



Original Article

Student Engagement In Relation To Perceived Social Support among Secondary School Students

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Abstract

This study explores the relationship between student engagement and perceived social support among secondary school students. The research aimed to examine how different sources of social support—namely, from family, peers, and teachers—correlate with cognitive, emotional, and behavioural engagement in school settings. A quantitative correlational research design was used, using survey data collected from 400 secondary school students across various CBSE and PSEB Schools. Standardized instruments were used to measure levels of perceived social support and student engagement. Statistical analyses, including Pearson correlation and two-way analysis of variance were conducted to identify significant relationships between variables. Findings revealed a positive and significant correlation between perceived social support and student engagement. The female students are more engaged and perceived higher social support as compared to male pupils. Additionally, the current study found that pupils in various age groups vary significantly respect to cognitive as well as the affective aspect of student involvement. According to the current research, there are no differences in social support amongst pupils of different ages. These results highlight the importance of nurturing supportive relationships within the school environment to enhance student engagement. The study concludes by recommending that educational stakeholders develop strategies to strengthen social support systems within schools to promote more engaged, motivated, and successful students.

Keywords: Student Engagement, Perceived Social Support, Secondary School Students, Cognitive Engagement, Behavioural Engagement, Emotional Engagement, Gender Differences, Social Support Networks, Peer Support, Teacher Support

Introduction

Some of the most important phases of human life has been described as adolescence. It is the dangerous thread that holds "childhood" & "adulthood" together. "Adolescere," meaning 'to grow up' in Latin, is the root of the word adolescence" (Sarala Mukhi, 1987). The transition from child to adult takes place more gradually during the adolescence period. The period of adolescence begins with the onset of puberty, a rapid change in physical growth accompanied by continuous sexual maturity and ends when individual assumes adulthood. Adolescence is a very significant life stage as it marks pivotal changes in a child. These alterations include not only physical yet psychological and social shifts. A child for first time learns to think abstractly this gives them power to be imaginative and empower them to think and reflect about past and future. This period also enables them to connect with their parents, guardians, extended relatives, teachers as well as peers in different light. They start establishing new ways of having bonding with people they interact. They start rationalizing and criticizing different issues and factors from a different level.

Participation of Students

The phrase "student engagement" describes how interested students are in their regular school activities, such as showing up to class, doing assigned work, and paying attention to their professors' directions (Chapman, 2003). Cognitive Engagement: It may understood as the psychological significance of a student's own knowledge. At the moment when a pupil is mentally engaging students' perceptions, emphasize achieving goals, and are flexible in their endeavour and familiar to your discontent.

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Behavioural Engagement: The term "behavioural engagement" describes how involved students are in class learning and activities. This entails abiding by the standards of behavior, leaving to exercise as needed and arriving for classes promptly.

Emotional Engagement: describes the relationships that exist between students and their instructor, peers, and school. Similarly, it should be called "recognizable proof with Iranian and school drills. Learners who plan and think about a passionate security with its professors, with their school, and with their friends when they are concerned about being incorporated.

Perceived Social Support

Interest in the function of perceived social support as a coping resource has grown since the middle of the 1970s. Social support is provided by the people who are an important part of one's life. Generally, best support comes from the persons with whom one feels intimate including parents, siblings, and children, other members of family, neighbours, coworkers, colleagues, peers, and occasionally even complete strangers. Intimate degrees of social support are offered by these connections. All of our social support cannot be met by one single person. So, different types social support is provided by different people for example a mother can be best in taking care of her child whereas advice can be offered by best friend. Unavoidably, the research has tended to concentrate on the negative aspects of social workers' lives by taking into account their discontent with their job absences as well as other behavioural, psychological, and physical signs of stress. As perceived One of the crucial roles of social interactions is social support, which was included in the general category of positive health states. The degree of a person's social network membership, their impression of the availability of help, or the actual help they receive can all be used to gauge their level of social support. Depression-related disorders can be avoided by emphasizing life's ups and downs and social support. A primary difficulty is related to how best to define social support. Everyone who writes about this agrees that it entails some form of connection transaction between people, yet they all describe the transaction in different ways. Social support is a broad term encompassing a variety of more specific characteristics of an individual's social world that might promote well-being and/ or increase to health problems (Cohen, Gottlieb, & Underwood, 2000).

Review of Related Literature

Yasin and Dzulkifli (2011) Found revealed that there was significant negative relationship between social support and psychological problems suggesting that the higher the social support, the lower is the psychological problem. The study's conclusions will help researchers, psychologists, counsellors, and educators create plans to improve students' psychological health. A study was carried out to investigate the connection between psychological issues such stress, anxiety, and depression and social support. In this study, 120 undergraduate students participated. They were chosen by the use of purposeful sampling. Students' social support was gauged using the Social Support Behaviour (SSB) scale, and the Depression Anxiety Stress Scale (DASS) was utilized to gauge the level of depression, anxiety, and stress among students. The correlation coefficient was used to evaluate the relationship between psychological problems and social support.

Jairam and Kahl (2012) Investigated the role of social support in the successful completion of a doctoral degree. An open-ended qualitative survey was filled out by thirty-one individuals who had acquired doctorates. The participants were requested by the researchers to list the actions of their social support system that both aided and impeded their ability to finish their degrees. The results demonstrate that all three social support networks—faculty, family, and academic friends—offer both positive and negative support, which supports the stress-buffer hypothesis. The findings suggested the following recommendations for future doctoral students: aligning themselves with a small group of academic friends and preparing for the inevitable peer competition, seeking assistance from family members on specific responsibilities, informing them about the experience of a PhD student, and building a strong relationship with a doctoral adviser who is actively involved in the profession. Results also suggest recommendations for doctoral advisers, including awareness of how negative communication among faculty impacts doctoral students and the need to stay professionally active and maintain professional connections. Lastly, the study's shortcomings and potential future research directions are examined.

Through qualitative analysis of responses from 31 doctoral graduates, the study revealed that encouragement, understanding, and practical assistance from academic peers, family members, and faculty advisors significantly contributed to doctoral persistence. Buijs and Admiral (2013) Investigated, how both professionals and the general public conceptualize nature, emphasizing the differences in their mental frameworks. The authors identify that while both groups share a similar structure of thoughts—comprising normative (value-based), experiential (emotional), and descriptive (factual) elements—the content and emphasis of these elements differ significantly. Professionals tend to focus more on normative aspects, whereas the public often emphasizes emotional and aesthetic considerations. undertook an investigation, the results indicated that homework assignments (jigsaw, fragmented assessment and preparing analytical sis) indicated increase in students' engagement as compared with the benchmark of the initial two classes. Harris (2008) Studied paper is to consider the empirical evidence that highlights a relationship between distributed leadership as well as organizational results. The research utilizes a number of research areas, such as leadership, school improvement, effectiveness, and organisational change. It provides a summary of the main conclusions after methodically examining the data in each field. First, there is evidence that distributed leadership and organisational transformation are related; Furthermore, there is proof that this link is favourable; and third, that various distribution patterns have an impact on organizational results. concluded that teachers don't hold comparable understandings of what students' engagement implies. On the other hand, the idea of engagement is to become educationally productive, the term must be all the more expressly characterized in 67 educational research and government policy reports to advance shared understandings among partner stakeholders' groups.

Statement of Problem**“Student Engagement In Relation To Perceived Social Support Among Secondary School Students”****Objectives of the Study**

- To study the relationship between perceived social support and student engagement.
- To study the difference in engagement of girls and boys secondary school students.
- To study the difference in perceived social support of boys and girls secondary school students.
- To study the interaction effect of perceived social support and gender on student engagement of pupils in secondary school.

Hypotheses of the Study

- There exist no noteworthy relationship between perceived social support and student engagement.
- There exist no significant difference in perceived social support of secondary school both male and female pupils.
- There exist no discernible variation in student engagement of secondary school both male and female pupils.
- There exist no noteworthy interaction impact of perceived social support and gender on student engagement of pupils in secondary school.

Research Methodology**Sample**

An Example of 400 Government Senior Secondary School pupils from Gurdaspur (Both Boys and Girls) was chosen for the current investigation. The sample was chosen from 8 government-run senior secondary schools in Gurdaspur district. The schools in the sample were chosen at random from the region of Gurdaspur.

Design of the Study's Research

Since the current study aims to investigate student participation, it is included in the descriptive study in relation to perceived social support among secondary school students.

Tools of the Research

The subjects have been given the following instruments in the research:

TOOL-1 Student engagement scale by Kamat, Vasudha and Falleiro, Sameena (2013)

TOOL-2 Perceived social support scale by Zimet, Dahlem, Zimet and Farley (1988)

Assessment Methods

- Descriptive statistics technique to determine the nature of the score distribution, metrics like mean and standard deviation were employed.
- t-test was used to ascertain whether there was a significant gender difference between the groups.
- To ascertain whether there was a significant difference between the groups in terms of gender.
- Correlation was applied to see the relationship among two variables,

Results and Discussion

Table I Significant relationship between perceived social support and student engagement.

Variables	N	d.f (N-2)	Interference
Perceived Social Support	400	.398	.086
Student Engagement	400		

The table 4.1 reveals that perceived social support and student engagement is significantly correlated with $R=.086$ at 0.05 level) so it indicates that there is significant relationship between Perceived social support and student engagement of secondary school students. so, our null hypothesis stating – “There is no significant relationship between Perceived Social Support and Student Engagement” is rejected.

From this hypothesis it is concluded that, there is important connection between. Perceived Students' social support and involvement in secondary school.

Table II Significant difference in perceived social support of secondary school boys' and girls' students

	Gender	N	Mean	Std Deviation	t-value	Significant
Perceived Social support	BOYS	130	45.831	7.7930	-.384	Significant
	GIRLS	270	45.533	6.9857		

The above table represents the mean score of perceived social support among the boys and girls of secondary school students that is 45.83 and 45.53 respectively. The t- value is .384 and the T critical is 1.98. As 0.384 is higher than 1.98. so, the differences is significant and therefore null hypothesis is rejected. it means there is significant differences in boys and the girls of

secondary school students with regard to perceived social support. The mean of boys is 45.83 and 45.53 which is higher than the means of the girls that i.e. which shows that's boys perceived higher social support as compared to girls. Hence the null hypothesis i.e. There exist significant differences in perceived social sport between boys and girls of secondary school students is rejected and it is concluded that perceived social support vary in the secondary school students on the basis of gender.

Table 1.3 Significant difference in student engagement of secondary school boys and girls students.

	Gender	N	Mean	Std Deviation	T-value	Significant
Student Engagement	BOYS	130	37.546	5.0241	-.239	significant
	GIRLS	270	37.404	5.8376		

The table 4.3 represents the mean score of student engagement among the boys and girls of secondary school students that is 37.546 and 37.404 respectively. The t- value is .239 and the T critical is 1.98. As .239 is higher than 1.98. so, the differences is significant and therefore null hypothesis is rejected. it means there is significant differences in boys and the girls of secondary school students with regard to student engagement. The mean of boys is 37.55 and 37.40 which is higher than the means of the girls that i.e. which shows that's boys perceived higher social support as compared to girls. Hence the null hypothesis i.e. There exist significant differences in student engagement between boys and girls of secondary school students is rejected and it is concluded that student engagement varies in the secondary school students on the basis of gender. It's further indicated that boys are more engaged as compared to girls.

Table 1.4 Significant interaction effect of perceived social support and gender on student engagement of secondary school students

Dependent Variable	Source	Sum of Squares	Df	Mean Squares	F	Significant
Dependent variable student engagement scale	Perceived Social support (A)	70.164	2	36.082	1.159	.315
	Student Engagement (B)	52.1881	2	26.440	.849	.429
	Perceived Social support, Student Engagement (A, B)	12425.30	4			
Error		12266.914	394	31.134		

Main Effects

- Effect of Perceived Social Support (A)**

It may be observed from the above table 4.4 that the F- ration for the main effect of perceived social support on student engagement is 1.159, which is significant at the level of 0.05 level of confidence. Hence, the hypothesis “there is no significant differences in student engagement of secondary school students with respect to the perceived social support” has been rejected.

- Effect of Gender (B)**

It may be observed from the above table 4.4 that the F- ration for the main effect of gender on student engagement is .010, which is no significant at the level of 0.05 level of confidence. Hence, the hypothesis “there is no significant differences in student engagement of secondary school students with respect to the gender” has been accepted.

Effect of Interaction Between Perceived Social Support And Gender (A*B)

It may be observed from the above table 4.4 that the F- ration for the interaction between perceived social support and gender is .849 and found to be significant at the level of 0.05 level of confidence. Hence, the hypothesis “there is no significant interaction effect of perceived social support and gender on the student engagement of secondary school students” has been rejected.

Final Results

The study presented the following conclusion:

- According to the current study, female adolescents are more engaged than their male counterparts. Additionally, it was discovered that female pupils had superior behavioural traits of student's engagement compared to students who are male.
- Students aged 16 and up showed the highest levels of student involvement, followed by those aged 15 and 14. Additionally, the current study found that pupils in various age groups vary in terms of conative as well as the affective aspect of student involvement.

- It was found that the females have higher social support than male students. There was a significance different found between different dimensions family support, teacher support, friends peer support and online support) of social support.
- The present study revealed that students of different age groups do not differ with respect to social support.

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Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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