

PERCEIVED SOCIAL SUPPORT, SCHOOL ENGAGEMENT, AND SCHOOL ADJUSTMENT AMONG ADOLESCENTS: TESTING A STRUCTURAL MODEL OF RELATIONSHIPS ¹

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Abstract

This study aims at testing a model of the relationships between social support as perceived by adolescents, engagement with school, frequency of indiscipline and school-related self-esteem. Three hundred and twenty three high-school students completed five scales. The relationships between variables were explored using the structural equation modeling and Sobel z test for a simple mediation relationship. There were significant associations between social support, dimensions of school engagement and the school adjustment. The behavioral facet of school engagement revealed the strongest associations with school adjustment-related variables. This facet of school engagement mediated the relationships between peer and teacher social support, frequency of indiscipline and the school self-esteem. The results are discussed in the context of relevant researches on the topic of school engagement.

Keywords: social support; school engagement; indiscipline; school self-esteem; adolescents

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