

## THE RELATIONSHIP BETWEEN SOCIAL SUPPORT AND ACHIEVEMENT MOTIVATION IN UKSW PSYCHOLOGY STUDENTS

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### ABSTRACT

Achievement motivation and social support are critical factors in academic success, yet their relationship remains underexplored in specific university contexts. This study examines the correlation between social support (measured via MSPSS) and achievement motivation (assessed using McClelland's scale) among UKSW psychology students. Methods: A quantitative correlational design was employed with 234 participants selected via voluntary sampling. Data were analyzed using Pearson's correlation, normality, and linearity tests in SPSS. Results indicated a positive but non-significant relationship ( $r = 0.034$ ,  $p = 0.604$ ), suggesting that the effect is weak while higher social support aligns with increased motivation. Linearity testing ( $p = 0.548$ ) confirmed a linear but insignificant trend. The study highlights the need for further research on moderating variables (e.g., cultural, personality factors) and the role of specific support types (emotional, instrumental) in shaping motivation. These insights can inform interventions to enhance student well-being and academic performance.

**KEYWORDS** *Motivation, Social Support, and academic*



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## INTRODUCTION

Students are individuals who are completing the learning process at a university with the ultimate goal of obtaining a bachelor's degree (Chan, 2016). The definition of a student is contained in Government Regulation of the Republic of Indonesia No.12/2012 where a student is someone who has been registered in a university and a student is an intellectual who has the highest status in the level of

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education, a student as a subject when studying at the University has responsibilities that must be completed in the study process (Wati, 2019).

The learning process of students at the university level is different from the way students learn at school where students are required to be active independently (Marshall & Rowland, 2013), at the lecture level students are expected not only to grasp what has been learned in theory but also to be able to apply it and develop it creatively (Dwi Mayangsari M., 2023). To be able to do this, students need motivation to excel. McClelland (1987) states that achievement motivation is a form of desire that arises within an individual, spurring the drive to achieve a certain standard of excellence. Thus, it can be concluded that achievement motivation is vital in education. This is because individuals who show achievement motivation tend to try their best to achieve success and always focus on achieving goals (Dwi Mayangsari M., 2023; Suwinyattichaiorn & Johnson, 2022). A similar view is expressed by Zimet (1988), who states that perception refers to a subjective assessment of the adequacy or lack of social support in the surrounding environment, which includes appreciative, emotional, instrumental, and informational support. This social support comes from the closest people, such as family and friends, whom the individual receives (Giebel et al., 2021; Sjolander & Ahlstrom, 2012).

To strengthen this research, researchers interviewed five psychology students from September 8, 2023, to September 13, 2023. Based on the results of the interviews, the five interview subjects stated that they were motivated to excel in college. Three subjects indicated that they tried to continue to excel to make their parents proud. Further, they stated that they were not burdened by it because their parents also facilitated various needs that supported their studies to excel.

In addition, achievement motivation can have a positive impact on psychological well-being. When a person feels accomplishment and success, it can lead to feelings of happiness, satisfaction, and ongoing motivation. Achievement motivation can help a person develop mental endurance. When faced with obstacles or failures, individuals who have the motivation to achieve tend to be better able to bounce back, learn from experiences, and keep trying (Maison et al., 2021; Ronnie & Philip, 2021).

Based on the above explanation and the results of the interview, it can be seen that one of the things that supports the motivation to achieve in students is social support. The discussion of this research is also supported by previous research from the journal *Education Mandala* regarding the Relationship of Social Support to Student learning motivation, which is a crucial factor in education that significantly impacts students' academic achievement and learning goals. Social support is the interaction and relationship between an individual and the people around them, including family, friends, and classmates (Deodor M. A., 2023). Another study conducted by *Jurnal Jumpa* shows, based on the results of the researcher's observations, that the presence of friends and parents has an important role in increasing learning motivation. Previous research results also confirm that the better the social support received by students, the higher their level of learning motivation. On the other hand, if students receive negative social support, their motivation to learn tends to be lower (St. John the Apostle Jayapura, 2022). When a person feels

emotionally supported, they tend to be more motivated. Emotional support can help a person overcome fear, anxiety, or low self-esteem that may be inhibiting motivation (Stanley & Sebastine, 2023).

The relationship between social support and achievement motivation is very significant. Social support can positively affect a person's motivation in various ways, such as boosting self-confidence, providing an emotional boost, providing resources and help, providing external motivation, and providing inspiring role models. In practice, it is important to understand that positive and balanced social support can be an important factor in increasing the motivation of individuals to achieve their goals (Oludayo & Omonijo, 2020; Yıldırım & Darican, 2024). Conversely, a lack of social support or detrimental support can hinder motivation. Therefore, understanding the dynamics of social relationships and how they affect motivation can assist individuals in achieving their potential (Jonas & Mühlberger, 2017; Reeve, 2024).

This study builds upon prior research by specifically examining the relationship between social support and achievement motivation among psychology students at Satya Wacana Christian University (UKSW), using a quantitative correlational design with a focus on linearity and normality tests, which were not extensively highlighted in previous studies (Deodor M. A., 2023). St. John the Apostle, While earlier research emphasized general learning motivation, this study narrows its scope to achievement motivation as defined by McClelland (1987) and measures social support using Zimet et al.'s (1988) MSPSS scale, providing a more structured analysis. Additionally, the findings reveal a positive but non-significant correlation ( $r = 0.034$ ,  $p = 0.604$ ), contrasting with some prior studies that reported stronger relationships, suggesting contextual or moderating factors (e.g., personality, culture) may influence outcomes. The study also identifies gaps for future research, such as exploring specific types of social support (emotional, instrumental, informational) and their differential impacts, which were not deeply investigated in earlier works (Azwar, 2000; Sulistiani et al., 2022).

## RESEARCH METHOD

This research adopts a quantitative correlational design to analyze the relationship between social support and achievement motivation among psychology students. The study focuses on numerical data processed through statistical methods, following Azwar's (2000) approach. The goal is to determine whether a connection exists between these two variables.

The study examines two key variables: achievement motivation as the independent variable (X) and social support as the dependent variable (Y). Achievement motivation is measured using McClelland's (1987) Human Motivation Scale, which evaluates aspects such as preference for challenging tasks, perseverance, responsibility, need for feedback, and creativity. The findings suggest that higher motivation levels correlate with increased social support. Meanwhile, social support is assessed using Zimet et al.'s (1988) The Multidimensional Scale of Perceived Social Support (MSPSS), which includes support from family, friends, and significant others. The results indicate that students with stronger achievement

motivation receive greater social support, while lower motivation corresponds to reduced support.

The participants comprise 641 psychology students from Satya Wacana Christian University, including the 2021 and 2022 cohorts. Based on Azwar's (2000) sampling guidelines for a population of around 600, the study selects 234 respondents using voluntary sampling. This technique allows students who meet the research criteria to participate willingly, following Murairwa's (2015) methodology. The chosen sample size ensures a representative analysis while maintaining feasibility in data collection.

The measuring instruments are:

### 1. Motivation to perform

In measuring achievement motivation variables, the researcher utilizes an achievement motivation measuring instrument designed based on the theory and aspects proposed by McClelland (1987) which was then adapted and adjusted in Indonesian by Mangkunegara (2005), consisting of 36 items. Based on the results of previous tests, the Indonesian version of the achievement motivation scale has an alpha Cronbach value of 0.820, indicating the scale is reliable. There are nine items that have a *corrected item-total correlation* score of  $< 0.3$ , namely items 2, 10, 11, 23, 26, 27, 28, 2,10,11,23,26,27,28,29, and 34. There are 27 items that have a *corrected item-total correlation score of*  $> 0.3$ , namely item numbers 1,3,4,5,6,7,8,9,12,13,14,15,16,17,18,19,20,21,22,24,25,30,31,32, and 33, so that they can be used.

**Table 1. Blueprint for the Motivation Scale for Achievement**

No	Aspects	Favorable	Unfavorable	Total
1	Responsibility	1, 13, 25	7,19,31	6
2	Consider the risks	8,20,32	2,14,26	6
3	Creative-innovative	3,15,27	9,21,33	6
4	Pay attention to feedback	10,22,34	4,16,28	6
5	Task completion time	5,17,29	11,23,35	6
6	Realistic goals	12,24,36	6,18,30	6
	sum			36

### 2. Social support

In measuring social support variables, the researcher utilizes a measuring instrument known as the Multidimensional Scale of Perceived Social Support (MSPSS) developed by Zimet (1988) which was then adapted and adjusted in Indonesian by Kainama (Kainama, 2020) The Indonesian version of the Multidimensional Scale of Perceived Social Support (MSPSS) consists of 12 items. Based on previous test results, the scale's Cronbach's alpha value is 0.850, which declares it reliable. All items have a corrected item-total correlation score of more than 0.3, so they can all be used.

**Table 2. Blueprint Skala Multidimensional Scale of Perceived Social Support (MSPSS)**

No	Aspects	Item	Favorable	Unfavorable	Total
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1	Family	My friends tried to help me.	3	1
		I have a reliable friend when	4	1
		I have a problem		
		I have friends with whom I can share my joys and sorrows.	8	1
		I am going to talk about the problems I am having with my friends	6	1
2	Friend	My friends tried to help me.	11	1
		I have a reliable friend when	7	1
		I have a problem		
		I have friends with whom I can share my joys and sorrows.	2	1
		I will talk about the problems I am having with my friends.	12	1
3	Significant Others	I am surrounded by special people when I need something	1	1
		I have a special person to share the joys and sorrows I have experienced.	9	1
		I have a special person who is a resource to make me feel comfortable.	5	1
		There is a special person in my life who cares about my feelings.	10	1
Sum			12	12

The data analysis in this study involved several tests, including the Normality Test, the Linearity Test, and the Hypothesis Test. In the Hypothesis Test stage, the researcher used the Pearson product-moment correlation method to evaluate whether there was a relationship between achievement motivation and student anxiety levels. In the implementation of the test, the researcher utilized SPSS software version 21. The Normality Test aims to determine whether the data distribution is normal. After the Normality Test, the Linearity Test is followed to assess whether the two variables have a linear relationship.

## RESULT AND DISCUSSION

### Research Orientation and Research Data Collection

In this study, the researcher chose UKSW psychology students as research subjects. The researcher saw that the phenomenon studied was quite relevant to what was experienced by the students of the psychology faculty of Satya Wacana Christian University. Many students have ambition and motivation to achieve academically during college. This motivation to achieve is also supported by social

support from the surrounding environment, such as family, friends, or even partners. Positive social support can be a driver of motivation to achieve. When people feel supported by family, friends, or coworkers, they feel more motivated to achieve. This support can include encouragement, praise, or sharing a sense of success with people who care. Social support is also important in helping a person overcome failures and obstacles. Therefore, the researcher decided to collect data on active students of the psychology faculty in the 2021 and 2022 batches. Data was collected by distributing Google Forms to students through social media and student emails, which was carried out from March 29, 2024, to April 30, 2024.

### Research Participants

The participants of this study are psychology students of Satya Wacana Christian University in the 2021 and 2022 batches. There were 234 psychology students, who were then divided into 92 participants for the 2021 class and 142 participants for the 2022 class, 160 female participants, and 74 male participants.

**Table 3. Categorization of Achievement Motivation**

<b>Age</b>			
<b>No.</b>	<b>Age</b>	<b>Sum</b>	<b>Percentage</b>
1.	18 years old	6	2,7 %
2.	19 years old	94	40 %
3.	20 years old	48	20 %
4.	21 years old	86	37,3 %
<b>Total</b>		<b>234</b>	<b>100%</b>
<b>Gender</b>			
<b>No.</b>	<b>Gender</b>	<b>Sum</b>	<b>Persentase</b>
1.	Male	74	32 %
2.	Female	160	68 %
<b>Total</b>		<b>234</b>	<b>100%</b>
<b>Year of the Force</b>			
<b>No.</b>	<b>Year</b>	<b>Sum</b>	<b>Percentage</b>
1.	2021	92	39 %
2.	2022	142	61 %
<b>Total</b>		<b>234</b>	<b>100%</b>

### Research Results

#### 1. Descriptive Statistical Results

**Table 4. Categorization of Achievement Motivation**

<b>Category</b>	<b>Interval</b>	<b>Frequency</b>	<b>Percentage</b>
Low	$x < 84$	14	6 %
Middle	$84 \leq x < 132$	178	76 %
Tall	$x \geq 132$	42	18 %
<b>Sum</b>		234	100%
		Mean: 108	SD: 24

Based on the analysis above, it can be seen that students of the UKSW Psychology faculty have an Achievement Motivation level of 6% in the low category, 76% in the medium category, and 18% in the high category.

**Table 5. Categorization of Social Support Measurement**

Category	Interval	Frequency	Percentage
Low	$X < 28$	11	5 %
Middle	$28 \leq X < 44$	193	40 %
Tall	$X \geq 44$	30	55%
<b>Sum</b>		234	100%
		Mean: 36	SD: 8

Based on the analysis above, it can be seen that students of the UKSW psychology faculty have a Social Support level of 5% in the low category, 40% in the medium category, and 55% in the high category.

## 2. Assumption Test Results

### a. Normality test

One-Sample Kolmogorov-Smirnov Test				
			Y	X
N			234	234
Normal Parameters		Mean	44.73	116.00
		Std. Deviation	6.199	15.278
Most Extreme Differences	Extreme	Absolute	.180	.179
		Positive	.180	.179
		Negative	-.085	-.154
Test Statistic			.180	.179
Asymp. Sig. (2-tailed)	Sig.	(2-	.000	.000

Based on the normality test results above, the significance value of variable X (Motivation for Achievement) was 0.000, and variable Y (Social Support) was 0.000. Both variables have a value of  $>0.05$ , so the data can be declared not normally distributed.

### b. Data linearity test

ANOVA TABLE							
			Sum of Squares	df	Mean Square	F	Sig.
Y*	Between Groups	(Combined)	1676.487	46	36.445	.937	.592
X		Linearity	14.078	1	14.078	.362	.548
		Deviation from Linearity	1662.409	45	36.942	.949	.568

Within Groups	7276.303	187	38.911
Total	8952.791	233	

Based on the results of the above test, the significance value for linearity is  $0.548 > 0.05$ , so it can be concluded that there is a linear relationship between variable X (Motivation for achievement) and variable Y (Social support).

### 3. Hypothesis Test Results

Correlations			Y	X
Spearman's rho	Y	Correlation Coefficient	1.000	.034
		Sig. (2-tailed)		.604
		N	234	234
	X	Correlation Coefficient	.034	1.000
		Sig. (2-tailed)	.604	
		N	234	234

Based on these results, the correlation coefficient obtained was 0.034; it can be seen that the two variables have a positive relationship where the higher the level of social support, the higher the motivation to achieve, and vice versa. In addition, since the significance value of the two variables is 0.604 ( $p < 0.05$ ), it can be assumed that the correlation between the two variables is positive but not significant.

#### A. Discussion

Based on the hypothesis test results above, the correlation coefficient's value was 0.034, so it can be considered that the correlation of the two variables is positive but not significant because the significance value of the two variables is 0.0604 ( $p < 0.05$ ).

From the above presentation and research results, the relationship between achievement motivation and social support has a less significant influence on various dimensions of a person's life; Individuals may have different perceptions of social support. If a person feels social support is inauthentic or irrelevant to their achievement goals, it may not significantly boost their motivation to achieve. Additionally, suppose the individual has a basic need that is not being met, such as a sense of security or acceptance. In that case, the focus may be more on meeting those needs than the motivation to accomplish. In this case, social support may not be enough to stimulate motivation to achieve.

The study's results show that each individual reacts differently to social support. A person may be more affected by the support of certain people than others or may rely more on internal motivations than external ones. If social support is inconsistent or there are fluctuations in a person's social relationships, this can interfere with their motivation to achieve. Uncertainty in social relationships can



lead to insecurity or instability, reducing a person's focus and motivation towards achievement.

External factors outside the social environment can also affect achievement motivation, such as economic pressure, mental or physical health conditions, or cultural expectations. Those factors may influence achievement motivation more than social support in these cases.

### CONCLUSION

The study found a **positive but non-significant relationship** between social support and achievement motivation, with a correlation value of **0.034** and a linearity significance of **0.548 (>0.05)**, indicating a linear but weak connection where higher social support corresponds to higher motivation, and vice versa. For future research, it is recommended to explore the specific roles of different types of social support (e.g., emotional, instrumental, informational) in shaping achievement motivation, as well as potential moderating factors such as personality traits, stress levels, or cultural influences to gain deeper insights into this relationship.

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