

SOCIAL SUPPORT, ACADEMIC MOTIVATION AND PERFORMANCE AMONG SENIOR HIGH SCHOOL STUDENTS, CATIGBIAN DISTRICT, BOHOL

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ABSTRACT

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The COVID-19 crisis led to a sudden shift in the mode of learning delivery from traditional face-to-face classes to various forms of distance education. Social support and academic motivation are important factors to consider in mitigating the effects of this unexpected alteration and in sustaining students' high academic performance, even through distance education. The main purpose of this study is to determine the social support,

academic motivation, and performance of Senior High School Students in the Catigbian District, Division of Bohol, during the school year 2021-2022. This quantitative study included data from three sources: the Modified Multi-Dimensional Social Support Questionnaire, the Modified Academic Motivation Questionnaire, which was administered to the senior high school students, and DepEd Form 138-E for the academic performance of the respondents. Results revealed that most of them perceived moderate support from family, friends, and significant others during the implementation of Distance Learning. However, others perceived less support, and a few received no support across different dimensions, which needs immediate attention and



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assistance from teachers. Most of them have a very good level of academic motivation. It was also revealed that a significant number of senior high school students in the Catigbian District have outstanding academic performance. There is no significant relationship between senior high school students' profiles, such as age and sex, and the level of social support they perceive. There is a significant correlation between perceived social support and the academic motivation of senior high school students. There is a significant correlation between perceived social support and the academic performance of senior high school students. There is a significant degree of correlation between academic motivation and performance among senior high school students.

INTRODUCTION

The COVID-19 pandemic precipitated an unprecedented disruption in educational systems worldwide, compelling schools to transition abruptly from conventional face-to-face instruction to various forms of distance learning. While this shift ensured continuity of education, it also introduced significant academic, psychological, and social challenges for learners. In this context, social support emerged as a critical resource that enables students to cope with learning-related stressors and maintain engagement in their studies. Social support refers to the emotional, informational, and instrumental assistance individuals receive from significant people within their social networks (Rehman et al., 2020). During periods of educational disruption, support from family members, peers, teachers, and other significant individuals becomes increasingly important in helping learners adapt to new learning environments. Previous studies have shown that adequate social support enhances students' psychological well-being, resilience, and academic engagement, particularly in situations characterized by uncertainty and isolation (Tannert & Gröschner, 2021).

Equally important is academic motivation, which represents the internal and external forces that energize, direct, and sustain students' learning behaviors. Grounded in Self-Determination Theory, academic motivation exists along a continuum from amotivation to intrinsic motivation, with various forms of extrinsic regulation situated between these extremes (Ryan & Deci, 2000). Students who exhibit higher levels of motivation are more likely to persist in academic tasks, regulate their learning behaviors, and achieve favorable educational outcomes despite challenges.

The relationship between social support and academic motivation has received considerable attention in educational research. Evidence suggests that students who perceive greater support from their social networks tend to demonstrate stronger motivation, higher levels of school engagement, and better academic performance (Fernández-Lasarte et al., 2020; Fatima et al., 2018). Similarly, academic motivation has been identified as a significant predictor of academic achievement across various educational settings (Babic,

2017; Farman & Anjomshoa, 2020). During the pandemic, parental support, peer interactions, and teacher guidance became even more critical as students navigated the demands of remote and modular learning environments.

Despite the growing body of literature on social support and academic motivation, limited empirical evidence exists on how these variables interact to influence the academic performance of senior high school students in rural public-school settings under distance learning. Understanding these relationships is particularly important in the Philippine educational landscape, where students experienced prolonged implementation of modular and blended learning modalities during the pandemic.

Anchored on Social Support Theory and Self-Determination Theory, this study examined the relationship among perceived social support, academic motivation, and academic performance among senior high school students in the Catigbian District, Division of Bohol. Specifically, it investigated the extent to which support from family, friends, and significant others relates to students' motivational orientations and academic achievement. The findings provide empirical evidence that may guide educators, school leaders, and parents in developing interventions that strengthen support systems and promote students' academic success in both distance and future flexible learning environments.

Review of Related Literature. Social support has long been recognized as a significant factor influencing students' psychological well-being, adjustment, and educational outcomes. Social Support Theory posits that emotional, informational, and instrumental assistance received from significant individuals helps people cope with stressful situations and enhances their ability to function effectively (Rehman et al., 2020). Within educational settings, social support serves as a protective factor that strengthens learners' resilience, fosters positive learning experiences, and promotes academic persistence.

The Multi-Dimensional Scale of Perceived Social Support developed by Zimet (1988) conceptualizes social support as originating from three primary sources: family, friends, and significant others. Family support provides emotional security, guidance, and learning resources, while peer support contributes to social connectedness and collaborative learning experiences. Significant others, including teachers, mentors, and influential individuals, provide encouragement and affirmation that enhance students' confidence and academic engagement.

Research has demonstrated that students who perceive higher levels of social support exhibit stronger academic engagement and lower levels of stress and burnout. Li et al. (2018) found that social support positively influences academic achievement by enhancing self-esteem and reducing emotional exhaustion. Similarly, Klootwijk et al. (2021) reported that parental support served as a protective factor, buffering declines in students' academic motivation during the COVID-19 pandemic. In online and distance learning environments, social support becomes even more essential because students

experience reduced face-to-face interaction and increased learning autonomy (Tannert & Gröschner, 2021).

During the pandemic, learners encountered numerous challenges, including social isolation, technological barriers, and disruptions to established learning routines. Consequently, support from family members, peers, and teachers became critical in helping students adapt to new educational demands. Studies suggest that when students perceive adequate support from their social networks, they are more likely to remain engaged in learning and maintain positive academic attitudes despite adverse circumstances (Camacho et al., 2020).

Academic Motivation. Academic motivation is the combination of internal and external factors that get students to learn and keep them learning. Self-Determination Theory (Ryan & Deci, 2000) says that motivation can be anywhere along a continuum, from not being motivated at all to being motivated for its own sake. In between these two extremes are different types of external control. This theory posits that students are more likely to remain interested in school when their psychological needs for autonomy, competence, and relatedness are met. When students are intrinsically motivated, they engage in learning tasks because they enjoy them and believe they are important. On the other hand, extrinsic motivation occurs when rewards, praise, or the avoidance of negative consequences influence behavior. Amotivation, external regulation, introjected regulation, identified regulation, and intrinsic regulation are the different forms of academic motivation (Ryan & Deci, 1999).

More and more research shows that academic drive is a key factor in how well a student does in school. Wu et al. (2020) discovered that students who are driven are more interested in learning and do better in school. Similarly, Mergelsberg et al. (2021) found that students who were intrinsically motivated performed better in school than those who were socially motivated. Students who believe learning is important to them are more likely to keep going even when things get hard, take control of how they learn, and do better in school (Ghorbani et al., 2020). When students had to switch to online learning during the COVID-19 pandemic, it created new problems that reduced their motivation. Isolation from peers, limited teacher contact, and more self-directed learning standards all contributed to students losing interest in school. As a result, identifying what keeps people motivated became a major goal for teachers and experts.

Academic Performance. Most of the time, academic performance refers to how well students meet their educational goals and demonstrate that they understand how to do things in school (Lamas, 2015). It is a key measure of how well schools are doing and shows how well children are learning, how interested they are in school, and how long they stick with it. A lot of research has shown that academic drive is a strong indicator of how well someone will do in school. Motivated students are more likely to put effort into their learning tasks, use effective study techniques, and keep

going even when things get hard in school (Farman & Anjomshoaa, 2020). Similarly, social support helps students perform better in school by boosting their confidence, reducing their stress, and increasing their dedication to their educational goals (Li et al., 2018). Students' academic performance in online learning settings is affected by more than just their intelligence. Family participation, group support, self-efficacy, and motivation are some of the psychosocial factors that play a role. Therefore, understanding how academic drive and social support affect academic achievement helps create strategies that support student success.

Theoretical Linkage of Social Support, Academic Motivation, and Academic Performance. The relationship among social support, academic motivation, and academic performance can be explained through Social Support Theory and Self-Determination Theory. Social support satisfies students' need for relatedness, one of the fundamental psychological needs identified by Ryan and Deci (2000). When students perceive strong support from family members, peers, and significant others, they are more likely to develop positive academic attitudes and sustain their motivation.

Also, social settings that foster competence and independence help people feel competent and independent, which are important for intrinsic motivation. Having more drive makes people more interested in school and helps them do better. So, social support affects academic success in two ways: directly by making people want to do well in school, and indirectly by making people want to do well in school. This theory offers a framework for examining the relationships among senior high school students' social support, academic drive, and academic success.

Statement of the Problem. This study aimed to determine the relationship among perceived social support, academic motivation, and academic performance among Senior High School students in the Catigbian District, Division of Bohol.

Specifically, it sought to answer the following questions:

1. What is the level of perceived social support in terms of:
 - 1.1 family;
 - 1.2 friends, and
 - 1.3 significant others?
2. What is the level of academic motivation in terms of:
 - 2.1 external regulation;
 - 2.2 introjected regulation;
 - 2.3 identified regulation; and
 - 2.4 Intrinsic regulation?
3. What is the level of academic performance of the students?
4. Is there a significant relationship between:
 - 4.1 Social support and academic performance?
 - 4.2 Academic motivation and academic performance?

RESEARCH METHODOLOGY

Research Design. This study employed a quantitative descriptive-correlational research design. The descriptive component was utilized to determine the levels of perceived social support, academic motivation, and academic performance among senior high school students. The correlational component examined the relationships among social support, academic motivation, academic performance, and selected demographic variables. This design was deemed appropriate because it enabled the researcher to describe existing conditions and determine the extent to which the study variables were associated with one another without manipulating any variable.

Research Locale and Respondents. The study was conducted in the public secondary schools of the Catigbian District, Division of Bohol, during the School Year 2021–2022. The respondents consisted of 360 Senior High School students enrolled in Grades 11 and 12 under the different academic and technical-vocational strands offered in the district.

Total enumeration was used to select the respondents because the population size was manageable, and all eligible senior high school students were included in the study. This method made sure that the target group was fully represented and reduced selection bias.

Research Instruments. Three data sources were used in this investigation. The level of perceived social support was measured using a modified version of the Multi-Dimensional Scale of Perceived Social Support (MSPSS) developed by Zimet (1988). The instrument assessed students' perceptions of support from three sources: family, friends, and significant others. The modified questionnaire consisted of 30 items rated on a four-point Likert scale ranging from 1 (No Support) to 4 (High Support).

Academic Motivation Questionnaire. Academic motivation was measured using a modified version of the Academic Motivation Scale (AMS), based on Ryan and Deci's Self-Determination Theory and adapted from Alivernini and Lucidi (2008). The instrument contained 50 items distributed across five dimensions: amotivation, external regulation, introjected regulation, identified regulation, and intrinsic regulation. Responses were measured on a four-point Likert scale, with higher scores indicating greater academic motivation.

Academic Performance. Academic performance was determined through documentary analysis of students' Grade Point Averages (GPA) reflected in DepEd Form 138. The average grades for the first and second grading periods were used as indicators of academic achievement. Performance levels were interpreted in accordance with the Department of Education's grading standards.

Validity and Reliability of the Instruments. Prior to data collection, the modified questionnaires underwent content validation by experts in educational research, measurement, and senior high school instruction to

ensure relevance, clarity, and alignment with the study objectives. Suggestions and recommendations from the validators were incorporated into the final versions of the instruments.

A pilot test was conducted among students with characteristics similar to those of the target respondents but who were not included in the actual study. Internal consistency reliability was established using Cronbach's alpha coefficient. The results indicated acceptable reliability levels for both the Social Support Questionnaire and the Academic Motivation Questionnaire, thereby confirming their suitability for data collection.

Data Gathering Procedure. After securing approval from the Schools Division Office and the respective school heads, the researcher sought informed consent from the respondents and, when necessary, from their parents or guardians. The purpose of the study, confidentiality provisions, and voluntary nature of participation were clearly explained.

The questionnaires were administered to the respondents in accordance with established health and safety protocols. Upon retrieval of the completed instruments, responses were checked for completeness and accuracy. Academic performance data were subsequently obtained from school records through authorized personnel and were treated with strict confidentiality.

The collected data were encoded, organized, tabulated, and prepared for statistical analysis.

Ethical Considerations. The study adhered to fundamental ethical principles in educational research, including respect for persons, beneficence, confidentiality, and voluntary participation. Respondents were informed of the purpose of the study and their right to withdraw at any stage without penalty. No identifying information was included in the data analysis and reporting of findings. All information obtained from respondents and school records was treated with the utmost confidentiality and used solely for research purposes.

Statistical Treatment of Data. The following statistical tools were utilized in analyzing the data:

1. **Frequency Count and Percentage** were used to describe the demographic profile of the respondents.
2. **Weighted Mean and Composite Mean** were employed to determine the levels of perceived social support and academic motivation.
3. **Chi-Square Test of Independence** was used to determine the relationship between categorical demographic variables and the study variables.
4. **Spearman's rank-order correlation (ρ)** was utilized to determine the relationships among perceived social support, academic motivation, and academic performance because the variables were measured using ordinal-scale data.
5. **Friedman's test** was employed to determine whether significant differences existed among the dimensions of social support and academic motivation.

All hypotheses were tested at the 0.05 level of significance.

RESULTS AND DISCUSSIONS

Social Support as Perceived by the Students. Three types of social support were looked at: family, friends, and significant others. Overall, respondents reported feeling moderately supported by their social networks ($M = 2.8527$). This means that students usually felt helped as they dealt with the challenges of online learning. Support from important others had the highest mean score (2.8825) among the three dimensions. It was followed by support from friends (2.8525) and family (2.8228). Even though all factors were in the middle range, the results show that students relied more on people outside their close family when modular learning was used. This trend might show that teens are becoming increasingly reliant on their friends, mentors, and other important people for support and advice when things get tough. The answers also showed that a lot of people (a lot of them) felt high support, while almost half of the people who answered (47.5%) felt moderate support. However, a smaller group reported receiving little to no help, suggesting that some students may have been more easily overwhelmed by the intellectual and emotional demands of online learning. These results show that social networks are still very important for keeping students happy and interested in learning. According to the Social Support Theory, having supportive relationships may help students cope with worry, maintain their confidence, and stay on track with their educational goals, even though the pandemic has caused some problems.

Academic Motivation of the Students. The results showed that most respondents ($M = 3.3781$) were very motivated to do well in school. Even though online learning can be hard, this shows that most students stayed dedicated to their studies and still valued doing well in school. Among the motivational factors, perceived control had the highest mean ($M = 3.4497$), indicating that students recognized the importance of education for them personally and in the long run. The next one was intrinsic control ($M = 3.3947$), which suggests that many students were driven to learn because they enjoyed it and felt good about themselves when they did so. The incentive ($M = 3.3514$), introjected regulation ($M = 3.3608$), and external regulation ($M = 3.3339$) factors all received very high scores. The fact that identified and intrinsic forms of motivation were more common shows that students were motivated by more than just outside benefits. They were also pushed by personal goals and values they held dear. These results are good news because self-determined drive is often associated with greater persistence, engagement, and success in school. The results back up what Mergelsberg et al. (2021) found: children who were actively interested in learning tended to do better in school. Also, about two-thirds of respondents said they were very motivated to do well in school, while only a very small number said they were not motivated at all.

This result shows that most students were able to adjust well to the demands of online learning and kept their attention on their educational goals.

Academic Performance of the Students. Academic performance was generally high among the respondents. More than half of the students (55.56%) achieved an Outstanding rating, while a substantial proportion obtained Very Satisfactory and Satisfactory ratings. Not many children were in the “Fairly Satisfactory” group. The average score was 89.68, indicating a Very Satisfactory level of achievement. Even though they switched to flexible and online learning, these findings show that students were still able to do well in school. The results show that the problems associated with learning from home did not significantly hinder students’ academic success. Instead, many students showed they were strong and flexible, which may have been helped by their social networks and their continued drive to do well in school. This finding aligns with other research: motivated students can still do well in school even when they are not in a regular classroom setting.

Social Support and Academic Performance. The analysis revealed a statistically significant relationship between perceived social support and academic performance ($p < .001$). The finding suggests that students who perceive higher levels of support from parents, family members, peers, teachers, and other significant individuals tend to demonstrate better academic performance than those who perceive lower levels of support.

Table 1. *Relationship Between Social Support and Academic Performance (Grade Point Average)*

Variables	p-value	Decision	Interpretation
Social Support and Academic Performance	< .001	Reject H_0	Significant Relationship

Note. $\alpha = .05$.

Social support has been shown repeatedly to be an important factor in protecting children’s intellectual growth. Supportive relationships offer mental support, help with schoolwork, and a sense of connection that can help students address school problems and stay engaged in learning. Students who think they have strong support systems tend to be more confident, persistent, and dedicated to their schoolwork. The current result is in line with what other studies have found: that social support helps children do better in school. In 2006, Malecki and Demaray found that social support from parents, teachers, classmates, and close friends was strongly associated with doing well in school and adjusting to it. Wang and Eccles (2012) also found that social support increased students’ interest in school and helped them perform better over time. Based on these results, it seems that social settings that are helpful may be useful tools that help students learn and do well in school. According to the results, there is a strong link between social help and academic success. Students who feel more supported by their social networks are more likely to

do well in school. This shows how important it is to build helpful ties at home, at school, and in the community.

Academic Motivation and Academic Performance. The findings demonstrated a statistically significant relationship between academic motivation and academic performance ($p < .001$). This suggests that students with higher levels of academic motivation tend to perform better than those with lower levels.

Table 2. *Relationship Between Academic Motivation and Academic Performance (Grade Point Average)*

Variables	p-value	Decision	Interpretation
Academic Motivation and Academic Performance	< .001	Reject H_0	Significant Relationship

Note. $\alpha = .05$.

Academic motivation is a very important factor that affects how children learn, how long they keep trying, and how well they do in school. Motivated students are more likely to set academic goals, work hard on learning activities, keep going even when things get hard, and participate in class activities. Better learning outcomes and better school success are linked to these habits. The finding supports extensive research emphasizing the importance of motivation for doing well in school. Ryan and Deci (2020) argue that motivation is a key factor in learning, engagement, and success, especially when students feel a sense of control, are good at what they do, and are connected to others in the classroom. Also, Richardson, Abraham, and Bond (2012) conducted a meta-analysis of academic performance predictors and found that desire was one of the strongest psychological factors associated with students’ academic success. These studies show that drive is a very important part of staying interested in and doing well in school. The results show that academic motivation is strongly correlated to how well you do in school. It is usually true that students who are more driven to learn are more likely to stick with things, be active, and do better in school. So, increasing students’ motivation might lead to better learning results and general academic success.

CONCLUSIONS

The findings of the study indicate that students generally experienced favorable levels of social support and academic motivation, alongside satisfactory academic performance. The results further revealed that both social support and academic motivation were significantly associated with academic performance. Students did better in school when they believed they had more support from family, friends, teachers, and other significant people. In the same way, children who were more motivated to do well in school were more likely to do well in school. These results show how important it is for children

to have supportive social relationships and sources of motivation that help them do well in school. The results show that a student's ability to do well in school is affected by more than just their intelligence. It is also affected by the quality of their social settings and how much they want to learn. So, building stronger support systems and fostering more motivating environments might help students perform better in school and grow as people.

RECOMMENDATIONS

In light of the findings and conclusions, the following recommendations are proposed:

1. Parents and family members may continue to provide emotional, academic, and motivational support to students, as family support remains an important contributor to academic success.
2. Schools may strengthen programs that promote positive relationships among students, teachers, peers, and mentors further to enhance the social support systems available to learners.
3. Guidance counselors and student support services may develop interventions that encourage academic motivation, such as goal-setting activities, mentoring programs, academic coaching, and recognition of student achievements.
4. Teachers may employ learner-centered and autonomy-supportive instructional strategies that foster students' interest, engagement, and commitment to learning.
5. School administrators may design policies and programs that encourage collaboration among families, schools, and communities to create a supportive educational environment that promotes academic achievement.
6. Future researchers may investigate other factors associated with academic performance, such as self-efficacy, study habits, learning strategies, emotional well-being, and school climate, using more advanced analytical approaches and broader populations.
- 7.

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