



[原著]

# A Literature Review of Teacher Support Expectations and Associated Concepts Among Middle and High School Students

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## Abstract

This study identified research trends in middle and high school students' expectations of support from teachers through a literature review. Additionally, it identified issues that teachers should consider when working with students and concerns that require further consideration. Forty-eight articles were selected from the Central Journal of Medicine Web and PubMed on concepts related to teacher support expectations by middle and high school students. The number of articles increased rapidly after 2010 when the importance of social support for adolescents became widely recognized in society. The extracted concepts were then classified based on the similarity of their semantic content, and categories were generated. Consequently, 19 subcategories were generated from the 89 extracted concepts, which were grouped into five categories: [Behavior], [Cognition], [Attribute], [Sentiment], and [Well-being]. The results of this study suggest that these five categories adequately describe teacher support expectations. Teachers of middle and high school students could use this knowledge to support their students. Additionally, the results indicate the need for further research on concepts related to teacher support expectations other than the categories generated in this study.

**Keywords:** high school students, junior high school student, teacher support expectation, literature review, content analysis

## Introduction

Adolescence is the most stressful period for middle and high school students (1) when low self-esteem (2),

poor mental health (3), and problematic behaviors (4) become more pronounced. They need assistance during the adolescence phase when

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various psychosocial problems are most likely to occur.

In this situation, teachers in Japan are expected to play a wider role than in any other country (5). Japanese teachers are not only expected to teach students but also guide them (6). One of the essential roles of schools in the “Japanese-style education in REIWA” is to guarantee students’ physical and mental health (7). The role of teachers as psychological assistants will undoubtedly continue to grow in the future. In the field of psychiatry, there is currently a growing interest in “preventive medicine,” which focuses on the prevention as well as treatment of diseases (8). In this context, teachers who have frequent contact with students during the day are important for primary and secondary prevention in preventive psychiatry (9). The effectiveness of psychological assistance depends on the relationship between the provider and recipient of assistance (e.g., attributes) and the type of stressor (10). Problems related to study and career paths are significant for middle and high school students (11). Additionally, they may have a high need for psychological support from teachers, friends, and family.

However, at present, an average number of Japanese junior and senior high school students perceive friends and family members as psychological helpers, while only a few perceive teachers as helpers (12, 13).

The assistance with instrumental and expressive functions from others, including teachers, is called social support (14). Social support has two aspects: expected support, which is the perception of the availability of support, and enacted support, which is the actual received support (15). Expected support

has been shown to have more stable and positive psychological effects than enacted support (16). Therefore, when considering support for psychosocial problems of middle and high school students, it is essential to consider expected support in comparison with executed support. Considering that only a few middle and high school students perceive their teachers as helpers (12, 13), there is an urgent need to examine ways to increase teacher support expectations.

A recent literature review of teacher support expectations and related concepts among Japanese high school students revealed that teacher support expectations were associated with “gender,” “age (including grade level),” “perceived interpersonal stress,” “depressive tendencies,” “decreased motivation and physical inadequacy,” “physical aggression,” “resilience,” “trust in teachers,” “collective sense of teacher efficacy,” and “peer support programs” (17). However, a similar literature review among Japanese junior high school students has not been conducted. On the other hand, a literature review has been conducted overseas to examine the differences in expected support during adolescence and the effects of different types of support on related concepts (18, 19). These literature reviews (18, 19) have examined the relationship between adolescents’ expectations of support from parents, friends, and teachers and specific variables (Well-being, Depression), but have not comprehensively and systematically determined the concepts that may be associated with middle and high school students’ expectations of support from their teachers.

The present study conducted a

Table 1: Criteria for Selection of Reference for Analysis

| 【Inclusion Criteria】  | 【Exclusion Criteria】  |
|---|---|
| 1) The research is published in an academic journal or university bulletin.<br>2) The subject of the study is middle or high school students (the relevant age group).<br>3) The study examines concepts related to teacher support expectations. | 1) Does not specify support types.<br>2) It deals with students with a specific condition, such as special needs students, truancy, disabilities, immigrants, etc.<br>3) It is a literature study, qualitative study, case report, or conference proceedings.<br>4) No concepts found to be significantly associated with teacher support expectations. |

literature review to comprehensively extract and organize (categorize) concepts associated with teacher support expectations of middle and high school students in Japan and abroad. This study provides an overview of the literature related to teacher support expectations of middle and high school students and identifies issues that require further examination. Additionally, the study findings provide suggestions for teachers to raise teacher support expectations among middle and high school students.

### Methods

#### 1. Defining Variables

In this study, “junior middle and high school students” were defined as Japanese junior middle and high school students aged between 12 and 18 years. The term “teacher support expectations” was defined as “the perceived availability of support with instrumental and expressive functions from teachers in middle and high school students (14),” based on Inaba’s definition of social support as an “instrumental and expressive help obtained from others.”

#### 2. Search Method and Method of Adopting Literature for Analysis

##### 1) Search Method

The literature search was performed on the web version of Ichu-Shi Web (retrieved on May 21, 2021) for

domestic literature and MEDLINE’s PubMed (retrieved on June 19, 2021) for international literature. Search terms and operators used in the former search engine were “(高校生 OR 高校 OR 中学生 OR 中学 OR 思春期 OR 青年期) AND (教師 OR 教員),” and original articles were selected as a further refinement condition. Search terms used in PubMed were “social support” AND (“middle school student” OR “junior high school student” OR “high school student” OR “puberty” OR “childhood” OR “adolescence” ) AND teacher.” The publication period was not specified to comprehensively search the concepts associated with support expectations from teachers that have been examined thus far.

##### 2) Method of Adopting Literature for Analysis

The identified articles that met the inclusion criteria shown in Table 1 were selected as the literature for analysis. Regarding the inclusion criterion of “examining concepts related to teacher support expectations,” the articles that included teacher support expectations as a variable in the analytical model and examined the relationship and difference between teacher support expectations and the opposite concept (variable) was considered as meeting the criterion. These articles were included after discussing with two health professionals and university

faculty members with ample experience in qualitative research.

The following procedure was used for selecting literature for analysis. First, duplicate articles were excluded from the articles obtained from the two literature search engines (Ichu-Shi Web and MEDLINE's PubMed).

Subsequently, primary and secondary screenings were conducted. During the primary screening, titles and abstracts of the articles obtained from the literature search were carefully reviewed, and the articles that did not meet the inclusion criteria were excluded. During the secondary screening, the methods and results of the articles selected in the primary screening were carefully reviewed, and the articles that met the inclusion criteria were selected for analysis.

The literature adopted for analysis was listed in terms of the literature ID, literature number, year of publication, first author, title, research method, participants/number of participants, country or region, geographical division (using the world geographical division by the League of Nations [20]), and the number of concepts found to be significantly associated with teacher support expectations as extracted by the method described in the next section.

### 3. Analysis Method

Data on the “concepts related to teacher support expectations of middle and high school students,” as described in the analyzed literature, was analyzed and the names of the concepts were used as codes.

Data was analyzed using the content analysis method. Codes were categorized by repeating the process of classifying codes based on the similarity of semantic content, and the frequency of occurrence of the codes was

quantified and summarized in a table. To ensure the reliability of the results, the analysis was conducted independently by two individuals who made the decision regarding the adoption of the literature. When the meaning of a code could not be fully understood by its name, the definition of the code and the content of the measurement scale were confirmed. Additionally, any points of disagreement between the analysts regarding these tasks were discussed thoroughly to reach a consensus.

### 4. Ethical Considerations and Conflicts of Interest

This study utilized publicly available literature and does not require ethical approval as required in the “Ethical Guidelines for Life Sciences and Medical Research Involving Human Subjects.” The analysis was conducted after thorough discussions among the researchers to avoid modifying the context and argument of the authors, and the sources of the cited references were accurately described in consideration of copyrights. There is no conflict of interest.

## Results

### 1. Search Results and Extraction of the Literature for Analysis

About 132 and 662 articles were selected from the web version of Ichu-Shi Web and PubMed in MEDLINE, respectively. A total of 794 articles were selected for primary screening after removing duplicate articles. After excluding 694 articles that did not meet the acceptance criteria in the primary screening, 100 were accepted. Of these, 52 articles were screened out in the secondary screening, resulting in the selection of 48 articles (21–68) for analysis that met the acceptance criteria

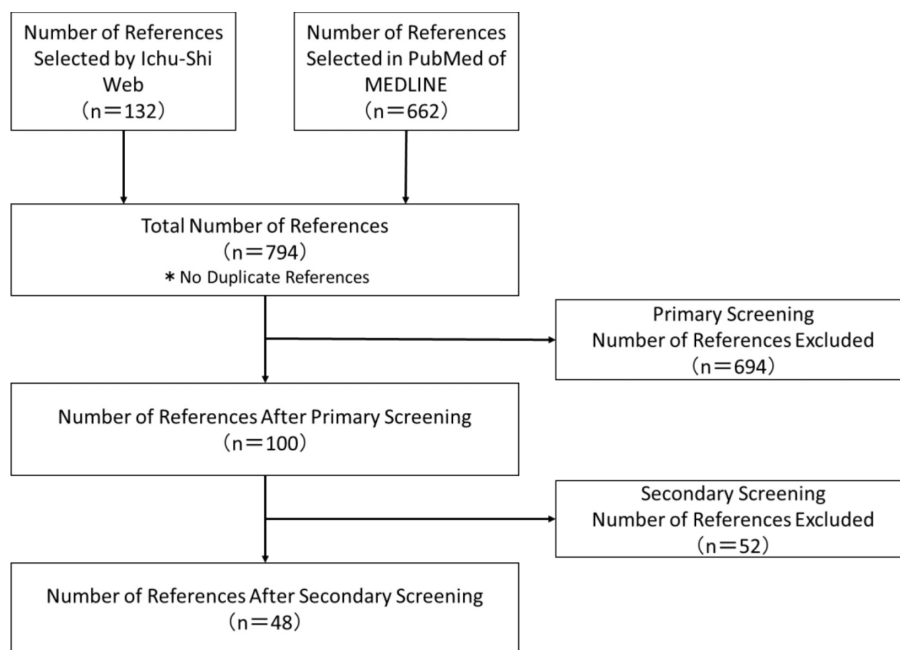


Figure 1: Search Results and Extraction of Reference for Analysis

(Figure 1; Table 2).

## 2. Annual Trends in the Number of Publications and Regional Classification of the Analyzed Literature

There were five publications during the first 12 years from 1997 to 2008, and 43 during the next 13 years from 2009 to 2021. The geographical divisions were 18 in Asia, 17 in Europe, 10 in America, and three in Oceania. Studies targeting Japanese junior and senior high school students accounted for half of the total number of studies in the Asian region, with seven studies in Japanese and two studies in English. Thirty-seven studies were cross-sectional, 10 were longitudinal, and one was an interventional study (Table 3).

## 3. Content Analysis Results

Hereafter, codes are denoted by 《 》, subcategories by < >, and categories by [; number of references].

The 89 codes were classified based on the similarity of semantic content, resulting in five categories: [Behavior; 19], [Cognition; 14], [Attribute; 12], [Sentiment; 10], and [Tranquility; 13]

(Table 3). The following section describes the results of the subcategories extracted for each category.

The categories of [Behavior] consisted of 7 subcategories (28 codes): <Aggression Toward Others>, <Addictive Behaviors>, <Lifestyles>, <Aggression Toward Oneself>, <Aggression from Others>, <School Maladjustments>, and <Sexual Behaviors>.

The <Aggression Toward Others> subcategory comprised 《Relational Aggressions》, 《Physical Aggressions》, and so on. The <Addictive Behaviors> subcategory comprised 《Gambling Frequency》, 《Alcohol》, and so on. The <Lifestyles> subcategory comprised 《Physical Activity Behavior》 and 《Activity Related Healthy Lifestyle Practices》. The <Aggression toward Oneself> subcategory comprised 《Self-injury》 and 《Suicide Attempt》. The <Aggression from Others> subcategory comprised 《Bully

Table 2: List of References to Analyzed (Part 1)

| ID<br>Bibliography) | Year of<br>Issue | Author                    | Title  | Method             | Participants<br>Number of<br>person     | Country Region          | Geography<br>Classification | Number<br>of<br>Concepts |
|---------------------|------------------|---------------------------|--|--------------------|---|-------------------------|-----------------------------|--------------------------|
| E1 <sup>21)</sup>   | 2021             | Pérez MV,<br>et al.       | The Role of Social Support in Machismo and Acceptance of Violence Among Adolescents in Europe: Lights4Violence Baseline Results  | Cross<br>Aectional | 13-16 years<br>old<br>1,555 persons     | Europe<br>6 countries   | EU                          | 3                        |
| E2 <sup>22)</sup>   | 2020             | Corder K,<br>et al.       | Pathways to Increasing Adolescent Physical Activity and Wellbeing: A Mediation Analysis of Intervention Components Designed Using a Participatory Approach                 | Intervention       | 13-14 years<br>old<br>1,319 persons     | United<br>Kingdom       | EU                          | 1                        |
| E3 <sup>23)</sup>   | 2020             | Lasarte<br>OF, et al.     | The Role of Social Support in School Adjustment During Secondary Education   | Cross<br>Aectional | 12-17 years<br>old<br>1,468 persons     | Spain                   | EU                          | 2                        |
| E4 <sup>24)</sup>   | 2020             | Horanicova<br>I S, et al. | Teacher and Classmate Support May Keep Adolescents Satisfied With School and Education. Does Gender Matter?  | Cross<br>Aectional | 15 years old<br>8,405 persons           | Republic of<br>Slovakia | EU                          | 1                        |
| E5 <sup>25)</sup>   | 2020             | Forster M,<br>et al.      | The Role of Social Support in the Association between Childhood Adversity and Adolescent Self-injury and Suicide: Findings from a Statewide Sample of High School Students | Cross<br>Aectional | 14-17 years<br>old<br>73,648<br>persons | USA                     | US                          | 4                        |
| E6 <sup>26)</sup>   | 2020             | Pluta B, et<br>al.        | Associations Between Adolescents' Physical Activity Behavior and Their Perceptions of Parental, Peer and Teacher Support   | Cross<br>Aectional | 12-15 years<br>old<br>902 persons       | Poland                  | EU                          | 1                        |
| E7 <sup>27)</sup>   | 2020             | Borraccino<br>A, et al.   | Sexual Behaviour in 15-Year-Old Adolescents: Insights Into the Role of Family, Peer, Teacher, and Classmate Support  | Cross<br>Aectional | 15 years old<br>18,918<br>persons       | Italy                   | EU                          | 2                        |
| E8 <sup>28)</sup>   | 2019             | Burns EC,<br>et al.       | Understanding Girls' Disengagement: Identifying Patterns and the Role of Teacher and Peer Support using Latent Growth Modeling   | Longitudinal       | 12-15 years<br>old<br>302 persons       | Australia               | OC                          | 1                        |
| E9 <sup>29)</sup>   | 2019             | Miklikows<br>ka M, et al. | The Impact of Perceived Teacher Support on Anti-Immigrant Attitudes from Early to Late Adolescence   | Longitudinal       | 13-18 years<br>old<br>671 persons       | Sweden                  | EU                          | 2                        |
| E10 <sup>30)</sup>  | 2019             | Wright<br>MF, et al.      | Does Social Support Moderate the Relationship Between Racial Discrimination and Aggression Among Latinx Adolescents? A Longitudinal Study                                  | Longitudinal       | 13-15 years<br>old<br>606 persons       | USA                     | US                          | 3                        |
| E11 <sup>31)</sup>  | 2019             | Youfa L, et<br>al.        | Associations Among Physical Education, Activity-Related Healthy Lifestyle Practices, and Cardiorespiratory Fitness of Chinese Youth  | Cross<br>Aectional | 14 years old<br>13,138<br>persons       | China                   | AS                          | 1                        |
| E12 <sup>32)</sup>  | 2019             | Jin G, et<br>al.          | The Influence of Gratitude on Learning Engagement Among Adolescents: The Multiple Mediating Effects of Teachers' Emotional Support and Students' Basic Psychological Needs | Cross<br>Aectional | 12-16 years<br>old<br>688 persons       | China                   | AS                          | 3                        |
| J1 <sup>33)</sup>   | 2019             | Hisano Y,<br>et al.       | he Impact of Social Support on Middle School Students' Sense of Community and School Adjustment: A Focus on the Function of Middle School Students' Sense of Community     | Cross<br>Aectional | 12-15 years<br>old<br>717persons        | Japan                   | AS                          | 2                        |
| E13 <sup>34)</sup>  | 2018             | Guo C, et<br>al.          | Prevalence and Correlates of Positive Mental Health in Chinese Adolescents   | Cross<br>Aectional | 13-16 years<br>old<br>5,399 persons     | China                   | AS                          | 1                        |
| E14 <sup>35)</sup>  | 2018             | Quin D, et<br>al.         | Teacher Support within an Ecological Model of Adolescent Development: Predictors of School Engagement  | longitudinal       | 16-18 years<br>old<br>719 persons       | Australia               | OC                          | 4                        |
| J2 <sup>36)</sup>   | 2018             | Watanabe<br>M, et al.     | eacher Support for High School Students' Mental Health and Associations with Interpersonal Stress and Anger Coping Behaviors   | Cross<br>Aectional | 15-18 years<br>old<br>928 persons       | Japan                   | AS                          | 3                        |
| J3 <sup>37)</sup>   | 2018             | Imura W,<br>et al.        | Association Between Teacher Support and Resilience for High School Students' Mental Health   | Cross<br>Aectional | 15-18 years<br>old<br>3,197 persons     | Japan                   | AS                          | 2                        |
| J4 <sup>38)</sup>   | 2018             | Minami K                  | Relationship Between School Adaptation and Depressive Tendency of High School Students: Possibility of Risk Screening for Depressive Tendency at Educational Sites         | Cross<br>Aectional | 15-18 years<br>old<br>189 persons       | Japan                   | AS                          | 2                        |
| E15 <sup>39)</sup>  | 2017             | Madjar N,<br>et al.       | Non-suicidal Self-Injury Within the School Context: Multilevel Analysis of Teachers' Support and Peer Climate  | Cross<br>Aectional | 16-18 years<br>old<br>719 persons       | Israel                  | AS                          | 1                        |

ID: J: Japanese Text, E: English Text

Method: Cross Aectional: Cross Aectional Study, Longitudinal: Longitudinal Study, Intervention Intervention Study

Geography Classification :EU :European State, US :United States of America, OC :Oceania, AS :Asian

Number of Concepts :Number of Codes Extracted

For longitudinal studies, age at the beginning of the study

Table 2: List of References to Analyzed (Part 2)

| ID<br>Bibliography) | Year of<br>Issue | Author                    | Title  | Method             | Participants<br>Number of<br>person            | Country Region        | Geography<br>Classification | Number<br>of<br>Concepts |
|---------------------|------------------|---------------------------|--|--------------------|--|-----------------------|-----------------------------|--------------------------|
| E18 <sup>40)</sup>  | 2017             | Canale N,<br>et al.       | Income Inequality and Adolescent Gambling Severity: Findings from a Large-Scale Italian Representative Survey  | Cross<br>Aectional | 15 years old<br>20,791 persons                 | Italy                 | EU                          | 1                        |
| J5 <sup>41)</sup>   | 2017             | Wataru I,<br>et al.       | Relationship Between Teacher Support for High School Students' Self-Injurious Behavior and Interpersonal Stress  | Cross<br>Aectional | 15-18 years<br>old<br>927 persons              | Japan                 | AS                          | 3                        |
| J6 <sup>42)</sup>   | 2016             | Mizuta A,<br>et al.       | Teachers' Support and Depression Among Japanese Adolescents: A Multilevel Analysis   | Cross<br>Aectional | 12-16 years<br>old                             | Japan                 | AS                          | 1                        |
| E17 <sup>43)</sup>  | 2016             | Earnest<br>AA, et al.     | Dating Violence Victimization Among High School Students in Minnesota: Associations with Family Violence, Unsafe Schools, and Resources for Support  | Cross<br>Aectional | 14-15, 17-18<br>years old<br>75,590<br>persons | USA                   | US                          | 1                        |
| J7 <sup>44)</sup>   | 2016             | Mizuta A,<br>et al.       | Class Average Score for Teacher Support and Relief of Depression in Adolescents: A Population Study in Japan   | Cross<br>Aectional | 12-16 years<br>old<br>2,862 persons            | Japan                 | AS                          | 2                        |
| E18 <sup>45)</sup>  | 2016             | Räsänen<br>T, et al.      | The Role of Social Support in the Association Between Gambling, Poor Health and Health Risk-Taking   | Cross<br>Aectional | 14-16 years<br>old<br>62,956<br>persons        | Finland               | EU                          | 1                        |
| E19 <sup>46)</sup>  | 2015             | Lam SF, et<br>al.         | A Latent Class Growth Analysis of School Bullying and Its Social Context: The Self-Determination Theory Perspective  | Longitudinal       | 12-16 years<br>old<br>536 persons              | Hong Kong<br>(China)  | AS                          | 2                        |
| E20 <sup>47)</sup>  | 2015             | Jia Y, et al.             | Authoritative School Climate and High School Dropout Rates   | Cross<br>Aectional | 14-18 years<br>old<br>52,012<br>persons        | USA                   | US                          | 1                        |
| E21 <sup>48)</sup>  | 2015             | Bronikows<br>ki M, et al. | PE Teacher and Classmate Support in Level of Physical Activity: The Role of Sex and BMI Status in Adolescents from Kosovo  | Cross<br>Aectional | 15-18 years<br>old<br>1,228 persons            | Republic of<br>Kosovo | EU                          | 1                        |
| E22 <sup>49)</sup>  | 2015             | Bronikows<br>ki M, et al. | How Is Classmate and PE Teacher Support Associated With the Level of Physical Activity in Young Adolescents From Kosovo? The Role of Gender and Age  | Cross<br>Aectional | 13-15 years<br>old<br>1,296 persons            | Republic of<br>Kosovo | EU                          | 3                        |
| E23 <sup>50)</sup>  | 2014             | Rueger SY,<br>et al.      | Effects of Perceived Support from Mothers, Fathers, and Teachers on Depressive Symptoms During the Transition to Middle School   | Longitudinal       | 12-15 years<br>old<br>1,163 persons            | USA                   | US                          | 2                        |
| E24 <sup>51)</sup>  | 2014             | Plenty S,<br>et al.       | Psychosocial Working Conditions: An Analysis of Emotional Symptoms and Conduct Problems Amongst Adolescent Students  | Cross<br>Aectional | 15 years old<br>3,699 persons                  | Sweden                | EU                          | 2                        |
| E25 <sup>52)</sup>  | 2014             | Smokowski<br>PR, et al.   | Multilevel Risk Factors and Developmental Assets for Internalizing Symptoms and Self-Esteem in Disadvantaged Adolescents: Modeling Longitudinal Trajectories from the Rural Adaptation Project | Longitudinal       | 12,13 years<br>old<br>4,283 persons            | USA                   | US                          | 1                        |
| E26 <sup>53)</sup>  | 2013             | Pössel P, et<br>al.       | Associations between Teacher Emotional Support and Depressive Symptoms in Australian Adolescents: A 5-Year Longitudinal Study  | Longitudinal       | 13-18 years<br>old<br>4,381 persons            | Australia             | OC                          | 2                        |
| E27 <sup>54)</sup>  | 2013             | Moya IG,<br>et al.        | School Context and Health in Adolescence: The Role of Sense of Coherence   | Cross<br>Aectional | 13-18 years<br>old<br>7,580 persons            | Spain                 | EU                          | 2                        |
| E28 <sup>55)</sup>  | 2012             | Berkowitz<br>R, et al.    | Perceptions of Teachers' Support, Safety, and Absence from School Because of Fear among Victims, Bullies, and Bully-Victims  | Cross<br>Aectional | 12-17 years<br>old<br>13,262<br>persons        | Israel                | AS                          | 1                        |
| E29 <sup>56)</sup>  | 2012             | Reininger<br>BMr, et al.  | Perceptions of Social Support, Empowerment and Youth Risk Behaviors  | Cross<br>Aectional | 12-14 years<br>old<br>1,181 persons            | Mexico                | US                          | 4                        |
| E30 <sup>57)</sup>  | 2012             | Läftman<br>SB, et al.     | School-Performance Indicators and Subjective Health Complaints: Are There Gender Differences?  | Cross<br>Aectional | 15,16 years<br>old<br>8,456 persons            | Sweden                | EU                          | 1                        |
| E31 <sup>58)</sup>  | 2012             | Fall AM, et<br>al.        | High School Dropouts: Interactions between Social Context, Self-Perceptions, School Engagement, and Student Dropout  | Cross<br>Aectional | 15-18 years<br>old<br>14,781<br>persons        | USA                   | US                          | 4                        |

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Method: Cross Aectional: Cross Aectional Study, Longitudinal: Longitudinal Study, Intervention :Intervention Study

Geography Classification :EU :European State, US :United States of America, OC :Oceania, AS :Asian

Number of Concepts :Number of Codes Extracted

For longitudinal studies, age at the beginning of the study

Table 2: List of References to Analyzed (Part 3)

| ID<br>Bibliography) | Year of<br>Issue | Author               | Title  | Method          | Participants<br>Number of<br>person | Country Region    | Geography<br>Classification | Number<br>of<br>Concepts |
|---------------------|------------------|----------------------|--|-----------------|-------------------------------------|-------------------|-----------------------------|--------------------------|
| E32 <sup>59)</sup>  | 2012             | Khan A               | Sex Differences in Educational Encouragement and Academic Achievement  | Cross Aectional | 12-17 years old<br>442 persons      | Malaysia          | AS                          | 2                        |
| E33 <sup>60)</sup>  | 2011             | Lam RSY, et al.      | Correlates of Identity Statuses among Chinese Adolescents in Hong Kong   | Cross Aectional | 12-18 years old<br>1,260 persons    | Hong Kong (China) | AS                          | 1                        |
| J8 <sup>61)</sup>   | 2011             | Honda M              | Development of the Help-seeking Preference Scale Towards Friends, Teachers, and Family for Junior High School Students   | Cross Aectional | 12-15 years old<br>372 persons      | Japan             | AS                          | 1                        |
| E34 <sup>62)</sup>  | 2010             | Tartakovskiy E       | Children of Perestroika: The Changing Socioeconomic Conditions in Russia and Ukraine and Their Effect on the Psychological Well-Being of High-School Adolescents | Cross Aectional | 15,16 years old<br>1,229 persons    | Russia /Ukraine   | AS                          | 3                        |
| E35 <sup>63)</sup>  | 2010             | Danielsen AG, et al. | Perceived Support Provided by Teachers and Classmates and Students' Self-Reported Academic Initiative  | Cross Aectional | 13 years old<br>1,591 persons       | Norway            | EU                          | 1                        |
| E36 <sup>64)</sup>  | 2006             | Caselman TD, et al.  | Adolescent Attributes Contributing to the Imposter Phenomenon  | Cross Aectional | 16-18 years old<br>136 persons      | USA               | US                          | 1                        |
| E37 <sup>65)</sup>  | 2005             | Undheim AM, et al.   | School Factors and the Emergence of Depressive Symptoms among Young Norwegian Adolescents  | Longitudinal    | 12-15 years old<br>2,465 persons    | Norway            | EU                          | 1                        |
| J9 <sup>66)</sup>   | 2003             | Arakida M, et al.    | Examination of Mental Health Status and Related Factors in Junior High School Students : A Three-Year Longitudinal Investigation                                 | Longitudinal    | 12-15 years old<br>1,010 persons    | Japan             | AS                          | 2                        |
| E38 <sup>67)</sup>  | 2001             | Bru E, et al.        | Social Support, Negative Life Events and Pupil Misbehaviour among Young Norwegian Adolescents  | Cross Aectional | 14,15 years old<br>1,057 persons    | Norway            | EU                          | 2                        |
| E39 <sup>68)</sup>  | 1997             | Lifrak PD, et al.    | Relationship of Perceived Competencies, Perceived Social Support, and Gender to Substance Use in Young Adolescents   | Cross Aectional | 12-15 years old<br>171 persons      | USA               | US                          | 1                        |

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Victims》 and 《Dating Violence》. The 〈School Maladjustments〉 subcategory comprised 《Absences From School》 and 《School Discipline Responses》. The 〈Sexual Behavior〉 subcategory comprised 《Lower Likelihood of Early Sexual Intercourse》, 《Likely to Use Condoms》, and so on.

The category of [Cognition] comprised five subcategories (18 codes): 〈Cognition of Self〉, 〈Cognition of Others〉, 〈Cognition of Academic Performance〉, 〈Cognition of School〉, and 〈Cognition of Interpersonal Stress〉.

The 〈Cognitions of Self〉 subcategory comprised 《Basic Psychological Needs》, 《Perception of Control》, and so on. The 〈Cognitions of Others〉 comprised 《Machismo》,

《Social Trust》, and so on. The 〈Cognitions of Academic Performance〉 subcategory comprised 《Perceived Academic Performance》, 《Academic Achievement》, and so on. The 〈Cognitions of School〉 subcategory comprised 《Education Satisfaction》 and 《Perceptions of Demands》.

The category of [Attributes] included two subcategories (16 codes): 〈Gender〉 and 〈Age〉.

The category of [Emotion] included three subcategories (14 codes): 〈Attitude Toward School Life〉, 〈Orientation〉, and 〈Intention〉.

The 〈Attitudes toward school life〉 subcategory comprised 《Academic Engagement》 and 《School Engagement》.

The 〈Orientation〉 subcategory



Table 3: Results of Content Analysis

| Category   | n  | Subcategory                       | n  | Reference ID                  | Code   | n=Number of Codes                                |  |              |   |
|------------|----|-----------------------------------|----|-------------------------------|--|--|--|--------------|---|
|            |    |                                   |    |                               |  | Reference ID                                     | Code   | Reference ID | Code                                    |
| Behavior   | 28 | Aggression Toward Others          | 7  | E10                           | Relational Aggression                        | E10  | Physical Aggression                          | E19          | Bullies                                 |
|            |    |                                   |    | E24                           | Conduct Problems                             | E29  | Fighting                                     | E38          | Oppositional Behaviour Towards Teachers |
|            |    |                                   |    | E38                           | Antisocial Behaviour Towards other Pupils    |  |  |              |   |
|            |    | Addictive Behaviors               | 5  | E16,E18                       | Gambling Frequency 2)                        | E29  | Alcohol                                      | E29          | Tobacco Use                             |
|            |    |                                   |    | E39                           | Substance Use                                |  |  |              |   |
|            |    | Lifestyles                        | 4  | E6,E21,E22                    | Physical Activity Behavior (3)               | E11  | Activity Related Healthy Lifestyle Practices |              |   |
|            |    | Aggression Toward Oneself         | 3  | E5, 15                        | Self Injury(2)                               | E5   | Suicide Attempt                              |              |   |
|            |    | Aggression from Others            | 3  | E19,E28                       | Bully Victims(2)                             | E17  | Dating Violence                              |              |   |
|            |    | School Maladjustments             | 3  | E14                           | Absences From School                         | E14  | School Discipline Responses                  | E20          | High School Dropout Rates               |
|            |    | Sexual Behaviors                  | 3  | E 7                           | Lower Likelihood of Early Sexual Intercourse | E 7  | Likely to Use Condoms                        | E29          | Sexual Activity                         |
| Cognition  | 18 | Cognition of Self                 | 6  | E12                           | Basic Psychological Needs                    | E31  | Perception of Control                        | E33          | Identity Achievement                    |
|            |    |                                   |    | E34                           | Social Competence                            | E34  | School Competence                            | E34          | Loneliness                              |
|            |    | Cognition of Others               | 5  | E1                            | Machismo                                     | E9   | Social Trust                                 | E9           | Antiimmigrant Attitudes                 |
|            |    |                                   |    | E10                           | Racial Discrimination                        | E12  | Gratitude                                    |              |   |
|            |    | Cognition of Academic Performance | 3  | E3                            | Perceived Academic Performance               | E32  | Academic Achievement                         | J7           | Grade Satisfaction                      |
|            |    | Cognition of School               | 2  | E4                            | Education Satisfaction                       | E24  | Perceptions of Demands                       |              |   |
|            |    | Cognition of Interpersonal Stress | 2  | J2,J5                         | Cognition of Interpersonal Stress(2)         |  |  |              |   |
|            |    | Attribution                       | 16 | Gender                        | 11   | E1, E22, E23, E26, E30, E32, E36, J2, J3, J5, J9 | Gender(11)                                   |              |   |
| Age        | 5  |                                   |    | E22, J2, J4, J5, J9           | Age 5)                                       |  |  |              |   |
| Emotion    | 14 | Attitude Toward School Life       | 10 | E14, E31                      | Academic Engagement(2)                       | E3   | School Engagement                            | E12          | Learning Engagement                     |
|            |    |                                   |    | E14                           | Emotional Engagement                         | E31  | Behavioral Engagement                        | E31          | Identification with School              |
|            |    |                                   |    | E35                           | Academic Initiative                          | J1   | Sense of Community                           | J1           | Sense of School Adjustment              |
|            |    | Orientation                       | 2  | E27                           | Sense of Coherence                           | J8   | Aid-Oriented                                 |              |   |
|            |    | Intention                         | 2  | E1                            | Acceptance of Violence                       | E5   | Suicidal Ideation                            |              |   |
| Well-being | 13 |                                   |    | E5, E23, E26, E37, J4, J6, J7 | Depression(7)                                | E2   | Mental Wellbeing                             | E8           | Disengagement                           |
|            |    |                                   |    | E13                           | Mental Health                                | E25  | Internalizing Symptoms                       | E27          | School Related Stress                   |
|            |    |                                   |    | J3                            | Acquired Resilience                          |  |  |              |   |

comprised 〈Sense of Coherence〉 and 〈Assistance Orientation〉 .

The 〈Intention〉 subcategory comprised 〈Suicidal Ideation〉 and 〈Acceptance of Violence〉 .

The [Well-being] category included two subcategories (13 codes) of 《Depression》 and 《Mental Health》 .

The codes for Japanese junior and senior high school students included zero, three, eight, three, and four codes in the [Behavior], [Cognition], [Attribute], [Emotion], and [Well-being] categories, respectively.

### Discussion

This study identified research trends in teacher support expectations among middle and high school students through a literature review. Additionally, it identified concerns that require further consideration and determined ways to enhance teacher support expectations.

Research on social support, which is a prototype of teacher support research, began in the late 1970s in the field of psychiatry (69, 70) and has since been conducted with attention from diverse academic fields. The oldest year of publication for the literature extracted in this study was 1997, indicating that the study of concepts related to teacher support expectations began approximately 30 years after the beginning of research on social support. Furthermore, the number of published papers has increased since 2010. The background of this trend can be inferred from the fact that the need for social support for adolescents and young adults before they reach adulthood was demonstrated by Belle in 1989 (71), which triggered a spillover in the study of teacher support. Additionally, it can be inferred that teacher support has

been required as an important role in response to the increasingly diverse and complex behaviors of middle and high school students in recent years.

The concepts related to teacher support expectations of middle and high school students generated by the content analysis performed in this study were divided into five categories: [Behavior], [Cognition], [Attribute], [Emotion], and [Well-being].

The [Behavior] category, described as an activity that is performed both intentionally and impulsively, comprised seven subcategories (28 codes) and had the highest number of codes in concepts related to teacher support expectations among middle and high school students. Middle and high school students in the adolescence phase are more likely to engage in problem behaviors (72) and experience significant academic, social, and daily life problems (73). Additionally, problem behaviors during adolescence have been shown to have a negative impact on future life (74); therefore, reducing problem behaviors is an important concern for promoting the health of middle and high school students. The high number of codes for “Behavior” may reflect the expectation for teachers to support middle and high school students to optimize their behavior. However, no previous literature review has reported the [Behavior] category for Japanese middle and high school students. The Cabinet Office of Japan has identified problematic behaviors as an issue specific to adolescence (75), and support for the behavioral appropriateness of junior middle and high school students is an important issue. In the future, it will be necessary to examine teacher support

expectations for the [Behavior] of middle and high school students in Japan.

The category of [Cognition] was described as the way of thinking and perceiving things and people and comprised five subcategories (18 codes). With the introduction of the ABC (76) and depressive-cognitive theories (77), it is now believed that emotions, thoughts, and physiological reactions among humans are more important in the way they think and perceive the event than the event itself. In fact, many studies on support expectations have been conducted based on these theories (78–80). Conceivably, society expects teachers of middle and high school students to support appropriate ways of thinking about and perceiving events that are likely to influence students' emotions, thoughts, and physiological reactions. In this context, this study adequately generated a category of [Cognition], which is a way of thinking and perceiving things and people.

The [Attribute] category was described as a property or characteristic that a person is expected to have and comprised two subcategories (16 codes). It can be inferred that attributes are related to teacher support expectations among middle and high school students since adolescent girls have a greater number of support types than boys (81) and the support types sought by middle school students differ depending on their grade (82). Under these circumstances, it is reasonable to examine the relationship between [Attributes] and teacher support expectations of middle and high school students.

The [Emotion] category comprised three subcategories (14 codes). The

category of [Well-being] was described as a calm state of mind and included 13 codes. Adolescence is the period in one's life when one's mental health is most likely to be threatened (1). However, this is also a period of significant mental growth (83). The purpose of social support is to promote the individual's mental and physical health (15). Support expectations during adolescence have been shown to have a positive impact on mental health (18, 19). Additionally, an important factor that promotes mental growth of adolescents is their affective function, which includes their attitude, motivation, and will (84). According to the previous literature, the affective functioning of middle and high school students is associated with academic performance (85) and parental readiness (86). Under such circumstances, it is not difficult to imagine that teachers, who act as psychosocial helpers for middle and high school students, are required to support their students' mental health and emotional functioning. Therefore, it is understandable that this study generated the categories of [Emotion] and [Well-being].

The concepts related to support expectations other than those extracted in this study are being examined for non-adolescents. For example, a theory that has attracted attention in the recent years is the Relational Regulation Theory (87), which states that support expectations are greatly influenced by the quality of conversations and activities such as daily interactions between the supporter and support recipient. The relationship between support expectations and the quality of daily conversations and activities between support providers and support

recipients has been observed with support providers as relatives and friends and support recipients as college students (88–90). It can be assumed that the quality of daily conversations and activities between teachers and students is also related to teacher support expectations among middle and high school students.

Suggestions to enhance teacher support expectations can be obtained by examining the relationship between daily conversations and activities between teachers and students and teacher support expectations. Therefore, it is necessary to examine the relationship between the quality of daily conversations and activities between teachers and middle and high school students and teacher support expectations.

The present study has implications for school mental health activities of teachers of middle and high school students in clinical settings. Although most of the literature adopted by this study is cross-sectional survey research and the causal relationship is unclear, the results of this study indicate that teacher support expectations of middle and high school students may affect their [Behavior], [Cognition], [Emotion], and [Well-being]. In other words, the results of this study indicate the need for strategies to increase teacher support expectations for psychosocial problems such as behavior, cognition, emotion, and well-being among middle and high school students. Additionally, the [Attribute] category generated by this study suggests that teachers of middle and high school students need to consider their students' attributes, such as gender and grade.

Finally, this study had some limitations. The search engines used in

this study were limited to the MEDLINE's PubMed and Ichu-Shi Web. Future studies can utilize other search engines to further explore a wider range of concepts related to teacher support expectations among middle and high school students.

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## 中高生の教師サポート期待と関連する概念の文献的検討

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### 要旨

本研究の目的は、中高生の教師によるサポート期待に関する研究動向を文献的検討により明らかとし、教師が生徒と関わる際に配慮すべき事項と今後検討すべき課題を明確にすることである。医学中央雑誌 Web 及び PubMed から収集した 48 件の文献を対象とし、中高生の教師によるサポート期待と関連する概念を抽出した。その結果、思春期に対するソーシャルサポートの重要性の認識が社会に広まった 2010 年以降に急激に論文数が増加していることが明らかとなった。その後、抽出した概念を意味内容の類似性に基づいて分類し、カテゴリを生成した。その結果、抽出された 89 の概念から 19 のサブカテゴリが生成され、それらは[行動]、[認知]、[属性]、[情意]、[安寧]の 5 つのカテゴリにまとめられた。本研究結果は、まとめられた 5 つのカテゴリに対して、教師によるサポート期待は有効である可能性があることを示唆しており、中高生の教師はそのことを理解して生徒に関わる必要があるであろう。また、教師によるサポート期待と関連する概念の検討において、本研究で生成されたカテゴリ以外について今後検討する必要性が示された。

**キーワード：**高校生、中学生、教師サポート期待、文献的検討、内容分析