



Evidence in Action

A K20 Center Research Brief

The Effect of Teacher, Parental, and Peer Support on Later Grade Point Average: The Mediating Roles of Beliefs

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Introduction

The study investigates how perceived support from peers, parents, and teachers influences later academic performance, specifically focusing on the mediating roles of academic self-efficacy and entity intelligence beliefs. The authors highlight the importance of understanding these relationships to improve educational outcomes. They draw on self-determination theory (SDT) and self-efficacy theory (SET) to frame their research, emphasizing the significance of supportive environments in fostering students' self-beliefs and academic success.

Methodology

Research Design:

The study employed a longitudinal design, collecting data at two time points (8th and 10th grade) from 750 Norwegian students.

Sample:

The sample consisted of 750 lower secondary school students (49% boys and 51% girls) from Norway.

Data Analysis:

Structural equation modeling was used to analyze the relationships between perceived support, self-beliefs, and academic performance. The analysis controlled for gender, socioeconomic status, and prior academic performance.

Results

The study found that:

- Perceived support from teachers, parents, and peers positively influenced academic self-efficacy but not entity intelligence beliefs.
- Academic self-efficacy was positively associated with GPA in 10th grade. Entity intelligence beliefs were negatively associated.
- Teacher support had a significant indirect effect on GPA through academic self-efficacy, highlighting the crucial role of teachers in promoting students' self-beliefs and academic performance.



Application into Practice

To replicate this intervention in a school context, the following steps can be taken:

1. **Teacher Training:** Provide professional development for teachers on autonomous supportive teaching practices, emphasizing the importance of fostering students' self-efficacy.
2. **Parental Engagement:** Develop programs to increase parental involvement in their children's education, focusing on providing academic and emotional support.
3. **Peer Support Programs:** Implement peer mentoring and support groups to enhance social connectedness and academic encouragement among students.
4. **Monitoring and Evaluation:** Regularly assess students' self-beliefs and academic performance to identify areas needing additional support and to measure the effectiveness of the interventions.

Work Cited

Kristensen, S. M., Jørgensen, M., Meland, E., & Urke, H. B. (2023). The effect of teacher, parental, and peer support on later grade point average: The mediating roles of self-beliefs. *Psychology in the Schools*, 60, 2342-2359. <https://doi.org/10.1002/pits.22865>