
NEWSLETTER

A Meta-Analysis of the Relationship between Perceived Social Support and Student Academic Achievement: The Mediating Role of School Engagement

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ACADEMIC achievement is a crucial indicator of students' cognitive ability and learning outcomes and is influenced by factors such as perceived social support and student school engagement. Prior studies have addressed the joint effects of the two factors on student academic achievement. Nevertheless, no specific analysis has been conducted on the relationship between perceived social support and student academic performance or potential mediating and moderating effects on this relationship. This meta-analysis included 78 effect sizes extracted from 41 studies and examined their validity and the mediating effect of student school engagement as well as other relevant moderating effects.

Research findings indicate that:

- *Perceived social support has a positive effect on student academic achievement, despite the effect size being modest. The correlation between overall perceived social support and student academic performance is stronger than that between perceived teacher support, parental support, peer support and student academic achievement, respectively. In addition, perceived social support and its above subdivisions significantly and positively predict student school engagement, with a greater effect on student school engagement than on student academic achievement.*
- *The academic phase can only moderate the relation between the perceived teacher support and student academic performance, while academic achievement indicators can moderate the relations of perceived social support and its subdivisions with student academic achievement. Economic conditions and cultural background have no significant moderating effect on the relationships of perceived social support and its subdivisions with student academic performance.*
- *The direct influences of perceived social support and its subdivisions on student academic achievement are all significantly positive, which are partially mediated by student school engagement. This partial mediating effect is remarkable among middle school students, but insignificant among high school students.*

This study drew on the meta-analysis structural equation model theory and employed the Web MASEM application to test the mediating effect of student school engagement, which is the first experiment of the application. The experiment provides educators with scientific evidence and novel per-

spectives for rational considerations of the relationship between social resources and student academic development and for deeper explorations of effective educational paths to improving student academic achievement.

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