

THE INFLUENCE OF SOCIAL SUPPORT AND STUDENT'S SELF EFFICACY ON ACADEMIC ENGAGEMENT OF UNDERGRADUATE STUDENTS MEDIATED BY SENSE OF BELONGING AND PSYCHOLOGICAL DISTRESS

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Abstract: This study investigates the relationship of social support and self-efficacy on the academic engagement of Thai undergraduate students in Chiang Mai, Thailand, mediated by sense of belonging and psychological distress. A total of 267 students (aged between 17 and 24) from three universities in Chiang Mai participated in this study by completing a self-administered questionnaire designed to measure the study's primary variables (social support, self-efficacy, sense of belonging, psychological distress, and academic engagement). The results of the study indicate that the undergraduate students' social support and self-efficacy, directly or indirectly mediated by sense of belonging and psychological distress, have no significant relationship to their academic engagement. Therefore, social support, self-efficacy, sense of belonging, and psychological distress present no predictive value to undergraduate students' academic engagement. However, the results reveal that students' social support and self-efficacy is directly and significantly related to their psychological distress in the opposite direction. This finding indicates that the more social support and self-efficacy undergraduate students have, the less psychological distress they have. The implication of this finding may help undergraduate students ease their psychological distress by promoting their social support and self-efficacy.

Key Words: Academic Engagement, Social Support, Self-Efficacy, Sense of Belonging, Psychological Distress

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