

EFFECTS OF SOCIAL SUPPORT ON ADOLESCENT ACADEMIC ACHIEVEMENT

Insights from the Health Behaviour in School-aged Children Survey

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INTRODUCTION

Academic achievement has been linked to improved overall health (Eide & Showalter), improved mental health (Yuan et al., 2021), fewer deviant activities (Jung et al., 2021), and increased life-satisfaction (Salmela-Aro & Tuominen-Soini, 2010)

Social support — The supply of comfort or assistance to aid in coping with social, psychological, and biological stressors where support may come in the form of interpersonal relationships and tangible assistance (APA Dictionary of Psychology, n.d.)

Teacher Support  Teachers impact adolescent outcomes pertaining to self-esteem, academic attitudes, prosocial behaviours, and misconduct (Chan et al., 2013)

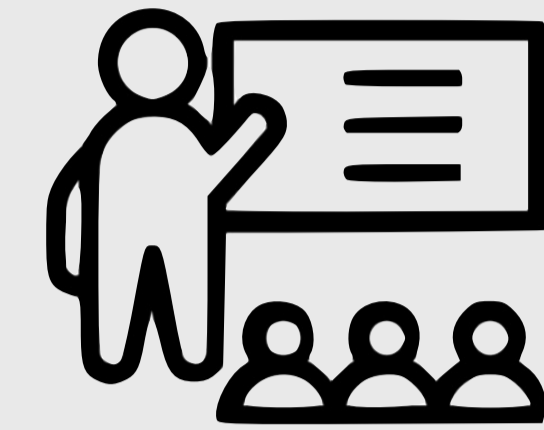
Parental Support  Parents provide adolescences with opportunities to exercise their autonomy and supporting them through puberty and early adulthood (Steinberg & Morris, 2001).

Peer Support  Children and youth's relationships with their peers have been found to have significant developmental and long-term impacts (Orenstein & Lewis, 2023).

The current study sought to examine the influence of social support obtained from parents, peers, and teachers on the academic success of adolescents using a national sample of Canadian youth.

RESULTS

TEACHER SUPPORT

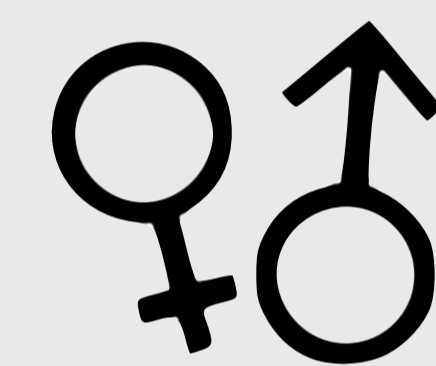
 Teacher support was found to be the most significant predictor of academic success

Correlation with academic success
 $r=0.274$

Linear regression
 $\beta=0.209, t=20.963, p<.001$

Linear regression with demographic variables
 $\beta=0.206, t=20.313, p<.001$

GENDER


 Participants identifying as girls were more likely to have higher levels of academic achievement

Correlation with academic success
 $r=-0.109$

Linear regression with demographic variables
 $\beta=-0.115, t=-11.967, p<.001$



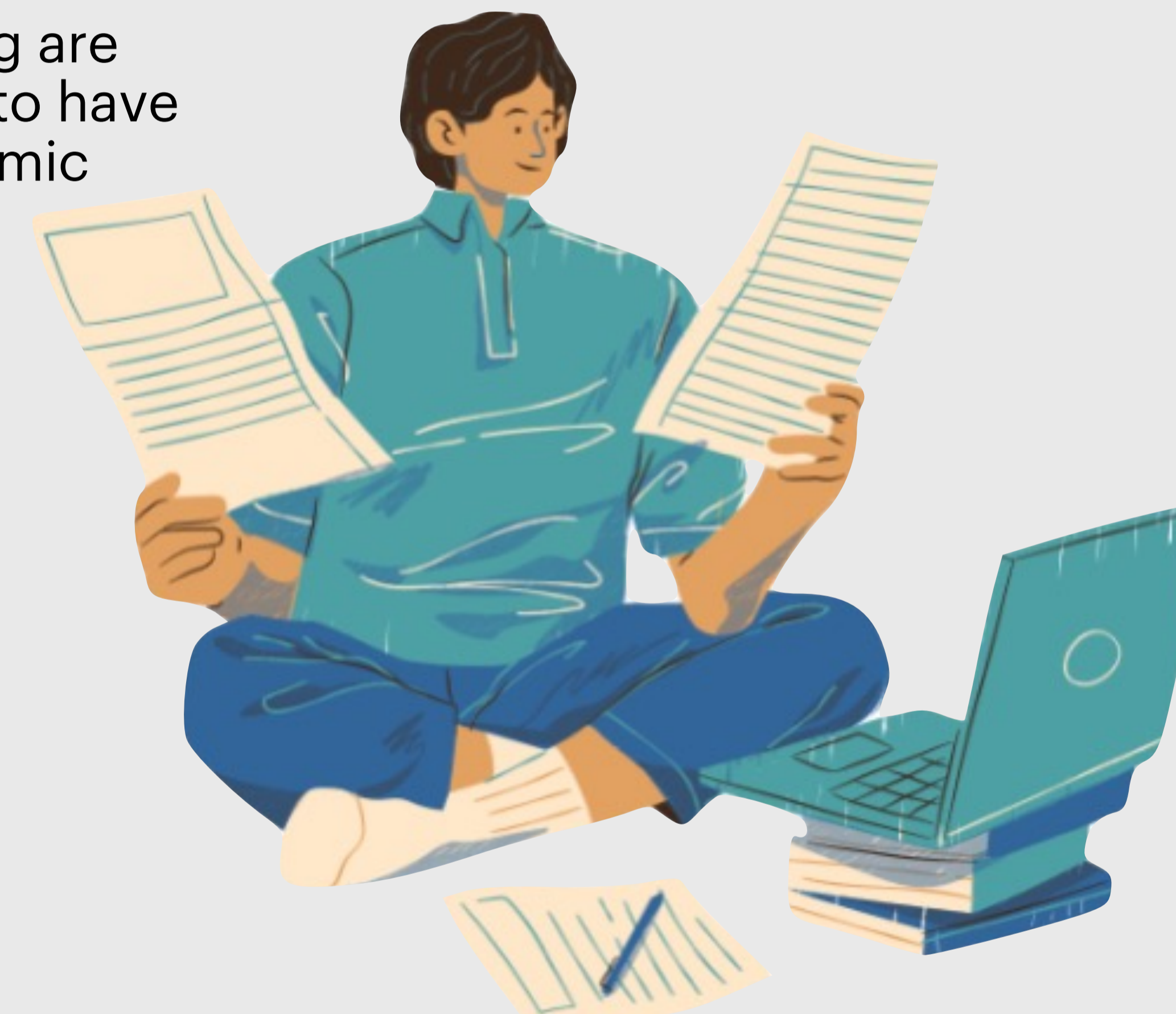
PARENTAL SUPPORT

 Parental support, characterized as being listened to, was found to be the most significant predictor of academic success


Correlation with academic success
 $r=0.232$

Linear regression
 $\beta=0.130, t=11.765, p<.001$

Linear regression with demographic variables
 $\beta=0.115, t=10.216, p<.001$



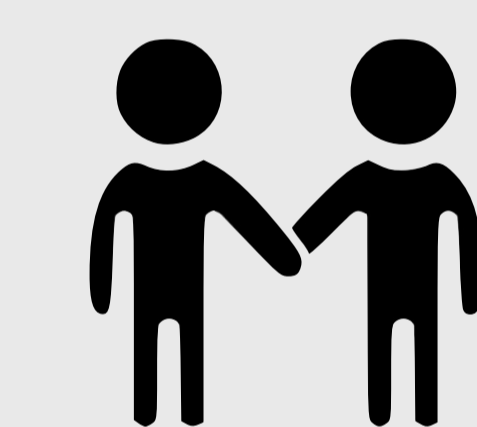
FAMILY WELL-OFF

 How well off participants perceived their families as being was significantly related to academic success


Correlation with academic success
 $r=0.170$

Linear regression with demographic variables
 $\beta=0.008, t=8.494, p<.001$

PEER SUPPORT

 Peer support was not found to be a significant predictor of academic success

YEAR OF BIRTH

 Year of birth was not found to be a significant predictor of academic success

METHOD

Data from the seventh Canadian cycle of the Health Behaviour in School-aged Children Survey (HBSC), collected between 2013 and 2014, was utilized

- Contains information from adolescents aged 11 to 15 from more than 40 countries
- Only data from the Canadian sample was considered
N = 12,931 Canadian adolescents between 11 and 15 years of age

MEASURES

Demographic Information

- Gender
- Year of Birth
- How well-off respondents perceived their family as being

Academic Achievement

- What does your class teacher(s) think about your school performance compared to your classmates?

Social Support

- Parent Support
 - Father
 - Mother
 - Stepfather
 - Stepmother
- Peer Support
- Teacher Support

DATA ANALYSIS

Data was analyzed using bivariate correlations and linear regressions to explore the relationship between academic success and various measures of social support.

CONCLUSIONS

- The present study provides evidence for social support's moderating role in adolescent academic success where teacher support and parent support are found to be the most significant predictors of academic success.
- These findings have significant implications in educational, parenting, and clinical practices: by ensuring that adolescents feel cared for their academic success can be fostered
- Future research should examine the additive effects of various sources of social support to further understandings of the relative effects of social support on adolescent populations. The present study also calls for continuing longitudinal and interventional studies examining this relationship
- As adolescence is a period of significant physical, cognitive, social, and emotional growth and there is a myriad of positive implications associated with educational achievement, the factors that contribute to adolescent academic success should continue to be explored.

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