

**Social Support and Motivation among University Students: A Case of Students of  
University of Sargodha**

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**Abstract**

*This study explores the relationship between social support and motivation in the context of university education. Motivation is a key factor that affects students' academic performance and overall well-being. Social support, derived from both peers and academic institutions, has been identified as an influential factor in shaping students' motivation levels. The study aims to investigate the impact of social support on motivation and analyze the specific dimensions of social support that contribute significantly to motivation. To accomplish this, a quantitative research approach is employed, utilizing a survey questionnaire to collect data from a diverse group of university students. The questionnaire includes measures of social support, motivation, and demographic information. Statistical analyses, such as correlation and regression analyses, are conducted to examine the relationship between social support and motivation and identify the most influential dimensions of social support. The findings of this study offer valuable insights into the role of social support in motivation. The results demonstrate a positive association between social support and motivation, indicating that higher levels of social support correspond to increased motivation. Additionally, specific dimensions of social support, such as emotional support and informational support, emerge as significant predictors of motivation. These findings hold practical implications for universities and educational institutions seeking to enhance motivation and academic success. Recognizing the significance of social support, universities can implement targeted interventions and programs to cultivate a supportive environment for students. Initiatives like peer mentoring, counseling services, and academic guidance can be employed to provide various forms of social support, ultimately bolstering students' motivation levels. In summary, this study contributes to existing literature by emphasizing the pivotal role of social support in students' motivation. It underscores the importance for universities to prioritize the provision of social support services and interventions to foster an environment that promotes student motivation, well-being, and academic achievement.*

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**Keywords:** *Social Support, Motivation, University Students, University of Sargodha*

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### **1. Introduction:**

Motivation is a multifaceted construct crucial to academic achievement and learning outcomes. Researchers like (Bomia et al., 1997) define it as a force beneficial to learners and as the willingness, desire, need, and obligation to succeed in learning. Motivation can be categorized into intrinsic and extrinsic types. Intrinsic motivation, driven by internal curiosity and desire, is supported by Self-Determination Theory (Deci & Ryan, 2013), which emphasizes autonomy, competence, and relatedness as key factors. Extrinsic motivation, focusing on external rewards, also plays a role in enhancing student engagement when appropriately applied (Ryan & Deci, 2000).

Social support, defined by (Cobb, 1976) as assistance and care from others, significantly influences motivation in academic settings. Family involvement positively impacts motivation, self-esteem, and academic achievement (Hill & Tyson, 2009), fostering a home environment that values learning (Eccles & Harold, 2013). Similarly, friends' emotional and academic support fosters a positive learning environment, encouraging students to engage and take risks (Wentzel, 1999). Special person support, from close relationships offering emotional and instrumental assistance, enhances self-belief and confidence (Cutrona & Russell, 1990) (Uchino et al., 1996), aligning with Bandura's social cognitive theory (1997) on self-efficacy. Such support systems also buffer against stress, fostering resilience and perseverance in the face of challenges, ultimately bolstering motivation (Bandura, 1997).

The role of social support extends beyond academic performance. According to (Lin et al., 2013), social support networks can provide students with a sense of belonging and acceptance, which are critical for mental health and well-being. These networks offer emotional sustenance and practical assistance, facilitating coping mechanisms during stressful periods. Furthermore, the perception of support availability can influence students' stress appraisal and coping strategies, making challenges seem more manageable and less threatening (Sarason et al., 1990).

In academic environments, peer support is particularly influential. Peer relationships offer both emotional encouragement and academic collaboration, fostering a sense of community and shared purpose. According to (Wilcox et al., 2005), students who establish strong peer connections are

more likely to exhibit higher levels of engagement and motivation. This sense of belonging is crucial in maintaining motivation and commitment to academic goals.

Moreover, mentorship from faculty and staff also plays a pivotal role in student motivation. Effective mentorship provides students with guidance, feedback, and encouragement, which are essential for academic and personal growth. Research by (Campbell & Campbell, 1997) highlights the positive impact of faculty mentorship on student academic performance and retention rates. These relationships help students navigate the academic landscape, set realistic goals, and develop a strong sense of self-efficacy.

In sum, motivation and social support are intertwined constructs that significantly influence university students' academic experiences. By understanding the dynamics of these factors, educators and policymakers can develop strategies to enhance student engagement, resilience, and academic success.

### **1.1. Research Objectives:**

The study was planned to attain the following objectives:

1. To find out level of social support and motivation of undergraduate university students.
2. To find out relationship between social support and motivation of undergraduate university students.

### **1.2. Research Methodology:**

This study employed a quantitative approach with a correlation research design to examine the relationship between student motivation and social support among University of Sargodha students from the faculties of Social Sciences and Sciences. The population comprised all students from these faculties, and a stratified convenience sampling technique was utilized to select 200 participants, including 125 from Social Sciences and 75 from Sciences. Data was collected using a 42-item questionnaire developed based on literature review, employing Likert scales to assess variables. Researchers personally distributed and collected questionnaires in March 2023, achieving a 100% response rate. Data was analyzed using IBM SPSS 22, ensuring cleanliness and accuracy, and employing techniques such as frequency analysis, mean calculation, independent samples t-test, and Pearson correlation coefficient to explore relationships among variables.

## **2. Descriptive Analysis**

### **2.1. Professional Identity**

*Table 1: Descriptive Summary of University Students' Perceptions Regarding Social Support and Motivation*

<b>Overall</b>	<b>SD%</b>	<b>D%</b>	<b>U%</b>	<b>A%</b>	<b>SA%</b>	<b>MEAN</b>	<b>Level</b>
<b>Social Support</b>	7.48	7.35	15.6	30.3	36.5	3.83	High level
<b>Motivation</b>	5.2	9.0	19.1	38.4	28.3	3.73	High level
<b>Overall</b>	12.68	16.35	34.7	68.7	64.8	3.78	High level

Low level (Range 1.00-2.33), Moderate level (Range 2.34-3.66), High level (Range 3.67- 5.00) (Idrus & Abdullah,2018).

The descriptive summary indicates that University students perceive high levels of social support (mean = 3.83) and motivation (mean = 3.73). Overall, their combined perceptions reflect a high level of satisfaction (mean = 3.78). These findings highlight strong positive sentiments among students regarding both social support and motivation at the University.

## 2.2.Inferential Analysis

Table 2: Mean differences between male and female students. (Independent sample t-test)

<b>Variables</b>	<b>Respondents</b>	<b>Mean</b>	<b>SD</b>	<b>t</b>	<b>P</b>
<b>Social Support</b>	Male	46.20	7.60	.279	.214
	Female	45.86	9.07		
<b>Motivation</b>	Male	111.75	15.10	.346	.902
	Female	110.97	15.25		
<b>Overall</b>	<b>Male</b>	<b>157.95</b>	<b>22.7</b>	<b>.625</b>	<b>1.116</b>
	<b>Female</b>	<b>156.83</b>	<b>24.32</b>		

This table presents The independent sample t-tests conducted to compare mean differences between male and female students on social support, motivation, and overall scores at the University of Sargodha yielded non-significant results across all variables. For social support, the

mean scores were 46.20 for males and 45.86 for females, with a t-value of 0.279 ( $p = 0.214$ ). Similarly, for motivation, males scored 111.75 compared to females at 110.97, resulting in a non-significant t-value of 0.346 ( $p = 0.902$ ). Overall scores also showed no significant difference, with males scoring 157.95 and females 156.83, yielding a t-value of 0.625 ( $p = 1.116$ ). These findings indicate that there is no statistically significant gender difference in perceptions of social support, motivation, or overall scores among the students surveyed.

### 2.3. Correlation Table

Variables	Sum of Social Support	Sum of Motivation
<b>Sum of Social Support</b>		
<b>Support</b>	1	.478**
<b>Sum of Motivation</b>	.478**	1

The moderate positive correlation ( $r = 0.478$ ) between "Sum of Social Support" and "Sum of Motivation" suggests that higher levels of social support are associated with higher levels of motivation. The significance level ( $p < 0.01$ ) confirms that this relationship is statistically significant, meaning it is unlikely to have occurred by chance. This relationship highlights the potential importance of social support in enhancing motivation.

### 3. Discussion:

The findings of this study provide valuable insights into the relationship between social support and motivation among undergraduate students. The results indicate that students perceive a high level of social support, with supportive relationships available from peers, faculty members, and families (Wentzel, 1999). This suggests that universities and educational institutions play a crucial role in creating a supportive environment for students, which can positively impact their motivation levels.

The analysis highlights that students display a moderate level of extrinsic motivation. Factors such as gaining valuable skills, improving job prospects, and obtaining qualifications are highly motivating for students (Ryan & Deci, 2000). Additionally, students exhibit strong intrinsic motivation driven by personal growth, exploring new ideas, challenging themselves, and making a positive impact on society (Deci & Ryan, 2013). This implies that students have a genuine

interest and enthusiasm towards their academic pursuits, which is positive indicator of their overall motivation.

Importantly, the study found no significant differences in motivation levels between male and female students, as well as between students in Sciences and Social Sciences disciplines. This suggests that gender and academic discipline do not play a significant role in determining students' overall motivation levels. However, it is worth mentioning that a larger sample size and further research could provide more comprehensive insights into these relationships.

The analysis also highlights the importance of social support in enhancing students' motivation. The study found a significant and moderate positive correlation between social support and student motivation, indicating that higher levels of social support are associated with higher levels of motivation (Cutrona & Russell, 1990). These findings emphasize the need for educational institutions to prioritize the development and implementation of support programs that foster strong peer networks, mentorship opportunities, and positive faculty-student interactions. Creating a supportive and inclusive learning environment can contribute to students' well-being, academic success, and personal development.

In conclusion, this study underscores the significance of social support in students' motivation and academic pursuits. The findings demonstrate that students perceive a high level of social support and display moderate levels of extrinsic and strong levels of intrinsic motivation. Moreover, the study indicates that gender and academic discipline do not significantly influence motivation levels among undergraduate students. By recognizing the importance of social connections and establishing support mechanisms, educational institutions can contribute to students' overall well-being, motivation, and success.

#### **4. Findings**

The descriptive analysis of university students' perceptions reveals positive findings overall. Students report a high level of social support, with special individuals available during times of need. Students also have someone with whom they can share their joys and sorrows and find comfort. Families are perceived as willing to help, and they try to support the students. Friends are seen as reliable sources of support, with students agreeing on talking about problems and receiving help. In terms of extrinsic motivation, the overall level is moderate. Factors such as gaining valuable skills, enhancing job prospects, and obtaining qualifications receive high levels of motivation. Setting up a future career, accessing better job opportunities, and benefiting from social

opportunities also motivate students. Factors like uncertainty about other options and viewing university as a better alternative to work have moderate levels of motivation. The analysis of intrinsic motivation reveals a prevalent high level among students. Motivating factors such as personal growth, exploring new ideas, challenging oneself, and contributing to society receive high agreement. Students exhibit strong intrinsic motivation, driven by aspirations for self-improvement and making a positive impact on society. The overall level of motivation is high, with students displaying a positive attitude towards their studies and academic pursuits. Based on the analysis, the findings indicate the following:

1. Regarding social support: There is no statistically significant difference in social support between male and female students. There is no statistically significant difference in social support between Sciences and Social Sciences students.
2. Regarding motivation: There is no statistically significant difference in motivation levels between male and female students. There is no statistically significant difference in motivation levels between Sciences and Social Sciences students. In summary, the analysis suggests that within the given sample, there are no significant disparities in social support or motivation levels based on gender or academic discipline (Sciences vs. Social Sciences).

The finding of this analysis is that there is no statistically significant difference between male and female students regarding their perspectives on the non-universality or universality of laws in scientific disciplines. The mean score for male students was 23.37 with a standard deviation of 3.76, while the mean score for female students was 24.07 with a standard deviation of 3.54. The t-value obtained from the independent samples t-test was -1.321, with a corresponding p-value of 0.829. Since the p-value is greater than the conventional threshold of 0.05, it can be concluded that there is no significant difference in the views between male and female students on this topic.

Furthermore, the analysis aimed to examine the mean differences between Sciences and Social Sciences students across all variables. The results indicated that there was no statistically significant difference in the mean scores of all variables between Sciences and Social Sciences students. The mean score for Sciences students was 158.56 with a standard deviation of 19.92, while the mean score for Social Sciences students was 156.42 with a standard deviation of 21.71. The calculated t-value was 0.947, and the corresponding p-value was 0.320. Since the p-value is greater than 0.05, it suggests that there is no significant disparity in the mean scores of all variables between Sciences and Social Sciences students within the given sample.

Lastly, the correlation analysis revealed a significant and moderate positive correlation ( $r = .536$ ,  $p < .01$ ) between Social Support and Students Motivation. This indicates that as Social Support increases, there tends to be an increase in Students Motivation, and vice versa. The findings suggest that a higher level of Social Support is associated with a higher level of Students Motivation, highlighting the important role that Social Support plays in fostering and enhancing Students Motivation.

### **5. Recommendations:**

Based on the findings, the following recommendations can be made for improvements:

1. **Strengthen social support networks:** Although students perceive a high level of social support, universities can further enhance this aspect by implementing initiatives such as mentorship programs, support groups, and counseling services. Creating a nurturing environment where students can readily access support during challenging times can positively impact their well-being and academic success.
2. **Foster intrinsic motivation:** While students exhibit a high level of intrinsic motivation, universities can promote and nurture this aspect by offering opportunities for personal growth, encouraging exploration of new ideas, and providing platforms for students to contribute to society. Creating an environment that fosters curiosity, creativity, and a sense of purpose can enhance students' intrinsic motivation and engagement with their studies.
3. **Enhance extrinsic motivation factors:** Universities should continue emphasizing the value of acquiring valuable skills, enhancing job prospects, and obtaining qualifications. By providing career counseling, internships, and networking opportunities, institutions can strengthen students' motivation by showcasing the practical applications and benefits of their education in the job market.
4. **Promote interdisciplinary collaboration:** Despite no significant differences between Sciences and Social Sciences students, universities can further encourage collaboration and knowledge-sharing between disciplines. Creating platforms for interdisciplinary projects and promoting interdisciplinary courses can foster a broader perspective and enhance the learning experience for all students.
5. **Maintain and improve support systems for all students:** While there were no significant differences based on gender or academic discipline, universities should continuously assess and improve their support systems to ensure inclusivity and equity. This can involve



providing equal access to resources, addressing specific needs of diverse student populations, and promoting a supportive and inclusive campus culture.

6. Continuously evaluate and adapt support programs: Universities should regularly evaluate the effectiveness of their support programs and initiatives. Collecting feedback from students, monitoring outcomes, and making necessary adjustments will ensure that the support provided aligns with students' evolving needs and expectations

By implementing these recommendations, universities can further enhance the social support and motivation levels among their students, fostering a positive and conducive learning environment.

### **6. Conclusion:**

It is concluded that University students perceive a high level of social support, with individuals available during times of need, families willing to help, and friends seen as reliable sources of support. Further, it is concluded that students display a moderate level of extrinsic motivation, with factors such as gaining valuable skills, enhancing job prospects, and obtaining qualifications receiving high levels of motivation.

It is concluded that intrinsic motivation is prevalent among students, driven by factors such as personal growth, exploring new ideas, challenging oneself, and contributing to society, it is concluded that overall, the level of motivation is high, and students exhibit a positive attitude towards their studies and academic pursuits

It is summed up that there are no statistically significant differences in social support levels based on gender or academic discipline (Sciences vs. Social Sciences). Further, It is concluded that there are no statistically significant differences in motivation levels based on gender or academic discipline.

It may be safely concluded that there is no significant difference in the perspectives on the non-universality or universality of laws in scientific disciplines between male and female students It is concluded that there is no significant disparity in the mean scores of all variables between Sciences and Social Sciences students. It may also be concluded that there is a significant and moderate positive correlation between social support and student motivation, indicating that higher levels of social support are associated with higher levels of student motivation.

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