

## Perceived Social Support for Education Among Late Adolescents: A Systematic Review

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### Abstract

Perceived Social support is described as assistance received from classmates, family members, teachers, acquaintances, and society. Numerous studies have been conducted on the variable perceived social support and its relationship with other variables, but we carry out a systematic review. The study aims to highlight the unexamined facets of perceived social support for education among late adolescents which provides a research gap to do a further systematic review in this aspect. The objective of the paper is to assess the Perceived Social Support for education among late adolescents. Based on the objective of this study, 35 papers were extensively examined. The methodology of the paper is qualitative data analysis based on secondary data. This paper attempts to conduct a document analysis of research published in this context. The result findings indicated that social support perceived by parents, teachers, and peers has an emotional impact on students' psychological well-being, academic stress, academic achievement, and career choices. To overcome these circumstances, the paper concludes with suggestions based on the findings.

**Keywords:** *Perceived Social Support, senior secondary level, psychological well-being, academic stress, academic achievement, career choices.*

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### Introduction

These days researchers have shown keen interest in the area of perceived social support in different contexts like perceived social support with school students, university students, and their relationship with parents, teachers, etc. Adolescence is a stage that differs according to the person, culture, and time in which he or she lives. This is a chronological age that begins with physical, sexual, and psychological maturation and ends when the individual achieves independence and production (Ü. Bayn, and M. Kaya, 2021 cited Derman 2008). According to Fernandez-Lasarte et.al., 2019, kids undergo a phase of transition during the period of their secondary education that brings about changes in their relationships with their peers, family, and instructors. Teenagers tend to seek independence from their adults which impacts their adjustment (Fernandez-Lasarte et.al., 2019). As a result, perceived social support can play a decisive role in their participation in school, which can also prevent the increasing levels of educational failures and dropouts

among them (Fernandez-Lasarte et.al 2019). Consequently, it suggests that perceived social support is essential for a student at different steps of schooling. Thus, the primary goal of the present research is to study the relationship between perceived social support and engagement in school among late adolescents. Here, in this research, the perceived support has been studied from the teachers, family, and peers to the various dimensions of school engagement such as behavioural, cognitive, and emotional among late adolescents to investigate the gender and age differences in respect of perceived social support and school engagement among late adolescents that would further analyze the predictive capacity of perceived social support on school engagement among late adolescents (Fernandez-Lasarte et.al 2019).

In related literature, there are diverse definitions of social support. (Yildirim 1997) defines social support as "social and psychological support acquired from one's environment." (Cohen and Syme 1985) defined it similarly as "resources contributed by others."

Furthermore, (Farmer & Farmer 1996) describe social support as "processes of social exchange that contribute to the development of individuals' behavioural patterns, social cognition, and values." Cited by (Tasdan, M., & Yalcin, T 2010). The aim of this study was to assess the perceived social support for education among late adolescents and how it relates to them and their ability to adapt to the school ethos. It also explored perceived social support on academic adjustment, social adjustment among adolescents, and how it affects mental well-being described in the review of literature analysis. The objectives of this paper are:

- To find out the perceived social support for education among late adolescents.
- To give suggestions based on the findings.

### Methodology

**Table 1: Study Description of the Perceived Social Support for education among late adolescents:**

Research Publication, Year	Sampling, Design	Research Findings
Dambi et. al (2018)	70 articles, Systematic review	Construct validity found in this study was not good.
Franklin N. Glozah (2013)	Senior high school students of Ghana, survey design	Girls reported high scores in PSS whereas boys reported academic stress. Encouraging healthy relationships with family, friends
Sahin, I., & Kirdök, O. (2018)	Secondary school, Descriptive study	relationship with career adaptability, Career flexibility was revealed to be a significant determinant of subjective well-being in this study.
Akhoon, A.M. (2021)	202 Senior secondary school of Kashmir valley, Exploratory study	Average social support. There is no significant relationship
Zamani-Alavijeh, F., et al (2017).	Medical science students, cross-sectional study	Low social support
Ikiz, F. E., & Cakar, F. S. (2010)	257 adolescences from high school, Descriptive study	There is a statistically considerable heterogeneity in perceived peer and teacher support levels based on gender, but no difference in self-esteem levels. Significant positive relationship between perceived social support levels and adolescent self-esteem levels was identified.
Awang, M. M., et al (2014).	First year university students Qualitative research	Consequently, higher level of adjustment seemed related with higher levels of support.

The present study is based on qualitative data. Secondary data from different journals and research papers were collected, and their document analysis was done keeping in view the objectives of this study. Overall, 35 research articles were selected for the analysis of factors related. The keywords used to search the literature on Google and Google Scholar portals are:

- Social Support
- Perceived Social Support among late adolescents.

### Findings

Thirty-five research papers based on the variable perceived social support have been extensively read and examined with the following description in tabular form.

Rodríguez-Fernández, A., et al (2021).	Adolescence Theoretical model	The findings provide a strong theoretical foundation for future research on perceived social support during adolescence as well as prospective educational strategies to promote social support for adolescents.
Bofah, E. A., & Ntow, F. D. (2017)	2034 twelfth-grade Ghanaian students Cross-sectional study	perceived social support impacts students' mathematics self-belief quantitatively; mathematics self-confidence controls the connection between perceived social support and mathematics self-concept.
Tam, C. L., & Lim, S. G. (2009)	University students, Correlational study	There is a considerable variation in perceived social support, coping ability, and gender. Females got more social support than males, and they also performed better in terms of coping abilities.
Vedder, P., et al. (2005)	10- to 13-year-old students Correlational study related to ethnicity	The study's findings show that underprivileged learners and students from immigrant backgrounds distinguish between various types of social support. Dutch students believe that parents provide more academic help than immigrant learners, but Turkish and Moroccan students believe that instructors provide more support.
Fernandez-Lasarte, et al. (2019)	Secondary students comparative cross-sectional research study	The findings suggest that there is a connection between perceived social support and school involvement; also, school involvement is greatly influenced by emotional support. However, considerable disparities were observed with respect to age and gender.
Godfrey, E. (2020)	University students Descriptive study	Female participants express high perceived social support than male ones.
Rautanen, P., et al. (2020)	Primary school students Cross-sectional study with longitudinal design to study causal relations.	Social support from guardians is important in children's engaging study experiences, but support from instructors and peers appears to be more impactful.
Beri, N., & Akhoun, A. M. (2018)	Senior secondary students Exploratory study	There is no significant difference in family, teacher, online, or overall social support between male and female senior secondary school students, but there is a substantial difference in peer support between gender in senior secondary school students.
Abdullah, B. & Singh, K. (2019)	Senior secondary school students Descriptive survey method	It was shown that there is a substantial association between social support and student involvement among Secondary School Students. It was also shown that social support has a major impact on student engagement.
Bahar, H. H. (2010).	4 <sup>th</sup> year university students Correlational study	gender, perceived familial support, and socio-economic position have been demonstrated to indicate 15% of academic performance. It has been determined that perceived social support from a particular person and perceived friend support do not reflect academic performance.
Yang, J., & Wang, X. (2019).	College students Empirical research	The findings suggest that the perceived social support has a significant and positive influence on the academic engagement of college students. However, the academic self-efficacy can modify the effect of perceived social support on the learning engagement among college students.

Tuna, S. K., & Aslan, H. (2018)	Primary & Secondary school teachers Descriptive study used relational screening model	Teachers have high social support
Li, Y., & Qin, S. (2020).	Junior high school students Correlational study	The findings suggest that perceived social support is significantly and positively related to the psychological capital and post-stress growth in junior high school students
Seyyedmoharrami, I., et al (2018)	High school students Correlational study	There is a significant relationship between perceived social support and hopelessness among students
Bayın, Ü., & Kaya, M. (2021)	High school students Correlational study	It was shown that there is a significant positive relationship between adolescents' forgiving propensity and perceived social support points.
Cobo-Rendón, R., et al (2020)	University students Comparative with longitudinal study	The findings revealed that students' perceptions of social support did not vary over time.
AYYILDIZ, T. K., et al (2018)	Secondary school students Descriptive-correlational study	Significant difference in social support
Singstad, M. T., et al (2020)	Adolescence Comparative study	Low number of perceived social support
Talwar, P., & Rahman, M. F. A. (2013)	University students Cross-sectional study	Correlation found between family and friends
Mackinnon, S. P. (2012).	15,17,19-year students Longitudinal study	PSS was different at the age of 15 and similar at the age of 17&19.
Cirik, I., at el (2014)	Elementary school Cross-sectional study	Students need different types of support from different sources
BALTACI, H. Ş., & KARATAŞ, Z. (2015).	Secondary school students Relational screening method	Perceived social support and life satisfaction strongly predict resilience, but depression does not. Furthermore, there is no substantial gender difference in student resilience.
Rueger, S. Y., et al (2010).	Middle school students Longitudinal study	All forms of support had substantial relationships with depressive symptoms, anxiety, self-esteem, and academic adjustment, although each source had less significant distinctive impacts.
Prabhu, S. G., & Shekhar, R. (2017)	8 <sup>th</sup> -10 <sup>th</sup> grade students Cross-sectional descriptive study	Adolescents reported a low degree of perceived stress, a high PSS, and a moderate level of resilience. There was a substantial difference between the genders in perceived social support.
Kaur, K. (2020).	UG students Correlational study	There was a substantial and moderate association between the two variables. When the disparities in perceptions of support obtained from various sources between male and female UG students were explored, the results revealed that females had better perspectives of the support they got from various sources.

Mohd, T. A. M. T., et al(2019)	Older adults Systematic review	Good social support found among adults
White, T. N. (2009).	Middle school students Correlational study	According to the findings, social support from all sources was negatively related to both individuals experiencing difficulties, but positively related to life satisfaction and success.
Noret, N., Hunter, S. C., & Rasmussen, S. (2020).	Adolescence Cross-sectional survey design	The findings suggest that the mental health concerns were influenced by perceived social support and gender; and there was a significant relationship among perceived lack of support, perceived social support and mental health difficulties among girls; which were found insignificant among boys.

### Discussion

The study presents the most comprehensive systematic review of the perceived social support for education among late adolescents. It is also a systematic review to assess evidence across life stages and to give a comprehensive evaluation of the relationships within each of these stages. We found 35 studies that reported on various components of social support for people of diverse ages and backgrounds. Overall, the evidence is extremely consistent and supports the view that social support is an essential aspect of adolescent schooling. However, the sources of social support discovered differed between life stages. In children and adolescents, parental support was most consistently connected with schooling, but teachers and peer support were most essential in adolescents. Furthermore, the analysis discovered significant differences in social support. Various aspects of social support have been researched in the literature. Finally, one significant weakness of this body of previous research studies is that most studies were cross-sectional, making it possible to establish the direction of the relationship between social support and adolescence, a systematic review was conducted.

### Suggestions

#### *For the parents*

As was seen through various studies, parents' support is needed at the adolescent stage as it decides their future. Parents should support their children in their careers as it develops confidence and their ability to reduce fear, stress, and anger toward studies.

#### *For the teachers*

Teachers direct their students towards a positive attitude about their studies so that they are able to perform best in each aspect of life. Positive associations between parents and teachers have a

positive impact on students' mental health which is more needed by parent-teacher meetings and according to the student's abilities, teachers direct them to actively participate in social and cultural activities.

#### *For the peers*

Peer relationship plays an important role in a secondary stage where they share same bond and feelings towards their career and studies. Positive support should be there to overcome stress and tension. Lack of social support from peers causes various problems like differences, and inferiority within the self which is a major concern at the adolescent stage.

Perceived social support from parents, teachers, and peers are connected and interlinked to each other whether it is positive or negative social support but due to streams of study, career, and future goals it is essential; as it maintains psychological well-being, reduces academic stress and it is easier to make career choices. Positive perceived social support for adolescents is crucial for physical and mental well-being or health.

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