	GSS S/KOFA MUNICIPAL ZONE	M	941	52
2	GGASS DAN ZABUWA BICHI ZONE	F	374	20
3	GSS PANSHEKARA D/KUDU ZONE	M	335	18
4	GGC DALA (DALA ZONE)	F	400	22
5	GSS DAMBATTA (DAMBATTA ZONE)	M	588	32
6	GGUC KACHAKO (GAYA ZONE)	F	190	10
7	GSS GODIYA (GWARZO ZONE)	F	126	7
8	GGASS YAKO (KARAYE ZONE)	F	81	4
9	GGSS KURA (KURA ZONE)	F	272	15
10	GGASS UNGOGO (MINJIBIR ZONE)	F	40	2
11	GSS KWAKWACHI (NASSARAWA ZONE)	M	297	16
12	GSS BARNAWA (RANO ZONE)	M	48	3

13	GSS RAHAMA (T/WADA ZONE)	M	53	3
14	GDSS WUDIL (WUDIL ZONE)	M	160	9
Total			3905	214

Sources: Kano State Senior Secondary School's Management Board Department of Planning, Research and Statistics, 2019

In order to establish the validity and reliability of the measuring instruments for this study, the researchers selected 14 schools (7 male schools and 7 female schools) through simple random sampling. 214 respondents were randomly selected from the schools. The decision to use respondents in the study is because the researchers conducted a confirmatory factor analysis.

The original SSQ was developed in 1983 by Sarason, Levine, Basham and Sarason (1983). The instrument measures how people perceive the social support they have and how satisfactory the support is to their expectation in relation to stressful life events, psychological symptoms and morale, and physical health status. The instrument compared the social network size of an individual and the four components of perceived social support including 1) Appraisal Support 2) Belonging Support 3) Tangible Support 4) Self-Esteem support. The validity and reliability indexes of the original SSQ were satisfactory with the validity ratio of 0.91 and 0.75 respectively.

The researchers adapted the SSQ instrument developed by Sarason, Levine, Basham and Sarason (1983) for this study. The instrument contains four components; they are: Appraisal Support, Tangible Support, Self-Esteem Support and Belonging Support. Appraisal support has 7 items, self-esteem support has 9 items, belonging support has 6 items and tangible support has 8 items. The instrument consists of 30 items. The instrument was divided into four sections; (i, ii, iii and iv). The instrument is in form of Likert-scale on 5 scale format including strongly agree, agree, strongly disagree, disagree and Undecided.

The questionnaire was administered by the researchers to the students selected for the purpose of the research. 214 students were served with copies of the questionnaire across the 14 educational zones in Kano State. The copies were filled but 200 of them were returned. The researchers recorded 14 mortalities in the copies of the questionnaire. The method for data analysis was Factor Analysis using SPSS.

Presentation of results

After subjecting the questionnaire to factor analysis, which enables the researchers to identify the question with weaker or lesser response, the following analysis was carried out on the thirty (30) items in order to identify the items with weak factor loadings for elimination or modification.

Item 1: There are several people that I trust to help solve my problems

Table 2: Responses for item 1

Alternatives	Number of responses	Percentage (%)
SA	77	38.5
A	37	18.5
SD	43	21.4
D	28	14.3
UD	15	7.3
Total	200	100

From table 2, 77 students representing 38.5% strongly agreed that there are several people that they trust to help solve their problems, 37 students representing 18.5% agreed, 43 students representing 21.4% strongly disagree, 28 students representing 14.3% disagreed to opinion while 15 representing 7.3% of the students are undecided.

Item 2: There really is no one who can give me an objective view of how I am handling my problem.

Table 3: Responses for item 2

Alternatives	Number of responses	Percentage (%)
SA	91	45.7
A	51	25.7
SD	28	14.2
D	15	7.2
UD	15	7.2
Total	200	100

As shown in table 3, 91 students representing 45.7% strongly agreed that there really is no one who can give them an objective view of how they handle their problems, 51 students representing 25.7% agreed, 28 students representing 14.2% strongly disagreed, 15 students representing 7.2% disagreed to that opinion while 15 representing 7.2% of the students are undecided.

Item 3: There is someone I can turn to for advice about handling problems with my family.

Table 4: Responses for item 3

Alternatives	Number of responses	Percentage (%)
SA	77	38.5
A	37	18.5
SD	43	21.4
D	14	7.3
UD	29	14.3
Total	200	100

From table 4, 77 students representing 38.5% strongly agreed that there is someone they can turn to for advice about handling problems with their family. 37 students representing 18.5% agreed, 43 students representing 21.4% strongly disagreed, 14 students representing 7.3% disagreed to that opinion meanwhile 29 representing 14.5% of the students are undecided.

Item 4: There is someone I could turn to for advice about making career plans or changing my job.

Table 5: Responses for item 4

Alternatives	Number of responses	Percentage (%)
SA	63	31.4
A	80	40
SD	28	14.3
D	23	11.4
UD	6	2.9
Total	200	100

The analysis from table 5 stated that 63 students representing 31.4% strongly agreed that there is someone they could turn to for advice about making career plans or changing their job. 80 students representing 40% agreed, 28 students representing 14.3% strongly disagreed, 23 students representing 11.4% disagreed to that opinion while 6 representing 2.9% of the students are undecided.

Item 5: There really is no one I can trust to give me good financial advice.

Table 6: Responses for item 5

Alternatives	Number of responses	Percentage (%)
SA	77	38.5
A	49	24.3
SD	37	18.6
D	25	12.8
UD	12	5.8
Total	200	100

From table 6, 77 students representing 38.5% strongly agreed that there really is no one they can trust to give them good financial advice. 49 students representing 24.3% agreed, 37 students representing 18.6% strongly disagreed, 25 students representing 12.8% disagreed to that opinion while 12 representing 5.8% of the students are undecided.

Item 6: If I needed a ride to airport very early in the morning, I would have hard time finding someone to take me.

Table 7: Responses for item 6

Alternatives	Number of responses	Percentage (%)
SA	24	12.1
A	43	21.4
SD	37	18.6
D	67	33.6
UD	29	14.3
Total	200	100

As shown in table 7, 24 students representing 12.1% strongly agreed that if they needed a ride to the airport very early in the morning, they would have a hard time finding someone to take them. 43 students representing 21.4% agreed, 37 students representing 18.6% strongly disagreed, 67 students representing 33.6% disagreed to that opinion while 29 representing 14.3% of the students are undecided.

Item 7: If I needed help fixing an appliance or repairing my car, there is someone who helps me.

Table 8: Responses for item 7

Alternatives	Number of responses	Percentage (%)
SA	77	38.5
A	49	18.5
SD	37	21.4
D	42	14.3
UD	29	7.3
Total	200	100

From table 8, 77 students representing 38.5% strongly agreed that if they needed help fixing an appliance or repairing their car, there is someone who would help them. 37 students representing 18.5% agreed, 42 students representing 21.4% strongly disagreed, 29 students representing 14.3% disagreed to that opinion while 15 students representing 7.3% of the students are undecided.

Item 8: If I had to go out of town for a few weeks, it would be difficult to find someone who would look after my house or apartment.

Table 9: Responses for item 8

Alternatives	Number of responses	Percentage (%)
SA	63	31.4
A	80	40
SD	6	2.9
D	23	11.4
UD	28	14.3
Total	200	100

From table 9, 63 students representing 31.4% strongly agreed that if they had to go out of town for a few weeks, it would be difficult to find someone who would look after their house or apartment (the plant, pets, garden etc). 80 students representing 40% agreed, 6 students representing 2.9% strongly disagreed, 23 students representing 11.4% disagreed to that opinion while 29 representing 14.3% of the students are undecided.

Item 9: If I needed a place to stay for a week because of an emergency (for example water or electricity out in my apartment or house), I could easily find someone who would put me up.

Table 10: Responses for item 9

Alternatives	Number of responses	Percentage (%)
SA	12	5.8
A	49	24.3
SD	37	18.6
D	26	12.8
UD	76	38.5
Total	200	100

From table 10, 12 students representing 5.8% strongly agreed that if they needed a place to stay for a week because of an emergency (for example, water or electricity out in their apartment or house), they could easily find someone who would put them up. 49 students representing 24.3% agreed, 37 students representing 18.6% strongly disagreed, 26 students representing 12.8% disagreed to that opinion while 76 representing 38.5% of the students are undecided.

Item 10: If I needed some help in moving to a new house or apartment, I would have a hard time finding someone to help me.

Table 11: Responses for item 10

Alternatives	Number of responses	Percentage (%)
SA	24	12.1
A	37	18.6
SD	43	21.4
D	67	33.6
UD	29	14.3
Total	200	100

As shown in table 11, 24 students representing 12.1% strongly agreed that if they needed some help in moving to a new house or apartment, they would have a hard time finding someone to help them. 37 students representing 18.6% agreed, 43 students representing 21.4% strongly disagreed, 67 students representing 33.6% disagreed to that opinion while 29 representing 14.3% of the students are undecided.

Item 11: There is someone who takes pride in my accomplishments.

Table 12: Responses for item 11

Alternatives	Number of responses	Percentage (%)
SA	43	21.4
A	37	18.5
SD	77	38.5
D	28	14.3
UD	15	7.3
Total	200	100

From table 12, 43 students representing 21.4% strongly agreed that there is someone who takes pride in their accomplishments. 37 students representing 18.5% agreed, 77 students representing 38.5% strongly disagreed, 28 students representing 14.5% disagreed to that opinion while 15 representing 7.3% of the students are undecided.

Item 12: I think that my friends feel I am not very good at helping them solve their problems

Table 13: Responses for item 12

Alternatives	Number of responses	Percentage (%)
SA	6	2.9
A	80	40
SD	63	31.4
D	23	11.4
UD	28	14.3
Total	200	100

From table 13, 6 students representing 2.9% strongly agreed that they think that their friends feel that they are not very good at helping them solve their problems. 80 students representing 40% agreed, 63 students representing 31.4% strongly disagreed, 23 students representing 11.4% disagreed to that opinion while 28 representing 14.3% of the students are undecided.

Item 13: In General, people do not have much confidence in me.

Table 14: Responses for item 13

Alternatives	Number of responses	Percentage (%)
SA	28	14.3
A	37	18.5
SD	43	21.4
D	77	38.5
UD	15	7.3
Total	200	100

From table 14, analysis shows that 28 students representing 14.3% strongly agreed that in general, people do not have much confidence in them, 37 students representing 18.5% agreed, 43 students representing 21.4% strongly disagreed, 77 students representing 38.5% disagreed to that opinion while 15 representing 7.3% of the students are undecided.

Item 14: Most of my friends are more successful at making it in their lives than I am.

Table 15: Responses for item 14

Alternatives	Number of responses	Percentage (%)
SA	52	25.7
A	92	45.7
SD	28	14.2
D	14	7.2
UD	14	7.2
Total	200	100

As shown in table 15, 52 students representing 25.7% strongly agreed that most of their friends are more successful at making changes in their lives than they are, 92 students representing 45.7% agreed, 28 students representing 14.3% strongly disagreed, 14 students representing 7.2% disagreed to that opinion while 14 representing 7.2% of the students are undecided.

Item 15: I am more satisfied with my life than most people are with theirs.

Table 16: Responses for item 15

Alternatives	Number of responses	Percentage (%)
SA	77	38.5
A	37	18.5
SD	43	21.4
D	15	7.3
UD	28	14.3
Total	200	100

From table 16, 77 students representing 38.5% strongly agreed that they are more satisfied with their life than most people are with theirs. 37 students representing 18.5% agreed, 43 students representing 21.4% strongly disagreed, 15 students representing 7.3% disagreed to that opinion while 28 representing 14.3% of the students are undecided.

Item 16: When I feel lonely, there are several people I can talk to.

Table 17: Responses for item 16

Alternatives	Number of responses	Percentage (%)
SA	63	31.4
A	80	40
SD	28	14.3
D	23	11.4
UD	6	2.9
Total	200	100

From table 17, 63 students representing 31.4% strongly agreed that when they feel lonely, there are several people they can talk to, 80 students representing 40% agreed, 28 students representing 14.3% strongly disagreed, 23 students representing 11.4% disagreed to that opinion while 6 representing 2.9% of the students are undecided.

Item 17: I feel like I am not always included by my circle of friends.

Table 18: Responses for item 17

Alternatives	Number Of Responses	Percentage (%)
SA	77	38.5
A	49	24.3
SD	37	18.6
D	25	12.8
UD	12	5.8
Total	200	100

From table 18, 77 students representing 38.5% strongly agreed that they feel like they are not always included by their circle of friends. 49 students representing 24.3% agreed, 37 students representing 18.6% strongly disagreed, 25 students representing 12.8% disagreed to that opinion while 12 representing 5.8% of the students are undecided.

Item 18: If I wanted to go on a trip for a day (e.g to the mountains, beach, or country), I would have a hard time finding someone to go with me.

Table 19: Responses for item 18

Alternatives	Number of responses	Percentage (%)
SA	24	12.1
A	43	21.4
SD	37	18.6
D	68	33.6
UD	28	14.3
Total	200	100

As shown in table 19, 24 students representing 12.1% strongly agreed that if they wanted to go on a trip for a day (e.g to the mountains, beach, or country), they would have a hard time finding someone to go with them. 43 students representing 21.4% agreed, 37 students representing 18.6% strongly disagreed, 68 students representing 33.6% disagreed to that opinion while 28 representing 14.3% of the students are undecided.

Item 19: Many people I know do not enjoy the same thing that I do.

Table 20: Responses for item 19

Alternatives	Number of responses	Percentage (%)
SA	63	31.4
A	80	40
SD	6	2.9
D	23	11.4
UD	28	14.3
Total	200	100

From table 20, 63 students representing 31.4% strongly agreed that many people they know do not enjoy the same thing that they do. 80 students representing 40% agreed, 6 students representing 2.9% strongly disagreed, 23 students representing 11.4% disagreed to that opinion while 28 representing 14.3% of the students are undecided.

Item 20: If I wanted to have lunch with someone, I could easily find someone to join me.

Table 21: Responses for item 20

Alternatives	Number of responses	Percentage (%)
SA	77	38.5
A	37	18.5
SD	43	21.4
D	28	14.3
UD	15	7.3
Total	200	100

From table 21, 77 students representing 38.5% strongly agreed that if they wanted to have lunch with someone, they could easily find someone to join them. 37 students representing 18.5% agreed, 43 students representing 21.4% strongly disagreed, 28 students representing 14.3% disagreed to that opinion while 15 representing 7.3% of the students are undecided.

Validity and Reliability of the Instrument

A study was conducted on a sample of 200 senior secondary school students who were randomly selected. The purpose of the study was to determine the feasibility and appropriateness of the social support questionnaire in obtaining the required responses from the respondents and to ascertain the rate at which various respondents have an

understanding of the items in the questionnaire. Furthermore, a data reduction procedure (exploratory factor analysis) was carried out. Under factor analysis procedure, items that possess similar characteristics are usually grouped together under one component.

The Social Support Questionnaire consists of 30 items. Result of the Exploratory Factor Analysis (EFA) revealed that the social support questionnaire consists of four sub-constructs namely sub construct 1 with a total number of seven items, sub construct 2 with a total number of nine items, sub construct 3 with a total number of six items and sub construct 3 with a total number of 8 items. Table 22 provided detailed information on KMO and Bartlett’s test as well as the reliability values of the four constructs.

Table 22: Reliability indexes of SSQ

Number of items in the Questionnaire	Extracted components	No of items	Cronbach’s Alpha values	KMO Value	Sig.
30	Component 1	7	0.982	0.921	0.000
	Component 2	9	0.974		
	Component 3	6	0.965		
	Component 4	8	0.869		

Table 22, equally indicated that the Bartlett’s Test of Sphericity was significant (p-value =0.000). Similarly, the measure of sampling adequacy by Kaiser-Meyer-Olkin (KMO) is 0.921 which is above the recommended value 0.6 (Kaiser, 1974). This shows that data at hand is adequate to proceed to factor analysis because KMO value is close to 1.0, and the significance value of Bartlett’s Test is close to 0.0. This significant value gives room to go on with the factor analysis. It is worthwhile mentioning that the factor analysis had been conducted with no item found to load less than 0.6 hence, all the 30 items in the questionnaire were retained.

Next is the reliability measures for each measuring items under each component. As shown on table 22, the Cronbach’s alpha value is 0.982, 0.974, 0.965, and 0.869 respectively for component 1, component 2, component 3 and component 4. All the reliability measures obtained have exceeded the minimum value of 0.6 as recommended by Nunally (1978).

Confirmatory Factor Analysis

Structural Equation Modelling (SEM) is a confirmatory method providing a comprehensive means for validating the measurement model of latent constructs. The validating procedure is called Confirmatory Factor Analysis (CFA). The CFA method has the ability to assess the uni-dimensionality, Validity and Reliability of a latent construct.

With CFA, any item that does not fit the measurement model due to low factor loading should be removed from the model. The fitness of a measurement model is indicated through certain Fitness Indexes. However the items deletion should not exceed 20% of total items in a model. Otherwise the particular construct itself is deemed to be invalid since it failed the “confirmatory” itself.

Figure 1 shows the CFA for the three sub constructs of the social support questionnaire. From the diagram, none of the items in each of the sub construct was having low factor loading hence, they were all retained. According to Awang (2007), for a newly developed items, the factor loading for every item should exceed 0.5 while for an established items, the factor loading for every item should be 0.6 or higher.

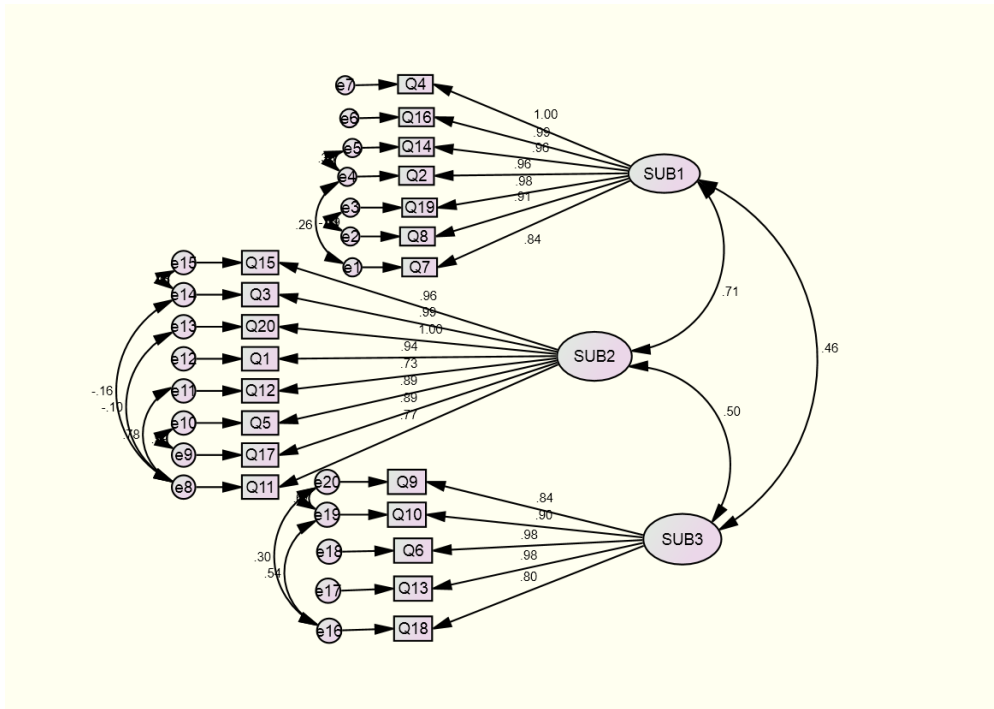


Fig 1: Confirmatory Factor Analysis for the SSQ

Fitness Indexes
P-Value= 0.000
RMSEA= 0.210
GFI= 0.610
AGFI= 0.475
CFI= 0.858
TLI= 0.702
NFI= 0.638
ChiSq/df= 9.787

Based on the obtained fitness indexes as obtained from the confirmatory factor analysis, the items in the social support questionnaire do not firmly fit the model. This is because some of the fitness indexes were not met to the acceptable threshold among which were the P-Value which based on the literature supposed to be not statistically significant. However, in the case of this study, it could be attributed to the sample size. Similarly, the RMSEA and AGFI value were not within the acceptable region.

Summary of Findings

I. All the four components of the instrument under study are reliable with the Cronbach's alpha value of 0.982, 0.974, 0.965 and 0.869 respectively for component 1, component 2, component 3 and component 4.

II. The Structural Equation Modelling (SEM) which was used by the researchers to determine the confirmatory factor analysis of the instrument indicates that the items in the social support questionnaire do firmly fit the model. The items in the four components are not homogeneous.

Conclusion

Based on the above findings, it is therefore concluded that the social support questionnaire is valid and reliable for use in social and educational researches in Kano State but the items in the four components should be redesigned to suit the homogeneous requirements of confirmatory factor analysis.

Recommendations

The study made the following recommendations:

I. The SSQ components in the instrument should be redesigned to have equal factor loadings.

II. The sample size for pilot testing should not be large sample. Maximum of 100 sample size should be used.

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APPENDIX

QUESTIONNAIRE FOR STUDENTS

Please enter the choice you have made by ticking (√) the answer in the space corresponding to your choice for structured questions. Write the response for the open-ended question in the space provided.

Your name will be treated with strict confidentiality and will not be published in this study.

SECTION I: DEMOGRAPHIC INFORMATION

a Please indicate by use of a tick (✓) as appropriate.

Male [] Female []

b Indicate your age by placing a tick (✓)

Below 14-15 yrs [] 15-16 yrs [] 16-18 yrs []

SECTION II: APPRAISAL SUPPORT

	Key: SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree; U = Undecided	SA	A	D	SD	U
1.	There are several people that I trust to help solve my problems					
2.	There really is no one who can give me an objective view of how I am handling my problems					
3.	There is someone I can turn to for advice about handling problems with my family					
4.	There is someone I could turn to for advice about making career plans or changing my job					
5.	There really is no one I can trust to give me good financial advice.					
6.	There is no one that I feel comfortable to talking about intimate personal problems					
7.	There really is no one who can give me an objective view of how I'm handling my problems					
SECTION III: TANGIBLE SUPPORT						
8.	If I needed a ride to the airport very early in the morning, I would have a hard time finding someone to take me.					
9.	If I needed help fixing an appliance or repairing my car, there is someone who would help me					
10.	If I had to go out of town for a few weeks, it would be difficult to find someone who would look after my house or apartment (the plant, pets, garden e.t.c)					
11.	If I needed a place to stay for week because of an emergency (for example, water or					

	electricity out in my apartment of house), I could easily find someone who would put me up.					
12.	If I needed some help in moving to a new house or apartment, I would have a hard time finding someone to help me					
13	If I needed a ride to airport very early in the morning, I would have a hard time finding someone to take me					
14.	If I were sick, I could easily find someone to help me with my daily chores.					
15.	If I was stranded 10 mile from home, there is someone I could call who would come and get me.					
SECTION IV: SELF-ESTEEM SUPPORT						
16.	There is someone who takes pride in my accomplishments					
17.	I think that my friends feel that I am not very good at helping them solve their problems					
18.	In general, people do not have much confidence in me.					
19.	Most of my friends are more successful at making changes in their lives than I am.					
20.	I am more satisfied with my life than most people are with theirs.					
21	Most of my friend are more interesting than I am					
22	Most people I know think highly of me.					
23	I am as good at doing things as most other people are.					
24	I am closer to my friends than most other people are to theirs.					
SECTION V: BELONGING SUPPORT						
25.	When I feel lonely, there are several people I can talk to					
26.	I feel like I am not always included by my circle of friends					
27.	If I wanted to go on a trip for a day (e.g, to the mountains, beach, or country), I would have a hard time finding someone to go with me.					

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28.	Many people I know do not enjoy the same thing that I do.					
29.	If I wanted to have lunch with someone, I could easily find someone to join me.					
30	I often meet or talk with family or friend					