SOCIAL Support and Adolescence Purpose as Precursors of Assessment Engagement of STUDENTS

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ABSTRACT

This study aimed to determine the influence of social support and adolescent purpose on assessment engagement among senior high school students. A quantitative research design using the descriptive-correlational method was employed. Adapted, validated, and pilot-tested instruments measured the levels of social support, adolescent purpose, and assessment engagement. Mean, standard deviation, Pearson correlation, and multiple regression were used for statistical analysis. Findings revealed that the levels of social support, adolescent purpose, and assessment engagement were high, indicating that these are often experienced, manifested, and observed among senior high school students. Meanwhile, both social support and adolescent purpose showed significant, moderate, positive relationships with assessment engagement. Moreover, the combination of these two predictors significantly influenced students' assessment engagement.

KEYWORDS: *Values education, social support, adolescence purpose, assessment engagement, Philippines*

INTRODUCTION

Assessment engagement refers to the extent to which students are actively involved in, and motivated by, the assessment tasks they encounter. It encompasses a range of factors, including students' understanding of the assessment context and their recognition of engagement opportunities (Adams et al., 2020). Despite the significant role assessment engagement plays in enhancing learning outcomes, many senior high school students remain unclear about their role in assessment engagement. This lack of clarity can hinder their ability to actively understand how they can contribute to their own assessment engagement. Research by Evans and Zhu (2023) suggests that students who lack a clear understanding of their role in the assessment process may struggle with fully engaging, thereby limiting their academic performance. Furthermore, Boud (2000) mentioned that students often do not know what types of support they are

entitled to and may not recognize when and how to seek assistance, resulting in missed opportunities for feedback and improvement.

It has highlighted the importance of building high student assessment engagement. As described by Xerri et al. (2018), the importance of developing support is in teacher-student relationships, facilitating positive student-student relationships, and communicating a clear sense of purpose to students, to improve their engagement in academic activities and optimize perceptions of workloads. Moreover, Rands and Gansemer-Topf (2017) noted that classroom design enhances engagement with low-cost tools and flexible, student-centered spaces, emphasizing the need for assessment to justify and improve future classroom spaces.

Building on these insights, a study in Norfolk, USA, revealed that student assessment engagement is facing decline, with enthusiasm plummeting as students age (Shappie & Debb, 2019). Wong and Liem's 2022 study in Singapore explores student involvement, a crucial factor in educational outcomes. They address challenges such as overgeneralization, object ambiguity, and under-theorization by introducing the Dual Component Framework. This framework defines engagement as learning and school engagement, providing clarity for theoretical discourse and practical applications. This framework will guide future research on fostering meaningful student engagement in various educational settings.

A study done at Noveleta Senior High School in Cavite showed that students who were more engaged during assessments also felt more satisfied with their learning (Punzalan et al., 2024). This shows how being active and involved in school activities can lead to more positive experiences for students. It also highlights how important engagement and satisfaction are for doing well in school. By using global tools such as the assessment engagement scale by Evans and Zhu (2023) and applying them in the local setting, teachers and school leaders in the Philippines can better understand what students need and how to help them succeed.

This study, which examines how social support and a sense of purpose affect students' engagement in assessments, aligns well with the goals of Values Education. It focuses on helping students grow not just academically, but also through meaningful relationships and purposeful learning. The research examines different types of support, such as friends, family, and others, and

shows how these connections help students stay involved in their schoolwork. These kinds of support also help build important values like kindness, teamwork, and respect, which are key to creating a caring and supportive learning environment.

While many studies have investigated how students engage with assessments, little has been done to explore how social support and a sense of purpose in life interact to influence that engagement, especially in places like Ipil, Zamboanga Sibugay. This area faces its own set of challenges, including limited resources, diverse cultures, and economic difficulties, which affect how students perform in school. Since adolescence is a time when young people are figuring out who they are and building important relationships, it's a key stage to understand how support from family, friends, and others, along with having goals and a sense of meaning, can help students stay more focused and involved in their schoolwork. This study aims to fill that gap by looking closely at how these two factors support and purpose affect how students take part in assessments. The goal is to help improve local education while also supporting the values of personal growth and meaningful learning.

Statement of the Problem

1. What is the level of social support of senior high school students in terms of group support; significant other support; family support; and friend support?
2. What is the level of adolescence purpose among senior high school students in terms of meaning; self-transcendence; goal orientation?
3. What is the status of assessment engagement of students in terms of understanding of the assessment context (UAC) and realizing engagement opportunities (REO)?
4. Is there a significant relationship between social support and assessment engagement and adolescence purpose and assessment engagement of students?
5. Do social support and adolescence purpose significantly influence the assessment engagement of students?

METHODOLOGY

Research Design. This research used quantitative, specifically descriptive-correlational methodologies. A descriptive-correlational research design is intended to identify relationships among variables rather than determine cause and effect (Creswell, 2017). This methodology is used to determine whether changes in one or more variables are associated with changes in another variable or set of variables (McCrae et al., 2017).

Research Respondents. The researchers use cluster random sampling, with disproportionate sampling of respondents within each purposively selected school. The respondents for this study are senior high school students currently enrolled in the purposively selected three schools in Ipil, Zamboanga, for the school year 2024-2025. The research population consists of 225 senior high school students from the three selected schools: A, B, and C.

Research Instruments. Three adapted survey questionnaires were used to collect data from respondents, which were validated by a panel of experts and subjected to pilot testing.

Data Gathering Procedure. This investigation was submitted to the Research Ethics Committee of the University of the Immaculate Conception. Upon careful consideration, the study was deemed ethically sound and received ethical clearance to proceed. To ensure transparency and preparedness among respondents, the researcher informed them that they would be answering a total of three questionnaires. The estimated time required to complete all the instruments was approximately 30 to 45 minutes. This information helped respondents manage their time and set expectations regarding their participation in the study.

Statistical Tool. The study employed the mean, standard deviation, Pearson-r, and multiple linear regression to analyze the data.

RESULTS AND DISCUSSION

Level of Social Support of Senior High School Students

Shown in Table 1, the overall mean for social support is 3.66, indicating that social support among senior high school students is often experienced. It has a standard deviation of 0.69, which means that the social support of senior high school is oftentimes experienced and clustered around the mean.

Table 1
Level of Social Support of Senior High School Students

Indicators	Mean	SD	Description
Friend Support	3.74	0.84	High
Family Support	4.06	0.82	High
Significant Other Support	3.27	1.20	Moderate
Group Support	3.56	0.95	High
Overall Mean	**3.66**	**0.69**	**High**

The results show that students frequently experience strong social support, with family being the most consistent source, offering trust, care, guidance, and practical help that supports emotional stability and engagement. Friends and groups also provide valuable emotional encouragement, advice, and a sense of shared accomplishment, helping students manage stress and stay motivated. While support from significant others is less common, it still contributes meaningfully to students' sense of being valued and understood.

This finding aligns with the study by Waite (2018), who reported a high level of social support among senior high school students, which means with the notion that social support is multifaceted, encompassing emotional, instrumental, informational, and appraisal assistance (Lourel et al., 2013; Mclean et al., 2021). Further, this finding affirms the study by Yildiz and Eldeleklioglu (2024), which found that a high level of social support had a positive and significant impact on high school students. The present study, which also revealed a high level of social support among senior high school students, implies that such support is oftentimes experienced within their networks. As noted by Kamaryati and Malathum (2020), strong social support within the family significantly enhances individual well-being by providing emotional, instrumental, and informational

assistance. Emotional support includes expressions of love, care, and empathy. They emphasized that effective family support is built on a reciprocal relationship, in which both the giver and the receiver contribute to and benefit from the support process. Their study clarified that family support becomes especially important during stressful events or when individuals face limited coping abilities, leading to positive outcomes such as improved family functioning, better adaptation to life's difficulties, adherence to health management, and an overall higher quality of life.

Level of Adolescence Purpose of Senior High School Students

The level of adolescence purpose is presented in Table 2. An overall mean of 3.87 and an overall standard deviation of .64, described as high, are shown, indicating that the adolescent purpose of senior high school students is often manifested. The results indicate that students oftentimes manifested a strong sense of purpose in their lives. The goal orientation stands out as the most consistently experienced. Students show high engagement in pursuing their long-term aims, putting significant effort into achieving their goals. Self-transcendence is also often manifested in students frequently expressing strong hope to make the world a better place and to contribute meaningfully to the broader world, highlighting their concern beyond personal success. Additionally, although meaning is experienced less frequently than the other two factors, it still indicates a clear understanding of what gives their lives meaning and confidence in discovering a satisfying purpose. Taken together, the consistently high levels across meaning, self-transcendence, and goal orientation suggest that senior high school students are purpose-driven, which likely enhances their motivation, resilience, and focus in both academic and personal pursuits.

Table 2
Level of Adolescence Purpose of Senior High School Students

Indicators	Mean	SD	Description
Meaning	3.75	0.76	High
Self-Transcendence	3.88	0.76	High
Goal Orientation	3.99	0.80	High
Overall Mean	**3.87**	**0.64**	**High**

The finding aligns with the view of Erik Erikson, who posited that adolescence is a vital stage for identity formation, where individuals actively

explore their sense of self. This aligns with the outcomes, as senior high school students appear to have a strong sense of purpose, which contributes to their confidence in their long-term goals. Additionally, Piaget's cognitive development theory emphasizes the development of abstract thinking and moral reasoning during the teenage years, which may explain why many students believe they can make valuable contributions to society. The presence of a clear purpose among adolescents implies that they are not only developing their personal identity but also enhancing their ambitions in ways that align with their broader societal objectives.

Consequently, Damon et al. (2019) demonstrated that adolescence is a time of deep self-exploration and goal-setting. Also implies that students who possess a strong sense of purpose are more likely to experience positive developmental outcomes. This sense of purpose, whether centered on personal growth or wider societal contributions, serves as a guiding force that helps students direct challenges and remain committed to their endeavors. Hinnant and Forman-Alberti (2019) assert that brain development plays a crucial role in decision-making and risk-taking, suggesting that a clear purpose may serve as a protective factor, helping students make thoughtful, objective decisions.

Status of Assessment Engagement of Senior High School Students

Reported in Table 3, the overall mean of assessment engagement is 3.79, and the overall standard deviation of .64. The level of assessment engagement among senior high school students is considered high, meaning it's often seen in their behavior. Students usually have a clear understanding of their role in the assessment process. They know how they can contribute and what kind of support they should receive. They can also ask for feedback and use it to improve their work. On top of that, they have a good grasp of what is expected

Table 3
Status of Assessment Engagement of Senior High School Students

Indicators	Mean	SD	Description
Understanding of the Assessment Context	3.75	0.76	High
Realizing Engagement Opportunities	3.99	0.80	High
Overall Mean	**3.87**	**0.64**	**High**

in their assessments and what they need to do to succeed. They understand the rules and steps involved, like how grading works and how their work is reviewed, so they can stay on track and meet the standards in their subject.

This also suggests that the assessment strategies used in schools do a good job of encouraging students to take part and stay motivated. When students see that assessments are meaningful and connected to what they're learning, they are more likely to try their best. The overall standard deviation of 0.64 indicates that most students gave similar responses, suggesting they generally shared the same experience. This supports the findings of Kulasegaram and Rangachari (2018), who said that giving regular, helpful feedback through formative assessments can boost learning. Their study pointed out that feedback helps students stay engaged and focused by showing them where they are doing well and where they can improve.

In the same way, Seagrave and others (2022) looked into how self-assessment helps students develop thinking and learning skills. They found that students who regularly reflect on their own work tend to do better in school because they become more aware of their strengths and what they need to work on. Wei and colleagues (2023) also emphasized the importance of well-planned assessments. When assessments are clearly connected to what students are supposed to learn, they help students find meaning in their schoolwork. This keeps them motivated and helps them achieve more.

Significance of the Relationship between Social Support, Adolescence Purpose, and Assessment Engagement

The correlation of the variables is presented in Table 4. It is shown that social support has a moderate, positive relationship with assessment engagement ($R = 0.46$; $p = 0.00$), which is less than the alpha set at 0.05, two-tailed, supporting a significant relationship. It means that as the level of social support increases, the status of assessment engagement significantly increases. When applied to senior high school students' experience, social support includes having individuals they can trust who care for them during times of sickness or injury and who appreciate their accomplishments. It also involves receiving good advice when problems arise, suggestions when help is needed, and direct assistance during challenging situations. Furthermore, social support helps students cope with stressors, provides constructive feedback, and offers practical assistance, such as transportation when necessary. When students consistently

experience these forms of support, they are more likely to build emotional resilience, maintain academic focus, and develop self-confidence. Consequently, higher levels of social support contribute to stronger assessment engagement.

Table 4

Significance of the Relationship between Social Support, Adolescence Purpose, and Assessment Engagement

Variables being paired with Assessment Engagement	r	p-value	Description
Social Support	0.46	0.00	Significant
Adolescence Purpose	0.54	0.00	Significant

This finding aligns with the study by Chen et al. (2023), which examined 2,106 Chinese university students and found that social support significantly and positively predicts assessment engagement ($r = 0.32$, $p < 0.001$). The study further emphasized that life satisfaction and assessment motivation mediate this relationship, suggesting that when students feel supported by those around them, they are more motivated and satisfied in their assessment pursuits. It can be inferred that higher levels of social support may not only enhance students' assessment engagement but also specifically encourage greater engagement during assessments, where motivation, effort, and emotional support play crucial roles.

In a similar manner, adolescence shows a strong, positive relationship with assessment engagement ($r = .54$, $p < .05$). This suggests that as adolescents' purpose increases, their use of assessment strategies increases. It suggests that students who have a strong sense of purpose during adolescence are more likely to be actively engaged in assessment engagement. This connection suggests that when students perceive their academic efforts as meaningful and aligned with their long-term goals, they exhibit higher motivation and persistence during assessments. A strong sense of purpose enables them to navigate academic challenges with resilience, recognizing the importance of their learning experiences in shaping their future endeavors. Furthermore, this finding highlights the importance of fostering a purpose-driven educational environment, where students are encouraged to set personal academic goals and comprehend the significance of assessments in achieving them.

Significance of the Influence of Social Support, Adolescence Purpose and Assessment Engagement

The results of the multiple regression analysis are presented. In terms of singular capacity, social support shows a p-value of .00, which is below the .05 level of significance (2-tailed), with a positive standardized beta of 0.31. It shows that social support is a significant predictor of assessment engagement. It means that for every unit increase in the level of social support, there is a corresponding increase of 0.31 in the status of assessment engagement.

Likewise, in a singular capacity, the independent variable, adolescent purpose, reflects a positive standardized beta value of .43 and a p-value of .00, which is less than the .05 level of significance, 2-tailed. It means that in a singular capacity, adolescence purpose is a significant predictor of assessment engagement. This means that for every unit increase in adolescent purpose, there is a significant increase of .43 in the status of assessment engagement among senior high school students.

In addition, the combined influence of the two independent variables, social support, and adolescence purpose on the assessment engagement is significant ($p < .05$). Meanwhile, the model explains 34 percent of the variance of the assessment engagement based on the independent variables included in this study as indicated by $R2 = 0.34$ This means that 66 percent of the variance on the assessment engagement can be attributed to other factors aside from social support and adolescence purpose.

This finding supports the study by Chen et al. (2023), who surveyed 2,106 university students in China. They found that social support has a clear and positive effect on assessment engagement ($r = 0.32$, $p < 0.001$). Their research also showed that students who feel supported are more motivated and satisfied with their academic tasks. This means that when students know they have people around them who care, they're more likely to put in effort and stay focused during assessments. So, higher levels of support don't just help students in general; they can make a real difference when students are taking tests or doing important academic work.

This study supports the Engagement Theory by Kearsley and Schneiderman (1998), which states that students learn best when they are actively involved, work with others, and find meaning in what they're doing.

The results showed that senior high school students who receive strong support from their families, friends, groups, and important people in their lives are more engaged in their assessments. This backs up the idea that a caring and supportive environment helps students stay more involved in their schoolwork. When students feel trusted and supported, they're more likely to put effort into their tasks and stay emotionally connected to their learning.

The study also found that students who have a strong sense of purpose during adolescence, who have clear goals, feel that their life has meaning, and want to make a difference in the world, tend to be more engaged. This fits with the Engagement Theory's idea that students are more motivated when schoolwork feels meaningful to them. When students believe their education will help them reach their life goals, they try harder and stay focused, even when school gets tough.

Lastly, the study showed that both social support and a strong sense of purpose together explain 34% of the variance in students' engagement in their assessments. This supports what Fredricks and colleagues (2004) said: that external support and intrinsic motivation work hand in hand to keep students engaged. In short, this study shows that when students feel supported and have personal goals that drive them, they are more likely to stay motivated and do well in their academic assessments. These results demonstrate that Engagement Theory remains highly relevant for understanding student behavior in today's schools.

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