Persistence (via_ind) is positively related to social support (ss_family).
Persistence (via_ind) is positively related to social support (ss_friends).

https://journals-sagepub-com.ezp3.lib.umn.edu/doi/pdf/10.2190/A465-356M-7652-783R
This study investigated relationships between social support and academic persistence and overall persistence with 401 college freshmen by having the students complete a packet of assesments. Social support was measured using The Perceived Social Support Inventory– Family and Friends (PSS) (same scale in my research question), and persistence was measured by *Persistence/Voluntary Dropout Decisions Scale (P/VDD).* A multiple regression was used to determine to what extent social support would predict academic persistence. For both genders, loneliness and friend and family social support predicted academic persistence decisions. It was found that students were more likely to persist if they had lower levels of loneliness and felt as if they had both friend and family support.

https://journals.sagepub.com/doi/pdf/10.2190/LB7C-9AYV-9R84-Q2Q5
This study looked at the relationship between social support networks and persistence in college students (25 residential and 15 commuter). This study completed researcher-conducted interviews using the network analysis survey 3 times over an 11-week academic quarter. "The data were organized into a series of visual matrices containing summaries of each subject's network measures for specific data collection points." The data was then analyzed using t-distribution and ANOVA tests of both within and between study group network measures. One relationship that was found is that residential students, who reported the greatest number of new friends, also reported higher levels of persistence, measured by academic success. Another relationship that was found was that commuter students, who reported a significant decrease in the amount of material support, are less likely to persist in their college studies.

https://opencommons.uconn.edu/cgi/viewcontent.cgi?article=1010&context=nera-2015

This study examined the relationship among 304 Connecticut community college students' perceptions of the social support received, its importance, and their academic persistence. Social support was evaluated using the College Social Support Survey. Academic persistence was measured by how long students were registered (one semester students coded with a 1, two semesters coded with a 2). When results were examined by gender, female CC students perceived significantly more social support than male students did, from close friends, family members, other poeple at college, and classmates, where males only had more support from professors. There was no significant difference in the total importance of social support between males and females. The data analysis revealed that the more social support perceived, the more likely students would be retained, although this relationship is only marginal at the .05 level (significant at .07).

https://psycnet.apa.org/record/1989-10157-001

This study examined the relationship between persistence at college and perceptions of social support from the campus community and family for 143 undergraduates. The study used a self-report screening inventory, and took 2 measurements over 1 year. Support from members of the campus community appeared crucial for Black Ss, while family support was most important for White Ss.

https://cribbie.info.yorku.ca/files/2017/05/socsupp_se_stress_adj_univ_friendlander_reid_shupak_cribbie_jcsd.pdf

This study examined the effects of stress, social support, and self-esteem on adjustment to university. To find these relationships, multiple regressions were conducted. From the Fall to Winter specters, increased social support from friends, but not from family, predicted improved adjustment.

https://doi-org.ezp2.lib.umn.edu/10.2307/2960026

This study used a longitudinal research design using a college freshman class of the Fall of 1988 and looked at a number of variables including finance attitudes, social integration, encouragement from friends and family, goal commitment, and persistence. This study found that there is a positive relationship between social support and persistence.

http://ijds.org/Volume12/IJDSv12p157-173Peltonen3241.pdf

This study was a survey completed on 402 doctoral students. The study found that doctoral students who received sufficient support were less likely to suffer from burnout and drop-out intentions than those who received insufficient support.