

# Is Social Support the Key to Academic Buoyancy? A Review of the Relationship between Perceived Social Support and Academic Buoyancy

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## Abstract

Academic buoyancy is the ability of a student to overcome the kinds of obstacles, pressures, and disappointments that are frequently encountered during academic study and schooling. It is considered essential for numerous academic achievement and personal wellbeing. Perceived social support are thought to play a key role in the development and display of academic buoyancy. This research aims to reviewing published studies to examine the association between perceived social support and academic buoyancy, by considering the different support types and sources. The study showed that different sources of perceived social support consistently demonstrated significant effects on academic buoyancy, however, differences emerged in the

**Keywords:** Perceived Social Support, Academic Buoyancy, Social Support Sources, Social Support Types.

## Introduction

Academic buoyancy is a relatively new concept based on the resilience literature, which refers to this describes a student's ability to successfully deal with the difficulties and obstacles they face on a regular basis in the classroom, such as handling various deadlines, getting a bad mark, or failing an exam (Martin, 2009; Martin & Marsh, 2006, 2008). The frequency and amplitude of such situations can be used to distinguish academic buoyancy from related concepts like resilience. For example, resilience refers to a positive reaction to major challenges or setbacks that are not common or relevant to the majority of students (Martin, 2009, 2013). Personal development and well-being rely heavily on the capacity to deal with a variety of everyday challenges. So academic buoyancy provides a credible and effective method for studying students' adaptable, constructive, and positive responses to the setbacks they encounter in the ordinary course of daily school life.

Academic buoyancy have been shown to be related to students' self-efficacy Tamannaefifar & Ghohroudi (2022), motivation Bostwick et al (2022), academic adjustment Kritikou & Giovazolias (2022), and academic engagement and achievement (Li et al., 2023; Putwain &

Wood, 2023). Academic buoyancy is thus clearly associated with numerous academic outcomes and personal wellbeing. Therefore, it is crucial to investigate the influencing factors of academic buoyancy.

Perceived social support is defined as the perception or experience that one is loved and cared for by others, esteemed and valued, and part of a social network of mutual assistance and obligations (Wills, 1991). According to the social cognitive theory Bandura (1986), supportive social environments may play a crucial role in promoting students' academic development, thus, this theory provides a frame for considering the relationship between perceived social support and academic buoyancy. Perceived social support has been shown to have many benefits for students' mental and physical health, it has also been proven to be of great benefit to the academic development of students Skinner et al (2022), e.g., academic resilience and coping strategies Tavajjohi & Tamannaifar (2023), self-efficacy Mohammadi et al (2015), academic motivation and achievement (Song et al., 2015). Thus, this study assumes that perceived social support has a significant positive influence on academic buoyancy.

Moreover, few literatures that studies the effects of different types and sources of perceived social support on academic buoyancy. Current research on perceived social support tends to focus on its subdivisions, for example, exploring the contribution of different social sources Bostwick et al (2022); Rueger et al (2016), and different social support types to students' academic development (Ahmed et al., 2010; Datu & Yuen, 2018). Depending on the study's purpose, it could be important to identify the sources of support in terms of different categories of social ties, e.g., parents, teachers, and peers, because they are the three most influential social support sources in students' development and learning (Wentzel, 1998). Involved the types of support, including academic, emotional, instrumental, companionship, informational, and esteem support (Barrera, 1986; Patrick et al., 2007).

The purpose of this study is to investigate the relationship between perceived social support and academic buoyancy. This study examined perceived social support from different sources and types associated with academic buoyancy. The following research questions were posed: (1) How is perceived social support associated with academic buoyancy? (2) Does the effect of perceived support on academic buoyancy differ based on the type and source of support?

### **Literature Review**

This study reviews the results of the relationship between social support and academic buoyancy. Considering the support of the source and type, the three support sources (i.e., teachers, family, peers) and four support types (instrumental, emotional, academic, and autonomy) are involved. Table 1 extracts and summarizes the main characteristics and results of the selected research.

Table 1

Authors/years	Sample	Dimensions and measures of PSS and AB	Findings
Lesmana& Savitri, (2019)	A total of 230 participants in Indonesia.	Perceived academic support <sup>a</sup> Academic buoyancy <sup>m</sup>	There is a relationship between the student academic support with academic buoyancy.
Rohinsa et al., (2020)	The participants were 1352 students from 12 junior and senior high schools in Bandung, Indonesia.	Perceived parental support <sup>b</sup> Academic buoyancy <sup>m</sup>	Parental support has a significant positive direct effect on academic buoyancy.
Bayramnejad et al., (2021)	The students of second cycle of high schools in Naghadeh city, Iran.	Perception teacher support <sup>c</sup> Academic buoyancy <sup>m</sup>	A significant effect of the perception of teacher support on academic buoyancy.
af Ursin et al., (2021)	A total of 403 Finnish children and their mean age was 8.5 years.	Perceived social support <sup>d</sup> (family support, teacher support, other children support ) Academic buoyancy <sup>m</sup>	Children perceived social support was positively correlated with academic buoyancy.
Lei et al., (2021)	A sample of 560 high school students in Shanxi Province, China.	Perceived peer support <sup>e</sup> Academic buoyancy <sup>m</sup>	A significant positive correlation was revealed between peer support and academic buoyancy.
Lei et al., (2022)	A total of 860 high school students in China.	Perceived social support <sup>f</sup> (family support, friend support, other support) Academic buoyancy <sup>m</sup>	Academic buoyancy was positively associated with social support.

Bostwick et al., (2022)	A large sample of secondary school students (Grades 7–11) in New South Wales, Australia (N = 71,681 students, K = 292 schools).	Perceived teacher support <sup>g</sup> (relational and learning) Academic buoyancy <sup>m</sup>	Academic buoyancy was found to be an antecedent, rather than outcome, of perceptions of teachers' learning support; There was little to no association among students' perceptions of relational support from their teachers and their academic buoyancy.
Granziera et al., (2022)	The study 1 sample consists of 2510 students from ten secondary schools in Singapore. The Study 2 sample comprised 119 students from five elementary schools in Sydney, Australia.	Perceived teacher support <sup>h,i</sup> (instrumental and emotional) Academic buoyancy <sup>m</sup>	A positive association was found between teacher instrumental support and academic buoyancy. Teacher emotional support was not associated with academic buoyancy.
Li et al., (2023)	A total of 402 Chinese senior high school students.	Perceived teacher support <sup>j</sup> (academic, emotional, and instrumental) Academic buoyancy <sup>m</sup>	Students' perceived EFL teacher support could only indirectly affect educational outcomes via the complete mediation of academic buoyancy.
Kingsford-Smith et al., (2024)	A sample of 974 students in Australian rural schools.	Perceived autonomy support <sup>k</sup> Academic buoyancy <sup>m</sup>	The results revealed that perceived autonomy support positively predicted academic buoyancy.

Fu, (2024)	A sample of 1955 Chinese EFL learners in higher education.	Perceived social support <sup>l</sup> (teacher academic support, teacher emotional support, peer academic support, peer emotional support) Academic buoyancy <sup>m</sup>	The results revealed that perceived social support positively predicted academic buoyancy.
Hou & Phromphithakkul, (2024)	A sample of 445 university students in Shanxi Province, China	Perceived social support <sup>f</sup> (family support, friend support, other support) Academic buoyancy <sup>m</sup>	Perceived social support has positive predictive effect on academic buoyancy.

*Note:* PSS= perceived social support, AB= academic buoyancy, a= Students Academic Support Scale (SASS; Thompson & Mazer, 2009)), b= Parents as Social Context Questionnaire (Skinner & Pitzer, 2012), c= Perceived Teacher Support Scale Lent et al (2009), d= Children Perceived Social Support Scale Rees & Main (2015), e= Perceived Social Support Scale-Peer Support (PSSS-P, Zimet et al., 1990), f= Perceived Social Support Scale (PSSS, Zimet et al (1990), g= Tell Them From Me (TTFM surveys; *The Learning Bar* (2019), h= Network of Relationship Inventory (NRI, Furman & Buhrmester (1985), i= Teacher-Student Relationship Inventory-Student (TSRI-S; Ang, 2005; Baruch et al., 2015), j= Perceived EFL Teacher Support Scale (SPEFLTSS; Liu & Li, 2023), k= Adapted version of the short Learning Climate Questionnaire (Williams & Deci, 1996), l= Perceived Social Support Scale Liu et al (2020), m= Academic Buoyancy Scale (ABS; Martin & Marsh, 2008).

Literature above revealed that different sources of support was shown positively related to academic buoyancy (af Ursin et al., 2021; Bayramnejad et al., 2021; Hou & Phromphithakkul, 2024; Lei et al., 2021, 2022; Rohinsa et al., 2020). This result is consistent with the assumptions of this study, which confirms that whether it comes from family support, i.e. parents, or school support, i.e. teachers and peers, all show consistent positive effect on academic buoyancy. For the autonomy support, Kingsford-Smith et al (2024) revealed that Perceived autonomy support positively predicted academic buoyancy. For the instrumental support, several studies have demonstrated that instrumental support from teachers could directly affect academic buoyancy (see, e.g., Granziera et al., 2022; Li et al., 2023). For the academic support, Lesmana and Savitri (2019) found a positive correlation between students' academic support and academic buoyancy, other literature also shows the consistent results (see, e.g., Bostwick et al., 2022; Fu, 2024; Li et al., 2023). However, the relationship between emotional support and academic buoyancy in this study was shown complex results. Some studies suggested that students perceived emotional support from their teacher and peers could directly affect academic buoyancy (Fu, 2024; Li et al., 2023). Nevertheless other studies have shown the opposite results, Granziera et al (2022) found that teacher emotional support cannot predict student academic buoyancy. Similarly, Bostwick et al (2022) also reported that teacher relational support is not related to academic buoyancy.

## Conclusion

This review underscores the significant positive correlation between perceived social support and academic buoyancy. It sheds light on the importance of various sources of support, such as teachers, family, and peers. However, differences emerged in the relationship between

different types of perceived social support and academic buoyancy. The review revealed that academic buoyancy has a significant positive relationship with instrumental support, academic support, and autonomy support, but academic buoyancy and emotional support show a complex relationship. Therefore, further research on the relationship between academic buoyancy and emotional support is recommended.

The study proposes that integrating social support into programs designed to enhance learning skills could amplify the efficacy of such initiatives. Enhancing perceived social support and academic buoyancy is viewed as a proactive strategy to promote academic advancement. However, it is crucial to acknowledge the limitations of existing research. Many studies have utilized cross-sectional designs, which hinder establishing causal relationships or the direction of effects. Furthermore, it is recommended that forthcoming research delve into moderating and mediating factors that influence the relationship between perceived social support and academic buoyancy.

In conclusion, the review emphasizes the importance of perceived social support in fostering academic buoyancy among students. By addressing the identified limitations and research gaps, future studies can provide a more nuanced understanding of the intricate interplay between perceived social support and academic buoyancy, ultimately informing the development of more effective intervention strategies and educational programs.

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