

## Appendix A

### Supplementary Materials

**Table A1**

*Descriptive Statistics*

	<i>n</i>	<i>M</i>	<i>SD</i>	Observed range	$\alpha$
<i>Social support variables</i>					
Received support frequency (RSF)	118	1.85	0.77	0.25-3.75	.62
Family	118	2.58	1.13	0-4.00	-
Friends	118	2.59	1.19	0-4.00	-
Faculty/staff	118	1.22	1.11	0-4.00	-
Institution	118	1.02	1.05	0-4.00	-
Received support quality (RSQ)	117	3.44	0.77	1.50-5.00	.64
Family	118	3.90	0.99	1.00-5.00	-
Friends	118	3.81	1.12	1.00-5.00	-
Faculty/staff	118	3.14	1.19	1.00-5.00	-
Institution	117	2.90	1.17	1.00-5.00	-
<i>Well-being variables</i>					
Stress	125	2.15	0.81	0-3.75	.83
Burnout	114	3.75	1.24	1.00-6.00	.94
Loneliness	111	2.69	0.73	1.25-4.00	.80
Belonging	80	3.29	0.60	1.89-4.56	.80
Quitting intentions	114	1.61	0.75	1.00-4.00	.83
Life satisfaction	113	4.20	1.62	1.00-7.00	.91

*Note.* Means, standard deviations, and observed ranges are presented as an average of item scores. Statistics presented for RSF and RSQ rows are for composite measures of RSF and RSQ that combine across sources.

**Appendix A (Supplementary Materials)**

Maymon, R., Hall, N.C., & Harley, J.M. (2019). Supporting first-year students during the transition to higher education: The importance of quality and source of received support for student well-being. *Student Success*, 10(3), 64-75. <https://doi.org/10.5204/ssj.v10i3.1407>

**Table A2**

*Zero-order Correlations among Social Support Variables*

	1	2	3	4	5	6	7	8	9	10	11
1. Received support frequency (RSF)	-										
2. Family	-	-									
3. Friends	-	.24**	-								
4. Faculty/staff	-	.35***	.20*	-							
5. Institution	-	.27**	.05	.69***	-						
6. Received support quality (RSQ)	<b>.65***</b>	.41***	.37***	.53***	.47**	-					
7. Family	.52***	<b>.65***</b>	.20*	.30***	.27**	-	-				
8. Friends	.37***	.12	<b>.72***</b>	.11	.02	-	.29***	-			
9. Faculty/staff	.47***	.23**	.03	<b>.63***</b>	.43***	-	.25**	.13	-		
10. Institution	.41***	.18	.07	.39***	<b>.53***</b>	-	.20*	.18*	.71***	-	

*Note.* Bolded coefficients represent correlations between measures of received support frequency and quality paralleled by support source. Coefficients for numbers 1 and 6 (RSF and RSQ) are for measures of total RSF and RSQ (combined sources).

\*  $p < .05$ . \*\*  $p \leq .01$ . \*\*\*  $p < .001$

**Appendix A (Supplementary Materials)**

Maymon, R., Hall, N.C., & Harley, J.M. (2019). Supporting first-year students during the transition to higher education: The importance of quality and source of received support for student well-being. *Student Success*, 10(3), 64-75. <https://doi.org/10.5204/ssj.v10i3.1407>

**Table A3**

*Zero-order Correlations Among Well-being Variables*

	1	2	3	4	5	6
1. Stress	-					
2. Burnout	.63***	-				
3. Loneliness	.38***	.26**	-			
4. Quitting intentions	.32***	.40***	.30**	-		
5. Belonging	-.14	-.32**	-.37***	-.51***	-	
6. Life satisfaction	-.59***	-.44***	-.59***	-.40***	.39***	-

\*  $p < .05$ . \*\*  $p < .01$ . \*\*\*  $p \leq .001$

**Appendix A (Supplementary Materials)**

Maymon, R., Hall, N.C., & Harley, J.M. (2019). Supporting first-year students during the transition to higher education: The importance of quality and source of received support for student well-being. *Student Success*, 10(3), 64-75. <https://doi.org/10.5204/ssj.v10i3.1407>

**Table A4**

*Mediations of Received Support by Source on Stress*

Variable	<i>B</i>	<i>SE</i>	<i>t</i>	<i>p</i>
Total effects				
Stress regressed on:				
Constant	2.38/2.45/2.28/2.24	.20/.19/.12/.12	11.70/12.70/18.97/19.34	.00/.00/.00/.00
Country	.04/.01/.05/.03	.17/.16/.17/.17	.22/.09/.29/.18	.83/.93/.77/.86
Gender	-.41/-.43/-.36/-.33	.22/.22/.22/.22	-1.87/-1.95/-1.66/-1.46	.06/.05/.10/.15
RSF	-.07/-.09/-.08/-.06	.07/.06/.07/.07	-1.00/-1.49/-1.11/-.80	.32/.14/.27/.43
$R^2 = .03/.04/.04/.03$				
Direct effects				
RSQ regressed on:				
Constant	2.44/2.00/2.27/2.27	.19/.19/.14/.14	12.72/10.62/16.40/15.83	.00/.00/.00/.00
Country	-.09/.13/.30/.15	.16/.16/.19/.21	-.54/.82/1.53/.74	.59/.41/.13/.46
Gender	.08/.07/.09/.05	.21/.22/.25/.28	.39/.33/.35/.19	.70/.75/.73/.85
RSF	.57/.68/.64/.58	.07/.06/.08/.09	8.71/11/04/8.04/6.33	.00/.00/.00/.00
$R^2 = .41^{***}/.53^{***}/.40^{***}/.28^{***}$				
Stress regressed on:				
Constant	2.68/2.41/2.75/2.46	.32/.27/.22/.21	8.45/8.77/12.71/11.81	.00/.00/.00/.00
Country	.03/.01/.11/.05	.17/.17/.17/.17	.16/.07/.67/.27	.88/.95/.51/.79
Gender	-.40/-.43/-.34/-.32	.22/.22/.21/.22	-1.83/-1.95/-1.61/-1.45	.07/.05/.11/.15
RSF	.00/-.11/.06/.00	.09/.09/.08/.09	.01/-1.19/.65/-.03	.99/.24/.52/.97
RSQ	-.12/.02/-.21/-.10	.10/.10/.08/.08	-1.23/.22/-2.58/-1.27	.22/.82/.01/.21
$R^2 = .05/.05/.09^*/.04$				
	Effect	<i>SE</i>	LL 95% CI	UL 95% CI
Bias-corrected bootstrap results for indirect effect				
Indirect effect of RSF on stress via RSQ	-.07/.01/-.13/-.06	.06/.07/.05/.05	-.18/-.13/-.24/-.16	.04/.16/-.04/.04

*Note.* All regression coefficients are unstandardized and presented by source of support as follows: family/friends/faculty and staff/institution ( $n = 116/116/116/115$ ). Bootstrap sample size = 5,000. LL = lower limit; CI = confidence interval; UL = upper limit. Country coded as 0 = Canada, 1 = U.S.; gender identity coded as 0 = female, 1 = male.

\* $p \leq .05$ . \*\* $p \leq .01$ . \*\*\* $p \leq .001$

**Appendix A (Supplementary Materials)**

Maymon, R., Hall, N.C., & Harley, J.M. (2019). Supporting first-year students during the transition to higher education: The importance of quality and source of received support for student well-being. *Student Success, 10*(3), 64-75. <https://doi.org/10.5204/sj.v10i3.1407>

**Table A5**

*Mediations of Received Support by Source on Burnout*

Variable	<i>B</i>	<i>SE</i>	<i>t</i>	<i>p</i>
Total effects				
Burnout regressed on:				
Constant	3.66/4.21/4.05/3.89	.32/.30/.18/.18	11.63/13.88/22.15/21.84	.00/.00/.00/.00
Country	-.10/-.05/.07/-.03	.26/.26/.26/.26	-.36/-.20/.25/-.12	.72/.84/.80/.90
Gender	-.45/-.58/-.45/-.44	.34/.34/.33/.35	-1.32/-1.70/-1.36/-1.25	.19/.09/.18/.21
RSF	.07/-.14/-.21/-.07	.11/.10/.11/.12	.63/-1.39/-1.95/-.63	.53/.17/.05/.53
$R^2 = .02/.04/.05/.02$				
Direct effects				
RSQ regressed on:				
Constant	2.43/2.00/2.23/2.25	.19/.19/.14/.14	12.53/10.25/15.83/15.63	.00/.00/.00/.00
Country	-.07/.12/.30/.13	.16/.17/.20/.21	-.40/.73/1.47/.60	.69/.47/.14/.55
Gender	.10/.07/.11/.04	.21/.22/.26/.28	.47/.31/.42/.13	.64/.76/.68/.90
RSF	.57/.68/.65/.60	.07/.06/.08/.09	8.49/10.73/7.88/6.45	.00/.00/.00/.00
$R^2 = .41^{***}/.52^{***}/.41^{***}/.30^{***}$				
Burnout regressed on:				
Constant	4.17/4.74/4.68/4.58	.49/.42/.33/.31	8.51/11.27/14.38/14.63	.00/.00/.00/.00
Country	-.11/-.02/.15/.01	.26/.26/.26/.26	-.42/-.07/.57/.03	.68/.94/.57/.98
Gender	-.43/-.56/-.42/-.42	.34/.34/.33/.34	-1.27/-1.66/-1.29/-1.25	.21/.10/.20/.21
RSF	.19/.04/-.02/.11	.14/.14/.13/.13	1.34/.32/-.18/.85	.19/.75/.86/.40
RSQ	-.21/-.27/-.28/-.31	.16/.15/.12/.12	-1.35/-1.81/-2.33/-2.65	.18/.07/.02/.01
$R^2 = .04/.06/.10^*/.08^*$				
	Effect	<i>SE</i>	LL 95% CI	UL 95% CI
Bias-corrected bootstrap results for indirect effect				
Indirect effect of RSF on burnout via RSQ	-.12/-.18/-.19/-.19	.09/.11/.09/.08	-.31/-.40/-.39/-.36	.06/.04/-.02/-.03

*Note.* All regression coefficients are unstandardized and presented by source of support as follows: family/friends/faculty and staff/institution ( $n = 113/113/113/112$ ). Bootstrap sample size = 5,000. LL = lower limit; CI = confidence interval; UL = upper limit. Country coded as 0 = Canada, 1 = U.S.; gender identity coded as 0 = female, 1 = male.

\* $p \leq .05$ . \*\* $p \leq .01$ . \*\*\* $p \leq .001$

**Appendix A (Supplementary Materials)**

Maymon, R., Hall, N.C., & Harley, J.M. (2019). Supporting first-year students during the transition to higher education: The importance of quality and source of received support for student well-being. *Student Success, 10*(3), 64-75. <https://doi.org/10.5204/ssj.v10i3.1407>

**Table A6***Mediations of Received Support by Source on Loneliness*

Variable	<i>B</i>	<i>SE</i>	<i>t</i>	<i>p</i>
Total effects				
Loneliness regressed on:				
Constant	3.03/3.39/2.82/2.76	.18/.16/.11/.10	16.74/20.59/25.96/26.29	.00/.00/.00/.00
Country	-.11/-.14/-.11/-.15	.15/.14/.15/.15	-.70/-.97/-.69/-.97	.48/.33/.49/.34
Gender	.03/-.09/.12/.14	.20/.19/.20/.21	.13/-.46/.61/.68	.90/.65/.55/.50
RSF	-.13/-.25/-.11/-.06	.06/.05/.06/.07	-2.02/-4.69/-1.72/-.84	.05/.00/.09/.40
$R^2 = .05/.18^{***}/.04/.02$				
Direct effects				
RSQ regressed on:				
Constant	2.43/2.01/2.26/2.29	.20/.20/.14/.14	12.41/10.02/16.08/15.94	.00/.00/.00/.00
Country	-.07/.10/.29/.09	.17/.17/.20/.21	-.24/.60/1.47/.42	.81/.55/.15/.68
Gender	.04/.05/.11/.03	.22/.23/.26/.28	.19/.23/.44/.10	.85/.82/.66/.92
RSF	.57/.68/.66/.59	.07/.07/.08/.09	8.35/10.42/7.93/6.22	.00/.00/.00/.00
$R^2 = .41^{***}/.52^{***}/.41^{***}/.28^{***}$				
Loneliness regressed on:				
Constant	3.34/3.52/3.06/3.01	.28/.23/.20/.19	11.83/15.31/15.26/15.61	.00/.00/.00/.00
Country	-.11/-.13/-.08/-.14	.15/.14/.16/.15	-.74/-.92/-.49/-.91	.46/.36/.63/.36
Gender	.03/-.08/.13/.14	.20/.19/.20/.21	.15/-.44/.67/.70	.88/.66/.50/.49
RSF	-.05/-.21/-.04/.01	.08/.08/.08/.08	-.68/-2.71/-.50/.07	.50/.01/.62/.94
RSQ	-.13/-.07/-.11/-.11	.09/.08/.07/.07	-1.42/-.83/-1.42/-1.54	.16/.41/.16/.13
$R^2 = .07/.19^{***}/.06/.04$				
	Effect	<i>SE</i>	LL 95% CI	UL 95% CI
Bias-corrected bootstrap results for indirect effect				
Indirect effect of RSF on loneliness via RSQ	-.07/-.05/-.07/-.06	.06/.06/.06/.05	-.18/-.16/-.19/-.16	.05/.08/.03/.03

*Note.* All regression coefficients are unstandardized and presented by source of support as follows: family/friends/faculty and staff/institution ( $n = 110/110/110/109$ ). Bootstrap sample size = 5,000. LL = lower limit; CI = confidence interval; UL = upper limit. Country coded as 0 = Canada, 1 = U.S.; gender identity coded as 0 = female, 1 = male.

\*  $p \leq .05$ . \*\*  $p \leq .01$ . \*\*\*  $p \leq .001$

**Appendix A (Supplementary Materials)**

Maymon, R., Hall, N.C., & Harley, J.M. (2019). Supporting first-year students during the transition to higher education: The importance of quality and source of received support for student well-being. *Student Success, 10*(3), 64-75. <https://doi.org/10.5204/ssj.v10i3.1407>

**Table A7**

*Mediations of Received Support by Source on Quitting Intentions*

Variable	B	SE	t	p
Total effects				
Quitting intentions regressed on:				
Constant	1.78/1.68/1.74/1.70	.19/.18/.11/.11	9.35/9.13/15.71/15.83	.00/.00/.00/.00
Country	-.14/-.16/-.10/-.15	.16/.16/.16/.16	-.87/-1.05/-.61/-.92	.39/.29/.54/.36
Gender	.14/.16/.20/.23	.21/.21/.20/.21	.69/.79/.98/1.09	.49/.43/.33/.28
RSF	-.06/-.02/-.11/-.08	.07/.06/.07/.07	-.90/-.36/-1.74/-1.16	.37/.72/.08/.25
$R^2 = .03/.02/.05/.03$				
Direct effects				
RSQ regressed on:				
Constant	2.43/2.00/2.23/2.25	.19/.19/.14/.14	12.53/10.25/15.83/15.63	.00/.00/.00/.00
Country	-.07/.12/.21/.17	.16/.17/.20/.21	-.40/.73/1.47/.60	.69/.47/.14/.55
Gender	.10/.07/.04/-.06	.21/.22/.26/.28	.47/.31/.42/.13	.64/.76/.68/.90
RSF	.57/.68/.46/.43	.07/.06/.08/.09	8.49/10.73/7.88/6.45	.00/.00/.00/.00
$R^2 = .41^{***}/.52^{***}/.41^{***}/.30^{***}$				
Quitting intentions regressed on:				
Constant	1.50/1.58/2.33/2.29	.30/.26/.19/.18	5.06/6.09/12.26/12.62	.00/.00/.00/.00
Country	-.13/-.17/-.02/-.11	.16/.16/.15/.15	-.82/-1.09/-.12/-.75	.41/.28/.90/.45
Gender	.13/.16/.23/.24	.21/.21/.19/.20	.64/.77/1.19/1.21	.53/.44/.24/.23
RSF	-.12/-.06/.06/.08	.08/.09/.08/.08	-1.47/-.66/.78/1.03	.14/.51/.44/.30
RSQ	.11/.05/-.27/-.27	.09/.09/.07/.07	1.22/.57/-3.73/-3.94	.22/.57/.00/.00
$R^2 = .04/.02/.15^{***}/.15^{***}$				
	Effect	SE	LL 95% CI	UL 95% CI
Bias-corrected bootstrap results for indirect effect				
Indirect effect of RSF on quitting intentions via RSQ	.07/.04/-.17/-.16	.06/.07/.06/.06	-.05/-.09/-.30/-.28	.19/.19/-.07/-.06

Note. All regression coefficients are unstandardized and presented by source of support as follows: family/friends/faculty and staff/institution ( $n = 113/113/113/112$ ). Bootstrap sample size = 5,000. LL = lower limit; CI = confidence interval; UL = upper limit. Country coded as 0 = Canada, 1 = U.S.; gender identity coded as 0 = female, 1 = male.

\* $p \leq .05$ . \*\* $p \leq .01$ . \*\*\* $p \leq .001$

**Appendix A (Supplementary Materials)**

Maymon, R., Hall, N.C., & Harley, J.M. (2019). Supporting first-year students during the transition to higher education: The importance of quality and source of received support for student well-being. *Student Success, 10*(3), 64-75. <https://doi.org/10.5204/ssj.v10i3.1407>

**Table A8***Mediations of Received Support by Source on Belonging*

Variable	<i>B</i>	<i>SE</i>	<i>t</i>	<i>p</i>
Total effects				
Belonging regressed on:				
Constant	2.76/3.04/2.88/3.01	.18/.16/.10/.10	15.60/18.51/28.66/31.12	.00/.00/.00/.00
Country	.42/.49/.43/.47	.14/.14/.13/.14	3.06/3.58/3.32/3.45	.00/.00/.00/.00
Gender	.41/.37/.31/.28	.17/.18/.17/.18	2.39/2.10/1.90/1.59	.02/.04/.06/.12
RSF	.13/.02/.17/.09	.06/.05/.05/.06	2.09/.36/3.23/1.56	.04/.72/.00/.12
$R^2 = .22^{***}/.17^{**}/.27^{***}/.20^{**}$				
Direct effects				
RSQ regressed on:				
Constant	2.43/1.84/2.57/2.47	.24/.22/.15/.15	10.04/8.22/17.59/16.37	.00/.00/.00/.00
Country	.14/.13/.23/.15	.19/.19/.19/.21	.76/.68/1.25/.72	.45/.50/.22/.47
Gender	.21/.16/.28/.34	.24/.24/.24/.28	.89/.65/1.17/1.23	.38/.52/.24/.22
RSF	.54/.74/.49/.50	.08/.07/.08/.09	6.49/10.15/6.32/5.44	.00/.00/.00/.00
$R^2 = .39^{***}/.58^{***}/.38^{***}/.34^{***}$				
Belonging regressed on:				
Constant	2.65/2.95/2.16/2.92	.27/.23/.21/.21	9.77/13.02/10.39/14.13	.00/.00/.00/.00
Country	.41/.48/.36/.46	.14/.14/.12/.14	2.99/3.51/3.03/3.38	.00/.00/.00/.00
Gender	.40/.36/.23/.27	.17/.18/.15/.18	2.32/2.04/1.53/1.50	.02/.04/.13/.14
RSF	.10/-.02/.04/.07	.08/.08/.06/.07	1.35/-.20/.59/1.06	.18/.84/.56/.29
RSQ	.05/.05/.28/.04	.08/.08/.07/.07	.54/.57/3.83/.48	.59/.57/.00/.63
$R^2 = .22^{***}/.18^{**}/.39^{***}/.20^{**}$				
	Effect	<i>SE</i>	LL 95% CI	UL 95% CI
Bias-corrected bootstrap results for indirect effect				
Indirect effect of RSF on belonging via RSQ	.02/.04/.14/.02	.05/.08/.04/.05	-.08/-.15/.06/-.08	.10/.17/.22/.12

*Note.* All regression coefficients are unstandardized and presented by source of support as follows: family/friends/faculty and staff/institution ( $ns = 80$ ).

Bootstrap sample size = 5,000. LL = lower limit; CI = confidence interval; UL = upper limit. Country coded as 0 = Canada, 1 = U.S.; gender identity coded as 0 = female, 1 = male.

\*  $p \leq .05$ . \*\*  $p \leq .01$ . \*\*\*  $p \leq .001$

**Appendix A (Supplementary Materials)**

Maymon, R., Hall, N.C., & Harley, J.M. (2019). Supporting first-year students during the transition to higher education: The importance of quality and source of received support for student well-being. *Student Success*, 10(3), 64-75. <https://doi.org/10.5204/ssj.v10i3.1407>



**Table A9***Mediation of Received Support by Source on Life Satisfaction*

Variable	<i>B</i>	<i>SE</i>	<i>t</i>	<i>p</i>
Total effects				
Life satisfaction regressed on:				
Constant	2.88/3.30/3.86/4.06	.39/.38/.24/.23	7.48/8.61/16.36/17.70	.00/.00/.00/.00
Country	.24/.44/.31/.43	.32/.33/.34/.34	.76/1.35/.90/1.28	.45/.18/.37/.20
Gender	.09/.00/-.24/-.26	.42/.43/.43/.45	.22/.00/-.56/-.58	.82/1.00/.58/.56
RSF	.49/.31/.27/.09	.13/.13/.14/.15	3.66/2.47/1.91/.59	.00/.02/.06/.56
$R^2 = .13^{**}/.07^*/.05/.02$				
Direct effects				
RSQ regressed on:				
Constant	2.44/1.99/2.23/2.24	.20/.20/.14/.14	12.52/10.21/15.74/15.54	.00/.00/.00/.00
Country	-.07/.11/.31/.14	.16/.17/.20/.21	-.44/.66/1.50/.64	.66/.51/.14/.52
Gender	.09/.06/.11/.05	.21/.22/.26/.28	.43/.29/.44/.17	.67/.77/.66/.87
RSF	.57/.69/.65/.60	.07/.06/.08/.09	8.42/10.76/7.78/6.33	.00/.00/.00/.00
$R^2 = .41^{***}/.53^{***}/.41^{***}/.30^{***}$				
Life satisfaction regressed on:				
Constant	1.98/3.06/3.11/3.49	.60/.54/.42/.41	3.32/5.69/7.39/8.49	.00/.00/.00/.00
Country	.27/.43/.20/.40	.32/.33/.34/.34	.85/1.30/.61/1.18	.40/.19/.55/.24
Gender	.06/-.01/-.28/-.27	.41/.43/.42/.45	.14/-.02/-.66/-.61	.89/.99/.51/.54
RSF	.28/.23/-.05/-.06	.17/.18/.17/.17	1.64/1.26/.28/-.37	.10/.21/.78/.71
RSQ	.37/.12/.33/.26	.19/.19/.16/.15	1.97/.62/2.12/1.68	.05/.54/.04/.10
$R^2 = .16^{***}/.08/.09^*/.05$				
	Effect	<i>SE</i>	LL 95% CI	UL 95% CI
Bias-corrected bootstrap results for indirect effect				
Indirect effect of RSF on life satisfaction via RSQ	.21/.08/.22/.15	.12/.14/.11/.11	-.03/-.22/.03/-.05	.44/.34/.45/.38

*Note.* All regression coefficients are unstandardized and presented by source of support as follows: family/friends/faculty and staff/institution ( $n = 112/112/112/111$ ). Bootstrap sample size = 5,000. LL = lower limit; CI = confidence interval; UL = upper limit. Country coded as 0 = Canada, 1 = U.S.; gender identity coded as 0 = female, 1 = male.

\* $p \leq .05$ . \*\* $p \leq .01$ . \*\*\* $p \leq .001$

**Appendix A (Supplementary Materials)**

Maymon, R., Hall, N.C., & Harley, J.M. (2019). Supporting first-year students during the transition to higher education: The importance of quality and source of received support for student well-being. *Student Success, 10*(3), 64-75. <https://doi.org/10.5204/ssj.v10i3.1407>