

Social Support And Academic Achievement Among Adolescents: Review Of Literature

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Abstract

The purpose of the review paper is to highlight developments that have taken place in social support research particularly the relationships between social support and academic achievement. Analysis of the reviews shows that there are variations in the way different types and dimensions of social support impact on academic achievement. The variations are observed in the way students perceive parental, peer and teacher support. Some students have a high perception of teacher support while others have a high perception of parent and peer support. Variables like socio-economic status, age, gender, and ethnicity also have an impact on academic achievement of students. The review concludes by suggesting possible dimensions for further research in order to have an in-depth understanding of the relationship between social support and academic achievement.

1. INTRODUCTION

Social support is a broad concept and many researchers have studied it. In order to understand the association between social support and academic achievement, there is need to understand the definitions of social support first. According to Gulacti, (2010) social support is "the support that family, friends, institutions and neighbors render to others to support their psychological, affective, physical and cognitive aspects".

In addition, Malecki and Demaray (2002), argues that "social support may be considered as an individual's perception of support from people in their social network".

Tardy (1985) identified five major dimensions of social support namely; "disposition, direction, network, content and description or evaluation". Disposition implies the provision of social support and direction shows that social support is given as well as received. Network support is the support, which is non-directional, and it happens between people like families, friends and the community.

For students, social support happens within the context of social networks in which the student belongs. These social networks include parents, teachers, peers and the community.

Teachers support is important because students spend most of their time with the teachers. Rosenfeld, Richman, & Bowen (2000) found that students are motivated academically if the relationship with their teachers is positive. According to Steinberg (2014), children excel academically from families whose parents provide the necessary support and show warmth. Peers also play a significant role in promoting academic achievement. A positive social relationship with peers promotes self-esteem and self worth which has a direct influence on academic achievement and adjustment, Wang et al (2011).

Bronfenbrenner (1979), emphasizes in viewing the student in a holistic way by considering the four levels of factors that affect students' achievement namely; "the microsystem, the exosystem, the mesosystem and the macrosystem. These levels make up the eco-biological model", Bronfenbrenner (1979).

The micro system comprises the student's individual traits and his interactions with teachers and fellow students. In addition, Marzano et al (2001) found that personal abilities that deal with cognition and meta-cognition affect the students' learning as well as thinking abilities.

Mesosystem includes the interactive experiences that involve the student. Cornelius-White and Harbaugh, (2010) argues that learning environments that are safe and welcoming as well as a strong relationship promotes academic achievement.

Exo-and Macro-Systems factors includes factors in relation to the society and systems that influence learning. These include disparities in socioeconomic status, issues of racism, building trust with teachers, parents and the community, (Blankstein, 2010).

RESEARCH ON RELATIONSHIP BETWEEN SOCIAL SUPPORT AND ACADEMIC ACHIEVEMENT

Most of the studies conducted in the past show that social support promotes academic achievement. This paper review has focused on research work conducted on social support and academic achievement from 2000 to 2020.

NAME OF AUTHOR	TITLE	YEAR	FINDINGS
Ghaith	The relationship between cooperative learning, perception of social support, and academic achievement	2002	Teachers' and peers' support correlated positively with students' academic attainment
Sirin	Socioeconomic Status and Academic Achievement: A Meta-Analytic Review of Research	2005	Findings show that a positive a relationship exists between socioeconomic status and academic achievement
Malecki and Demaray.	Social support as a buffer in the relationship between socioeconomic status and academic performance	2006	Results revealed differences in GPA scores for students from higher socio-economic status and those from low socio economic status.
Elias and Haynes	Social competence, social support, and academic achievement in minority, low-income, urban elementary school Children	2008	Variations were noted in social competence and especially in African-American students' perception of teacher social support
Eggen e t al	The influence of personal networks and social support, on study attainment of students in university education.	2008	Findings reveal that there is no effect of social support on academic achievement where as individual networks have an impact on academic achievement
Wentzel et al	Social Supports from Teachers and Peers as Predictors of Academic and Social Motivation	2010	There were differences in students' perception of teacher and peer social support according to sex, grade level teacher and classroom.
Ahmed et al	Perceived Social Support and Early Adolescents' Achievement: The Mediation Roles of Motivational Beliefs and Emotions	2010	The impact of perceived social support on academic performance was jointly and partially mediated by motivational beliefs
Ojeaga et al	Relationship Between Social Support And Academic	2016	A significant positive relationship

	Performance Among Undergraduate Students Of Madonna University, Nigeria		exists between social support and academic achievement
Witkow and Fuligni	Ethnic and Generational Differences in the Relations between Social Support and Academic Achievement across the High School years	2011	Results showed varied scores in GPA and eligibility due to ethnicity and generation
Dupontet al	The impact of different sources of social support on academic performance: Intervening factors and mediated pathways in the case of master's thesis	2012	Institutional and supervisor support were associated with motivation, which in turn predicted greater behavioral, cognitive and emotional engagement. Further, behavioral engagement was the unique contributor of academic performance at the master's thesis.
Mackinnon	Perceived Social Support and Academic Achievement: Cross-Lagged Panel and Bivariate Growth Curve Analyses	2012	Results revealed that future academic achievement of adolescents is not determined by social support
Sivandani et al	The Relation Between Social Support and Self-efficacy with Academic Achievement and School Satisfaction among Female Junior High School Students in Birjand	2013	Self- regulation and test taking predicted academic achievement while reading and social support did not predict academic achievement. Self-regulation, test taking and teacher support predicted academic satisfaction
Abdullah et al	Perceived Social Support as Predictor of University Adjustment and Academic Achievement amongst First Year Undergraduates in a Malaysian Public University	2014	Results revealed a significant and positive relationship between social support and student's adjustment to university.
de la Iglesia et al	Perceived Social Support and Academic Achievement in Argentinean College Students	2014	Findings revealed a strong relationship between parental encouragement and GPA but these varied in relation to ethnic background and generation
Song et al	Longitudinal investigation into the role of perceived social support in adolescents' academic motivation and achievement	2015	There was no significant relationship between perceived social support and the future performance of adolescents.
China	The relationship between social support, social adjustment, academic adjustment, and academic performance among college students in Tanzania	2015	There was no significant relationship between social support and academic achievement of college students. However ,social support related well with academic adjustment.
Tayfur and Ulupinar	The Effect of Perceived Social Support on Academic Achievement in Health College	2016	High social support levels were observed in female students. However, a weak but positive

	Students		relationship between social support and academic achievement was noted.
Li et al	How social support influences university students' academic achievement and emotional exhaustion: The mediating role of self-esteem	2018	A significant positive relationship was observed between perceived social support and adjustment to university in all the dimensions of academic, social, personal and emotional support.
Clark	Adolescent academic achievement: A model of social support and grit	2019	The findings revealed a significant positive relationship between grit and academic achievement for students who had a high perception of teacher support.
Tinajero et al	Perceived social support as a predictor of academic success in Spanish university students	2020	The results indicated a significant relationship between various dimensions of social support and academic performance for a two-year period.

2. DISCUSSION AND CONCLUSIONS

The current review examined studies investigating the association between social support and academic achievement among students. It shows that there are variations in the way different sources and dimensions of social support impact on academic achievement. For instance, some studies show that, there is a significant relationship between social support and academic achievement, (Ghaith,2002;Ojeaga et al 2016,Dupont et al 2012) whilst other studies reveal that there is no significant relationship between social support and academic achievement, (Eggen,et al 2008; Mackinnon,2012).In addition, gender, socio-economic status, ethnicity and personality traits also impact on academic achievement of students,(Sirin,2005;Malecki and Demaray 2006, Tayfur and Ulupinar,2016) In conclusion, there is need to investigate the impact of individual traits like meta cognition on academic achievement.

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