A Study of the Relationship between Social Support and Students' Academic Achievement at University Level

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Abstract

To figure out the association in between students' social support and their academic achievement at university level was the main purpose of the study. Two universities of Multan District and their selected faculties was the limit for this study. Total sample of 379 was taken through simple random sampling technique. A questionnaire was developed for attaining the stipulated goals of study. Regarding different aspects of social support, the questionnaire was based on four factors and 40 statements. Factors Family's social support, the society's social support, friend's social support, and social support coming on individual welfare were made by keeping in view the relationship of these with students' academic achievement. The data was collected personally, and questionnaire was administered, through a five-point Likert type scale. Data were tabulated and analyzed by computing regression analysis-test, frequency count and percentages and mean score methods. The analyses consist on demographic information, standard regression model for finding relationship, t-test for comparing responses and statement/factor wise analysis for finding more influential factor regarding delivery of social support. Findings of study revealed that friend's social support has an insignificant relationship with students' academic achievement. Results also revealed that students residing in urban areas have more social support as compared to students residing in rural areas. On the factors: friend's social support, family's social support, or society's social support, the highest mean score was on the factor of social support from family. Moreover, the difference in responses to these factors was insignificant.

Keywords: Social support, Positive social support, Negative social support, Academic achievement

Introduction

Social development pertains to the advancement and prosperity of a person in the community so that they become capable to attain their foremost capability. Social support is one facet of social development (Fritz, 2020). The term social support most likely is a very widely known idea to maximum individuals and most would be in accord that it is behaving as an important part in affecting the welfare of children and families. Social support comprises social relationships which deliver (or can certainly deliver) interpersonal assets and material which are of some significance to the receiver, for instance, therapy, approach to the facts or benefits, splitting of the work or the duties, or talent attainment (Thompson, 1995). Delivering of the support or ease to different people to assist them deal with a variety of problems, can be defined as Social support. Support is usually from the household persons, personal connections, fellow citizen, reinforcement assemblies, religious parties or companions. The mutual participating of personal, colonial, or ethical opinions by peers helps the person and his/her social development (Turner, 1999). The conception of the social support study foregoes to the year 1897 with the Durkheim's empirical assessment of the part of social involvement for the discouragement of suicide. The deterioration of household, society, and work ties is dangerous to psychological wellness, this was proposed by Durkheim in 1951. Additionally, social support is obligated vastly to effort of the social epidemiologist, John Cassel in the year 1976, who postulated, social support performed as the fundamental psychological shielding element which lessened person's exposure to injurious impacts of that of stress, on body or the mind.

In addition, Cassel (1976) viewed social support as a feedback from different stakeholders of the society. "Social support is functioning content of the relationship", this was reflected by House through his seminal work in 1981. It indicates that Social support directs to the characteristics of the social relationships which deliver a logic of self-esteem and gives means for dodging life's problems.

Moreover, the phrase social support probable is an extremely familiar idea to maximum people, and most would approve that it acts a significant part in impacting the wellness of youths and families. Considerably saying, "social support comprises of the social relationships which deliver (or can possibly deliver) interpersonal resources or the material which are of significance to receiver, for instance, counselling, approach to the information or benefits, splitting of the responsibilities or duties, or talent acquisition" (Thompson,2006).

Moreover, emotional, informational, instrumental and appraisal entities can be classified as the four comprehensive kinds of Social Support (Scheurer & Swanton, 2012). Emotional support is delivered by important people for instance, companions and members of the family who convey support, consideration, care, and compassion. Various forms of psychological disorders are inversely linked to the emotional support. The providing of support, means, finances, goods or equipment or the services when needed is the instrumental support. Provision of guidance, information, recommendations, and the tools helpful to individual is the informational support, appraisal support is response and the analysis which allow that focal somebody to assess his or her condition.

Universities has sociable atmosphere where anticipations or the values are founded. So, as students stay immersed during the schoolroom activities by generating themselves or cooperating with the different undergraduates or the instructors (Belsky, Booth-LaForce et al. 2006). Different life skills must be needed for students to get enhanced or creative education and between them social support are most vital. In education, behavior and social support are two different things. Rather, in different social settings such skills are part of behavior which helps a person in order to adjust or understand. According to the thought of most teachers' students energetically attend and partake in various education activities for instance stay on-task or problem figuring out from the pre-school to the university level. Such teacher and the students demonstrated fragile skills in as mentioned areas of staying on duty, involved listening, and problem resolving otherwise these social supports would be universal in an ideal environment. (Siegel 2005). After a thorough review, it can be concluded that no such study has been conducted so far.

Being a teacher educator at the university level 2, the researcher was inquisitive to analyze the relationship between student's achievements at the university level and their social support as it may be the conclusive step of formal education, and after that to perform different responsibilities in the society, students leave to arrive into their pragmatic life.

Review of Related Literature

In Pakistan, curiosity about academic achievement is common. While there are hardships at every level of education, there is a great level of effort in both college and university in order to get past and graduate (Bassi, Busso, Urzúa, & Vargas, 2012). So, the identification of factors related to the success of students is now an important task for Pakistani scholars as it includes the ability to interfere and enhance student excellence. The research of non-intellectual variables has made significant progress Searching for cognitive variables associated with academic achievement as an alternative to research (Burchinal, Grimm, Mashburn, Steele & Piana, 2010; Tripicchio, 2011). For example, social support at all levels of education was identified as a factor in student success. If that is so, It will then be useful to clarify the how social support is viewed by students, to decide if it is important for academic achievement.

Social support can be characterized as the experience or receipt of a person from the actual psychological and social support environment (Lin, 2016). Assistance, compassion, and reverence are examples of such support (Lee & Goldstein, 2016). Social support may be interpreted, which illustrates the values and expectations that a person may have about the quality and variety of their social support provided (Rios & Eaton, 2016). In terms of interpersonal experiences within one's social groups and the perceptions and assumptions one may have about them, researchers noted that the idea of social support is more significant than the real social support obtained and have identified social support. (Bhochhibhoya, Dong, & Branscum, 2017). Social support may be negative or supportive and reflects the needs of an individual, as viewed; describing a person's confidence in the utilization of social support (Vungkhanching et al., 2016). When considering social support, the buffering model and the main effect model are the two key models which should be highlighted. The idea reflected by main effect model is as a tool for managing and which emphasizes the search and practical implementation of support. While buffering model focuses on the understanding of help and its function as a cognitive tool to prevent and mitigate the adverse effects on the person caused by various difficult situations (Malecki and Demaray, 2002). Although, a variety of different meanings are involved in order to decide what social support implies. The support is a subjective, cognitive evaluation allowing a person to rely on someone else's support under certain situations. (Elias& Haynes, 2008). For example, to evaluate the social assistance impact in difficult situations, perceived support for self-esteem is more important. When discussing perceived social assistance, the potential availability of a buffering model is emphasized. The key effects and buffering models prevail in recent research is that the assessment of community support usually focuses on interpreting the potential support available. About what is meant by the concept of perceived social assistance, and about the fact that it is related to the network of people on which the individual can rely if needed?

Social support that refers to content of such relationships is the most broadly used expression.

The influence of presence and quality of social relationships on fitness or sickness is focused by substantial portion of that of literature in the medical sociology.

In addition to that, the findings of the analysis show that many children living in impoverished urban societies encountering social and economic difficulties emerge with positive outcomes. (Elias & Haynes, 2008). As a subject of truth, comprising social support, social networks provide advancement to the different social functions. Kaur & Beri (2020) found moderate correlation between social supporter and academic success in India. Conclusions of another analysis revealed females perceived

vastly extra support as compared to males from altogether references, but that of instructors. Teachers were identified as the less supportive source as both men and women observed more aid from their best friends and boyfriends/girlfriends. An elevated observation of the social support was related with fairer academic accomplishment however just for women (Iglesia & Guadalupe, 2014).

Many studies revealed that social support can lessen life's evolutions and usually is correlated with helpful fitness consequences. It has favorable health and survival benefits as well as emotional impacts. To reduce the overall mortality risk, social contact has been demonstrated. More socially quarantined individuals have elevated mortality, and relationship of the social connections or health is equivalent with common danger elements, comprising blood pressure, smoking, or physical laziness.

At university level, through targeted social support, students become more successful with optimistic academic skills. To instruct the fundamental educational skills to students, teachers should be completely provided with the educational supplies or tools while schooling or illustrating proper social support which aid them all through their life (Tatum, 2006). The conclusions of the path examination indicated that academic and pre-university accomplishment and personal– emotional adjustment were straightforward predictors of educational achievement. Similarly, mediated by pre-university degrees and adjustment, gender, parents' schooling and family support were indirect predictors of academic accomplishment. Furthermore, between academic achievement and student's social behavior a significant relationship was present (Zins. et. al., 2007).

Students social skills are impacted by the educational achievements (Ray and Elliott 2006). Although they have favorable academic success, most of the students yet fail because of low self-concept. Self-concept is called as the student's awareness of the competence in the academic or the non-academic fields - (Manning, 2007). Coie & Krehbiel's (1984) indicated that by lowering off-assignment performances, social competency impact advancements in the academic aptitudes, Moreover, social level of student's or self-respect can be improved via acquiring optimistic recognition from the teachers or the coequal which could be attained by exhibiting less troublesome manners in class (Coie & Krehbiel, 1984). It is found that children and adolescent girls generally require extra support (Demaray & Malecki, 2002; Talwar, Kumaraswamy, & Fadzil, 2013). Girls usually experience more support from parents 'colleagues, mentors, classmates and then their male associates, even while evaluating each individual source (Brookmeyer, Henrich, Cohen, & Shahar, 2011; Vitoroulis, Schneider, Cerviño Vasquez, Soteras de Toro, Santana & Gonzáles, 2012). For example, there was no difference between boys and girls in terms of parental and teacher support, Malecki and Demaray (2003), and Vitoroulis et al. (2012) determined that their fathers provide more support to boys than girls. Besides, girls have been found to identify friends as more understanding people when assessing the level of support provided by different sources. While on the other hand, the less supportive factor for boys was their friends (Rueger, Malecki, & Demaray, 2008). To investigate differences in growth, a study was conducted with college students, which found that there was a decrease in perception about friends' support with age.

(Bordes-Edgar, Arredondo, Robinson Kurpius, & Rund, 2011). This was presumed by the researchers; it may be more important because a role model or mentor will help them deal with future career challenges at this stage of life.

Statement of the Problem

Exploring the relationship in-between social support and academic accomplishment of students at university level was the intention of the study. Researches have revealed that multiple educationist and experimenters detected a boost in student's lack of social support creates troublesome classroom conducts, preoccupied during the teaching duration and aversive conducts with class fellows. (Eleby,

2009). In addition to that, the shortage of social support created unfavorable outcomes in the student's daily work tasks, examination, quizzes and nonappearance, solving the problems and making the decisions. The recent analysis concentrated to decide the connection among student's academic achievement and social support particularly at university level.

Objectives

The analysis has these goals:

- Investigation of relationship between academic accomplishment of University students and social support (four factors, friends, family, society and personal wellbeing).

- Examination of provision related to social support from different stakeholders to institute students.

- Comparing reactions of male & female sampled group considering the academic accomplishment and the social support.

- Finding out difference between responses of the Bahuddin Zakariya University Multan students and the students of Institute of Southern Punjab Multan regarding the social support and academic achievement of students.

- To find out the difference between the responses of students living in metropolitan regions and countrified regions regarding the social support and academic achievement of university students.

Hypothesis

Above mentioned objectives were bifurcated into these hypotheses.

Hypothesis 1: It is hypothesized, academic achievement of students at university level will have a significant association with 'friend's social support'.

Hypothesis 2: It is hypothesized, the academic achievement of students at university level will have a significant relationship with 'family's social support'.

Hypothesis 3: It is hypothesized 'social support from society' a social stakeholder will have no important influence on academic achievement of university students.

Hypothesis 4: It is hypothesized that the academic achievement of university students will not be affected by 'personal well-being'.

Hypothesis 5: Regarding the provision of social support and academic achievement at university level there will be major difference between the responses of male & female sampled group.

Procedure of the Study

Study was descriptive in nature. Mix method research approach with survey design was applied. A structured questionnaire comprising 40 items with four factors was used as an instrument. It has two sections: A & B. Demographic information about the respondents comprising their academic achievements are present in Section A. While information regarding student social support is present in section B. The questionnaire was administrated to students of different departments of both universities. All the male and female students about 11229 and 7000 (men & women of selected

faculties) studying in year 2020 of Baha Uddin Zakariya University of B. S, M.A\M.Sc. and institute of southern Punjab was its total number of people. Simple random sampling technique was used for compiling the samples. In accordance to the necessity of research work. Taro Yamane formula has been used to calculate the sample size. Thus, the students included in the study were approximately 400 (399.9) students. The collection of Data was done by structured questionnaire through Google forms and by physically visits. SPSS (version 20) was used for the analysis of data. To reach certain conclusions, mean score standard deviation, frequency count, percentage, t-test, correlation, (regression analysis and value of 'r' would be applied. For finding the relationship of two variables: academic achievement and social support, Pearson correlation was computed. The interview data was analyzed by using thematic analysis by making its themes.

Results

Regression Analysis

As mentioned earlier, to explore the relationship between students' social skills and their academic achievement was the main objective of the study. To achieve the objective, standard regression model was applied. The relationship was explored in view of four factors which were as:

Factors

> i   Friend's social support
>
> ii   Family' social support
>
> iii Society's social support
>
> iv Personal well-being

The detail is as follows:

The relationship between friends' social support and academic accomplishment of university students is shown in Table 1. The finding shows:

p = .000 which would be <0.05. Between social support and academic achievement of University students there is an insignificant relationship.

Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	2.538	.146		17.434	.000
Social support from family	.018	.004	.242	4.840	.000

Table 1: Standard regression model showing relationship of the social support from friends and academic achievement of university students (N=379)

R^2=.059, Adjusted R^2=.056, P-value=. The 000

The relationship between family's social support, academic achievement of university students is shown in Table 2. The finding shows that p = .001 which is <0.05. There is insignificant relationship or no relationship between social support from family and academic achievement of university students.

Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	2.752	.141		19.533	.000
Social support from family	.015	.004	.175	3.461	.001

Table 2: Standard regression model showing relationship of the social support from family and academic achievement of university students (N=379)

R^2=.031, Adjusted R^2=.028, P-value=.001

The relationship between social support from society and academic accomplishment of university students is shown in Table 3. Finding shows that p = .022 which is < 0.05. Between social support from society and academic achievement of University students, there is insignificant relationship or no relationship between them.

Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	2.966	.119		24.978	.000
Social support from society	.015	.006	.117	2.292	.022

Table 3: Standard regression model showing relationship of the social support from society and academic achievement of university students (N=379)

R^2=.014, Adjusted R^2= .011, P-value=.022 The

The relationship between academic attainment of university students and personal welfare is shown in table 4. The finding shows that p = .001 which is <0.05. There is insignificant relationship or no interconnection between the personal welfare and academic achievement of the university undergraduates.

Social Support from Society

Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	2.755	.149		18.450	.000

| Personal well-being | .011 | .003 | .165 | 3.243 | .001 |

Table 4: Standard regression model showing relationship of the personal well –being and academic achievement of university students (N=379)

R^2=.027, Adjusted R^2=.025, P-value=.001

To compare the responses of male & female, BZU and ISP students and urban and rural students' responses regarding social support and academic achievement, t-test was applied. The detail is discussed below.

Gender Wise Comparison between the Responses of Male and Female Students

Table 5 exhibits that mean values for men and women on factor 'social support from friends' was surveyed as 38.03 and 38.42 respectively. It implies that towards the social support from friends, female participants have more positive mindset. Because p-value is greater than 0.05(i.e. .582) this difference in affects regarding social support from friends' is insignificant. As far as the responses on factor 'social support from family' is concerned, the mean value of female students has 32.30 that is more than mean value of male students which is 31. 58. It shows that female sampled students have more   affects than male sampled students. Moreover, the value of p .245 is more than 0.05. It can be concluded that the difference between the responses is insignificant.

The table also indicates that the mean value of female respondents is greater on the factor 'social support from society' is 17.97 while the mean of male respondents is 17.73. Moreover, the value of p .551 is greater than 0.05. It can deduce that the difference between the responses is insignificant. Mean value of women students is 44.85 is greater than mean value of men apprentices 44.20 on factor 'personal well-being'. Moreover, the value of p

.416 is more than 0.05. We can conclude the difference between the responses is insignificant.

	Gender	N	Mean	Std. Deviation	t-test	df	p-value
Social support from friends	Male	117	38.03	6.720	-.550	377	.582
	Female	262	38.42	6.105			
Social support from family	Male	117	31.58	5.650	-1.165	377	.245
	Female	262	32.30	5.476			
Social support from society	Male	117	17.73	3.685	-.596	377	.551
	Female	262	17.97	3.738			

| Personal wellbeing | Male | 117 | 44.20 | 7.698 | -.814 | 377 | .416 |
| | Female | 262 | 44.85 | 7.077 | | | |

Table 5: Gender Wise comparison between the responses of male and female students

Conclusion

Based on study results, we can conclude, there is insignificant relationship of the students' academic achievement and the social support at university level. As far as the differences of responses is concerned, the female students have more social support from their family, friends and society as compared to male students. BZU students and students residing in urban areas have more social support as compare to students of ISP and students residing in rural areas.

Discussion

In relation to previous researches the results of the study are discussed.

Results of current study denoted insignificant relationship between academic achievement and social support. These results are in contrast with the study findings of Konishi, Hymel, Zumbo, & Li, 2010; they found that academic accomplishment and development is evaluated as consisting of close by relation to the social support or social development. There are different reasons for this as the study of Elias & Haynes, 2008, reported that several authors the stead of the support acof tually received stress the significance of the perception of support. For example, when analyzing the effect of social support in stressful situations, the study executed out confirmed that the support he mostly received himself, its perception was more suitable. While talking of perceived social support concentration is positioned on the potential availability the buffering model – and not on support in fact obtained the main-effect model, in current research the buffering model succeeds, and examination of the social support is normally established on perception of potential support accessible. Mainly studies found that social support is directly connected to perception. Here is an excessive agreement on what concept of the perceived social support concerns labelled it as perception which an individual has of being cared, adored or admired, also about the truth of belonging to a web of folks which an individual can measure on in situation of necessity. Something that is cognitive and subjective appraisal and permits a person to have the confidence of relying on someone else's support under provided circumstances is the perception of support. (Vungkhanching et al., 2016).

Results of present study revealed that female students have more social support as compared to male students on the factors: friend's social support, social support of the family, society's social support and social support or personal welfare. These results are in line with the study results of Rueger, Malecki, & Demaray, 2008. The boys described their friends as less supportive factor contrariwise, it was discovered, that girls describe friends as more supportive factor.

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