

# THE ROLE OF SOCIAL SUPPORT IN THE DEVELOPMENT OF SELF-ESTEEMED STUDENTS WITH DISABILITIES

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## ABSTRACT

Social integration attempts have failed to produce sufficient participation for people with disabilities so researchers must investigate how family members' peer support and educator support and close friendships help maintain their self-esteem and overall health. The research aims to study the differences between self-esteem and social support levels in physically disabled students and their non-disabled peers. To evaluate the prediction power of social support sources the research employed hierarchical regression analysis for testing the additional value of each social support source. The research examined 90 students between grades 4 through 8 from a private Amman city school where 55 students were male and 35 students were female. Self-esteem receives the highest contribution from parental support based on the results ( $R^2 = .36$ , Adjusted  $R^2 = .32$ ,  $R^2$  Change = .33,  $B = 0.67$ ,  $SE B = .14$ ,  $\beta = .56$ ) and explains 33% of the variance. The supplementary help from peers, good friends and teachers failed to enhance the prediction of outcomes above what parental support already explained. Global self-esteem showed no significant relationship with either gender or age distribution because their  $B$  values equated to 0.24 ( $SE B = .15$ ,  $\beta = .13$ ) and -2.73 ( $SE B = .06$ ,  $\beta = -.09$ ) respectively. Student well-being and positive self-concept development for those with disabilities heavily depend on receiving support from parents according to these research findings. The study establishes significant findings regarding how different types of social support influence their effects separately.

According to the findings of the research, education policies and strategies that allow for the involvement of parents can help significantly enhance the academic performance and self-esteem of physically disabled children. Teachers and policymakers can, if they accept the critical role played by parental involvement, strive to develop targeted programs that will help support the emotional and intellectual development of these children.

**Keywords:** learning disabilities, social support, self-esteem, self-worth, adolescents, private school

## INTRODUCTION

According to the World Health Organization [1] mental wellness deserves equal emphasis as physical health because marginalized groups such as disabled students particularly need social support to enhance their mental health [1]. People with disabilities experience significant improvements in quality of life together with stress reduction when their life has strong social support systems. The self-esteem of disabled students depends significantly on two essential factors: worth and belonging which receive substantial growth from social support [2].

Fisher et al. [2] explore the role of social support in pandemic times to reduce stress and enhance life satisfaction for people with intellectual or developmental disabilities. The majority of study participants reported pandemic-related stress together with decreased life satisfaction according to research. The study demonstrates that appropriate crisis response support systems require social support to help reduce stress levels and enhance life satisfaction. The authors emphasize that these vulnerable groups need customized support services before the crisis and during its active phase and following its conclusion [2].

A research study by Sevari et al. [3] evaluated how stress together with social support and resilience levels influence the well-being of parents in Behbahan city who have children with disabilities. A total of 250 individuals participated in the study which assessed their characteristics through multiple questionnaires and scales. The assessment demonstrated resilience together with social support increased life quality while perceived stress

caused it to decrease. The research data indicates that these variables account for 59% of the changes in parent quality of life.

Autistic spectrum disorder patients require significant social support according to Kapp [4]. The essay illustrates how development between genetic elements and environmental conditions work together while showing that social environments determine the level of handicap improvement or worsening. Advocates of neurodiversity seek additional civil rights with the right to self-determination and want language changes that show individual identity as priority (e.g. "autistic person"). The essay demonstrates the need for ASD individuals to have freedom in decision-making and personal choices while recognizing the value of independent living combined with subjective aspects of well-being. The approach takes a complete strategy to recognize social settings which help autistic people achieve better life quality through their support structures.

According to the OECD [5] disabled individuals will achieve optimal self-esteem through social-emotional learning (SEL) interventions that include social support components. Students' complete development depends on developing their emotional intelligence alongside social skills and self-awareness so that SEL programs work for enhancing these qualities [5]. Students with disabilities benefit significantly from supportive learning settings and SEL programs have demonstrated recent research indicates their abilities to increase both self-esteem and interpersonal skills according to [6].

Life skills education for young people in low or medium-income nations is the subject of Brush et al.'s [7] extensive review. Life skills benefit individuals by improving well-being and social skills and emotional development and create lasting employment prospects according to the book's discussion. The book evaluates different educational methods which empower teens and especially demonstrates how life skills instruction can help disadvantaged youth groups. The book adopts a capabilities-based method which works to develop individual freedoms and well-being opportunities through education that understands specific community requirements. The article supports its discussion with case studies and research documents which demonstrate how life skills education drives the development of resilience together with critical thinking and social fairness within youth populations.

The effectiveness of school-based social and emotional learning programs receives evaluation by Durlak et al. [8]. Statistical analysis through means allowed researchers to assess how the interventions influenced student achievement and attitudes as well as social and emotional skills while multiple foundations funded the study. The research data shows that SEL programs work effectively thus proving why schools need to implement these programs.

Students who consistently get positive social assistance tend to create robust self-esteem that proves essential for their overall health and academic outcomes [9; 10].

Schiraldi [11] explains self-esteem as the combination of personal self-perception together with emotional attitude toward self and self-evaluation value. An individual who is realistic handles facts properly while knowing their abilities and defects well while someone who is appreciative shows positive self-feelings. Personal life experiences determine the worth that people assign to themselves. People experience elevated self-esteem during positive memory recollections yet experience self-esteem decline while focusing on their failures [12].

Harris and Orth [13] established that social support stands as a vital element which forms the basis of one's self-esteem assessment. When two people work together to build their mutual well-being then this creates situations that medical science terms "social support" [14]. Krause [15] describes the main purpose of social support as creating spaces where individuals can exchange their experiences along with emotions and knowledge. Social assistance to needy individuals can happen through verbal communication or physical support [16].

The research adds to psychological understanding by understanding social support's role in shaping self-esteem and showing its impact on disabled people's self-esteem.

Studies on self-esteem indicate LD individuals tend to maintain lower self-opinions compared to students who develop normally [17]. Elbaum and Vaughn [18] investigated the self-concept of learning-disabled children by studying their academic and social worth together with their overall self-worth. The authors evaluate how identification procedures and educational placements and intervention methods influence these variables. Students who have learning disabilities (LD) or learning disabilities in combination with ADHD exhibit lower scores in self-concept together with self-efficacy beliefs and attributional style than their typically achieving peers. The research by Tabassam and Grainger [19] demonstrates that the LD/ADHD group shows the highest level of difference regarding their peer-relation self-concept.

Studies indicate that low self-perceptions lead to depression [20] and create behavioral or emotional disorders such as delinquency, conduct disorders, eating disorders, and anxiety as well as suicidal behavior. Studies demonstrate that people with robust self-esteem demonstrate superior capability to handle difficulties in life [21]. Self-esteem levels that are high serve as essential components for obtaining life satisfaction and happiness.

The need for additional research exists to establish self-esteem enhancement approaches for students with LD because numerous studies confirm learning disabilities lead to reduced self-esteem [22]. Bakker & Bosman [23] established that students in special education developed better self-images together with higher peer acceptance even though students from regular education with remedial assistance maintained similar levels of self-image and peer acceptance. The Piers-Harris Children's Self-Concept Scale Intellectual and School Status and Behavior subscales showed better performance from students who did not have learning disabilities according to Gans et al. [24].

### **Relationship Between Social Support and Self-Esteem**

Studies focused on adolescents' beliefs about social support as it affects their identity development have rapidly increased in the last few years. People demonstrate higher self-esteem through receiving social support because this support involves others' behaviors and attitudes that let them feel part of a group and reach their objectives [25] and supports adolescents in their value-seeking development. Research shows that social support provides benefits to the coping strategies adopted by at-risk youth [26]. Research by [27] demonstrates that social support leads to higher self-esteem perceptions in individuals based on their findings about social support and psychological school belonging among middle school students with learning disabilities compared to typical peers. Research conclusions show that students require both social support and feelings of belonging for successful school adaptation which leads to expected mental health protection. Parent support and friend support maintain their independence as separate systems according to [28]. Emotional issues in adolescents receive maximum influence from parental support although friends' support depends on how much adolescents perceive their parents support them and [29] studied social support's relationships with social competence and social connectedness to predict depression and self-esteem among college students. The researchers predicted social connectedness would act as a mediator between social support and social competence regarding their impact on psychological outcomes. On the other hand, research shows that low self-esteem is linked to a lack of social support, as [30] who examines the association between Mental Boundaries, self-esteem, and social support. The results reveal strong negative correlations between these variables, suggesting that both Mental Boundaries and social support have independent predictive effects on self-esteem levels; and [28] who found that parental and friend support are important but independent systems. Parental support has the largest impact on teenagers' emotional concerns, while friends' support depends on perceived parental support

### **Learning Disabilities and Self-Esteem**

The educational system is one of the most prominent areas to which society must pay due attention. Providing all the necessary capabilities to reach the goals and objectives to be achieved, but the system suffers from

There are many obstacles and problems that make it difficult and obstruct the correct functioning of this basic aspect of society, the most prominent problems that they suffer from, we find the school educational problems that the student faces in school, which makes him see school and teaching in a negative light, which paves the way for him to fail and think about retreating and giving up.

Lack of self-confidence and self-esteem, and this may be the result of his inability and suffering from one or more problems. Perhaps among these problems we find learning difficulties. Learning difficulties are an educational problem that many students suffer from at various levels of education. In turn, it may pose a great danger to the child's school life, especially when he compares himself to others His classmates are either in the same class, and he finds himself weak and having lower achievements, and this affects his confidence and appreciation. For himself, as we mentioned previously, and whoever carefully examines the psychological problem of "self-esteem" is well aware that it is a more complex problem than the problem of learning difficulty, including developmental and academic, which makes the child more vulnerable to withdrawal and abandonment About striving to study without wanting to get a good academic achievement. From this standpoint, we wanted to Identify these difficulties, especially academic ones, and their relationship to self-esteem, and take a survey. More, as this study included two aspects, theoretical and applied.

### **Purpose of the Study**

The research evaluated (a) adolescent perceptions of social support received from parents teachers classmates and close friends as well as (b) which support source had the greatest impact on global self-worth and the nine domains of self-esteem defined by Renick and Harter [31]. The study evaluated self-esteem levels among participants and established their comparison with learners from public schools with learning disabilities. The author evaluated ninety self-esteem scores from LD students in grades four through eight who received part-time education in public school resource rooms according to the [31] assessment measure.

## **METHODS**

### **Participants**

The research included ninety students at 55 male and 35 female participants. A total of ninety students participated in the research which included fifty-five boys alongside thirty-five girls from fourth to eighth-grade students at an educational establishment dedicated to learning disability students. The research utilized a random selection of students from among the total 370 students ranging from grade four to grade eight. Learners from Kindergarten up to Eighth Grade receive screening services and independent formal learning disability diagnoses at the school that operates in Amman City in Jordan. Specialists trained in teaching served multidimensional teaching methods to students with learning disabilities in their classrooms.

### **Procedure**

Every student in grades 4 through 8 received an initial introduction followed by consent forms through mail from their school administrative offices. Study participants received information about the research design together with an explicit opportunity for guardians to deny permission which they could do for any reason. The researchers

obtained signed agreements from parents before requesting student signature agreements. All participants received information about their right to deny survey participation or leave the assessment at any moment with no adverse consequences.

**Measures**

**Self-esteem:** The assessment of self-esteem employed Renick and Harter's Self-perception Profile for Learning Disabled Students [31] which serves both nondisabled children and LD children. The assessment tool examines global self-worth alongside nine other domains of self-esteem starting with general intellectual capacity and ending with behavioral conduct and physical appearance [31].

The study employed a modified version of Renick and Harter's scale which Graziano and Ward also used in their research [32]. Students previously needed to select only one statement that reflected themselves best however in this scale they used a Likert-type rating method. Children rated the 46 items based on a scale that went from 1 (very false for me) to 4 (very true for me). The instrument assigns the value 4 to indicate maximum competence in each domain of self-esteem.

**Social support:** Children evaluated their significant others' social support through four subscales using Harter's Social Support Scale for Children [33]. A Likert-type scale was utilized in this measurement similarly to self-esteem assessment to obtain responses from students regarding statements ranging from 1 (very false for me) to 4 (very true for me). For this specific sample the reliability coefficients measured support from parents at .86 while support from teachers stood at .80 and support from classmates reached .75 and support from close friends reached .88.

**RESULTS**

This research evaluates how students with disabilities value themselves through their available social support networks. The main objective looks at how various social support factors influence global self-worth with special emphasis on parental support and peer support and teacher support and support from close friends. A statistical evaluation known as hierarchical regression analysis served to measure the additive value of each predictor group. The regression procedure accepts predictor variables through step-by-step addition in hierarchical regression analysis. We use global self-worth as our outcome variable in this example to understand how much new predictor sets enhance the explained variance. This study analyzes social support systems' independent effects by controlling age and gender demographic factors during the analysis.

Table Three summarizes the results of the analysis and explains each step of the regression model by reporting its R<sup>2</sup> values, adjusted R<sup>2</sup> values, beta weights (β), standard errors (SE B), and regression coefficients (B). The results show that, among the population of children with disabilities, parental support accounts for significantly more of the explained variance in global self-worth than any other variable. The researchers also investigated peer, close friend, and teacher roles in determining students' general perception of self-esteem.

The extensive examination demonstrates why parental support determines student self-esteem in disability cases while identifying the specific social support mechanisms at work. The study provides significant benefits for educational and policy makers regarding how to better support students with disabilities academically and mentally while involving parents in their educational journey.

**Table 1 Means and Standard Deviations for Self-Esteem and Social Support Variables**

Variable	Males (N=55)		Females (N=35)	
	M	STD	M	STD
Self-Esteem	4.22	0.73	4.01	0.70
Cognitive Proficiency	3.90	0.78	3.75	0.95
Reading Proficiency	3.93	0.67	4.01	0.69
Writing Proficiency	3.89	0.65	3.63	0.100
Orthographic Proficiency	4.25	0.83	3.87	0.100
Mathematical Proficiency	4.10	0.83	4.13	0.69
Social Proficiency	4.11	0.80	3.71	0.92
Physical Proficiency	3.99	0.59	3.96	0.82
Behavioral Proficiency	4.23	0.56	4.29	0.74
Physiognomy	4.24	0.60	4.38	0.76
Global Self-Esteem Social Assistance	4.11	0.64	3.46	0.57
Assistance from Teachers	4.26	0.61	2.98	0.83
Assistance from peers	4.57	0.50	3.36	0.72
Parental support	4.45	0.65	4.68	0.73

Table 1 displays the mean values and standard deviations of self-esteem aspects and social support origins for both genders (n=55 for males, n=35 for females). Students who have disabilities show slight differences in their feelings about themselves and how much help they receive in various day-to-day and social settings.

According to the total self-esteem evaluation, male students demonstrated average scores of  $M = 4.22$  ( $SD = 0.73$ ) while female students scored  $M = 4.01$  ( $SD = 0.70$ ) indicating that males maintained slightly better self-evaluations. Cognitive Proficiency ( $M = 3.90$ ) as well as Writing Proficiency ( $M = 3.89$ ) and Orthographic Proficiency ( $M = 4.25$ ) received higher scores from male students compared to their female counterparts ( $M = 3.75$ ,  $M = 3.63$ ,  $M = 3.87$  respectively). Self-reported reading proficiency stood at  $M = 4.01$  for female participants and  $M = 3.93$  for males but both groups displayed nearly equal mathematical proficiency with scores  $M = 4.10$  for males and  $M = 4.13$  for females.

The self-assurance scores of male students toward social situations suggested greater confidence compared to their female peers according to their Social Proficiency ratings. The physical abilities of male and female students showed equivalent proficiency levels while behavioral competencies demonstrated a slight advantage for female students ( $M = 4.29$ ,  $M = 4.23$  for males). Women exhibited greater satisfaction with their bodily appearances based on Physiognomy measurements than men according to the study results ( $M = 4.38$ ,  $SD = 0.76$  vs.  $M = 4.24$ ,  $SD = 0.60$ ).

Research findings about social support perception of college students generate conflicting patterns among students. Students reported significant parental social support according to the study yet females responded with slightly higher scores averaging  $4.68$  ( $SD = 0.73$ ) than males who rated at  $4.45$  ( $SD = 0.65$ ). The discrepancy regarding teacher support proved greatest because men assigned high ratings ( $M = 4.26$ ,  $SD = 0.61$ ) whereas women provided moderate ratings ( $M = 2.98$ ,  $SD = 0.83$ ). Male participants gave an average rating of  $4.57$  with standard deviation  $0.50$  on Peer Support as an educational resource while female participants scored  $3.36$  with standard deviation  $0.72$  on the same scale. The research data showed that women obtained greater help from their close friends since their survey results showed  $M = 3.46$ ,  $SD = 0.57$  whereas male responses indicated  $M = 4.11$ ,  $SD = 0.64$ . The different scores imply female students prefer entrusting their emotional needs to their closest friends.

Table 1 reveals disabled male students experience both improved self-perception across multiple functional areas and receive solid support from their teachers and peers. Female students create an additional social soundness alongside emotional well-being through active parental engagement and deep relationships with their friends. The research outcomes demonstrate how each supportive resource enhances the self-esteem of disabled male and female students differently while indicating the value of gender-specific and individual-driven intervention planning.

**Table 2 Correlations Between Self-Esteem and Social Support Variables**

Self-Esteem Variables	Social Support Variables			
	Teachers	Classmates	Parents	Close Friends
General Intelligence Ability	.181	.265*	.317*	.166
Reading Competence	.127	-.131	.185	-.079
Writing Competence	.143	.015	.061	-.035
Spelling Competence	-.174	.038	.044	-.066
Math Competence	.163	.366**	.358**	.285*
Social Competence	.015	.511**	.165	.233
Athletic Competence	-.028	.341**	.136	.014
Behavioral Conduct	.233	.337**	.343**	.120
Physical Appearance	.092	.546**	.565**	.214
Global Self-Worth	.182	.332**	.545**	.159

N = 90.

\*  $p < .05$ . \*\*  $p < 0.01$ .

Research performed in "Social Support and its Relationship to Self-Esteem among Disabled Students" utilized Pearson correlation coefficients to study self-esteem and social support relationships. The correlation coefficient ( $r$ ) measures the linear relationship strength together with direction between two variables. A positive correlation indicates that rising variable levels lead to decreasing variable values whereas negative correlation indicates opposite changes. A significant correlation appears through statistical values of  $*p < .05$  or  $**p < .01$ .

Students who receive better support from peers and parents ( $r = .317$ ,  $p < .05$ ) and peers ( $r = .265$ ,  $p < .05$ ) tend to view their intellectual skills in a positive light. No significant correlation emerged between students' self-perceived reading, writing, and spelling abilities and their different social support variables since students' social support perceptions failed to demonstrate any important impact on these domains of ability.

Mathematical ability receives positive correlations from Peer support ( $r = .366$ ,  $p < .01$ ) and parental encouragement ( $r = .358$ ,  $p < .01$ ) and close friends' encouragement ( $r = .285$ ,  $p < .05$ ). Students who believe their sources of support are strong demonstrate higher levels of maths confidence. The relationship between peer support and social competence stands strong with a correlation value of  $r = .511$  and  $p$  value less than  $.01$  which demonstrates that students with higher social self-esteem receive greater peer support.

Athletic self-esteem showed a significant positive relationship with peer support according to the correlation result ( $r = .341, p < .01$ ) between athletic ability and peer support. The relationship between self-esteem on the behavior scale and parental support ( $r = .343, p < .01$ ) and peer support ( $r = .337, p < .01$ ) showed strong connections between behavior conduct and both groups' support.

The collected data revealed that student self-esteem regarding their physical appearance increased when they received greater support from their parents ( $r = .565, p < .01$ ) and peers ( $r = .546, p < .01$ ). The relationship between physical attractiveness and support from parents and peers proved to be highly positive according to this result. Students who perceived support from their peers and parents demonstrated higher general self-esteem according to the obtained data ( $r = .332, p < .01$  for peer support and  $r = .545, p < .01$  for parental support).

The research data indicates that disabled children receive considerable advantages from social support which emanates primarily from their parental figures and peer groups. Social abilities along with athletic skills and physical looks benefit most from peer support but parental support leads to better overall intelligence and math skills and appearance and global self-image. Due to these findings we need to establish inclusive learning and domestic environments for disabled children to help them improve their self-esteem.

Table 3 Summary of Hierarchical Regression Analysis for Social Support Variables Predicting Global Self-Worth (N = 90)

Variable	B	SE B	$\beta$	R <sup>2</sup>	Adj. R <sup>2</sup>	R <sup>2</sup> Change
Step 1				.03	-.02	.03
Age	-2.73	.06	-.09			
Gender	0.24	.15	.13			
Step 2				.36	.32	.33*
Support from Parents	0.67	.14	.56			
Step 3				.36	.31	< .02
Support from Classmates	5.15	.18	.06			
Step 4				.36	.31	< .02
Support from Close Friends	-8.92	.13	-.09			
Step 5				.36	.31	< .02
Support from Teachers	3.36	.14	.04			

\* $p < .05$ .

Hierarchical regression analysis was employed in the research "Social Support and its Relationship to Self-Esteem among Disabled Students" for examining the effects of different sources of social support on the total self-esteem of students with disabilities. This research approach enables researchers to examine the incremental validity of each group of predictors by entering the variables into the regression equation stepwise.

Step one involved entering age and gender as control variables. Although these factors explained 3% of the variation in global self-worth, the adjusted R<sup>2</sup> values (R<sup>2</sup> = .03, Adjusted R<sup>2</sup> = -.02, R<sup>2</sup> Change = .03) showed that this model did not provide a substantial explanation. Gender (B = 0.24, SE B = .15,  $\beta$  = .13) and age (B = -2.73, SE B = .06,  $\beta$  = -.09) did not prove to be significant determinants of overall self-esteem.

The addition of parental support in the second step increases the explained variance to 36% (R<sup>2</sup> = .36, Adjusted R<sup>2</sup> = .32, R<sup>2</sup> Change = .33). The study results show that parental support demonstrates exceptional strength as a predictor variable for global self-worth (B = 0.67, SE B = .14,  $\beta$  = .56).

Peer support failed to increase the explanation of variance beyond what parental support already accounted for (R<sup>2</sup> = .36, Adjusted R<sup>2</sup> = .31, R<sup>2</sup> Change = < .02) during the third step of analysis. The inclusion of parental support control variables eliminated peer support as an influential factor in predicting global self-worth (B = 5.15, SE B = .18,  $\beta$  = .06).

The relatedness of close friends showed no significant connection to the variance in global self-esteem (R<sup>2</sup> = .36, Adjusted R<sup>2</sup> = .31, R<sup>2</sup> Change = < .02) similar to the preceding step. A negative correlation between close friend support and global self-esteem was not established because the B value was -.09 and the SE B value was .13.

The fifth step added teacher support into the analysis but the results showed no significant improvement in the explained variance (R<sup>2</sup> = .36, Adjusted R<sup>2</sup> = .31, R<sup>2</sup> Change = < .02). Students' global self-esteem remained unaffected by instructor support according to the study results (B = 3.36, SE B = .14,  $\beta$  = .04).

Global self-worth prediction among students with disabilities showed that parental support emerged as the leading factor which explained 33% of the total variance according to the hierarchical regression analysis results. Additional support from peers and close friends and instructors failed to increase the explanatory power beyond the influence of parental support. The study results demonstrate why parental support matters most for student self-esteem of students with disabilities.

## DISCUSSION OF THE RESULTS

The main objective of the study evaluated students with impairments regarding their self-perception within their social support networks. A hierarchical regression analysis revealed that global self-worth increases step by step due to different social support networks including parents and classmates and teachers and close friends. The research data revealed that parental support emerged as the top predictor for global self-worth as it contributed the highest amount of variance to the analysis.

The majority of categories in Table 1 demonstrate that male students obtained greater scores than female students for self-esteem and social support assessments. The questions about IQ and reading comprehension ability and mathematics ability and social support received higher scores from male students. Women demonstrated slightly higher general self-worth ratings and reported getting substantial support from their closest friends. Students with disabilities require individualized intervention because research evidence demonstrates their distinct viewpoints and circumstances.

The findings agree with previous research studies [2] which demonstrated that social support both decreases stress and enhances life satisfaction for intellectually disabled people and [3] who studied stress together with social support and resilience effects on Behbahan city parents of disabled children. The research used both questionnaires and scales to study these traits in a sample of 250 participants. Quality of life received an enhancement from social support and resilience yet perceived stress brought about its decline. This research shows that quality of life variations in parents can be explained through these variables to the extent of 59% [and] [4] emphasizes the complex developmental relationship among genetic and environmental factors which demonstrate that social environment strongly impacts handicap progression. Neurodiversity supporters seek civil rights together with self-determination and language that uses "autistic person" terminology. The paper promotes both objective (e.g., independent living and work) and subjective (e.g., well-being) independence for people with ASD. This inclusivity is focused on social contexts that improve autistic people's quality of life, our findings focus on family support for the improvement of the quality of life and stress reduction for individuals with disabilities. As a reaction to enhancing mental well-being, the World Health Organization (WHO) [1] stresses social support, particularly for individuals with disabilities in a learning setting [1]. Consequently, the Organisation for Economic Co-operation and Development (OECD) [5] has acknowledged that socio-emotional learning (SEL) programs incorporating elements of social support significantly benefit students with disabilities, attaining improved social skills and self-esteem [5].

The data analysis in Table 2 indicates that the self-esteem components of general intelligence and arithmetic competency and physical appearance receive major influence from parent and peer social support. The results of studies by [9] and [10] confirm this finding since they establish that students who get sustained positive social support experience elevated levels of both academic achievement and self-esteem. Research indicates that Self-Esteem together with social abilities in students experience positive advancement when SEL programs integrate supportive educational spaces [7; 8].

Research about the connection between social support and literacy skills has resulted in different findings yet the current analysis yielded no evidence of such relation. Academic success gets better because of social support in multiple academic areas according to documented research [14]. The contrasting sample features together with analysis procedures potentially explain this difference in results.

The hierarchical regression analysis in Table 3 demonstrates that parental support contributes 33% toward the explanation of global self-worth assessments making it the strongest predictor. Academic initiatives that promote engagement of parents will prove particularly beneficial for students with disabilities. Results from Brush et al. [7] and Durlak et al. [8] support our findings because they showed that SEL programs combined with supportive learning environments produce students with enhanced self-esteem and social competence.

The research findings demonstrate that family-based social support significantly influences self-esteem in disabled students. The essential requirement for intervention demonstrates why building supportive environments remains an essential responsibility in homes and schools. Research should continue measuring both the social support dynamics and self-esteem principles as well as initiatives that support disability acceptance by students. Multiple studies including Kapp [4], Fisher et al. [2] and the World Health Organization [3] among other organizations highlight social support as an essential component for psychological well-being together with academic success of learners with disabilities. The work joins numerous studies which validate this concept.

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