

# The Impact of Social Support on Academic Resilience Mediated by Positive Affect in University Students

Karina. Batthyany<sup>1</sup>, Thandiwe. Mokoena<sup>2\*</sup>

<sup>1</sup> Department of Psychology, Queen's University, Kingston, Canada

<sup>2</sup> School of Human and Community Development, University of the Witwatersrand, Johannesburg, South Africa

\* Corresponding author email address: [thandiwe.mokoena@wits.ac.za](mailto:thandiwe.mokoena@wits.ac.za)

## Article Info

### Article type:

Original Research

### How to cite this article:

Batthyany, K., & Mokoena, T. (2025). The Impact of Social Support on Academic Resilience Mediated by Positive Affect in University Students. *Journal of Adolescent and Youth Psychological Studies*, 6(7), 1-9. <http://dx.doi.org/10.61838/kman.jayps.4358>



© 2025 the authors. Published by KMAN Publication Inc. (KMANPUB), Ontario, Canada. This is an open access article under the terms of the Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0) License.

## ABSTRACT

**Objective:** This study aimed to examine the impact of social support on academic resilience in university students, with positive affect as a mediating variable, using a structural equation modeling approach.

**Methods and Materials:** A descriptive correlational design was employed with a sample of 440 undergraduate students from universities in South Africa, selected based on the Morgan and Krejcie sample size table through stratified random sampling. Standardized instruments were used, including the Academic Resilience Scale (ARS-30), the Multidimensional Scale of Perceived Social Support (MSPSS), and the Positive Affect subscale of the Positive and Negative Affect Schedule (PANAS-PA). Data were analyzed using IBM SPSS Statistics version 27 for descriptive and Pearson correlation analyses, and AMOS version 21 for Structural Equation Modeling (SEM). Model fit was evaluated using  $\chi^2$ ,  $\chi^2/df$ , GFI, AGFI, CFI, RMSEA, and TLI indices.

**Findings:** Pearson correlation analysis showed significant positive associations between social support and academic resilience ( $r = .54, p < .001$ ), social support and positive affect ( $r = .57, p < .001$ ), and positive affect and academic resilience ( $r = .49, p < .001$ ). The SEM demonstrated good model fit ( $\chi^2/df = 1.79$ , GFI = 0.95, AGFI = 0.93, CFI = 0.97, RMSEA = 0.042, TLI = 0.96). Social support had a significant direct effect on academic resilience ( $\beta = .34, p < .001$ ) and on positive affect ( $\beta = .41, p < .001$ ). Positive affect significantly predicted academic resilience ( $\beta = .29, p < .001$ ). The indirect effect of social support on academic resilience through positive affect was also significant ( $\beta = .12, p < .001$ ).

**Conclusion:** The findings highlight the dual role of social support as both a direct predictor of academic resilience and an indirect predictor via positive affect. These results underscore the importance of fostering supportive social environments and positive emotional experiences in higher education to enhance resilience among students.

**Keywords:** Social support; Academic resilience; Positive affect; University students.

## 1. Introduction

University students face a variety of academic, social, and emotional challenges that can affect their capacity to succeed and maintain well-being. The transition to higher education often requires adapting to new learning environments, managing increased academic demands, and navigating complex social relationships. In such contexts, academic resilience, defined as the ability to effectively cope with, adapt to, and recover from academic setbacks, becomes a critical factor in promoting student success. Academic resilience enables students to maintain engagement, performance, and motivation despite encountering stressors, thereby acting as a protective factor against academic burnout and dropout (Alabdullah et al., 2025; Gianjacomio et al., 2025). However, resilience is not an innate trait but a dynamic process shaped by individual, interpersonal, and contextual factors, among which social support and positive affect play significant roles (Andreadis & Marshall, 2023; Dadandi & Çİtak, 2023).

Social support, conceptualized as the perception or experience of being valued, cared for, and connected to others, is widely recognized as a determinant of students' academic and psychological adjustment (Li et al., 2023; Voisin et al., 2023). Supportive relationships with family, peers, faculty, and the broader university community can buffer against stress, enhance academic motivation, and foster a sense of belonging (Kessel et al., 2025; Traversa & Magrin, 2023). The "social cure" framework emphasizes that belongingness and shared social identity are critical mechanisms through which social support benefits well-being and academic engagement (Andreadis & Marshall, 2023). During periods of disruption, such as the COVID-19 pandemic, studies have shown that social support helps maintain students' academic experience and emotional stability (Sanci et al., 2022; Simhi et al., 2024). This buffering effect is also evident in the context of peer relationships, where positive peer interactions enhance academic performance, while peer pressure can have mixed effects depending on its nature (Khan et al., 2023).

Empirical evidence suggests that social support is linked to higher levels of academic resilience in diverse cultural and educational contexts (Hassan et al., 2023; Mujtaba et al., 2023). For example, research with engineering students in Pakistan found that both social and academic support improved STEM confidence and learning environments (Mujtaba et al., 2023), while studies in Syria highlighted the role of positive thinking in building resilience (Alabdullah et

al., 2025). Similarly, among Chinese master's students, perceived social support was shown to influence academic achievement, particularly when mediated by self-efficacy and reduced academic pressure (Liu, 2024; Zhang et al., 2024). These findings align with broader reviews indicating that university belonging, a core dimension of social support, predicts multiple student outcomes including persistence, satisfaction, and mental health (Kessel et al., 2025).

Positive affect, referring to the experience of pleasurable emotions such as joy, enthusiasm, and inspiration, is another important psychological resource that can strengthen academic resilience. Students who experience frequent positive affect are more likely to engage in adaptive coping strategies, maintain motivation, and perceive challenges as opportunities rather than threats (Pumpe & Jonkmann, 2025; Wang & Yang, 2024). The broaden-and-build theory suggests that positive emotions expand cognitive and behavioral repertoires, which over time build enduring personal resources, including resilience (Chun-mei et al., 2023). For instance, research has found that life satisfaction and academic motivation—both linked to positive affect—mediate the relationship between social support and academic engagement (Chun-mei et al., 2023). In the same vein, Voisin et al. (Voisin et al., 2023) demonstrated that an academic-supportive environment positively influences learner affect, highlighting the reciprocal relationship between social contexts and emotional experiences.

The interaction between social support and positive affect is particularly important in understanding resilience. Studies have shown that social support can directly enhance positive affect by fostering feelings of security, acceptance, and encouragement, which in turn contribute to higher resilience (Dadandi & Çİtak, 2023; Hassan et al., 2023). For example, psychological distress was found to mediate the relationship between social support and life satisfaction, suggesting that emotional well-being is a key pathway through which supportive relationships exert their influence (Dadandi & Çİtak, 2023). Similarly, longitudinal research with South Asian students in Chinese universities indicated that ongoing institutional support facilitated cultural adaptation, which was associated with more positive emotional states and better academic adjustment (Li et al., 2023).

The relevance of these relationships has been observed in varied academic settings, including distance education. Pumpe and Jonkmann (Pumpe & Jonkmann, 2025) found that study resources, such as tutor availability and peer interaction, were associated with higher engagement, lower emotional exhaustion, and greater academic success. These

patterns echo findings from mixed-method studies on social media use, where switching platforms reduced social fatigue but also highlighted the importance of maintaining supportive online networks for sustaining academic performance (Dharmawan et al., 2024). Moreover, social media engagement has been shown to interact with social support in complex ways, moderating the relationship between online behaviors and academic outcomes (Sadiq et al., 2025).

Academic resilience has also been explored in relation to specific life circumstances. Research on detained university students identified key success factors such as strong academic support networks and emotional coping resources (Traversa & Magrin, 2023), while studies of health-promoting universities emphasized the integration of social, academic, and wellness initiatives to foster resilience and performance (Sanci et al., 2022). Bassett and Barker (Bassett & Barker, 2025) reported that university sport engagement not only benefited physical well-being but also facilitated social connections that enhance resilience, particularly for first-year students adapting to new academic environments.

Despite the growing literature, gaps remain in fully understanding the mediating role of positive affect in the relationship between social support and academic resilience, especially in diverse cultural contexts such as South Africa. While previous studies have established links between social support and resilience (Agbon et al., 2023; Gianjacomio et al., 2025), and between positive affect and resilience (Chunmei et al., 2023; Wang & Yang, 2024), few have integrated these constructs into a single mediation framework. Additionally, the existing evidence base is dominated by studies from Asia, Europe, and North America, with relatively fewer contributions from African higher education systems (Agbon et al., 2023; Asosega et al., 2022). Given the unique socio-cultural and economic challenges faced by South African university students, including inequality of access, financial stress, and diverse linguistic backgrounds, investigating these relationships in this context is both timely and necessary.

The current study aims to address this gap by examining the impact of social support on academic resilience with positive affect as a mediator among university students in South Africa. Drawing on the social cure framework (Andreadis & Marshall, 2023), the broaden-and-build theory (Chunmei et al., 2023), and empirical evidence linking support, affect, and resilience (Gianjacomio et al., 2025; Hassan et al., 2023), this research proposes that social

support enhances academic resilience both directly and indirectly through its positive influence on affective states.

## 2. Methods and Materials

### 2.1. Study Design and Participants

This study employed a descriptive correlational design to investigate the relationship between social support, academic resilience, and positive affect among university students. The target population comprised undergraduate students from universities in South Africa. Based on the Morgan and Krejcie table for determining sample size, a total of 440 participants were selected using a stratified random sampling method to ensure representation across gender, age groups, and academic disciplines. Inclusion criteria required participants to be enrolled full-time in a university program and to provide informed consent for participation. Data were collected through self-administered questionnaires, which included standardized measures for academic resilience, perceived social support, and positive affect.

### 2.2. Measures

Academic resilience was assessed using the Academic Resilience Scale (ARS-30) developed by Cassidy (2016). This scale is designed to measure students' ability to effectively deal with academic adversity and challenges. It consists of 30 items grouped into three subscales: perseverance, reflecting and adaptive help-seeking, and negative affect and emotional response. Items are rated on a 5-point Likert scale ranging from 1 ("strongly disagree") to 5 ("strongly agree"), with higher scores indicating greater academic resilience. The ARS-30 has demonstrated strong internal consistency (Cronbach's alpha values typically above 0.80) and good construct validity in various student populations across different cultural contexts, confirming its suitability for academic research.

Social support was measured using the Multidimensional Scale of Perceived Social Support (MSPSS) developed by Zimet, Dahlem, Zimet, and Farley (1988). The MSPSS assesses perceived support from three distinct sources: family, friends, and significant others, each represented as a subscale. The instrument contains 12 items, with four items per subscale, rated on a 7-point Likert scale ranging from 1 ("very strongly disagree") to 7 ("very strongly agree"). Higher scores reflect higher perceived social support. This scale has shown excellent reliability (Cronbach's alpha

values generally exceeding 0.85) and strong factorial and convergent validity in diverse university student samples, making it a widely accepted tool in psychological and educational research.

Positive affect was evaluated using the Positive Affect subscale of the Positive and Negative Affect Schedule (PANAS) developed by Watson, Clark, and Tellegen (1988). The PANAS-PA comprises 10 adjectives describing positive emotional states (e.g., “enthusiastic,” “alert,” “inspired”), and respondents indicate the extent to which they have experienced each emotion within a specified time frame, typically “the past few weeks.” Items are rated on a 5-point Likert scale from 1 (“very slightly or not at all”) to 5 (“extremely”), with higher scores denoting greater positive affect. The subscale has demonstrated high internal consistency (Cronbach’s alpha values usually above 0.85) and strong validity across multiple populations, including university students, supporting its appropriateness for research on emotional well-being.

### 2.3. Data Analysis

Data analysis was conducted using IBM SPSS Statistics version 27 and AMOS version 21. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were calculated to summarize participant

characteristics and main study variables. Pearson’s product-moment correlation coefficient was used to examine the bivariate relationships between academic resilience (dependent variable) and the independent variables (social support and positive affect). Structural Equation Modeling (SEM) was employed to test the hypothesized mediation model, with positive affect as the mediator in the relationship between social support and academic resilience. Model fit was evaluated using indices such as the Comparative Fit Index (CFI), Tucker–Lewis Index (TLI), Root Mean Square Error of Approximation (RMSEA), and Chi-square/df ratio. Statistical significance was set at  $p < .05$ .

### 3. Findings and Results

The sample consisted of 440 university students, of whom 254 (57.7%) were female and 186 (42.3%) were male. Participants’ ages ranged from 18 to 27 years, with a mean age of 21.34 years ( $SD = 2.11$ ). Regarding year of study, 123 students (28.0%) were in their first year, 107 (24.3%) in their second year, 96 (21.8%) in their third year, and 114 (25.9%) in their fourth year or above. In terms of field of study, 159 students (36.1%) were enrolled in social sciences, 121 (27.5%) in natural sciences, 84 (19.1%) in business and economics, and 76 (17.3%) in other disciplines.

**Table 1**

*Descriptive Statistics for Study Variables (N = 440)*

Variable	M	SD
Academic Resilience	112.47	13.82
Social Support	63.19	10.54
Positive Affect	36.84	7.42

The descriptive statistics in Table 1 indicate that students reported relatively high levels of academic resilience ( $M = 112.47$ ,  $SD = 13.82$ ) compared to the scale midpoint, suggesting a generally adaptive academic coping capacity in the sample. Mean perceived social support was 63.19 ( $SD = 10.54$ ), indicating that most students felt moderately to highly supported by their social networks. Positive affect scores averaged 36.84 ( $SD = 7.42$ ), reflecting frequent experiences of positive emotions. Standard deviations suggest moderate variability in all three constructs, suitable for correlational and structural equation analyses.

Prior to conducting the analyses, statistical assumptions were evaluated and met. Normality was assessed using skewness and kurtosis values, which ranged from  $-0.64$  to

$0.71$  and  $-0.89$  to  $0.65$ , respectively, all within acceptable limits. Linearity was confirmed through inspection of scatterplots, showing consistent linear relationships between variables. Homoscedasticity was verified by examining residual plots, which indicated a random distribution of residuals across predicted values. Multicollinearity diagnostics revealed variance inflation factor (VIF) values between 1.12 and 1.34, well below the threshold of 5, confirming the absence of multicollinearity. Additionally, the Kaiser–Meyer–Olkin (KMO) measure of sampling adequacy was 0.89, and Bartlett’s test of sphericity was significant ( $\chi^2(66) = 2147.53$ ,  $p < .001$ ), supporting the suitability of the data for SEM analysis.

**Table 2***Pearson Correlations Between Study Variables (N = 440)*

Variable	1	2	3
1. Academic Resilience	—		
2. Social Support	.54** (p < .001)	—	
3. Positive Affect	.49** (p < .001)	.57** (p < .001)	—

The correlation analysis in Table 2 shows significant positive associations among all variables. Academic resilience correlated strongly with social support ( $r = .54$ ,  $p < .001$ ) and positive affect ( $r = .49$ ,  $p < .001$ ), indicating that higher support and positive emotions are linked to greater

resilience. Social support also showed a strong correlation with positive affect ( $r = .57$ ,  $p < .001$ ), supporting the hypothesis that supportive relationships foster positive emotional states. The absence of multicollinearity concerns (all  $r < .70$ ) suggests suitability for SEM.

**Table 3***Fit Indices for the Structural Equation Model*

Fit Index	Value	Recommended Cutoff
$\chi^2$	146.38	—
df	82	—
$\chi^2/df$	1.79	< 3.00
GFI	0.95	$\geq 0.90$
AGFI	0.93	$\geq 0.90$
CFI	0.97	$\geq 0.95$
RMSEA	0.042	$\leq 0.06$
TLI	0.96	$\geq 0.95$

Table 3 shows that the proposed structural model demonstrated good fit to the data. The chi-square/df ratio was 1.79, below the recommended threshold of 3.00, and indices such as GFI (.95), AGFI (.93), CFI (.97), and TLI (.96) all exceeded standard cutoffs for good fit. The RMSEA

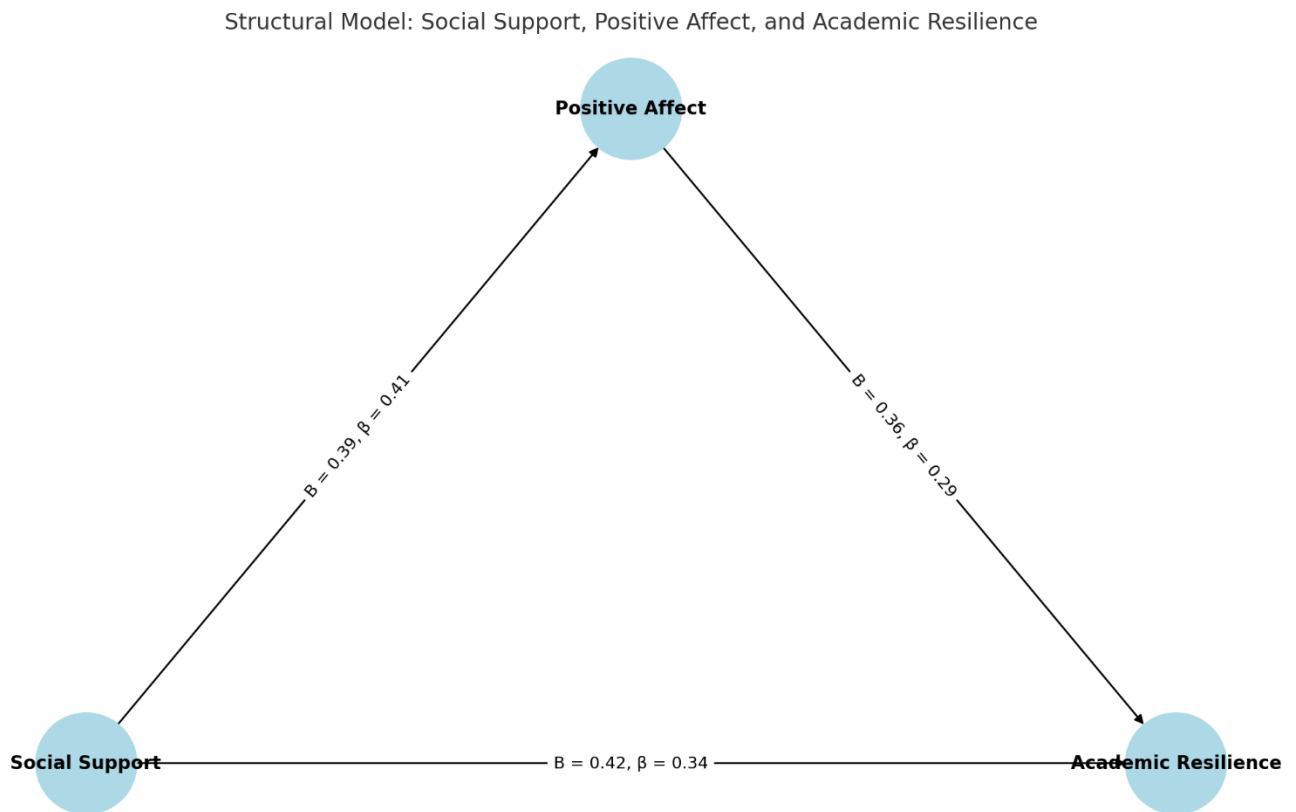
value of 0.042 further indicates excellent model fit, suggesting that the hypothesized relationships between social support, positive affect, and academic resilience are well-represented by the structural model.

**Table 4***Total, Direct, and Indirect Effects in the Structural Model*

Path	b	S.E.	$\beta$	p
Social Support → Academic Resilience	0.42	0.07	0.34	< .001
Social Support → Positive Affect	0.39	0.05	0.41	< .001
Positive Affect → Academic Resilience	0.36	0.06	0.29	< .001
Social Support → Academic Resilience (Indirect via Positive Affect)	0.14	0.03	0.12	< .001
Social Support → Academic Resilience (Total)	0.56	0.06	0.46	< .001

Table 4 presents the path coefficients for the structural model. Social support had a significant direct effect on academic resilience ( $\beta = .34$ ,  $p < .001$ ) and a significant indirect effect through positive affect ( $\beta = .12$ ,  $p < .001$ ). Social support also predicted positive affect strongly ( $\beta =$

.41,  $p < .001$ ), which in turn predicted academic resilience ( $\beta = .29$ ,  $p < .001$ ). The total effect of social support on academic resilience ( $\beta = .46$ ,  $p < .001$ ) suggests that both direct and mediated pathways contribute meaningfully to resilience outcomes in university students.

**Figure 1***Structural Model of The Study*

#### 4. Discussion and Conclusion

The results of this study revealed that social support had a significant positive effect on academic resilience among university students in South Africa, both directly and indirectly through the mediating role of positive affect. Pearson correlation analyses demonstrated that social support was strongly associated with both positive affect and academic resilience, while positive affect was also positively related to resilience. Structural Equation Modeling confirmed the hypothesized mediation model, indicating that students with higher perceived social support reported greater positive affect, which in turn contributed to higher resilience in academic contexts. The overall model showed acceptable fit indices, supporting the theoretical proposition that interpersonal and emotional resources are intertwined in fostering adaptive academic outcomes.

These findings are consistent with prior research showing that social support is a core determinant of students' capacity to cope with academic stressors and maintain engagement (Alabdullah et al., 2025; Gianjacomio et al., 2025). The

present study supports the view that resilience is not a fixed trait but a dynamic process influenced by the quality and availability of supportive networks (Andreadis & Marshall, 2023; Dadandi & Çitak, 2023). As observed in studies conducted in different cultural contexts, supportive relationships—whether from peers, faculty, family, or the broader university environment—can provide students with emotional encouragement, practical assistance, and a sense of belonging, all of which are crucial for sustaining academic persistence (Kessel et al., 2025; Traversa & Magrin, 2023).

The mediation effect of positive affect identified in this study aligns with the broaden-and-build theory, which posits that positive emotions broaden individuals' cognitive and behavioral repertoires, enabling them to build enduring personal resources such as resilience (Chun-mei et al., 2023). In this context, social support appears to enhance positive affect by fostering feelings of security, acceptance, and optimism, which then contribute to a more adaptive approach to academic challenges. Similar mediating mechanisms have been reported in previous studies, such as those demonstrating the role of life satisfaction and

motivation in linking social support to academic engagement (Chun-mei et al., 2023) and the role of psychological capital in enhancing academic adjustment (Hassan et al., 2023).

Furthermore, the results align with work showing that perceived social support is associated with greater emotional well-being, which in turn supports academic achievement (Liu, 2024; Zhang et al., 2024). In Chinese higher education, for example, institutional and interpersonal support has been shown to boost academic performance through improvements in self-efficacy and reductions in academic pressure (Liu-jian & Caiga, 2024; Wang & Yang, 2024). The current findings extend these results by situating them within the South African context, emphasizing the universal relevance of support-affect-resilience pathways across cultural settings.

The significance of positive affect as a mediator also corresponds with research linking emotional experiences to academic persistence and satisfaction (Pumpe & Jonkmann, 2025; Voisin et al., 2023). A supportive academic environment not only facilitates access to resources but also creates emotionally enriching experiences that sustain motivation (Voisin et al., 2023). For instance, Bassett and Barker (Bassett & Barker, 2025) found that university sports engagement can foster both social connection and positive emotional states, which ultimately contribute to improved student adaptation and resilience. Similarly, the current findings underscore that fostering positive emotions is not merely a byproduct of academic life but a strategic component of resilience-building.

These results also resonate with studies conducted in atypical educational contexts. Research on detained university students demonstrated that strong academic support networks and emotional coping mechanisms are vital for academic success despite significant environmental challenges (Traversa & Magrin, 2023). Likewise, health-promoting university initiatives have highlighted the integration of social and emotional support systems as essential to enhancing both well-being and academic outcomes (Sanci et al., 2022). The present findings reinforce the applicability of these principles in more conventional higher education settings, suggesting that the mechanisms are broadly relevant.

Moreover, the observed associations between social support, positive affect, and resilience are in line with literature on social identity and belongingness. The social cure model suggests that shared identity and group membership bolster well-being and motivation by providing psychological resources and a framework for interpreting

challenges (Andreadis & Marshall, 2023; Kessel et al., 2025). The current results indicate that these processes may be partly mediated through the cultivation of positive affect, thereby enriching the explanatory scope of the social cure perspective.

The study's findings also correspond with evidence that peer interactions significantly influence academic trajectories. While positive peer relations can enhance performance, negative peer pressure may undermine it (Khan et al., 2023). In this study, the supportive aspects of peer networks likely contributed to both the direct and indirect effects observed, consistent with research showing that peer-based support fosters academic motivation and resilience (Mujtaba et al., 2023). Likewise, cultural adaptation studies have demonstrated that supportive peer and institutional relationships are essential for fostering positive emotional states and academic adjustment among international students (Li et al., 2023).

Interestingly, the role of social support in promoting resilience through affective channels also finds parallels in digital and blended learning environments. Pumpe and Jonkmann (Pumpe & Jonkmann, 2025) reported that resources in distance education—such as tutor presence and peer collaboration—enhance engagement and reduce emotional exhaustion. In digital contexts, however, social media dynamics can both facilitate and disrupt these benefits. For example, Sadiq et al. (Sadiq et al., 2025) showed that social support moderates the relationship between social media addiction and academic procrastination, while Dharmawan et al. (Dharmawan et al., 2024) highlighted the paradox of switching platforms to reduce fatigue yet maintain social connectivity. These findings suggest that the quality, rather than merely the quantity, of social interactions is critical in leveraging support for positive affect and resilience.

The positive association between social support and resilience found in this study also mirrors earlier research that identified social and academic support as determinants of confidence and engagement, especially in STEM disciplines (Mujtaba et al., 2023). Similarly, Agbon et al. (Agbon et al., 2023) emphasized that social determinants such as supportive networks significantly influence academic performance, further supporting the argument that interpersonal resources are fundamental to educational success.

Overall, the findings confirm that social support functions as both a direct enhancer of academic resilience and an indirect enhancer through the promotion of positive affect.

This integrated perspective aligns with a growing body of literature advocating for interventions that combine interpersonal support strategies with initiatives aimed at fostering positive emotional climates in universities (Asosega et al., 2022; Hassan & Masood, 2022). By demonstrating this pathway in the South African context, the study adds to the global understanding of resilience processes in higher education, while also offering culturally relevant insights for policy and practice.

## 5. Limitations & Suggestions

Despite its contributions, this study has several limitations that should be acknowledged. First, the cross-sectional design limits the ability to infer causal relationships between social support, positive affect, and academic resilience. While the findings are consistent with theoretical and empirical expectations, longitudinal or experimental designs would be necessary to establish temporal precedence. Second, the reliance on self-report measures introduces potential biases, such as social desirability and common method variance, which may inflate associations between variables. Third, the sample was drawn exclusively from South African university students, which, although valuable for contextual specificity, may limit the generalizability of the results to other cultural or educational contexts. Finally, while the study controlled for key demographic variables, it did not account for potential moderating factors such as socioeconomic status, prior academic performance, or mental health history, which could influence the observed relationships.

Future research should consider employing longitudinal designs to track changes in social support, positive affect, and academic resilience over time, thereby clarifying causal pathways. Experimental interventions aimed at enhancing either social support or positive affect—or both—could provide stronger evidence for their roles in fostering resilience. Additionally, future studies could examine potential moderators, such as cultural values, coping styles, or digital engagement patterns, to better understand the conditions under which support–affect–resilience mechanisms are most effective. Expanding the scope to include students from diverse academic disciplines, institutional types, and geographic regions would further enhance the generalizability of findings. Finally, integrating qualitative methods could provide richer, contextualized insights into students' lived experiences of social support and resilience-building processes.

The results of this study have important implications for higher education institutions seeking to enhance student resilience. Universities should prioritize the development of robust support systems that foster both interpersonal connections and positive emotional experiences. This could include mentorship programs, peer support networks, faculty–student engagement initiatives, and extracurricular activities that build community and belonging. Additionally, interventions aimed at promoting positive affect—such as mindfulness programs, strengths-based coaching, or recreational opportunities—should be integrated into student support services. By adopting a holistic approach that combines structural supports with emotional enrichment strategies, universities can better equip students to navigate academic challenges and sustain their motivation and well-being throughout their educational journey.

## Acknowledgments

We would like to express our appreciation and gratitude to all those who cooperated in carrying out this study.

## Declaration of Interest

The authors of this article declared no conflict of interest.

## Ethical Considerations

The study protocol adhered to the principles outlined in the Helsinki Declaration, which provides guidelines for ethical research involving human participants.

## Transparency of Data

In accordance with the principles of transparency and open research, we declare that all data and materials used in this study are available upon request.

## Funding

This research was carried out independently with personal funding and without the financial support of any governmental or private institution or organization.

## Authors' Contributions

All authors equally contributed to this article.

## References

- Agbon, A. A., John, O. S., Akobo, I. L., Adebayo, E. M., & Kilanko, A. (2023). Social Determinant of Academic

- Performance of Undergraduate Students in Private University. *International Journal of Research and Innovation in Social Science*, VII(VI), 1845-1855. <https://doi.org/10.47772/ijriss.2023.7759>
- Alabdullah, M., Agha, Q. Q., & Abdullah, M. K. (2025). Building Academic Resilience Through Positive Thinking: A Study of University Students in Syria. *Asian Journal of Education and Social Studies*, 51(1), 280-292. <https://doi.org/10.9734/ajess/2025/v51i11747>
- Andreadis, M., & Marshall, T. C. (2023). Social Cure in the Time of COVID-19: Social Identity and Belongingness Predict Greater Well-Being and Academic Motivation in University Students. *Journal of American College Health*, 73(2), 569-576. <https://doi.org/10.1080/07448481.2023.2227723>
- Asosega, K. A., Abdul, I. W., Tawiah, K., Opoku, A. A., & Okyere, E. (2022). Comparing Bayesian and Maximum Likelihood Methods in Structural Equation Modelling of University Student Satisfaction: An Empirical Analysis. *Education Research International*, 2022, 1-12. <https://doi.org/10.1155/2022/3665669>
- Bassett, A. E., & Barker, T. (2025). The Perceived Impact of University Sport Engagement on Staff and First-Year Undergraduate Students: An Exploratory Study. *Education Language and Sociology Research*, 6(1), p35. <https://doi.org/10.22158/elsr.v6n1p35>
- Chun-mei, C., Bian, F., & Zhu, Y. (2023). The Relationship Between Social Support and Academic Engagement Among University Students: The Chain Mediating Effects of Life Satisfaction and Academic Motivation. *BMC public health*, 23(1). <https://doi.org/10.1186/s12889-023-17301-3>
- Dadandi, İ., & Çltak, Ş. (2023). Psychological Distress Mediates the Relationship Between Social Support and Satisfaction With Life. *International Journal of Contemporary Educational Research*, 10(3), 724-734. <https://doi.org/10.52380/ijcer.2023.10.3.543>
- Dharmawan, A., Setiadi, T., & Karli, I. (2024). The Paradox of Switching Social Medias: A Mixed-Method Study of Students' Academic Performance and Social Fatigue. *Simulacra Jurnal Sosiologi*, 7(2), 182-194. <https://doi.org/10.21107/sml.v7i2.26754>
- Gianjacomio, T. R. F., Rodrigues, R., Guidoni, C. M., & Giroto, E. (2025). Analysis of the Mediating Role of Resilience in the Relationship Between Social Support and Burnout in University Students. *Educação Em Revista*, 41. <https://doi.org/10.1590/0102-469852443-t>
- Hassan, M., Fang, S., Malik, A. A., Lak, T. A., & Rizwan, M. (2023). Impact of Perceived Social Support and Psychological Capital on University Students' Academic Success: Testing the Role of Academic Adjustment as a Moderator. *BMC psychology*, 11(1). <https://doi.org/10.1186/s40359-023-01385-y>
- Hassan, W., & Masood, D. A. (2022). Undergraduate Students' Perspective on Factors Affecting Their Academic Performance: A Qualitative Exploration. *Journal of Professional & Applied Psychology*, 3(1), 85-97. <https://doi.org/10.52053/jpap.v3i1.87>
- Kessel, G. v., Ryan, C., Paras, L., Johnson, N., Zariff, R. Z., & Stallman, H. M. (2025). Relationship Between University Belonging and Student Outcomes: A Systematic Review and Meta-Analysis. *The Australian Educational Researcher*, 52(3), 2511-2534. <https://doi.org/10.1007/s13384-025-00822-8>
- Khan, Z., Athar, S., Mehmood, U., & Khan, W. (2023). The Effect of Peer Relation and Peer Pressure on the Performance of University Students: A Quantitative Study. *Pakistan Journal of Humanities and Social Sciences*, 11(3). <https://doi.org/10.52131/pjhss.2023.1103.0638>
- Li, X., Rahman, M. S., & Yu, L. (2023). Is University Support Effective? A Longitudinal Study of Cultural Adaptation of South Asian Students in Chinese Universities. *Journal of Studies in International Education*, 28(4), 643-662. <https://doi.org/10.1177/10283153231211993>
- Liu-jian, C., & Caiga, B. (2024). Academic Motivation, Support, and Self-Efficacy Among Medical Masters Degree Students in Guizhou, China. *Apjmsd*, 12(3), 116-126. <https://doi.org/10.70979/zfol6148>
- Liu, X. (2024). Effect of Teacher-student Relationship on Academic Engagement: The Mediating Roles of Perceived Social Support and Academic Pressure. *Frontiers in psychology*, 15. <https://doi.org/10.3389/fpsyg.2024.1331667>
- Mujtaba, A., Lashari, T. A., Lashari, S. A., Khattak, M. A. K., Mujtaba, K., & Mujtaba, M. (2023). Determining the Effect of Social and Academic Support on STEM Confidence and Learning Environment Among Female Engineering Students in Pakistan. *Journal of Technical Education and Training*, 15(2). <https://doi.org/10.30880/jtet.2023.15.02.005>
- Pumpe, I., & Jonkmann, K. (2025). Study Demands and Resources in Distance Education—Their Associations With Engagement, Emotional Exhaustion, and Academic Success. *Education Sciences*, 15(6), 664. <https://doi.org/10.3390/educsci15060664>
- Sadiq, M. W., Zahra, M., Nadeem, H., Mustafa, S., Anwar, P., & Sajjad, M. (2025). Social Media Addiction and Academic Procrastination: Social Support as a Moderator and Indecisiveness as a Mediator. *J. Asian Dev. Studies*, 14(1), 705-712. <https://doi.org/10.62345/jads.2025.14.1.54>
- Sanci, L., Williams, I., Russell, M., Chondros, P., Duncan, A.-M., Tarzia, L., Peter, D., Lim, M. S. Y., Tomy, A. J., & Minas, H. (2022). Towards a Health Promoting University: Descriptive Findings on Health, Wellbeing and Academic Performance Amongst University Students in Australia. <https://doi.org/10.21203/rs.3.rs-1826165/v1>
- Simhi, M., Gilbar, O., Schiff, M., Pat-Horenczyk, R., & Benbenishty, R. (2024). Social Support and Academic Experience Among Higher Education Students in Israel During the <sc>COVID-19 Pandemic. *International journal of psychology*, 59(5), 790-800. <https://doi.org/10.1002/ijop.13153>
- Traversa, T., & Magrin, M. E. (2023). Detained University Students: An Exploratory Survey on the Academic Success Factors. <https://doi.org/10.36315/2023inact121>
- Voisin, L. E., Phillips, C., & Afonso, V. M. (2023). Academic-Support Environment Impacts Learner Affect in Higher Education. *Student Success*, 14(1), 47-59. <https://doi.org/10.5204/ssj.2588>
- Wang, Y., & Yang, S. (2024). A Study on the Influence of Emotional Intelligence on Academic Satisfaction Among Chinese College Students: The Mediating Effect of Learning Engagement and the Moderating Effect of Social Support. *Journal of Educational Research and Policies*, 6(10), 79-85. [https://doi.org/10.53469/jerp.2024.06\(10\).20](https://doi.org/10.53469/jerp.2024.06(10).20)
- Zhang, B., Yin, X., & Ren, Z. (2024). Can Perceived Social Support Influence Academic Achievement of Master's Students? — Evidence From a University in China. *Education and Information Technologies*, 29(16), 21449-21475. <https://doi.org/10.1007/s10639-024-12693-0>