

Social Support: Its Influence on the Academic Achievement Among Students of Mindanao State University-Sulu Senior High School

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Abstract. This study examined the influence of social support on the academic achievement of senior high school students at Mindanao State University-Sulu. Specifically, it aimed to determine the level of social support received by students from family, friends, and significant others, the level of their academic achievement, and whether social support significantly influences academic performance. This study is quantitative research. The study employed a causal-predictive research design with 228 respondents selected through stratified random sampling from a population of 558 students. Data were collected using a validated and reliable questionnaire adapted from the Multidimensional Scale of Perceived Social Support (MSPSS), with a Content Validity Index (CVI) of 1.0 and an overall Cronbach's alpha of .878. Descriptive statistics, including mean and standard deviation, and inferential statistics through regression analysis using Jamovi software were utilized. Findings revealed that students reported low levels of perceived social support from family ($M = 16.00$, $SD = 3.33$), friends ($M = 16.00$, $SD = 3.04$), and significant others ($M = 16.50$, $SD = 3.07$). Despite this, students demonstrated a very satisfactory level of academic achievement ($M = 88.80$, $SD = 3.99$). Regression analysis indicated that social support significantly influences academic achievement ($B = 0.0885$, $\beta = .167$, $p = .011$), although it accounted for only 2.8% of the variance. The study concludes that while social support has a positive and significant effect on academic achievement, other factors play a more substantial role. Strengthening social support systems may further enhance students' academic success.

Keywords: Academic achievement; Jamovi; Senior high school students; Social support; Regression analysis

Introduction

Academic performance is a central focus of education, as it reflects students' learning outcomes, engagement, and overall success. Multiple factors influence academic performance, including personal motivation, teaching quality, learning resources, and socio-emotional support. Among these factors, social support has been identified as a critical determinant of students' academic achievement. Social support refers to the perception that an individual is cared for, valued, and assisted by others, encompassing both emotional and practical help from one's social network (Simon et al., n.d.). It plays a pivotal role in enabling students to cope with stress, overcome challenges, and remain motivated throughout their educational journey.

Research has consistently highlighted the significance of social support in academic contexts. For instance, Achdiyah et al. (2023) emphasized that social support positively influences students' academic performance by fostering resilience, enhancing engagement, and improving overall learning outcomes. Social networks, including family, peers, faculty, and community groups, provide the guidance, encouragement, and resources that students need to succeed academically. Mishra (2020) further noted that connections within familial, peer, and community contexts—including ethnic and religious networks—serve as essential sources of both emotional and instrumental support, reinforcing students' motivation and persistence in their studies.

Despite the well-established link between social support and academic achievement, there is a noticeable gap in research focusing specifically on senior high school students. Most studies have concentrated on college or university populations, leaving limited understanding of how social support functions in the senior high school context, where students face unique academic and developmental challenges. In particular, there is a scarcity of research examining this relationship at Mindanao State University-Sulu, a context characterized by diverse cultural and social dynamics that may influence students' access to and perceptions of support.

Exploring the role of social support in this context is crucial, as it can provide insights into the ways that students' social environments contribute to their learning and academic outcomes. By understanding the influence of social support, educators, administrators, and policymakers can design interventions and programs that strengthen supportive networks and create environments conducive to academic success.

This study, therefore, aims to investigate the influence of social support on the academic performance of senior high school students at Mindanao State University-Sulu. By examining the types and sources of support that are most impactful, this research seeks to contribute to a deeper understanding of the social factors that underpin academic achievement and provide guidance for fostering student success through enhanced social networks.

Research Questions

Social support is defined as the emotional, informational, and instrumental assistance received from family, peers, and teachers and has been identified as a key factor influencing students' motivation, mental health, and overall performance. However, the degree to which these forms of support influence academic outcomes within the local educational context remains insufficiently explored. Therefore, this study aimed to explore the social support and its influence on academic achievement among students in Mindanao State University-Sulu Senior High School.

Specifically, this study aimed to answer the following research questions:

1. What is the level of social support of the students?
2. What is the level of academic achievement of the students?
3. Is there a significant influence of social support on the academic achievement of the students?

Literature Review

Social Support

Social support has been widely recognized as a critical factor influencing students' academic success. Simon et al. (2020) revealed that family and peer support significantly contribute to students' academic outcomes. This finding aligns with broader research showing that social support fosters motivation, resilience, and socio-emotional well-being—key elements for academic excellence. Social support, in general, encompasses the network of relationships and resources available to individuals in times of need, providing emotional, informational, instrumental, and appraisal assistance (Apeh & Nteh, 2023).

Teacher support, encompassing both academic and emotional guidance, also plays a vital role in shaping students' attitudes toward learning and enhancing their academic performance (Sial et al., 2022). Strong student-teacher relationships can improve students' learning and mental well-being (Zheng 2022). Creating a positive learning environment and maintaining a consistent positive communication between the students and teachers significantly enhance the academic performance of the students (Imran et al., 2023).

Classmates and friends provide information, companionship, and a sense of belonging, which boosts morale and encourages academic effort (Achdiyah et al., 2023; Maqbool et al., 2021). Positive social interactions within these networks not only increase motivation and engagement but also foster resilience and persistence in learning challenges.

Friendships have a big impact on how well students do in school, especially when they're friends with popular kids. They found that students didn't necessarily pick friends based on how smart or good at school they were. But, if a student was friends with someone who was doing well academically, it affected their own grades. The study shows that who you hang out with in school really matters for how you do academically. (Palacios, D. E. P. 2022). Students' motivation to learn in senior high school is heavily influenced by their surroundings, home life, and how they connect with their teachers. (Zhang, J. 2021)

Parental support, which includes emotional, informational, and instrumental assistance, has been shown to positively impact students' academic performance (Baria & Gomez, 2022; Yang et al., 2023). Students with parents who actively encourage and guide their academic pursuits tend to be more motivated and achieve higher academically (Qureshi et al., 2022; Deng et al., 2022). Additionally, studies suggest that parental involvement contributes to higher emotional competence among students, as children—particularly girls—often receive guidance that strengthens emotional intelligence and socio-emotional skills (Pinatil et al., 2022). Research by Yang et al (2023) highlights parental involvement as a vital component of social support, playing a significant role in students' academic engagement and success.

Students can tap into two types of support: formal like campus resources and teamwork vibes and informal like family and friends backing them up (Mishra, S. 2020).

For management students, having a supportive team, institution, and family boosts their mental well-being, partly because it helps them stay engaged with their studies. (Chaudhry et al., 2024).

Academic Achievement

Academic achievement refers to the mastery of key concepts, practical skills, and the ability to integrate knowledge effectively (Ref, 2020). It serves as a crucial indicator of student performance within educational institutions (Ongcoy et al., 2024). Academic success is closely linked to student engagement, which involves the time, effort, and commitment invested in learning activities to achieve desired outcomes (Ahmad Shimi et al., 2024). In secondary education, the classroom environment, teacher quality, and student engagement interact to significantly influence educational outcomes (Hanaysha et al., 2023).

Teens tend to match their academic goals with their friends' goals and how well they're doing in school, but their own goals aren't really swayed by just how well their friends are doing academically (Vit et al., 2024) being friendly and doing well academically helps make friends. But academic performance only affects who they ask for help from, not necessarily who they befriend (Brouwer, J., & Engels, M. 2021).

Relationship between Social Support and Academic Achievement

Social support has a strong influence on academic achievement. Wu et al. (2025) reported that students experience significant academic-related pressures, including exams, assignments, and competitive learning environments. In such contexts, social support from peers, family, and teachers can buffer stress and enhance motivation. Chen et al. (2024) found that students' social presence within collaborative groups increases motivation and individual effort, while Mafarja et al. (2023) noted that social support predicts academic achievement, mediated by positive academic emotions.

Furthermore, social support functions as an important resource that enhances overall performance and well-being, including career-related outcomes (Jaspal et al., 2025; Kundi et al., 2022). BAI et al. (2020) emphasized that social support reflects both the perceived availability and the quality of assistance from an individual's network, reinforcing its significance across life domains, including education.

Synthesis

The reviewed literature consistently highlights the positive influence of social support on students' academic achievement. Support from family, peers, and teachers, whether emotional, informational, or instrumental—enhances motivation, resilience, engagement, and overall well-being, which in turn improves academic performance. These findings emphasize the importance of strong support systems in helping students meet educational standards, achieve academic goals, and prepare for future career success. Collectively, these interconnected social factors underscore that academic achievement is not solely an individual endeavor but is significantly shaped by the quality and extent of social support available to students.

Methodology

Research Design

This research utilized causal-predictive design to determine the significant influence of social support on the academic achievement of the students. Causal research, also known as explanatory or analytical research, explores the underlying cause-and-effect relationship that exists between two or more variables (Natasia et al., 2023). Prediction is a research approach used to determine relationship between variables. It focuses on determining the strength of association between two variables to estimate or predict the value of one variable based on the other (Devi et al., 2022). Causal-predictive design is a research approach that integrates elements of both causal and predictive modeling to both anticipate future outcomes and identify the cause-and-effect relationship that explain those outcomes.

Sampling Design

In this study, the researchers employed both descriptive and inferential statistical techniques to analyze the data using Jamovi software. Mean and standard deviation were calculated to determine the level of academic achievement of the students, while sum scores were used to measure the level of social support among the respondents. Furthermore, regression analysis was conducted to examine the influence of social support on students' academic achievement, enabling the researchers to assess the strength and significance of the relationship between these variables.

Research Local

This study was conducted at Mindanao State University-Sulu Senior High School, located in Capitol Site, Brgy. Bangkal, Patikul Sulu. The said school is a public educational institution offering three academic strands: STEM (Science, Technology, Engineering, and Mathematics), GAS (General Academic Strand), and HUMSS (Humanities and Social Sciences). It was established in 2016.

Research Participants

The respondents of this study were senior high school students enrolled during the School Year 2025–2026 from the STEM 11, STEM 12, GAS 11, and GAS 12 strands at Mindanao State University–Sulu Senior High School, consisting of 13 sections with a total population of 558 students. A sample size of 228 respondents was determined using the SurveyMonkey sample size calculator, applying a 95% confidence level and a 5% margin of error to ensure statistical adequacy and representativeness of the population. The sample was proportionately allocated across all sections to maintain balanced representation and reduce sampling bias. Specifically, STEM 1–12 contributed 18 respondents, STEM 2–12 with 19, STEM 3–12 with 23, STEM 1–11 with 16, STEM 2–11 with 16, STEM 3–11 with 18, GAS 1–12 with 18, GAS 2–12 with 18, GAS 3–12 with 26, GAS 1–11 with 12, GAS 2–11 with 12, GAS 3–11 with 13, and GAS 4–11 with 19 respondents, resulting in a total of 228 participants. This proportional distribution ensures methodological rigor, enhances external validity, and aligns with established standards for quantitative research reporting consistent with Scopus, Web of Science, and DOAJ indexing requirements.

Research Instrument

The researchers utilized a checklist questionnaire to gather the necessary data for this study. This instrument was specifically designed to collect structured information on students' perceptions of the influence of social support on their academic performance. To ensure validity and relevance, the questionnaire underwent a validation process conducted by subject-matter experts. Additionally, a pilot test was administered to 40 senior high school students, including both Grade 11 and Grade 12 students, to assess the instrument's reliability. The results of the validation process indicated that the instrument is highly valid, with a Content Validity Index (CVI) of 1.0, demonstrating that all items were deemed highly relevant by the experts. Reliability analysis using statistical software showed that the instrument is reliable, with an overall Cronbach's alpha of .878. For each subscale, the Cronbach's alpha values were as follows: .805 for significant others, .784 for Family, and .861 for friends, indicating strong internal consistency both overall and within each subscale. Furthermore, the questionnaire was adapted from the Multidimensional Scale of Perceived Social Support (MSPSS) developed by Gregory D. Zimet, Nancy W. Dahlem, Sara G. Zimet, and Gordon K. Farley. The adaptation ensured that the instrument was suitable for the study population while maintaining the psychometric properties of the original scale. This instrument provided a reliable and valid means to assess the perceived social support of senior high school students across different sources, including family, friends, and significant others.

Data Gathering Procedure

The data gathering procedure of this study was conducted systematically following ethical and institutional protocols to ensure accuracy, reliability, and integrity of the research process. Prior to data collection, the researchers secured permission from the Senior High School Director and the respective class advisers of Mindanao State University–Sulu Senior High School to ensure proper coordination and adherence to school policies. Upon approval, the researchers coordinated with the selected respondents and provided them with a detailed information sheet explaining the purpose of the study, procedures involved, potential risks and benefits, and their rights as participants, including the right to withdraw at any time without penalty. Written informed consent was obtained from all respondents before participation. Data collection was conducted in the respective classrooms of each section during the School Year 2025–2026. The questionnaire was distributed personally by the researchers, and respondents were given sufficient time to accomplish the instrument at their own pace to ensure thoughtful and accurate responses. All data were collected anonymously to protect the privacy and confidentiality of the participants. The researchers ensured that no identifying information was included in the responses, and access to the collected data was strictly limited to the research team only. Furthermore, all data were used exclusively for academic purposes and were not shared with any third parties. Throughout the entire research process—from data collection to analysis and reporting, the researchers strictly observed ethical principles of honesty, integrity, and transparency.

Results and Discussions

Problem 1: What is the level of social support of the students?

Table 1. Level of Social Support Students Received from Family

Construct	Mean	SD	Descriptor
Social Support (Family)	16.0	3.33	Low Perceived Social Support

Table 1 presents the level of perceived social support received by students from their family. As shown in the table, the computed mean is 16.00 (SD = 3.33), which corresponds to a descriptor of *low*

perceived social support. This indicates that students generally perceive a low level of support from their family. This finding suggests that familial support, such as emotional encouragement, guidance, and assistance, may not be sufficiently experienced by the students. This result is noteworthy, considering that family support is widely recognized as a critical factor in students' academic success. In support of this, Granada and Luzano (2023) emphasized that family support significantly contributes to students' academic performance. The low level of perceived support observed in this study may therefore have important implications for students' motivation and overall academic outcomes.

Table 2. Level of Social Support Students Received from Friends

Construct	Mean	SD	Descriptor
Social Support (Friends)	16.0	3.04	Low Perceived Social Support

Table 2 presents the level of perceived social support received by students from their friends. As shown in the table, the computed mean is 16.00 ($SD = 3.04$), which corresponds to a descriptor of *low perceived social support*. This indicates that students generally perceive a low level of support from their peers. This finding suggests that peer relationships may not be providing sufficient emotional or academic support to the students. However, this result contrasts with the study of Yu et al. (2023), which found that academic achievement is significantly associated with peer support. This discrepancy implies that while peer support is recognized as an important factor in academic success, its presence and effectiveness may vary depending on the context and quality of peer interactions.

Table 3. Level of Social Support Students from Significant Others

Construct	Mean	SD	Descriptor
Social Support (Significant Others)	16.5	3.07	Low Perceived Social Support

Table 3 presents the level of social support received by students from significant others. As shown in the table, the computed mean is 16.50 ($SD = 3.07$), which corresponds to a descriptor of *low perceived social support*. This indicates that students generally perceive a low level of support from significant others. This finding suggests that support from individuals such as teachers, school staff, and other important figures outside the immediate family may not be strongly felt by the students. This result is consistent with the study of Saeed (2023), which found that support from significant others is not significantly associated with students' academic performance. However, it contrasts with the findings of Afzal et al. (2023), who reported that student-teacher relationships play a significant role in enhancing academic success. These differing results imply that while support from significant others may vary in impact, its effectiveness could depend on the quality and nature of the relationships established with students.

Problem 2: What is the level of academic achievement of the students?

Table 5. Level of Academic Achievements of the Students

Construct	Mean	SD	Descriptor
Academic Achievement	88.8	3.99	Very Satisfactory

Table 4 presents the level of academic achievement of the students. As shown in the table, the computed mean is 88.80 ($SD = 3.99$), which corresponds to a descriptor of *very satisfactory*. This indicates that, overall, the students demonstrate a high level of academic performance. This finding suggests that despite the reported low levels of perceived social support from various sources, students are still able to achieve commendable academic outcomes. This may imply the presence of other contributing factors, such as personal motivation or effective learning strategies. However, the result remains consistent with the study of Tindle et al. (2022), which found that academic achievement is significantly correlated with psychosocial factors, including social support. This highlights that while students may currently perform well, enhancing social support systems could further improve their academic success.

Problem 3: Is there a significant influence of social support on the academic achievement of the students?

Table 6. Influence of Social Support on the Academic Achievement

Model	Unstandardized B Coefficients	Standardized B Coefficients	R	R Square	P-value
1	84.5255				<.001
Social Support	0.0885	.167	.167	.0280	.011

Table 5 presents the results of the simple linear regression analysis conducted to determine the influence of perceived social support on students' academic achievement. The findings indicate that

perceived social support significantly predicts academic achievement. Specifically, for every one-unit increase in perceived social support, academic achievement increases by 0.0885 units ($B = 0.0885$, $\beta = .167$, $p = .011$). This suggests that social support has a positive and statistically significant relationship with students' academic performance. However, the coefficient of determination ($R^2 = .0280$) reveals that perceived social support explains only 2.8% of the variance in academic achievement. This indicates that while social support contributes to academic performance, a substantial portion (97.2%) of the variation in students' achievement is influenced by other factors not included in the model. Despite the relatively small effect size, the findings are consistent with the study of Bayotlang et al. (2025), which reported that social support plays a significant role in motivating students to engage in learning. This implies that even though the direct impact of social support may be limited, it remains an important contributing factor to students' academic success.

Ethical Considerations

Ethical considerations were strictly observed throughout the conduct of this study to ensure the protection, dignity, and rights of all participants. Prior to data collection, approval was obtained from the appropriate institutional authorities, including the Senior High School administration of Mindanao State University–Sulu. All respondents were provided with a comprehensive information sheet detailing the purpose of the study, procedures, potential risks and benefits, and their right to voluntary participation, including the right to withdraw at any time without penalty. Written informed consent was secured from all participants before the administration of the research instrument. Data collection was conducted anonymously to safeguard participant privacy and confidentiality, and no identifying information was recorded. Access to all collected data was strictly limited to the researchers and was used solely for academic purposes, with no disclosure to third parties. Throughout the research process, the researchers upheld the principles of honesty, integrity, transparency, and academic responsibility by ensuring that all data were accurately recorded, objectively analyzed, and honestly reported without fabrication, falsification, or misrepresentation. These ethical safeguards ensured that the study complied with established research ethics standards consistent with internationally recognized scholarly publication guidelines.

Conclusion

This study examined the influence of social support on the academic achievement of senior high school students at Mindanao State University–Sulu. The findings revealed that students generally experience low levels of perceived social support from family, friends, and significant others. Despite this, the students demonstrated a very satisfactory level of academic achievement, indicating that they are able to perform well academically even with limited perceived support from their social networks. Furthermore, the results of the regression analysis showed that social support has a positive and statistically significant influence on academic achievement. This confirms the study's hypothesis that social support contributes to students' academic performance. However, the relatively low coefficient of determination ($R^2 = 2.8\%$) suggests that social support accounts for only a small portion of the variance in academic achievement. This implies that other factors—such as individual motivation, study habits, teaching quality, and learning environment—play a more substantial role in determining students' academic success. Overall, the findings highlight that while students can achieve commendable academic outcomes even with low perceived social support, strengthening support systems from family, peers, and educators' remains essential. Enhancing these support networks may further improve students' motivation, well-being, and academic performance. Therefore, social support should still be considered an important, though not exclusive, factor in promoting students' academic success.

Recommendations

Based on the findings of the study, it is recommended that school administrators develop and implement programs that strengthen social support systems such as mentorship initiatives, guidance services, and peer-support activities to enhance both the academic and emotional well-being of students, while teachers are encouraged to foster supportive classroom environments by building positive teacher–student relationships, providing consistent academic guidance, and offering emotional encouragement to improve student engagement and performance; likewise, parents and guardians should be more actively involved in their children's academic lives by providing continuous emotional, moral, and academic support at home, as parental involvement plays a crucial role in student success, and students themselves are encouraged to actively participate in peer networks and collaborative learning activities to strengthen motivation, confidence, and academic achievement, while future researchers are advised to further explore other contributing factors to academic achievement such as motivation, self-efficacy, and learning strategies, and to examine possible mediating or moderating variables in the relationship between social support and academic performance, including research directions such as the influence of academic motivation and social

support using structural equation modeling, comparative studies across strands, the mediating role of academic resilience, parental involvement and study habits as predictors, and the effects of social support on academic engagement and performance.

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