

The Impact of Social Support on Student Resilience and Academic Success in the Moravian-Silesian Region

Veronika Pavlíková*, and Štefan Chudý

Faculty of Education, University of Ostrava, Czech Republic

Abstract

Modern society places high demands on individuals' ability to adapt to changes driven by technological progress and structural transformations in various industries. In the Moravian-Silesian Region, the decline of the mining industry and other economic shifts influence the social and educational conditions of children. This research focuses on examining the impact of social support on students' academic success and resilience in the region.

A key aspect is the subjective perception of social support, which refers to how students perceive support from family, friends, and teachers. This plays a crucial role in their adaptation to life changes. Social support is understood as a factor of resilience, defined as an individual's ability to overcome adverse situations and achieve an adequate quality of life. The research analyzes coping strategies in both school and family environments and identifies factors affecting students' psychological well-being.

The research design is based on a quantitative methodology and utilizes standardized questionnaire methods (CD-RISC 10, SPAS, CASSS) adapted for lower secondary school students. Data are collected using the online platform Qualtrics. The research aims to propose measures that support students' academic success and adaptation to social and economic changes in the region. The findings may contribute to formulating strategies that enhance children's resilience and social integration in the school environment.

Keywords: social support, resilience, academic success, Moravian-Silesian Region

1. Introduction

Modern society is undergoing dynamic changes driven by rapid technological advancement, digitalization, and evolving labor markets. These developments place increasing demands on individuals to be adaptable, resilient, and capable of navigating uncertainty.

The Moravian-Silesian Region in the Czech Republic exemplifies a context undergoing significant socio-economic transformation. The decline of the mining and heavy industry, once central to the region's identity and economy, has triggered structural shifts that affect entire communities and families.

Coping strategies have been defined as the cognitive and behavioral efforts of an individual to cope with internal and external demands that are perceived as stressful or beyond the individual's resources. The aforementioned concepts are closely related to the process by

which an individual evaluates a situation (primary and secondary appraisal) and then chooses a coping method: either problem-focused or emotion-focused (emotion regulation) (Iwasaki, 2014). A study undertaken by Skinner et al. (2013) demonstrated that the manner in which students manage school stress exerts a significant influence on their motivation and school adjustment. Adaptive coping strategies (e.g., problem solving, help-seeking) have been shown to promote higher school engagement and facilitate students' recovery from failure. Conversely, maladaptive strategies (e.g. avoidance or passivity) have been linked to diminished engagement and heightened emotional distress. Coping functions as an intermediary between the school environment and pupils' mental well-being, thereby serving as a mitigating factor in the impact of inadequate support from teachers or classmates.

Azpiazu et al. (2024) discovered that peer support is directly negatively correlated. The present study explores the relationship between school integration problems and self-concept, with the hypothesis that support from family and teachers will have a positive effect on self-concept. Furthermore, the concept of resilience has been demonstrated to be a contributing factor to improved school adjustment.

A study by Butler et al. (2022) confirmed that social support from parents, teachers and peers has an independent protective effect on the mental well-being of children and adolescents. The strongest risk factor for low psychological well-being was identified as a lack of support from peers, followed by insufficient support from parents and teachers. A particularly salient finding was that elevated levels of peer support have the capacity to compensate for a paucity of support from family and school. The results of the study highlight the significance of high-quality peer relationships and positive family and school environments as crucial protective factors for pupils' mental health.

An important concept is resilience, which the authors define as the ability of children and adolescents to cope with negative influences and stressful situations, contributing to their mental health and overall well-being (Dray et al., 2015). Other authors describe resilience as an individual's ability to recover from adverse events and adapt to stressful situations (Cardozo et al., 2022). School resilience is described as the ability of students to adapt and cope with challenges that may arise during their educational process. The authors emphasize that school resilience is a multifactorial concept that encompasses various aspects of the school environment and interactions between students and teachers (Afzali & Hosseinian, 2024).

The aim of this study is to analyze the relationship between social support, coping strategies, and resilience in 8th and 9th grade elementary school students in the Moravian-Silesian Region. The research is set in the context of a region that has been undergoing long-term socioeconomic changes related to the decline of industrial production and the transformation of the labor market. These conditions have a direct impact on the life trajectories of young people and the formation of their educational motivation. The research therefore examines not only the psychological aspects of resilience, but also the importance of support from family, teachers, and peers. Building on existing findings (e.g., Butler et al., 2022; Azpiazu et al., 2025), we aim to expand our knowledge with regard to regional specifics. We believe that these psychological and social mechanisms play a critical role in how students manage everyday challenges and adapt to broader societal transitions.

2. Methods

2.1 Participants and Procedure

The research sample comprised 140 students of 8th and 9th grades from primary schools in the Moravian-Silesian Region. Participation in the research study was entirely voluntary, and

all pupils and their legal representatives provided written informed consent prior to data collection. The administration of the questionnaire survey occurred in a paper-based format during school hours in the school environment. The pupils completed the questionnaires under the supervision of a trained member of staff or school staff, thus ensuring standardized administration across the participating schools. The data collection process was conducted over the period from February to June 2025.

2.2 Instruments

The research was quantitative in nature and used standardized questionnaires, specifically:

1. The Connor-Davidson Resilience Scale, in Its 10-Item Version (CD-RISC 10), is a psychometric tool designed to assess resilience. The CD-RISC 10 is a condensed version of the original 25-item CD-RISC questionnaire, which was developed by David Connor and Jonathan Davidson. The scale under consideration in this study is designed to assess an individual's psychological resilience, defined as the capacity to adapt to stress, overcome obstacles, and recover from challenging life situations. Responses are scored on a 0-4 scale (0 = not at all true, 4 = completely true), with total scores ranging from 0-40 (Connor & Davidson, 2003).

2. The Coping Strategies Checklist - Revised (CCSC-R) is a tool designed for use with children and adolescents, the purpose of which is to measure preferred coping strategies. These are defined as ways of dealing with stressful and difficult situations. The inventory is comprised of 54 items, which are divided into four primary categories: Cognitive restructuring, Support-seeking, Avoidance, Problem solving. Each item is assigned a rating based on the frequency with which the strategy is employed, ranging from 1 to 4. The questionnaire was developed by Ayers and colleagues, and there are several versions adapted to age and cultural context (Ayers et al., 1996).

3. The Student Perception of Academic Success Scale (SPAS) is an instrument designed to measure subjective perceptions of academic success. The assessment provides insight into students' self-perception within the academic milieu, encompassing not solely their scholastic achievements, but also their levels of motivation, engagement, and confidence within the school environment. The present study will explore the use of the term in research on motivation and self-concept in the school environment (Zhang & Kline, 2009).

4. The Child and Adolescent Social Support Scale (CASSS) is a tool designed to assess the social support needs of children and adolescents. CASSS is an instrument designed to measure perceived social support in children and adolescents. The program is predicated on three principal sources of support: Parents, Teachers, Classmates. The questionnaire under consideration measures both the frequency of support and the importance respondents attach to it. The collection is comprised of 60 items, with 30 items in each section. Responses are typically measured on a scale ranging from 1 to 6 or 1 to 5, with the latter frequently accompanied by an additional importance rating on the second scale (Malecki & Demaray, 2002).

All instruments utilized in this study have been validated and deemed suitable for utilization within a school setting. Furthermore, these instruments have been adapted to the Czech context, both linguistically and culturally, where relevant.

2.3 Data Analyses

The data were analyzed in Microsoft Excel, which was chosen for its clarity and accessibility. Prior to the analysis, the data underwent a process of cleaning, which entailed the removal of incomplete responses and the identification and removal of outliers. Subsequently, summary

scores for each scale were calculated (i.e. resilience, coping strategies, school achievement and social support). In addition, descriptive statistics were performed, with particular reference to the calculation of mean values.

The limitations of the study include a relatively small and regionally specific sample, which may limit the generalizability of the results to the entire population. The use of Excel also limits the possibilities for more advanced statistical analysis, but the tools still allowed for the processing of basic descriptive and inferential statistics.

Furthermore, graphs were created to visualize the distribution of scores for each variable.

3. Results

The results of the level of resilience (Figure 1) show that the majority of students (65%) demonstrated a moderate level of resilience, indicating their ability to cope with stressful situations and adapt to difficult circumstances. Approximately 25% of respondents demonstrated high scores, indicating adequate coping capacity. Only 1.4% of the students were classified as having very low resilience to stress, indicating a low prevalence of this particular category. The results of the study indicate that the majority of the adolescents exhibited a reasonably developed capacity to cope with adverse life circumstances.

The findings of the study demonstrate that resilience is positively associated with perceived social support, and that higher resilience is linked to better academic self-perception.

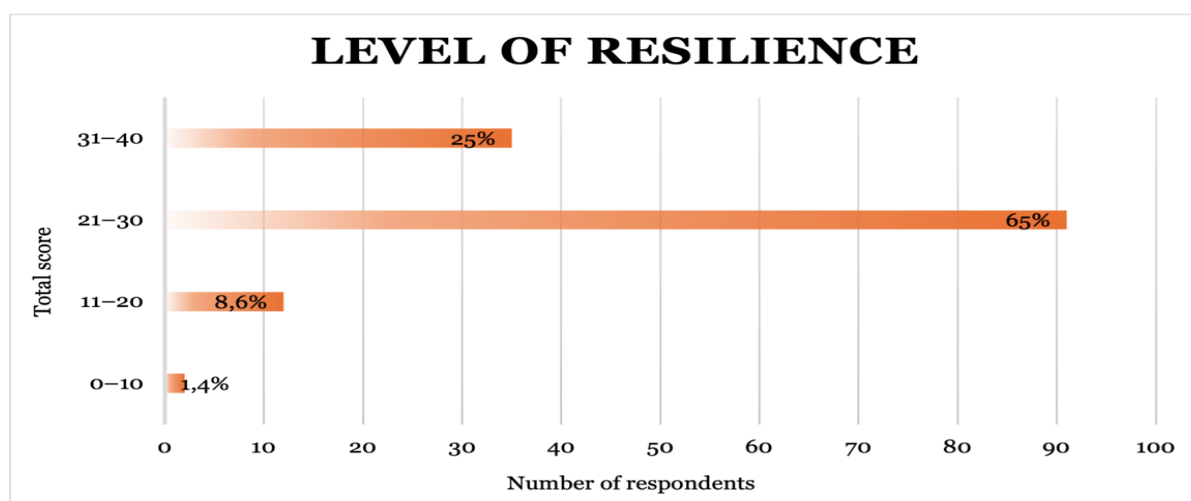


Figure 1: Level of resilience

Source: Authors owns elaboration

The utilization of specific coping strategies is illustrated in Figure 2. The findings indicate that pupils predominantly opted for active, problem-oriented coping strategies, while the least frequent approach was seeking support from peers or adults in their social network. This tendency indicates that adolescents in this sample demonstrate a preference for addressing challenging situations in a direct and independent manner, as opposed to seeking external assistance.

The manual employed for the purpose of evaluating coping strategies was derived from Ayers & Sandler (1999).

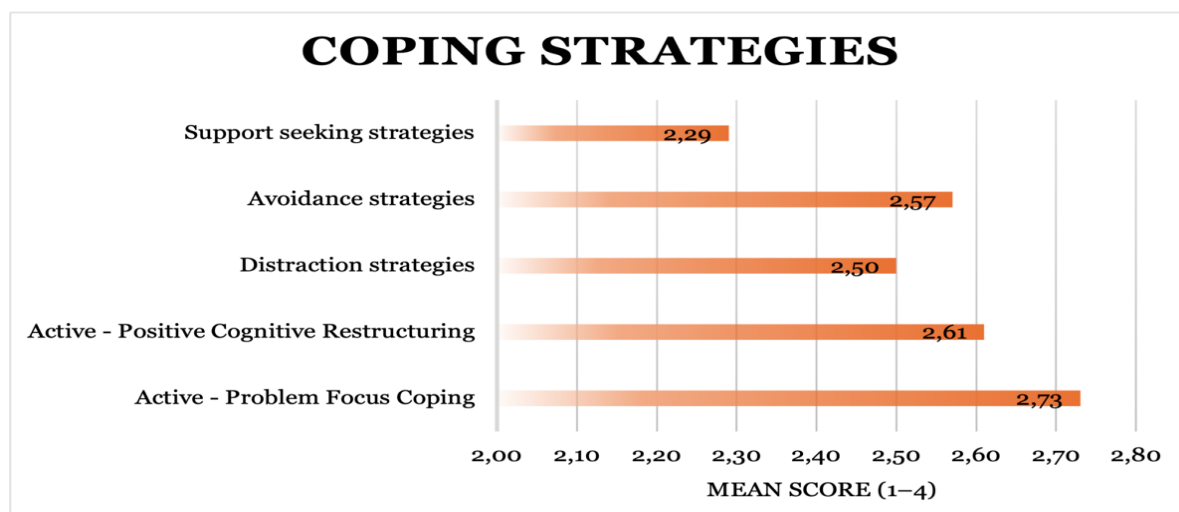


Figure 2: Coping strategies

Source: Authors owns elaboration

The subsequent results illustrate the perceived social support from parents (Figure 3) and its importance to students (Figure 4). The majority of students (65%) perceive moderate levels of parental support, while approximately one-fifth (20.7%) report high levels. The findings of this study indicate that parents can be considered a relatively consistent source of support, although a small group experiences limited support.

A significant proportion of students, over 90%, attached importance to parental support, with nearly a third categorizing it as highly significant. A mere 10% of students indicated that parental support was not important, a finding that may reflect weaker family relationships or greater reliance on alternative support sources.

Parents are regarded not only as the most substantial source of support, but also as the most valued source by students.

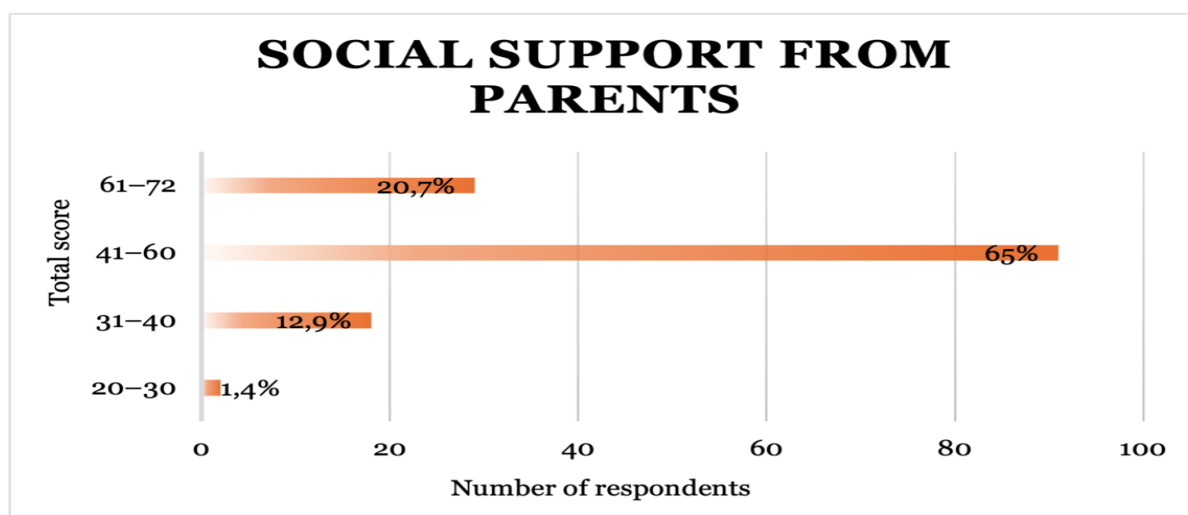


Figure 3: Social support from parents

Source: Authors owns elaboration

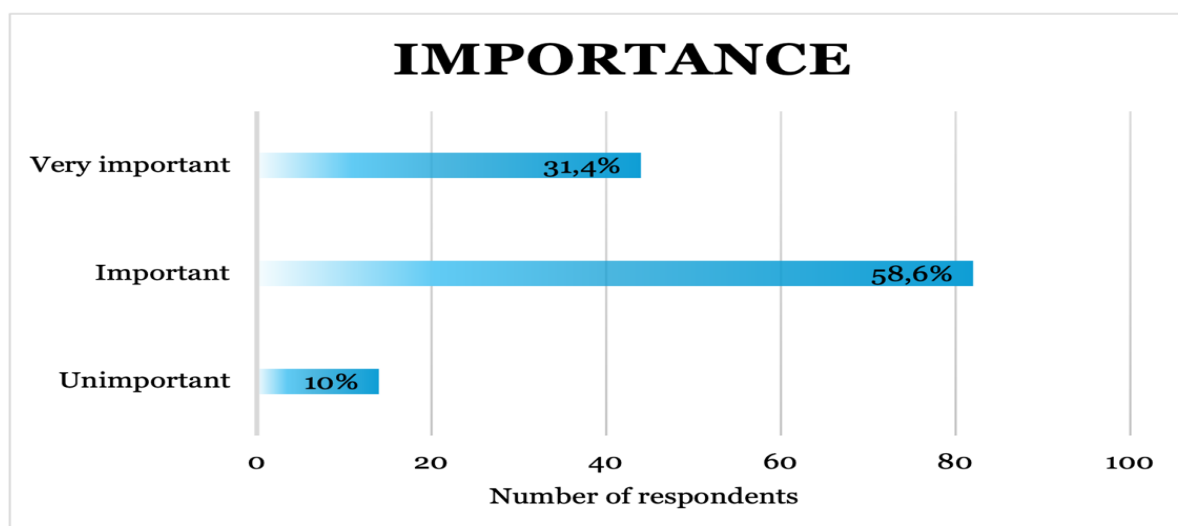


Figure 4: Importance of parental support

Source: Authors owns elaboration

The subsequent section will illustrate the perceived social support from teachers (Figure 5) and its importance to students (Figure 6). The survey revealed that 64% of students reported moderate teacher support, while only 10.7% reported high support. A comparison of parental support and teacher support reveals a discrepancy, suggesting potential gaps in the emotional or relational connection between teachers and students.

A significant proportion of students, approximately 85%, deem teacher support to be important or very important, with approximately 21% considering it to be highly significant. A higher proportion (15%) of respondents expressed a lower level of importance regarding this aspect in comparison to parental support, a finding that may be indicative of variability in the nature of student-teacher relationships.

The majority of students perceive teacher support to be important, though its perceived significance is marginally lower than that of parental support.

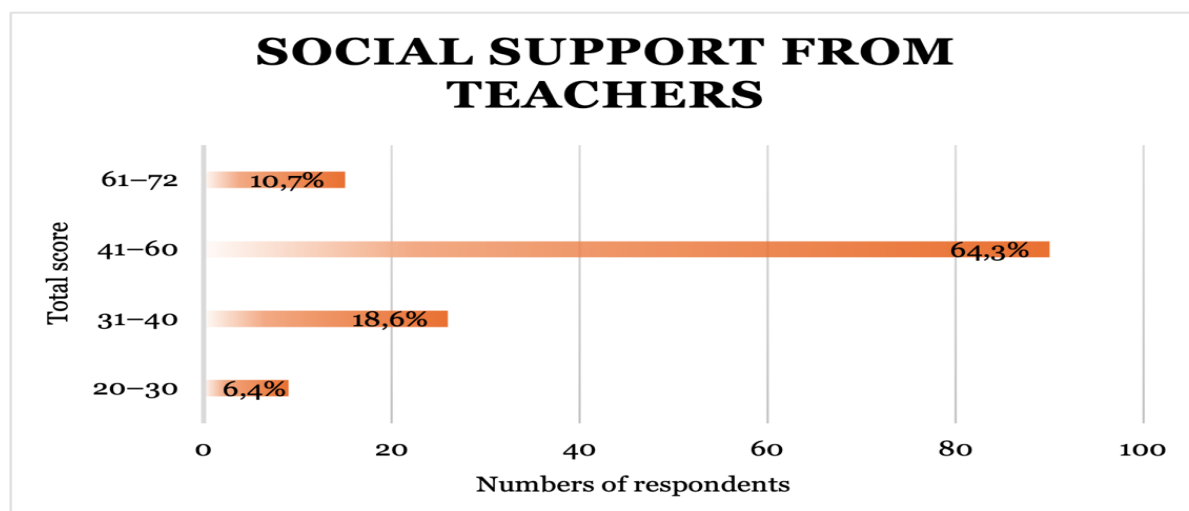


Figure 5: Social support from teachers

Source: Authors owns elaboration

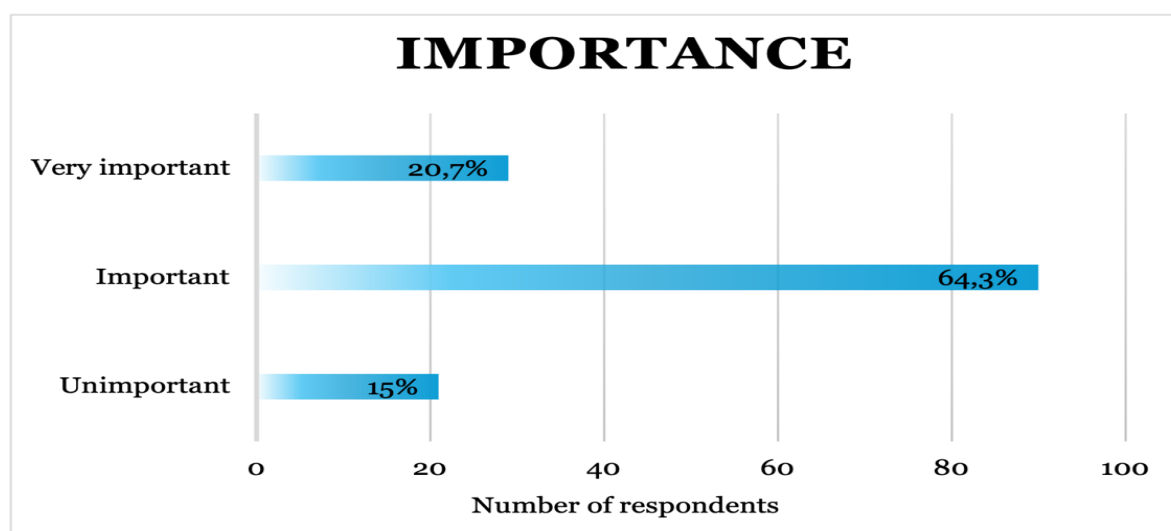


Figure 6: Importance of teacher support

Source: Authors owns elaboration

The final measurement focused on the domain of social support from classmates (Figure 7) and its importance to students (Figure 8). The findings indicate that support from classmates was the least prevalent of all the sources of social support examined. A significant proportion of the student body, amounting to 45%, perceived the quality of peer support as being either low or very low. This phenomenon may be indicative of diminished peer connections, social alienation, or inadequate levels of trust and collaboration among pupils within the academic milieu. The results of the survey indicate that a significant majority of students, specifically 74.3%, consider peer support to be important or very important, with only 13% considering it to be very important.

In contrast to the perspectives of parents and teachers, a higher proportion (26%) of student's regard peer support as being of minor importance. This may be indicative of weaker peer relationships or a reduced perceived necessity for reliance on classmates for support. While peer support is considered to be of significance for the majority, it is given a lower priority in comparison to parental and teacher support.

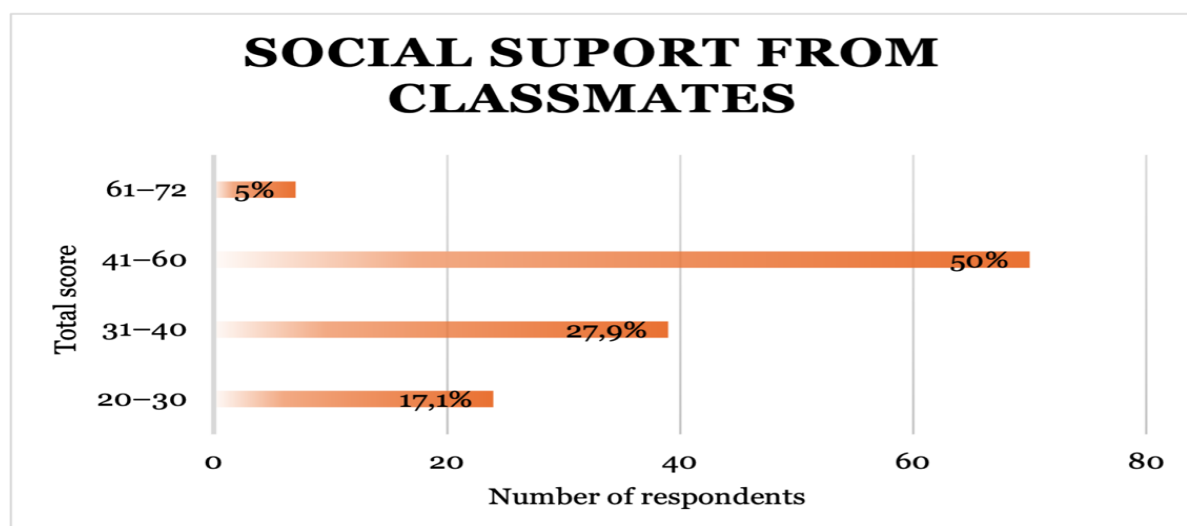


Figure 7: Social support from classmates

Source: Authors owns elaboration

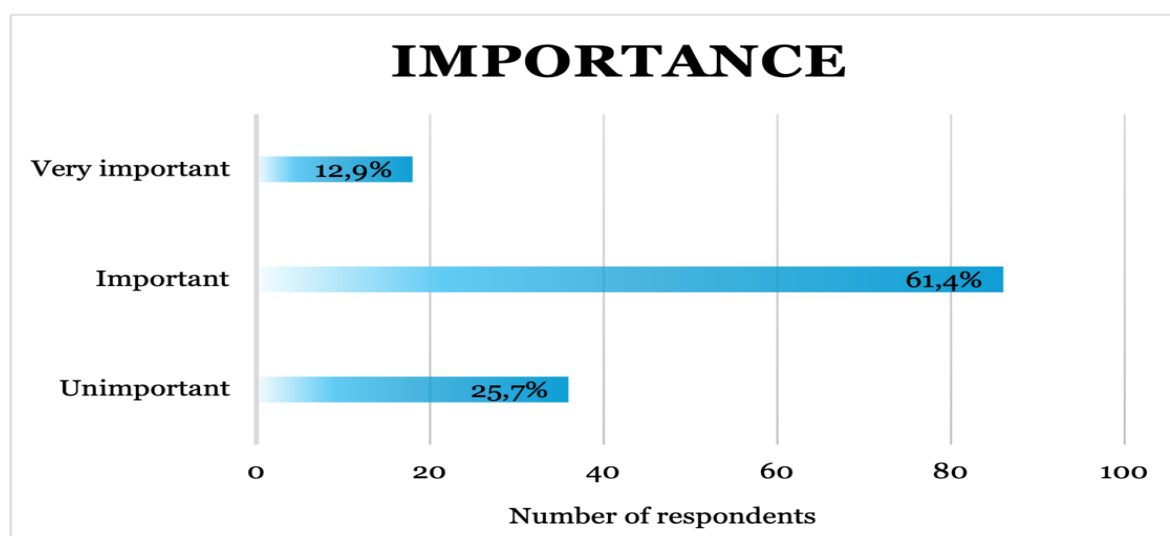


Figure 8: Importance of classmate's support

Source: Authors owns elaboration

4. Conclusion and Discussion

The findings of this study highlight the crucial role of social support and coping strategies in shaping students' resilience and academic success in the Moravian-Silesian Region. The findings of this study demonstrate that parents are perceived as the most substantial and consistent source of support, while teachers are recognized as the second most significant group. In contrast, peer support is perceived as the least robust source of support. These findings are consistent with the conclusions of Butler et al. (2022), who identified family relationships as a primary protective factor for adolescents' mental health, while also emphasizing that strong peer connections can mitigate risks associated with weaker family or school support.

The study demonstrates that students who report higher levels of social support also demonstrate greater resilience and better self-perceived academic success. These results are consistent with the findings of Azpiazu et al. (2025), who demonstrated that social support fosters resilience and helps prevent school maladjustment, with peer support having a particularly direct influence on students' integration into the school environment. However, the findings of this study suggest that the relatively low level of peer support observed may indicate potential challenges in establishing trust, collaboration, and a sense of belonging within the school environment. This finding underscores the necessity for targeted, school-based interventions designed to cultivate stronger peer relationships.

Furthermore, the present findings corroborate the role of adaptive coping strategies as pivotal mechanisms supporting resilience. It was demonstrated that students who placed greater reliance on problem-focused strategies, including active problem-solving and positive cognitive restructuring, exhibited higher levels of resilience and academic engagement. This finding aligns with the observations reported by Skinner et al. (2013), who emphasized that adaptive coping strategies among students have been shown to foster motivation, facilitate re-engagement following setbacks, and promote emotional stability within the school environment.

The findings, when considered as a whole, demonstrate that the strengthening of family-school partnerships, the enhancement of teacher-student relationships, and the promotion of peer support systems are critical pathways to improving student outcomes. The results imply a need for region-specific educational strategies that address both psychological well-being

and academic achievement, particularly in regions undergoing significant socio-economic transformation, such as the Moravian-Silesian Region.

This study makes a significant contribution to the existing body of knowledge by offering a more nuanced understanding of the interplay between social support, coping strategies, and resilience in shaping students' academic success in the Moravian-Silesian Region. The findings of this study demonstrate that parental support remains the primary protective factor, while teacher and peer support complement its effects in meaningful ways. However, the relatively low levels of perceived peer support suggest a pressing need to foster positive peer relationships and create inclusive school environments where trust and collaboration are prioritized.

The findings have several practical implications:

- It is recommended that educational institutions and teaching professionals adopt targeted strategies for the purpose of fostering stronger teacher-student bonds. Such strategies may include the implementation of mentorship programs and the initiation of emotional support initiatives.
- The objective of this program is to enhance the level of involvement of parents in their children's educational development and emotional well-being.
- It is imperative that policymakers devise regional educational strategies with the express purpose of supporting student resilience and well-being, with a particular focus on contexts that are confronted with significant social and economic challenges.

This research establishes the foundation for subsequent studies that will examine the interaction between social support and coping strategies over time and across diverse educational contexts. Longitudinal studies and cross-regional comparisons will deepen our understanding of how students adapt to challenges, thereby helping to inform interventions that strengthen both mental well-being and academic achievement.

Acknowledgment

This article has been produced with the financial support of the European Union under the REFRESH – Research Excellence For REgion Sustainability and High-tech Industries project number CZ.10.03.01/00/22_003/0000048 via the Operational Programme Just Transition.

This project is conducted within the framework of Specific Research SGS05/PDF/2025 - Faculty of Education, University of Ostrava.

References

- Afzali, L., & Hosseinian, S. (2024). Development and validation of School Resilience Questionnaire (SRQ) in Iranian adolescents. *BMC Psychology*, 12(1), Article 96. <https://doi.org/10.1186/s40359-023-01496-6>
- Ayers, T. S., & Sandler, I. N. (1999). *Manual for the Children's Coping Strategies Checklist & How I Coped Under Pressure Scale*. Arizona State University, Program for Prevention Research.
- Ayers, T. S., Sandler, I. N., West, S. G., & Roosa, M. W. (1996). A dispositional and situational assessment of children's coping: Testing alternative models of coping. *Journal of Personality*, 64(4), 923–958. <https://doi.org/10.1111/j.1467-6494.1996.tb00946.x>

- Azpiazu, L., Ramos-Díaz, E., Axpe, I., & Revuelta, L. (2025). Social support, self-concept and resilience as protectors against school maladjustment during adolescence. *School Mental Health, 17*(2), 435–448. <https://doi.org/10.1007/s12310-024-09736-9>
- Butler, N., Quigg, Z., Bates, R., Jones, L., Ashworth, E., Gowland, S., & Jones, M. (2022). The contributing role of family, school and peer supportive relationships in protecting the mental wellbeing of children and adolescents. *School Mental Health, 14*(3), 776–788. <https://doi.org/10.1007/s12310-022-09502-9>
- Cardozo, A. C., Suárez, D. E., Bejarano, L. A., Trujillo, E. M., Bernal, O. A., & et al. (2022). Concordance between two intrapersonal psychological resilience scales: How should we be measuring resilience? *Child and Adolescent Psychiatry and Mental Health, 16*(1), 37–49. <https://doi.org/10.1186/s13034-022-00472-z>
- Connor, K. M., & Davidson, J. R. T. (2003). Development of a new resilience scale: The Connor-Davidson Resilience Scale (CD-RISC). *Depression and Anxiety, 18*(2), 76–82. <https://doi.org/10.1002/da.10113>
- Dray, J., Bowman, J., Wolfenden, L., Campbell, E., Freund, M., Hodder, R. K., Lecathelinais, C., McElwaine, K., Richards, J., & Wiggers, J. (2015). Systematic review of universal resilience interventions targeting child and adolescent mental health in the school setting: Review protocol. *Systematic Reviews, 4*(1), 186. <https://doi.org/10.1186/s13643-015-0172-6>
- Iwasaki, Y. (2014). Coping: An overview. In A. C. Michalos (Ed.), *Encyclopedia of quality of life and well-being research* (pp. 1308–1312). Springer. https://doi.org/10.1007/978-94-007-0753-5_576
- Malecki, C. K., & Demaray, M. K. (2002). Measuring perceived social support: Development of the Child and Adolescent Social Support Scale (CASSS). *Psychology in the Schools, 39*(1), 1–18. <https://doi.org/10.1002/pits.10004>
- Skinner, E. A., Pitzer, J. R., & Steele, J. S. (2013). Coping as part of motivational resilience in school: A multidimensional measure of families, allocations, and profiles of academic coping. *Educational and Psychological Measurement, 73*(5), 803–835. <https://doi.org/10.1177/0013164413485241>
- Zhang, D., & Kline, R. B. (2009). Personal and contextual predictors of school engagement: A longitudinal study of self-system and school support. *Psychology in the Schools, 46*(5), 385–401. <https://doi.org/10.1002/pits.20382>