



## THE ROLE OF SOCIAL SUPPORT IN ACADEMIC AND LIFE SUCCESS: A REVIEW

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### ABSTRACT:

This paper discusses the concept of social support and goes on to give a literature review of the same. Social support is support that is perceived directly or indirectly from others and has been linked to many benefits for both physical and mental health, but social support is also crucial and necessary for reducing academic stress among students. It has been found that social support can play a vital role in helping people in overcoming their difficulties and producing a positive light and giving life motivation and courage to compete in this competitive world by making them competent enough for this new era, which is surrounded by stress all over the world. The concept of social support in real life is studied across the world in reference to a variety of disciplines, including psychology, sociology, nursing, public health, education, rehabilitation, and social work. Research confirms that both non-cognitive skills and social support play a significant role in academic and life success, but their relative contribution needs to be researched for the benefit of students and for significant improvement in the education system.

### KEYWORDS:

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### SOCIAL SUPPORT

The concept of social/collective support plays a very significant part in everybody's life and normally throughout the whole life. It's a result of a person's influencing the others. Hupcey (1998) stated that collective support is a multi-faceted concept that cannot be considered very easy for conceptualizing, defining, or measuring.

Even though the concept of collective support has been widely studied together with the investigation, there are a number of important differences. Some of the scholars & educationists tried to define the concept of collective support, theoretically together with operationally. Actually, the collective support is a multidimensional phenomenon that includes psychological & concrete resources that a person can avail of through the social relationships. It refers to physical, material & emotional support given by an individual's family, friends, and other couples who have important positions in the life of someone (Israel & Schurman, 1990).

Alberch & Adelman (1987), "Social support is a verbal & non-verbal communication amidst recipients and providers that reduces uncertainty about the situation, the one's life experience." It may be termed as and can be described as the attentiveness that is actually caring assistance that is accessible from other people in society and a supportive social network that is accessible around us. All the concerned resources can be denominated as

emotional, informational, or companionship; tangible or intangible.

Social support refers to physical, social, and emotional help given to us by our family members, colleagues, friends, spouses, and others. It is a belief that we are part of a community of people who love, care, value, and think for our well-being. Social support is important for human beings to lead a healthy life. Without it, we cannot live a socially, psychologically, and emotionally healthy life. Social support is a structure that is composed of family, friends, neighbors, and community members that psychologically, physically, financially, and emotionally facilitate individuals.

Gotlieb (2001) denominated "social support as a procedure for influencing relatedness, which helps in the improvement of coping, conceit, belongingness, and competency through real or distinguished exchange of available resources, psychosocial as well as physical."

Albrecht and Adelman (1987) defined social support as "verbal and nonverbal communication between recipients and providers that reduces uncertainty about the situation, the self, the other, or the relationship, and functions to enhance a perception of personal control in one's life experience."

Social support is crucial for individuals to feel valued and cared for, providing empathy, affection, love, trust,

acceptance, intimacy, encouragement, and caring. It fosters self-appreciation, confidence in abilities, and information networking. Intimacy support from companions provides social connections and belonging, often observed only through close friends. Overall, social support is essential for individuals to feel valued, cared for, and confident in their abilities.

Social support is also studied in different ways. Some researchers have assessed it in terms of its structural dimensions, such as size, density, and number of family members. Another type of support may be termed functional perceived social support because the measures ask for subjective self-reports of the amounts of support that the individual receives. Tangible assistance, cognitive guidance, self-esteem support, and emotional support are just some examples of the functions measured. A third approach to the study of social support is to measure the individual's satisfaction with the support he or she receives (Wohlgemuth and Betz, 1993).

### TYPES OF SOCIAL SUPPORT

Similarly, House (1981) concluded that social support is an interpersonal transaction that involves (1) emotional concern (liking, love, empathy), (2) instrumental aid (goods or services), (3) information (about the environment), or (4) appraisal (information relevant to self-evaluation).

According to Cutrona & Russell (1990), there are five types of social support, namely emotional support, which means providing comfort and security to others in a time of stress. Social integration, or network support, means making people feel as if they are part of a group. Esteem support, which means making people believe in their competence. Tangible aid, which includes concrete instrumental assistance, and finally the informational support in the form of providing the individual with advice or guidance concerning possible solutions to a problem. Perceived social support (PSS) denotes the assumed expectation of the fulfillment of a need for support, information, and feedback. Adding on to this, Shumaker & Brownell (1984) defined support as an exchange of resources between two individuals, intended to enhance the well-being of the recipient. Cohen & Syme (1985) defined social support as the resources provided by other persons. So, friends, society, teachers, family, and media altogether play an important role in relieving stress and help shape their future.

### REVIEWS OF SOCIAL SUPPORT

Bata, Noviekayati, and Pratitis (2024) discovered that among college students, peer social support and career knowledge were positively correlated. Peer social support, on the other hand, did not demonstrate a significant association, indicating that students depend more on self. According to Zhou et al. (2024), social support affects the chain mediation of psychological capital and career decision-making self-efficacy, which in turn affects career decision-making challenges. Hana (2023) investigated how career flexibility mediated the connection between

vocational decision-making and social support. Social support and college students' views and career decisions were found to be partially positively correlated by Jo & Yang (2023), indicating that active support from parents, instructors, seniors, and juniors is essential for career decision-making. Rathee (2022) discovered that among teenagers from single-parent households, there were gender disparities in resilience, social support, and self-esteem. Due to social support, women demonstrated greater resilience, and behavioral issues vary between intact and single households. The relationship was attenuated by social support, although the impacts of self-esteem are negligible. Angeline and Rathnasabapathy (2021) found a favorable association between undergraduate students' self-efficacy in choosing career decisions and their perception of social support. Bhargava (2021) showed a substantial association between social support, nuclear and joint families, school, society, media, teachers, and neighborhood, suggesting that social support considerably reduces academic stress. Ye et al. (2021) found that academic burnout was adversely correlated with social support, with life satisfaction acting as a partly mediating factor.

A study by Migunde (2020) that involved 358 secondary school students examined the impact of social support on the professional development of teenagers. The findings indicated a strong negative correlation between perceived social support and professional indecision, but a positive correlation between perceived social support and self-efficacy in making career decisions. According to Kaur (2020), women had better attitudes than men, with 70% of professional students believing they received more support from a variety of sources. Across all disciplines, UG students' academic progress was most significantly influenced by their family and friends. Banstola et al. (2020) examined the impact of perceived social support on academic stress among 322 students in Pokhara, Nepal, finding that family support played a significant preventive role, reducing stress levels. However, those with low and medium levels of support were twice as likely to experience academic stress. Davarniya et al (2019) studied resilience, coping strategies, and social support as predictors of stress vulnerability among university students, finding that changes in these factors can reduce stress vulnerability. Positive family interactions, such as social support and autonomy opportunities, also increased university students' ability to cope with stress. Abdullah and Singh (2019) examined the relationship between social support and student engagement among 700 senior secondary school students in Kashmir, finding gender differences in social support, with girls having more support than males. Private secondary school students had higher social support than government students, and girls had higher student engagement than boys.

Fredrick et al. (2018) found that social support from parents, classmates, teachers, and close friends can protect against depression and suicidal ideation in adolescents. Close friend social support was found to be stronger for

girls than boys. Prabhu and Shekhar (2017) studied resilience and perceived social support among school-going adolescents in Mangaluru, finding insignificant levels of perceived stress, high perceived social support, and moderate resilience. Yitades (2017) examined the relationship between social support and identity achievement in young adults in college, finding that young adult college students had moderate and above levels of identity achievement. Social support was found to be strongly related to identity achievement, with no gender difference found in the identity achievement profile. Kumar (2016) found a significant difference in overall social support between boys and girls, with girls showing greater levels of support from family and others compared to boys. Sultan et al. (2016) found a significant positive correlation between social support and various aspects of life, including physical functioning, psychological functioning, social dimensions, and environment. Friendship and family support significantly impacted the quality of life for both groups, while special person support was found to be a significant predictor for both types of students.

Sangeeta's 2015 study on senior secondary students found that those with high social support spend more time browsing the internet compared to those with low support. However, female students with high social support spent more time browsing the internet than those with low support. The level of social support and available support can significantly influence students' internet usage habits and behavior. Nishi, Shivani, and Sanaya (2015) examined the effect of social networking sites and perceived social support on the psychological well-being of youth. The results indicated a negative relationship between the usage of social networking sites and psychological well-being, while a positive relationship existed between online perceived social support and psychological well-being. China (2015) found no significant relationship between social support and academic performance among college students, but a positive and significant relationship was found between social adjustment and academic performance among college students. Kaur (2015) found a significant difference among adolescents with low, moderate, and high perceived social support with respect to internet use. Shaheen and Jahan (2014) found that males perceive higher social support than females, while females are higher in case of feeling psychological distress. Sia's 2014 study found a strong positive correlation between perceived social support, achievement motivation, and academic achievement among 120 rural adolescents. Boys had higher MAI (motivation to achieve through independence) and MAC (motivation to achieve through conformity), while rural adolescents in college showed higher achievement motivation, social support through networks, perceived moral support, and integral social support. Rani (2013) explored the relationship between psychological health, social support, and emotion regulation strategies. Results showed that more social support led to greater positive effects, and reappraisal was

a potential mechanism. The findings suggest that social support can be a crucial factor in promoting emotional well-being and coping strategies. Yasin & Dzulkifli (2011) found a significant positive correlation between social support and academic achievement among university students, emphasizing its importance in enhancing the academic achievement of university students.

### RESEARCH GAP

There is a gap in the Indian context because the majority of the research has been done outside. It is also possible to get the conclusion that the results of earlier research are inconclusive and inconsistent after examining the studies, both Indian and foreign. According to a review of the literature, perceived social support is mostly studied in relation to stress, depression, traumatic and catastrophic events, and coping self-efficacy. However, there is a dearth of study on the construct's relationship to schooling. Furthermore, not many studies have examined social support holistically and predicted how it will affect other factors. As a result, the aforementioned gaps in the literature focused on conducting research on the chosen issue in order to anticipate the appropriate abilities for students' real performance. Since there is ample need for more research, significant efforts are required to go deeper into this specific area due to the paucity of studies.

### DISCUSSION AND EDUCATIONAL IMPLICATION

A key component of both academic and personal achievement is social support. Students, educational institutions, parents, and society as a whole have the primary responsibility for academic performance. A student's academic achievement depends on a number of factors, including the curriculum, educational regulations, teacher-student relationships, mediated learning, and the use of technology in the classroom. Academic achievement has been seen as a sign of a student's overall success in life from the beginning of time. Every aspect of the educational system courses, curricula, instructional strategies, and assessment criteria has been designed to help students achieve academic success. But according to new study, non-cognitive abilities like confidence, interpersonal, and intrapersonal skills are as crucial for achieving academic success.

Other elements, such as social support from classmates, family, instructors, friends, or society at large, must be investigated in addition to cognitive talents. Social support has a critical role in helping adolescents succeed academically, according to research. Students who receive support are more likely to succeed academically because they feel safe, inspired, and self-assured enough to tackle any challenge. For the benefit of students and for major educational reform, it is necessary to investigate the relative contributions of social support and non-cognitive skills, both of which are important for academic achievement.

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