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## PERCEIVED SUPPORT FROM PARENTS, TEACHERS AND PEERS AS A FACTOR OF EARLY LEAVING FROM UPPER SECONDARY SCHOOLS IN POLAND<sup>1</sup>

### Abstract

The aim of the article was to investigate the early school leaving phenomenon on the basis of the survey sample of 3157 students of basic vocational and upper secondary schools in Poland (located in urban areas in Warsaw, Lublin and Chełm), surveyed in 2014. The main focus has been on the correlation between students' social support – as an indicator of social capital – and their plans for the future, in particular the respondents' desire to continue formal, full-time education.

The multivariate regression analyses conducted confirm the existence of a correlation between the respondents' desire to leave formal education before completing upper secondary school and the perceived level of social support. However, in the case of perceived parental and teachers' support, the correlation appears to be weak. The most important category of significant others is constituted by friends/peers.

**Key words:** early school leaving, social support, peers, parents, teachers

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## 1. INTRODUCTION

It seems to be no longer a matter of sociological debate that social capital visibly influences pupils' educational outcomes and that the way an individual navigates through the educational system is strongly influenced by the social networks he or she can rely on (Clycq et al. 2014). The selective function of school not only serves to allocate the most skilful people to the most important social roles, as assumed by the functionalist approach (Parsons 1959), but also leads to a reproduction of the social structure (Bourdieu, Passeron 1990) and contributes to the hegemony of the middle class in modern societies (Ball 2002).

However, there is still a discussion over what social capital actually is, and whether the individual (also called endogenous) – described by James Coleman and Pierre Bourdieu – or collective (also called exogenous) – represented by Robert Putnam and Francis Fukuyama – approach is more instrumental in defining this complex phenomenon (Dudzikowa 2008).

The majority of the research on social capital in education follows either Pierre Bourdieu's (1986, 1990) or James Coleman's (1988) heritage (Clycq et al. 2014, Behtoui & Neergaard 2015, Portes 1998, 2000). According to those authors, although social capital derives from social networks, it is nevertheless a property of individual actors, contrary to the collective view of Robert Putnam, who describes social capital as an attribute of groups and societies (1993, 1996, 2001). The popularity of the Bourdieusian/Coleman approach is in line with the dominating, individualistic understanding of the educational process, where an object of analysis is typically the performance of an individual student (Carbonaro 2004, Behtoui & Neergaard 2015). We will discuss this issue in further paragraphs, adding another layer of social capital's conceptualization (described by Rose [2013] as "a portfolio of resources"), but in our study the unit of analysis is the individual rather than the community.

In consequence, this article focuses on the endogenous dimension of social capital, such as perceived social support from parents, peers and teachers – understood as a component of an individual's resources – and how it affects the educational plans and aspirations of upper secondary school students. The article investigates the interplay between this dimension of social capital and the potential risk of leaving education early.

## 2. EARLY SCHOOL LEAVING (ESL), RESILIENCE, AND SOCIAL CAPITAL

### 2.1. ESL as a soci(ologic)al problem

According to a widely recognised definition (Clycq et al. 2014), early school leaving refers to *all persons aged 18 to 24 who have finished no more than a lower secondary education and who received no education or training in the four weeks preceding the survey* (Eurostat 2012). The ESL rate in Poland, as so defined, has remained stable and oscillates around 5.6%, compared the EU average of 12%, and is one of the lowest in the EU countries (Eurostat 2014). Some characteristics of the Polish educational system (the long cycle of general education, late tracking, lack of a selective education system, prevalence of upper secondary and tertiary education) together with the wider socio-economic context (e.g. the situation on the labour market, the educational boom) seem to explain to some extent the low rate of ESL in Poland (Marchlik & Tomaszewska-Pękała 2013).

Since the Lisbon Strategy (2001) and “Europe 2020” strategy (2010) were published, reduction of the early school leaving (ESL) rates became one of the main goals of the European educational policy (Ross & Leathwood 2013: 405), making the notion of ESL one of the most vital problems in European studies on education. Similarly to many other education-related categories, ESL persists mostly as a concept from the domain of policy. However, as policy has the power to influence social reality, early school leavers have to become the object of scholarly interest (Swadener & Lubeck 1995, Clycq et al. 2014: 5).

The European Commission’s policy toward ESL and life-long learning is criticised by scholars for making simplistic generalisations, hiding the inability of the labour market to create a sufficient number of good jobs (Ross & Leathwood 2013), transferring the responsibility for the youth unemployment to ‘under-qualified’ individuals (Downes 2013), and for not being sufficiently aware of the diversity of the ESL phenomenon (Witte et al. 2013). However, the connection between ESL and other factors of social exclusion or disadvantage – unemployment or low paid jobs (Vallejo & Dooly 2013), probability of committing a crime (Smale & Gounko 2012), or the reproduction of poverty and marginalisation in the case of pupils from disadvantaged families (Alphen 2012) – seems undeniable. In searching for the most important predictors and solutions for ESL, the concept of resilience – the ability to adapt, recovery from the sources of stress – has become one of the more promising concepts (Luthar et al. 2000), and is at the same time associated with individuals’ level of social capital (Clycq et al. 2014).

## 2.2. Social capital and the portfolio of networks

Following Pierre Bourdieu's concept we define social capital as: *The aggregate of the actual or potential resources which are linked to the possession of a durable network of more or less institutionalized relationships of mutual acquaintance or recognition* (Bourdieu 1986: 284). It is important to emphasize that although social capital derives from the various social networks an individual is embedded in, it is not identical to those networks (Dika & Singh 2002). Possessing numerous social ties does not necessarily imply benefiting from them (Rose et al. 2013), and in certain cases those networks can even play a destructive role in the social, economic or educational progress of the individual (Portes 1998).

Furthermore, various networks contribute differently to one's resources of social capital, and particular individuals benefit differently from various sources of social capital. This leads to the interesting conceptualisation of social capital as a "portfolio" of perceived instrumental and expressive resources spanning multiple microsystems (Rose et al. 2013: 546). In the case of youth, i.e. secondary school students, three major 'microsystems' of social ties can be distinguished: family (particularly parents), school (especially teachers) and peer groups, while the measures of their success are centred on educational outcomes. Hence, in order to support development of the social capital of youth it is crucial to focus on promoting those environments which are the most vital in enabling the use of those resources (Rose et al. 2013).

## 2.3. From social capital to perceived social support

Among the various factors of social capital, the support a student receive from his or her significant others (further: social support) seems to be essential. This social support helps young people to deal with difficult life situations and it prevents feelings of alienation and loneliness (Ystgaard 1997). The results of research show that people with close family ties, friends, and who belong to various organisations and have establishing close relationships with other people, are able to face difficult situations better, have a better resistance to stress, and deal with problematic situations more easily (Schwarzer & Taubert 1999). It has been proven that young people who have the feeling of support are more satisfied with life (Yarcheski et al. 1994) and that they exhibit risky behaviours more rarely (Samdal & Dür 2000).

The perception of social support is also linked with life skills, e.g. looking for support (Helgeson 2003). Persons who assess their perceived social support as high have a positive attitude towards events which may occur, view life more

positively, and have better mental health (Knoll & Schwarzer 2004). Their conviction about the existence and availability of support reduces their feelings of fear and stress connected with crisis situations and maximizes their convictions about their resourcefulness and effectiveness, which enables them to treat a difficult situation as a challenge (Sęk 2004). It has been proven that persons who experience a high level of social support are perceived by others as more resourceful, better in solving problems, better reflecting their parents' concern and interests compared to people with a low level of support (Cieślak & Elias 2004).

The existing studies (Dołęga 2003) suggest that although younger pupils rely mostly on the support of parents, with the arrival of adolescence the role of peers becomes increasingly important for young people. Furthermore, the influence of their relations with peers is one of the main explanatory factors in the Problem Behavior Theory – which describes the risky behaviour incentives for youth (Jessor & Jessor 1977, cited in Ostaszewski 2008). It has already been proven that feelings of loneliness and being rejected by peers is one of the most important factors behind ESL (Frostad 2014; Archambault et al 2009), while a perception of the school environment – constituted to the large extent by relations among peers – as friendly increases one's educational aspirations (Madarasova Geckova et al. 2010).

#### **2.4. Research questions and hypotheses**

With reference to the aforementioned research results, two hypotheses were formulated:

Hypothesis 1: The perceived social support is significantly correlated with the declared will to leave education early.

Hypothesis 2: Perceived parental support correlates stronger with the students' educational plans than perceived support received from teachers and friends.

The hypotheses were tested on the basis of quantitative survey data, using the multivariate regression model, with the desired education level as a dependent variable, and three scales of parental, teachers' and peers' support as the explaining variables.

### **3. METHODOLOGICAL APPROACH**

The above hypotheses were tested using the quantitative data from the survey of 3157 students from 57 upper secondary schools located in Warsaw, Lublin and Chełm. The group surveyed consisted of students from three types of schools:

general upper secondary schools (*liceum ogólnokształcące*, LO), vocational upper secondary schools (*technikum*), and basic vocational schools (*zasadnicza szkoła zawodowa*, ZSZ). The quotas' criteria were: age cohort and research area.

The questionnaires were collected within two age cohorts:

- § cohort 2 – the older, consisting of the students in the final grades of upper secondary school (3<sup>rd</sup> grade of LO and ZSZ, and 4<sup>th</sup> grade of *technikum*);
- § cohort 1 – the younger, consisting of their peers who were two years younger (1<sup>st</sup> grade of LO and ZSZ, and 2<sup>nd</sup> grade of *technikum*)<sup>2</sup>.

In overall, 1586 students from the 1<sup>st</sup> cohort and 1571 students from the 2<sup>nd</sup> cohort took part in the survey. The distribution of the sample according to research area, type of school, and cohort is displayed in Table 1.

TABLE 1: The sample by: type of school, cohort and city.

Type of school	Cohort	City			Total
		Chełm	Lublin	Warsaw	
General Upper Secondary (LO, ISCED 3A)	1	215	113	533	861
	2	232	137	534	903
Vocational Upper Secondary (Technikum, ISCED 3A)	1	210	213	123	546
	2	234	180	102	516
Basic Vocational (ZSZ, ISCED 3C)	1	103	20	56	179
	2	62	33	57	152
Total		1056	696	1405	3157

Source: RESL.eu survey 2014.

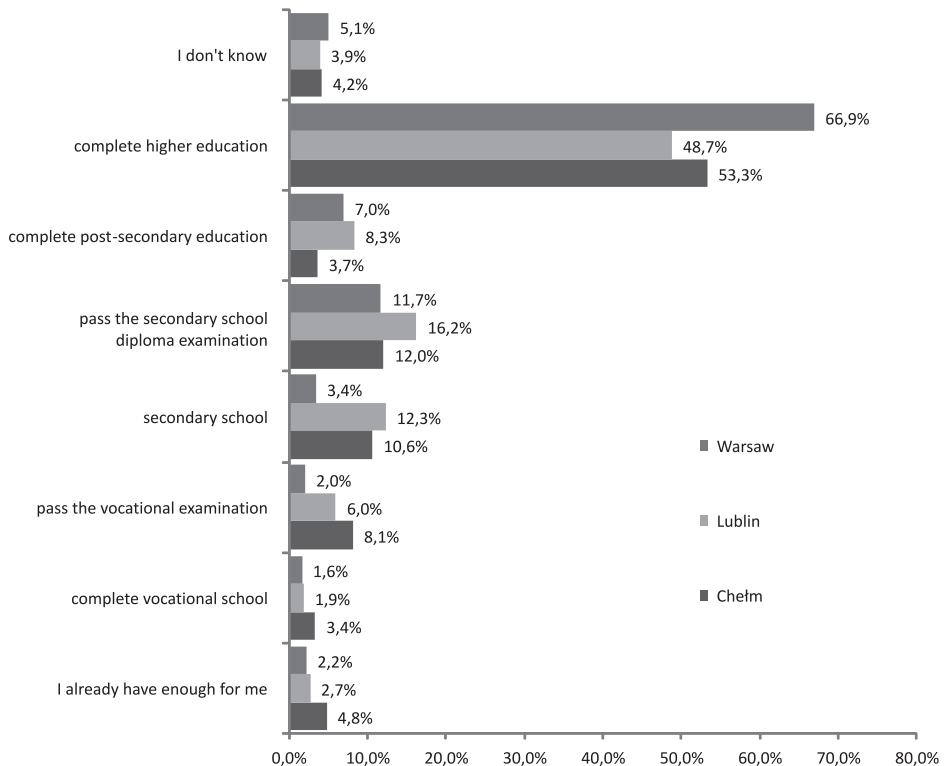
#### 4. RESPONDENTS' EDUCATIONAL PLANS AND THE PREDICTION OF ESL

As an indicator of risk of ESL we adopted the respondents' declarations concerning their educational plans. At the final stage of completing the questionnaire the respondents were asked to answer the question: 'What is the highest level of education you are aiming to achieve?'. As displayed in the Figure 1, from nearly

<sup>2</sup> The in-class response rate was 67.1%, but it differed significantly within particular research areas – in Chełm 86.4% of students of the selected classes actually took part in the survey, while in Lublin and Warsaw the respective percentages were 69.6% and 54.7%.

half (in Lublin) to two-thirds (in Warsaw) of the interviewed students aimed to achieve a higher education, and only a relatively small fraction – from 2.2 % in Warsaw to 4.8 % in Chełm – were satisfied with their current level of education.

FIGURE 1: The highest level of education a respondent was aiming to achieve, by the cities in the survey.

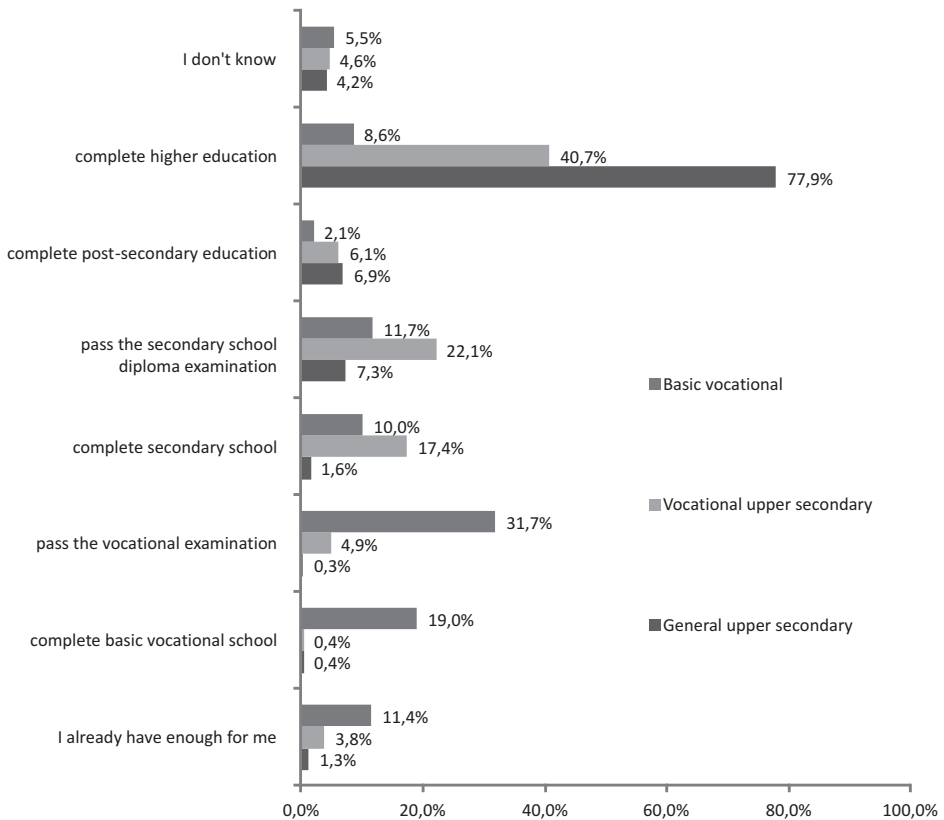


Source: RESL.eu survey 2014, n = 2838.

Figure 2 reveals the significant – and obviously not surprising – relation between the type of school a respondent is attending and his or her further educational plans. Among the students of the ZSZ, 11.4% of individuals were satisfied with the level of education they had already attained, while among the LO students the equivalent percentage is only 1.3 %. The outcomes concerning the respondents from *technikums* show their lesser willingness to continue on to post-secondary education, although also in this category nearly 50% (exactly 46.8%) of respondents would like to either finish either post-secondary vocational

school, or attend university. The percentage of those who are undecided as to their further educational trajectory is quite similar throughout all types, but highest among the LO students<sup>3</sup>.

FIGURE 2: The highest level of education a respondent is aiming to achieve, by type of school.



Source: RESL.eu survey 2014, n = 2838.

<sup>3</sup> A minor percentage of the respondents from the upper secondary schools (*liceum* and *technikum*) remarked that they would like to complete basic vocational school or pass the vocational examination, despite the information that those answers were available only for the basic vocational school students.

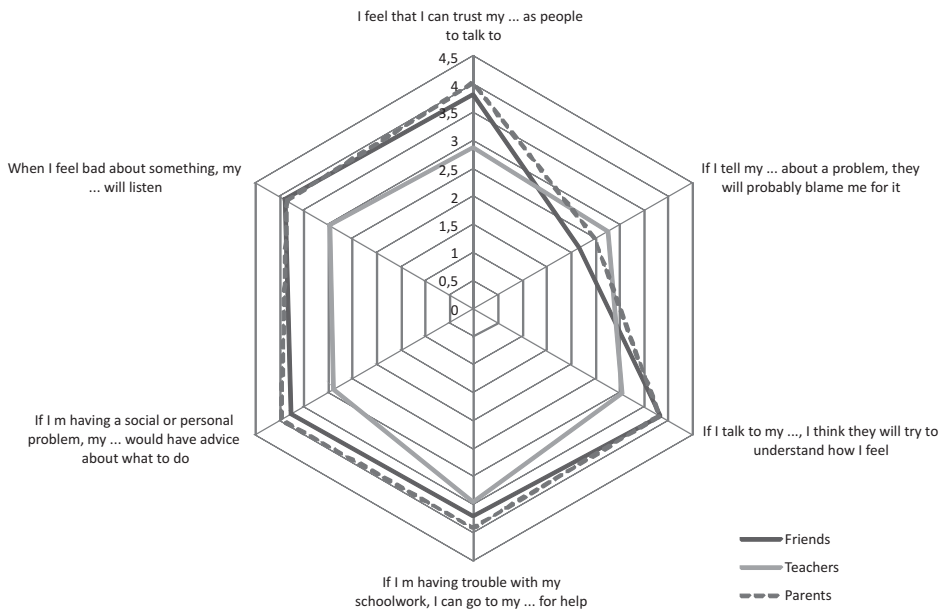


## 5. PERCEIVED SOCIAL SUPPORT AS AN INDICATOR OF STUDENTS' SOCIAL CAPITAL

The survey also collected data on how the respondents perceived the support they received from three categories of significant others: parents, teachers and peers/friends. The Parental Support Scale designed by T.A. Wills, D. Vaccaro & G. McNamara (1992) was used to measure the attitudes of students toward parents (the respondents were asked to give information concerning the parent with whom they talk the most). The same scale was adopted to measure perceived teachers' and peers' support. The 5-point scale ranges from 1 (Strongly Disagree) to 5 (Strongly Agree). It consists of six items meant to assess the students' trust toward the parents/teachers/peers, the quality of communication between the student and the significant others, and the latter's helpfulness. The scales demonstrate a good internal consistency when applied to the RESL.eu survey database, with Cronbach's alpha ranging from 0.75 for perceived teachers' support to 0.79 for perceived peers' support, which proves their reliability as indicators of the phenomena they are designed to measure.

The declared level of support the interviewee received is much lower with respect to teachers than for the remaining two groups (see Figure 3). However, this does not necessarily mean that respondents are critical of the emotional assistance received from the school staff – the mean score for most of the items comprising the scale of perceived teachers' support is about 3, which is labelled 'neither agree, nor disagree' (this was also the modal answer for each item, with the frequency oscillating around 40%), and thus the respondents seemed to be rather hesitant. Only when asked how they assess the possibility to be helped in the event of troubles with the schoolwork did their answers tend to be positive. The indecisive answers may be caused by the diversity of the teachers' personalities and attitudes, as perceived by the students. However, it may also suggest that the respondents are not accustomed to thinking about their relations with teachers in the same categories which are applicable to their affinity groups. Teachers provide students with formal support, while parents and peers provide them with informal support (Cauce & Srebnik 1990).

FIGURE 3: The perceived support by parents, teachers and peers – comparison of the means.



Source: RESL.eu survey 2014.

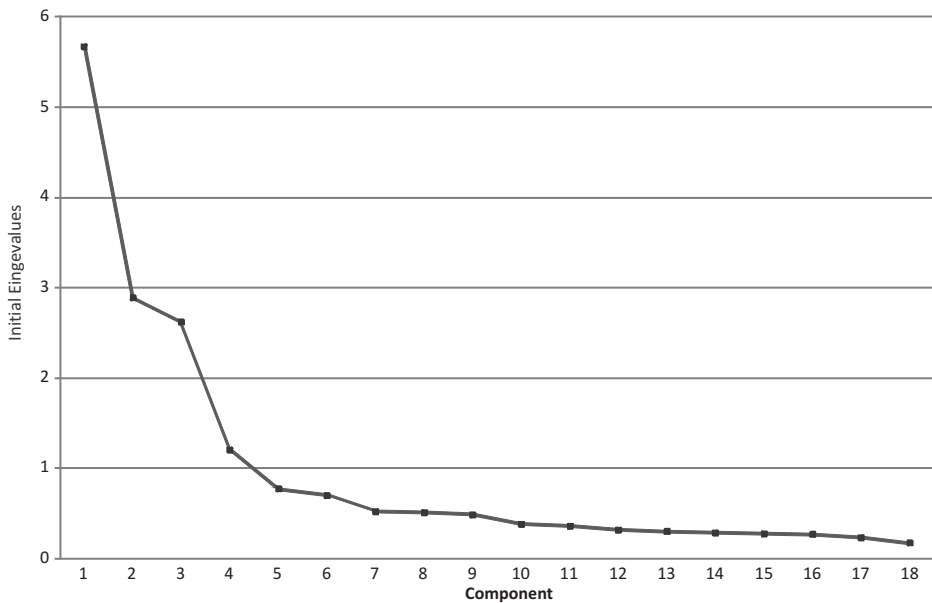
Although on average the interviewed students assessed similarly the level of support received from parents and their perceived support from friends/peers, the average correlation coefficient for the items of parental and teachers' support is not impressive ( $R=0.12$ ). Apparently, the roles of parents and friends are, at least to some extent, supplementary – less intimate relations with parents are compensated by peer relationships, and *vice versa*.

Such a supposition was tested using K-Means Cluster analysis – the variables constituting the parental and peers' support scales (the items concerning the possibility of being blamed by parents or friends were not applied) were used to calculate four clusters. The 1<sup>st</sup> cluster collects the students with consistently positive attributions of parental and peers' support, the 4<sup>th</sup> encompasses individuals who perceived support from both groups as low, while the 2<sup>nd</sup> and 3<sup>rd</sup> clusters consist of respondents with a low perceived support from one group and high from the other. The 1<sup>st</sup> cluster is by far the largest, while the 4<sup>th</sup> is the smallest, and the 2<sup>nd</sup> and 3<sup>rd</sup> total 658, which is almost a quarter (23%) of the valid cases, and which partially explains the low correlation between the parental and peers'

support. The clusters also give an idea about the frequency of the social capital portfolios as defined by Rose et al. (2013).

However, in order to prepare the independent variables well-suited to be applied to the multivariate regression model, the scales were scored by using factor analysis, which led to the extraction of four major orthogonal (uncorrelated) factors (see Figure 4), explaining 68.8% of the variance of eighteen initial variables. The factor created a subspace within the database, which could be rotated to find the most convenient interpretation of the data.

FIGURE 4: Factor analysis scree plot



Source: RESL.eu survey 2014; n=2801.

The rotation of the subspace led to the extraction of three new factors closely related to the items of perceived social support. Thus, factor 1 is strongly correlated with the respondents' attitude to parents, factor 2 is similarly correlated with the perceived support from teachers, and factor 3 is linked to the perceived relations with peers, as displayed by Table 2. Apart from the three factors closely correlating with the respondents' perception of support from particular categories of significant others, the additional – 4<sup>th</sup> factor – was extracted, which is strongly correlated with the students' fear of being blamed in case of sharing a problem, by parents, friends or teachers alike.

TABLE 2: Values of the R coefficient measuring the correlation between the four factors and eighteen initial variables (rotated component matrix).

Initial items		Component (factor)			
		1	2	3	4
Perceived Parental Support	1	<b>.84</b>	.09	.07	-.06
	2	-.22	.01	.12	<b>.71</b>
	3	<b>.88</b>	.11	.09	-.08
	4	<b>.73</b>	.14	.16	.00
	5	<b>.87</b>	.08	.09	-.03
	6	<b>.90</b>	.12	.07	-.04
Perceived Teachers' Support	1	.07	<b>.84</b>	.10	-.07
	2	.01	-.38	-.04	<b>.61</b>
	3	.09	<b>.86</b>	.11	-.08
	4	.15	<b>.74</b>	.10	-.03
	5	.13	<b>.85</b>	.14	-.05
	6	.12	<b>.87</b>	.12	-.07
Perceived Peers' Support	1	.04	.12	<b>.81</b>	-.02
	2	.05	-.01	-.34	<b>.64</b>
	3	.11	.10	<b>.85</b>	-.05
	4	.17	.13	<b>.72</b>	-.11
	5	.08	.10	<b>.83</b>	-.01
	6	.09	.12	<b>.85</b>	-.01

Source: RESL.eu survey 2014; n = 2801.

Therefore, in the following analyses the 1<sup>st</sup> factor is used as the indicator of the perceived parental support, the 2<sup>nd</sup> factor as the indicator of perceived teachers' support, the 3<sup>rd</sup> indicates perceived peers' support, and the 4<sup>th</sup> is a new dimension of social support – the fear of being blamed.

## 6. PERCEIVED SOCIAL SUPPORT AND EDUCATIONAL PLANS

To assess the correlation between the desire to leave school early and the perception of support from different types of significant others, the analytical method of multivariate regression was applied. The dependent variable was the respondents' declaration concerning the highest education level they would like to achieve (described in Section 4), recoded into the binary variable taking the value 1 when the respondent declared a desire to leave school without completing it, and 0 in

other cases<sup>4</sup>. The explanatory variables were the four factors indicating the scales of social support.

The analysis confirmed Hypothesis 1 – all the scales of social support are significantly correlated with the respondents' declared desire to leave school without attaining a secondary education. However, the percentage of the variance of the dependent variable explained by the multivariate regression model is not impressive – the Pearson's correlation coefficient for the model equals to  $R = 0.21$ . The direction of the unstandardized regression coefficient is negative in cases of the scales of parental, teachers' and peers' support, and negative in case of the fear of social blame scale (see Table 3), indicating the role of good social relations in limiting the risk of ESL.

TABLE 3: Coefficients of the multivariate regression model – desire to leave school early and the scales of parental, teachers' and peers' support, as well as fear of being blamed.

Model	Unstandardized Coefficients		Standardized Coefficients	Significance
	B	Std. Error	Beta	
Constant	,030	,003		0
Perceived Friends' Support	-,029	,003	-,174	0
Perceived Parental Support	-,012	,003	-,071	0
Perceived Teachers' Support	-,016	,003	-,098	0
Fear of Being Blamed	,000	,003	-,003	0,894

Source: RESL.eu survey 2014; n = 2801.

Out of the four scales applied to the model, the one measuring perceived friends' support takes the highest value of standardised regression coefficient ( $\beta = -0,17$ ), thus confirming Hypothesis 2: the most important factor of social support correlating with a desire to leave school early is the quality of students' relations with peers. The fear of being blamed seems to be irrelevant.

As mentioned in the Section 4, the educational plans of the respondents are strongly related to the type of school they were attending at the time of the survey, with the ZSZ students being the least desirous to continue their education. The perceived peers' support is correlated with this variable as well ( $\beta = 0.12$ ), giving a much better approximation than the other three scales of support.

<sup>4</sup> The 'I don't know' answer was classified as missing.

## 7. MAIN RESULTS AND CONCLUSIONS

### 7.1. Peers, parents, teachers and the interplay of various networks

The results of our research are in accordance with the other studies proving that students with a high level of social support from various resources achieve better grades at schools, devote more time to learning, and feel more satisfaction with their school life (Lawrence 2000). With respect to the results of our research, it should be emphasized that for youth the social support from peers is of special importance. Friendly relations with peers impact on self-esteem, ensure emotional safety, help to develop interests or hobbies, teach cooperation in group, provide support in difficult situations, and as well they constitute a model of future social relations. A friendly relationship as the only one creates the opportunity for so-called ‘intimate disclosure’ (Buskirk-Cohen 2012), which for many young people seems to be impossible in contacts with other people, including relatives.

Although the results of our study indicate the dominant role of peer groups in relation to the upper secondary school and educational plans of the youth, it seems that in creating their portfolio of resources the students at this age rely on social capital and social networking competences developed earlier in their immediate social vicinity – family, school, local environment (Howe 2010). Therefore, in the discussion it is worthwhile to look at the other two sources of support (parents and teachers) and their importance for school performance and the educational aspirations of young people.

Carbonaro (2004) indicates that learning outcomes and, more precisely, the effort that students exert at school is strongly related to the character of social ties with their parents. The author describes four main mechanisms that explain the way in which those two elements – youth’s relations with parents and school performance – can be related. These are: communicating standards and norms regarding school performance; devising rules and setting limits on activities that might undermine students’ motivation; enforcing norms by monitoring children’s behaviour; and finally, defining clear educational expectations.

A similar approach can be used to explain the importance of social ties with teachers (Carbonaro 2004). Students’ greater commitment to learning is associated with a perceived supportive character of teacher-student relations, clear teachers’ expectations, a high level of confidence in students’ possibilities to achieve set educational goals, and last but not least, in perceiving the teacher to be legitimate authority figure.

Rosenfeld (2000: 219) underlines that: *although perceived high teacher support appears to be a necessary condition for positive school behavior, affect, and outcomes, it is not a sufficient condition. Perceived teacher support alone is not effective; teacher support must be perceived in combination with perceived support from parents or friends, albeit the best combination is perceived support from all three providers.*

## **7.2. Social capital at school and the broader Polish context**

However, it should be noted that students' relations with teachers are not suspended in a vacuum. Today's school is characterized by an erosion of social capital, and a culture of mutual distrust or even hostility (Dudzikowa 2008), and is seen as a place where processes of segregation and reproduction of inequalities takes place (Boudieu & Passeron 1990, Anyon 1980, Ogbu 1990, Dolata 2008). However, it seems pertinent to repeat the question raised by Czapiński, whether and how the school is a place to build students' social capital (Dudzikowa 2008).

The results of our research do not signify explicitly that the student-teacher relationships are particularly bad or that youth's educational aspirations are surprisingly low, but the results of other research, for example the international project *Health Behaviour in School-aged Children. A WHO Collaborative Cross-National Study (HBSC)* – carried out in Poland cyclically every four years since 1982 – indicate a decrease in the level of satisfaction with the school environment among students. Particularly worrying seems to be the low assessment of social support from peers in the classroom in Poland (compared to the other countries involved in the study and compared to previous editions of the study). Since the early 2000s the percentage of teens who see their peers in the classroom as supportive and willing to help has been gradually decreasing (Woynarowska et al. 2015). Similarly the results of the PISA research prove that the percentage of students declaring happiness at school is significantly smaller in Poland, compared to the majority of the OECD countries. Polish students are also relatively critical in their opinions concerning the benefits of school education (Kaye et al. 2014: 43–44).

This could indicate two phenomena: 1) a negative attitude of students towards school in general – regardless of whether or the relationships with teachers are satisfactory or not, which may indicate the oppressive character of this institution (Bell 1997, Kelly & Brandes 2010) or 2) a low level of trust and community involvement in Polish society, which translates into low levels of social capital. Confirmation of both of these hypotheses can be found in many international and

Polish researches (OECD 2013, Woynarowska et al. 2015, Czapiński & Panek 2013, Sztabiński & Sztabiński 2014, Jaskulska 2012).

### 7.3. Final remarks

The preceding sections verified that the scales of the perceived support the students receive from parents, teachers and peers (indicators of trust and social capital) correlate with the expressed desire to leave school early, however the Pearson's R coefficient values indicate that this correlation is of limited importance and the perceived support from friends is visibly more important than the perception of support from parents and teachers.

This article has pointed out the importance of perceived social support in relation to the development of young people's educational plans. Given the results obtained and the social changes taking place in Poland, there is a need to take actions that will strengthen the development of a positive school climate. Strengthening friendly peer relations can be a major factor improving the social capital of teenagers, and thus their resilience to various educational and professional challenges.

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## ODCZUWANE WSPARCIE ZE STRONY RODZICÓW, NAUCZYCIELI I RÓWIEŚNIKÓW A RYZYKO PRZEDWCZESNEGO PORZUCENIA SZKOŁY ŚREDNIEJ W POLSCE

### Streszczenie

Celem artykułu jest analiza zjawiska przedwczesnego kończenia edukacji w oparciu o bazę wyników badania ankietowego na próbie 3157 uczniów polskich szkół ponadgimnazjalnych (z terenu Warszawy i regionu Lublina), przeprowadzonego w 2014 roku. Przedmiotem analizy jest związek pomiędzy deklarowanym przez uczniów poziomem wsparcia społecznego jakie otrzymują – jako

wskaźnikiem kapitału społecznego – a ich planami na przyszłość, szczególnie gotowością do kontynuowania formalnej, pełnowymiarowej edukacji.

Metoda wielozmiennowej analizy wariancji zastosowana w celu przetestowania związku pomiędzy poziomem edukacji, jaki respondenci chcieliby osiągnąć, a deklarowanym przez nich poziomem wsparcia społecznego potwierdziła istnienie takiej relacji. Niemniej jednak, w odniesieniu do wsparcia ze strony rodziców i nauczycieli, związek ten okazał się niezbyt silny. Najważniejszą grupą znaczących innych są dla respondentów rówieśnicy/przyjaciele.

**Słowa kluczowe:** przedwczesne kończenie edukacji, wsparcie społeczne, grupa rówieśnicza, rodzice, nauczyciele