Social Support as Predictor of Student Engagement among Secondary School Students

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Abstract : Students who are not annoyed and don't attempt to do well are probably not going to accomplish reliable with their capacities. The present investigation expected to examine the impact of social support on student engagement of senior secondary school students. The respondents were students from Senior Secondary School Students of Kashmir division Jammu and Kashmir. The participants in this study include 700 senior secondary school students were selected by employed simple random sampling. Regression, correlation and t-test were applied to explore the data and the results found that significant difference was found among girls and boys of secondary school students with their social support, significant difference was found among government and private secondary school students with their social support, significant difference was found among girls and boys of secondary school students with their student engagement and also found that no significant difference was found between government and private secondary school students with their student engagement. It found that there exists significant correlation among social support and student engagement of Secondary School Students. It also found that social support had significant impact on Student Engagement of secondary school students.
Keywords: Social Support, Student Engagement, Secondary School Students.

I. INTRODUCTION

Research studies on social support in the past have for the most part thought about the individual functions of the parents, peers and teachers as instant mingling specialists on adolescents engagement, and consequently on achievement; moreover, to date and to the best of the inventors' information, the consolidated impacts of these influences have not been altogether analyzed (Buchanan and Bowen, 2008) with few expectations (Wetzel, 1998; Chen, 2005). While most investigations inspected worldwide social support on students' achievement results, this examination took a gander at the one of the most commitment of academic and emotional dimension of social support on youthful cognitive engagement

II. SOCIAL SUPPORT

Social support refers to social resources, social assets, or informal organizations that individuals can utilize when they need help, guidance, help, help, support, consolation, insurance or support. Social support alludes to an assortment of material and enthusiastic backings a man gets from others.

It is generally described as the nearness and availability of people on whom we can depend, individuals who let us realize that they think about, esteem and respect us. Social support alludes to the perceived comfort, helpful, appreciate or assist an individual who obtained by another groups or persons. As per Cobb (1976) persons by social support believed that they were cared and loved for, esteemed and valued, and component of a social network, e.g. community organization or family, who can offer better, support and shared protection at the time of threat and when there is necessary. It is important to observe that social support derives from the social roles people enact in their daily lives. Social roles contribute to individuals' social integration, and are an important source of self-esteem (Thoits 1985). Formal social support has been recognized as a beneficial act of assistance in connection with youth coping. Social support refers as an extent to which a individuals essential requirements will be appreciative for connecting with others (Gore, Cassel and Kaplan 1977). Such requirements might fulfill to meet by either the provision of instrumental or socio-emotional aid. Dadarigashti et al (2016) results found that the relationship between social support and psychological adjustment with Academic achievement and academic Self-Concept of female students of high school is important. Bukhari and Afzal (2017) results found that mild to severe level of anxiety, stress and depression separately. Perceived social supports predict 6%depression and 2% anxiety in our sample separately. Yildiz (2017) results found that intervention impact of self-esteem factors and perceived social support exclusively were observed to be advanced on the connection among life satisfaction and loneliness when one another were gone into the mold together.

III. STUDENT ENGAGEMENT

Student engagement is a term which has been used to delineate learners' ability to take an interest in everyday school actions, e.g. appeared in classroom, fulfilling necessary work, and follows their teachers' instructions in class (Chapman 2003). Students' Engagement is a term used to express a person's improvement and interest in education, which influences their educational achievement and activities (Gallup, 2013). Students' engagement is a multifaceted term, making it simply harder to get it.

Students' engagement includes positive student behaviors, for example, participation, focusing, and support in class, and in addition the psychosomatic knowledge of recognizable proof of feelings and with school that one is to think about, appreciated, and element of the school atmosphere" (Anderson, Christenson, Sinclair, and Lehr, 2004). Students' engagement in school is a multidimensional construct that includes several dimensions, namely, emotional, behavioral and cognitive

Cognitive Engagement: It can be understand as a student's psychological importance in their own knowledge. At the point when a student is cognitively engage in, student believe, spotlight on accomplishing objectives, are stretchy in their endeavor and familiarize you to dissatisfaction. This is unique in relation to high achievement a learner whose performance is great can at present be disconnected whether there is wandering or no inspired to endeavor him/her self other they are vital toward obtain by.

Behavioral Engagement refers to students' involvement in classroom activities and in learning. This consists of holding fast to behavior rules, leaving to exercises as necessary and reaching at classes on time. Essentially, Behavioral engagement alludes to the educational performances that are critical for high students' implementation, which may include cooperation and communiqué by companions. Moreover, it covers students' investment in various elements of school life, e.g., school community activity and extracurricular actions.

Emotional Engagement refers to the connections among students and their teachers, schoolmates and school. It is likewise to be entitled 'recognizable proof' with learning and school rehearses. Learners who are occupied in when they consider incorporated into they prepare and consider a passionate security with its teachers, with their school and their companions. Hayam-Jonas (2016) results found that students' engagement is completely connected with academic performance, yet they didn't maintain support for fundamental impacts. Those results stayed regardless of whether or not chose potential confounders, for example, school environment, peer support, teacher support, and environmental factors of the learners were measured. Moreover, gender and school climate had a small affect on the connection between achievement and engagement; they are probably not going to be viewed as confounder of the relationship. Bashir and Majeed (2016) found that parental encouragement is robust determinant of achievement motivation of girl students. Similarly Bashir and Bashir (2016) found positive relationship between parental encouragement and educational aspiration of students. Fernández-Zabala et al. (2016) results found important difference among boy and girls, with girls scoring higher in emotional and behavioral engagement and perceived peer support. More youthful respondents were additionally found to score significantly higher for perceived support from

teachers and parents, and in addition for school engagement. Abdullah and Singh (2019) results found that significant relationship was found between academic performance of senior secondary school students with their self-efficacy and social support.

IV. SOCIAL SUPPORT AND STUDENT ENGAGEMENT

Even though some studies found that parents and teachers have less effect on teenagers as they move on from elementary school to secondary school, this investigation shows that yet they are vital origins of impact. Teachers can express on a feeling of respect, appreciation, caring gratefully for their students that can be highlighted in qualities based intervention to advance teenagers' school achievement and engagement. Peer support satisfies teenagers' requirement for fellowship and encourages them to create of feeling of fulfillment with school. Firm and accessible parental support can advance pro-social behavior in school and increments in academic encouragement. In this manner, teenagers can proceeds by any of these resources of support. That said these various resources of support did not give the impression to the impact on students' engagement similarly various resources of support were related with various dimensions of students' engagement. Besides, parents, peers and teachers additionally significantly affected students' achievement and students' engagement. Students who experience positive social support from these two groups will probably improve the situation in school. Every one of the three groups' peers, parents, and teachers positively affected achievement and engagement recommending that each kind of relationship is essential for students' general school functioning. Whenever teacher, peer and parents support is strengthened inside a school atmosphere that advances social qualities, students inspiration concerning having positive social goals and classroom behavior expanded. Social support encourages school involvement, especially if the specialists who give it also encourage students' engagement. As per Holcombe and Wang (2010), instructors' Social Support influences a development of indicator of students' engagement in school, presented by the school involvement, school characteristics and the utilization of self-regulated strategy. Learners' who are supported with their teachers will have a tendency to meet-up their desires to a greater degree, which, thus, decreases distraction and degenerate behavior. Positive companionships are connected to expanded support and inclusion with the school, while negative companionships are related with disengagement from school (Garcia-Reid et al., 2015).

As per Chen and Simons-Morton (2009), teenagers who recognize the assistance of their parents will probably be associated with pro-social behaviors, demonstrate participation and interest effectively in school, while go without from getting into difficulties. Teachers and friends and parents as a feature of educational contributions. Contributions that solely attention on students' may demonstrate insufficient given that students' success happens inside a social setting. In general, it is essential to perceive that social support drives students' achievement and students, engagement. Students exist inside a thick social atmosphere and it becomes/needed investigators to focus on these social connections on the off chance if that they need to comprehend and help students to achieve success in school. Sympathetically perceived this vital role played by peers, parents, and teachers when he expressed, "School motivation cannot be divorced from the social fabric in which it is embedded." In the present study investigator attempts to explore that social support as a predictor on student engagement of Secondary School Students of Kashmir.

V. OBJECTIVES

1. To assess the Gender and type of school difference of secondary school students with their Social Support.
2. To assess the gender and type of school difference of Secondary School Students with their Student Engagement.
3. To find out the relationship of Social Support and Student Engagement of Secondary School Students.
4. To find out the impact of Social Support on Student Engagement of Secondary School Students.

VI. HYPOTHESES

1. There will be significant difference of social support of Secondary School Students based on Gender.
2. There will be significant difference of social support of secondary school students based on Type of school.
3. There will be significant difference of student engagement of Secondary School Students based on Gender.
4. There will be significant difference of student engagement of secondary school students based on Type of school.
5. There will be significant relationship of social support and Student Engagement of secondary school students.
6. There will be significant impact of Social Support on Student Engagement of Secondary School Students.

VII. METHODOLOGY

Descriptive survey method was used in the study. Data collection was done from secondary school Students of Jammu and Kashmir, by employing technique of simple random sampling. The sample consists of 700 senior secondary school Students.

VIII. INSTRUMENTS

Three psychological tests were used to collect the data; one was Student Engagement Scale developed by Dogan (2014) and was adopted in Indian context. Second one is Social Support by Indira Dhull and Sangeeta Godara (2015).

IX. RESULT AND DISCUSSIONS

The data was analyzed by using SPSS-21 Version, Regression, correlations and t-test was used to analyze the data.

Table 1

There will be significant difference in social support of secondary school students based on gender.

	Boys		Girls		t-value	Level of significance
Social Support	Mean	S.D	Mean	S.D	5.47	Significant
	94.19	9.62	96.27	4.27		

According to the above results found that the means scores of girls and boys of secondary School Students is 94.19 and 96.27. The S.D for girls and boys of Secondary School Students is 9.62 and 4.27 respectively. Further the t-value is 5.47 which are significant at 0.01 level of Significance. So, that there exists significant difference among girls and boys of secondary school students with their social support.

Further it is obvious that the above Table 3.1 that means scores of 96.27 of girls' of Secondary School Students was greater than 94.19 of boys of secondary school students. So it can be confirmed that girls of Secondary School Students had higher social support than boys of secondary school students. According to the above mentioned findings, it can be found that the hypothesis no 1, "there will be significant difference in social support of secondary school students based on gender" thus stands accepted.

Table 2

There will be significant difference in social support of secondary school students based on type of school.

	Government		Private		t-value	Level of significance
	Mean	S.D	Mean	S.D		
Social Support	93.92	9.73	95.54	3.93	2.88	Significant

According to the above results found that the means scores of private and government of secondary School Students is 93.92 and 95.54 respectively. The S.D for private and government of secondary school students is 9.73 and 3.93 respectively. Further the t-value is 2.88 which are significant at 0.05 level of Significance. So, that there exists significant difference between government and Private of senior secondary school students with their social support. Further it is obvious that the above table 3.2 that means scores of 95.54 of Private of senior secondary school students was greater than 93.92 of Government of secondary school students. So, it can be confirmed that Private secondary school students had higher social support than government of secondary school students. According to the above mentioned findings, it can be found that the hypothesis no 2, "there will be significant difference in social support of secondary school students based on type of school" thus stands accepted.

Table 3

There will be significant difference in student engagement of secondary school students on the basis of gender.

	Boys		Girls		t-value	Level of significance
	Mean	S.D	Mean	S.D		
Student Engagement	88.55	9.16	89.95	4.52	2.54	Significant

According to the above results found that the means scores of girls and boys of secondary school students is 88.55 and 89.95. The S.D for girls and boys of secondary school students is 9.16 and 4.52 respectively. Further the t-value is 2.54 which are significant at 0.05 level of Significance. So, that there exists significant difference between girls and boys of secondary school students with their Student Engagement. Further it is obvious that the above Table 3.3 that means scores of 89.95 of girls' of Secondary School Students was greater than 88.55 of boys of senior secondary school students. So it can be confirmed that girls of secondary school students had higher Student Engagement than boys of secondary school students. According to the above mentioned findings, it can be found that the hypothesis no 3, "there will be significant difference in Student Engagement of secondary school students based on gender" thus stands accepted.

Table 4

There will be significant difference in student engagement of secondary school students based on type of school.

	Government		Private		t-value	Level of significance
	Mean	S.D	Mean	S.D		
Student Engagement	88.81	9.26	89.69	4.37	1.62	Insignificant

According to the above results found that the means scores of government and Private of secondary school students is 88.81 and 89.69 respectively. The S.D for government and Private of Secondary School Students is 9.26 and 4.37 respectively. Further the t-value is 1.62 which is insignificant at 0.05 level of significance. So, that there exists no significant difference among government and Private of secondary school students with their student engagement. Further it is obvious that the above table 3.4 that means scores of 89.69 of Private of secondary school students and 88.81 of government of senior secondary school students. So, it can be confirmed that Government and Private secondary School Students had similar Student Engagement. According to the above mentioned findings, it can be found that the hypothesis no 4, "there will be significant difference in student engagement of secondary school students based on type of school" thus stands rejected.

Table 5

there will be significant relationship of social support and student engagement of secondary school students.

		Social Support	Student engagement
Social Support	Pearson correlation	1	.740**
	(Sig.2 Tailed)		.000

	N	700	700

**correlation is Significant at 0.01 Level of Significance (2-Tailed).

It is clear from the above table 3.5 that it can be seen that that Social Support significantly correlated with Student engagement. It is observed that there exists a significant relationship between Social Support and Student engagement of Secondary School Students. From the above table it reflects that Coefficient of Correlation between Social Support and Student engagement of secondary school students is .740 that is significant at 0.01level of significance. This indicated that there exists a significant relationship between Social Support and Student engagement of Secondary School Students. It also shows that social support had significant impact on student engagement of secondary school students. Therefore Hypothesis 5, namely "there exist significant relationship between Social Support and Student engagement" stands accepted. Social Support plays an essential position in determining student engagement. Students' who receives support from parents, teachers and other spouses are more engaged in their studies. It is same as in the case that Student engagement and that those who received more support show more Cognitive, Behavioral and Emotional engagement. The finding of our result is supported by Xerri et al. (2017); Jayarathna (2014) who found that social support is significantly related with student engagement.

Table 6

there will be significant impact of social support on student engagement Of Secondary School Students.

MODEL SUMMARY FOR REGRESSION ANALYSIS				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.740*	.548	.547	4.883
*Significant at 0.01 Level of Significance				

According to above results shows the correlation coefficient of Social Support and Student engagement of adolescents. The coefficient of correlation is .740* and its square is 0.547 Regression suggests that predictive variables i.e. Social Support can explain 54.7% variance of the criterion variable (Student engagement).

In Order to study the impact of social support on student engagement ANOVA has been applied on the impact of Social Support on student engagement.

Table 3.6.2: SUMMARY OF ANOVA BY REGRESSION

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	20145.067	1	20145.067	844.815	.000
Residual	16644.183	698	23.846		
Total	36789.250	699			

According to the above result shows that the results

of ANOVA of Social Support on student engagement. It is clear that acquired F-value is (844.815) which are statistically significant at 0.01 level of significance which shows the statistically significant relationship between Social Support and Student engagement. The predictive variable (Social Support) can influence the criterion variable (Student engagement). The above findings revealed that Social Support has significant impact on Student engagement. So, that there exists significant impact of Social Support on Student engagement. Therefore, regression analysis is allowed and feasible.

Therefore hypothesis 6, namely "there will be significant influence of Social Support on Student engagement" stands accepted.

Table 3.6.3: SUMMARY OF COEFFICIENT OF REGRESSION

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	21.083	2.353		8.962	0
	Social support	0.72	0.025	0.74	29.066	0

*Significant At 0.01 Level of Significance

According the above results found that with B=.720 and t=29.066 which is significant at 0.01 level of significance. It implies that Social Support can play a significant role in predicting Student engagement. So, it can be revealed that Social Support had significant impact on Student engagement. The regression equation for predicting student engagement by the predictor variable i.e. Social Support.

Therefore, the regression equation formulated from these two variables is given below:

Student engagement = 21.083 + .720× Social Support

X. CONCLUSIONS

The study presented the following conclusions:

- According to the above mentioned findings it can be fulfilled that significant difference among girls and boys Secondary School Students with their social support. Girls' of secondary school students had higher social support than boys Of Secondary School Students.
- Significant Difference among Government and Private of Secondary School Students with social support. Private secondary school students had higher social support than government of Secondary School Students.
- Significant Difference among girls and boys of secondary school students with Student Engagement. Girls of secondary school students had higher Student Engagement than boys of secondary school students.
- No Significant Difference among Government and Private of Secondary School Students with Their Social Support. Government And Private Secondary School Students had similar student engagement.
- Significant relationship between Social Support and Student engagement of secondary school students.
- Significant impact of Social Support on Student engagement. social support can predict student engagement of secondary school students.

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