

The Relationship Between Perceived Social Support and Academic Engagement of Student Teachers in Yangon Region

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Abstract

The main purpose of the present study was to investigate the relationships between perceived social support and academic engagement of student teachers in Yangon Region. A total of 589 student teachers (286 males and 303 females) from Yangon University of Education and Education Colleges in Yangon Region participated in this study. The required sample was selected by using random sampling technique. As the research instruments, the Undergraduate Social Support Scale (USSS) (Nadel, 2014) and the University Student Engagement Inventory (USEI) (Joao Marcoco et al., 2013) were applied to examine perceived social support and academic engagement of student teachers. There are four subscales in USSS such as parents support, teachers support, classmates support and close friends support and three subscales in USEI such as behavioral engagement, emotional engagement and cognitive engagement. In general, the results revealed that student teachers in this study were somewhat satisfied with their perception of social support and academic engagement. As the results of independent sample *t*-test, student teachers were significantly different in perception of social support and academic engagement by gender and education levels but not for institutional types. Moreover, the findings revealed that there were significant positive relationship between student teachers' perception of social support and their academic engagement ($r = 0.63, p < 0.001$). According to the results of regression analyses, it can be concluded that all factors of perceived social support were the significant predictors of behavioral engagement and cognitive engagement as well as three factors of perceived social support except close friends support were the significant predictors of emotional engagement. To sum up, the findings of this study will be useful in assisting parents, educators, counselors, and researchers to develop strategies to enhance student teachers' academic engagement.

Key words: social support, perceived social support, academic engagement.

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