MANUELLA B. CRAWLEY Ph.D., August 2014   HEALTH SCIENCES

AN ANALYSIS OF THE IMPACT OF SOCIAL SUPPORT AND SELECTED
DEMOGRAPHICS ON PHYSICAL ACTIVITY, DIETARY BEHAVIOR AND
ACADEMIC ACHIEVEMENT AMONG MIDDLE AND HIGH SCHOOL STUDENTS
(273 pp.)

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Literature based on ecological models confirms that overweight and obesity are a result of individual characteristics as well as, the environmental context in which an individual exists (Bronfenbrenner, 1979). This context includes the environment at home, at school, and in the community. Conflicting evidence exists regarding the role of social support for physical activity and dietary behavior on children and adolescents (Prochaska, Rodgers, & Sallis, 2002). In this study the role of social support as it relates to physical activity, dietary behavior, and academic achievement was explored.

An online survey was administered to middle and high school students enrolled in a Northeast Ohio school. The instrument explored subjects' perceptions regarding their own physical activity and dietary behaviors, and perceived support from family, friends, and schools for physical activity participation and dietary behaviors. Further, the relationship between these variables and academic achievement was analyzed. Multiple regression and logistic regression analyses were conducted to establish relationships between variables.

A relationship was revealed between school social support for physical activity and physical activity behavior. Once age and gender were introduced into the model, no

statistical significance was revealed. No statistical significance was found among other study variables.

Although the current study did not find a significant relationship between the variables studied, there is consensus in the literature regarding the link between overall health, physical activity, and nutrition on academic achievement. The role of social support is still a growing literature and one that still needs to be explored.