Do Social Relationship Affects Motivation?

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Abstract

As well as cognitive competence, social competence is an important factor in improving student's academic motivation. Social relationships can encourage greater psychological place attachment capable of creating motivated strategies for learning interests and learning effort. This study aims to test models of the relationship between social relationships and motivated strategies for learning interests and learning effort with psychological place attachment as a mediating variable. This study also examines the role of gender as a moderating variable in the relationship model four variables studied. The study was conducted in Indonesia with 369 schools of business students as the sample. Methods of testing construct validity is conducted by factor analysis, whereas the internal consistency reliability testing using Cronbach's Alpha. Method of data analysis is conducted by the structural equation model using AMOS. The results of this study indicated that the relation between social relationships and motivated strategies for learning interest and learning effort is mediated by psychological place attachment. In addition, gender differences did not moderate the relationship model. In addition, there is no difference between male and female in social relationships, psychological place attachment, and motivated strategies for learning interest and learning effort. This study contributes to the understanding of the social relationships as an important variable to motivate college students in early adolescent period in collectivistic cultures such as Indonesia. Detailed discussion presented in this study.

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1   Introduction

Currently it is widely recognized that successful adjustment at school requires not only cognitive competences but also social competences (Bernard, 2006; Ladd, Herald & Kotchel, 2006; Magelinskaite, Kapalaite, & Legkaukas, 2014). Meanwhile, motivation is one of the important determinant of human behaviours through it influence of direction, goal, and persistence on human behaviours. Social competence is an individuals' ability to implement effective social skills to reach the goal by doing social interaction (Magelinskaite *et al.*, 2014). This competence is often referred as social relationships. There is some research supporting the argument that the social relationships in the classroom will be important for students' motivation. Theory and research on the social relationship states that individuals' well-being, behavior and motivation can be influenced by individuals' social relationships with others (e.g., Fiske, 1992; Cheng, 1997; Wentzel, 1998; Schmitz & Crystal, 2006; Li, Frieze, Nokes -Malach, & Cheong, 2013). A sense of relatedness or belonging in the classroom or school is related positively to students' expectations for success as an indicator of motivation (Goodenow, 1993; Skinner & Belmount, 1993; Ryan & Patrick, 2001).

Relationship or social interaction among students is positively associated with attachment of students to learn, including the ability to use cognitive strategies. The relationship can also be a social support. Social support can improve students' motivation when the motivation is perceived as a dynamic and multidimensional process (Zusho, Pintrich, & Coppola, 2012). Research results of Cirik (2015) states that perceived social support by students can encouraged their curiosity, encouraged meaningful learning, ensured that students perceive learning as an important direction in increasing the levels of individual efforts, improved students' self-efficacy, increased their interest in learning, decreased their test anxieties, and increased their levels of achievement.

According to the previous researchers, when students arrive at school, they make new friends and establish positive peer relationships in order to succeed in learning (Shim & Ryan, 2012). If students are provided with the opportunity to interact and work together so that they can get to know each other well and build positive social relations during lessons. They are also likely to experience increased motivation in their learning. Relationships with peers are important features of the learning environment for the students' motivation. Therefore, it is important for practitioners and academicians to examine whether social relationships can predict or influence students' academic motivation in college students, especially in the context of the university (Hoffman, Richmod, Morrow, & Salomone, 2002). The motivation is needed to develop independent learning and critical thinking (McMillan, 1987).

High quality social relationships are important for students' motivation and achievement. However, the relationship between social relationships that affect the motivation is still unclear and is still much debate. There are students who like to hang out with friends who are academically oriented, but there are also students

who hang out with friends who are lazy or naughty. In addition, the intensity of the relationship with his friends also can decrease learning motivation because of the relationship does not discuss the learning material, but rather to discuss the plan in his leisure time. Martin and Dawson (2009) assumed that social relationships have a significant impact on students' motivation and achievement in school. This study tested a model of Li *et al.* (2013) by looking at how perceived social relationships with peers influenced academic motivation both interest and effort with psychological place attachment as mediating variables. This study also examined the effect of gender as a moderating variable of the relationship model between social relationships, psychological place attachment, and motivated strategies for learning interest and effort.

This study examined the positive influence of social relationships in a college student sample. This is due to students' learning often occurs within a social group setting that likely influenced by social relationships that occur at school. The results of the previous research showed that social relationships can improve academic motivation (e.g., Wentzel & Asher, 1995; Wentzel & Caldwell, 1997; Anderman & Anderman, 1999; Ryan & Patrick, 2001; Buhs & Ladd, 2001; Welsch, Parke, Widaman, & O 'Neil, 2001). This study uses a psychological place attachment as a mediating variable. Place attachment is emotional bonding (Hidalgo & Hernandez, 2001; Lewicka, 2008). Attachment to place referred to the literature of psychology as emotional bond between people and their environment and is widely understood to be from attachment theory (Ramkissoon, Weiler, & Smith, 2012).

Yu and Yang have held observation and finding differences in achievement motivation between eastern collectivistic societies (social-oriented motivation) and western individualistic societies (individual-oriented motivation) (Liem & Nie, 2008). In general, individuals in collectivistic societies or collectivistic culture chose to work together with others in their job. In other words, the need of the individual relatedness important motivated strategies for learning (Jen, Lee, Chien, Hsu, & Chen, 2013). Therefore, in a collectivistic culture, positive social relationships play an essential role in improving learning achievement. In this study, I describe a models based on principles of motivation and person-environment fit to explain why students have motivated strategies for increasing effort and interest.

This research includes gender in the relationship model. Gender is individual differences variable that theoretically relevant to influence motivation. Gender difference is also one of individual differences that need studies for approval. Previous research indicates that males and females might differ in social achievement goal and social behavior and adjustment (Shim & Ryan, 2012). Females tend to be more prosocial, depressed, and socially anxious than males. Males tend to be more aggressive than females (Galen & Underwood, 1997; Rose & Rudolph, 2006). Females tend to receive greater social support from peers than males (Eagly & Crowley, 1986). Females and males are socialized differently and possess different values. Eagle and Crowley (1986) said that females perceive

social communication, development, dependence, caring, and improve relations are more important than males. Thus, this research examined the effect of gender when examining relationship among social relationship, psychological place attachment, and motivated affect strategies for interest and effort.

2   Literature Review and Hypothesis

2.1. Social Relationships

Previous research has consistently shown that the quality of the classroom environment is an important determinant of student learning (Velayutham & Aldrige, 2013). Students will learn better when they perceive a class environment in a positive way. Research on the components of Positive Classroom or school environments describes importance of strong student - peers relationships (Lynch, Lerner & Levinthal, 2013). Students' perception that he or she is being suppported, valued, and included in the academic classroom conducted by peers can influence academic motivation and academic achievement (Goodenow, 1993). When students feel comfortable with his colleagues, they also will be able to cooperate and want to follow the rules in the classroom (Urdan & Schoenfelder, 2006).

Longitudinal research conducted by Allen, Robbins, Casillas, and Oh (2008) stated that there are strong relationships between social relationship, academic performance, and motivation. This is because psychological factors can affects students' academic performance and students' perssistence (Robbins, Lauver, Le, Davis, Langley, & Carlstrom, 2004). According to self-determination theory, social factors can enhance motivation so far as these factors can fulfill basic psychological need to feel competent, autonomous, and related specially. The psychological needs mediate the relationship between social factors and motivations, and indirectly associated with performance. The results of the study Allen et al. (2008) suggested that social connectedness related to motivation constructs.

Close relationships and personal development are intertwined (Zhang, 2012). On the one hand, a close relationship can build a secure context and supports personal growth (Elliot & Reis, 2003; Fritzimons & Finkel, 2010). On the other hand, self-improvement is formed by a desire to connect with others (Zhang, 2012). The consequences of social relationships is also very large. Individuals who are in intimate relationships tend to have a lower incidence of serious illness than individuals who live alone (Towler & Stuhlmacher, 2013). Individuals with a high of social relationships will contributted to enhance positive affect and decrease negative affect.

Schools and classroms, by definition are social environments. In the school or classroom, students have social interactions and build social relationships with their teachers and friends. Schools and classrooms are places where students fulfill the affiliation needs as well as competence needs. The evidence linking supportive classroom environments and students' academic success has been consistently

described in the literature (Wentzel, 1998; Furrer & Skinner, 2003; Hamre & Pianta, 2005; Van Ryzin, Gravely, & Roseth, 2009). Research on students with supportive academic climate that were more motivated participation has also been described (Murdock, Anderman, & Hodge, 2000; Anderman, 2003). Students' perception of this social relationships can predict the expectations of success, attitudes toward school, motivation, and effort (Goodenow, 1993; Goodenow & Grady, 1993).

Furthermore, students who feel comfortabe and are accepted in class not only tend to have higher efficacy beliefs, but also feel the benefits of learning. Baumeister and Leary (1995) states that among the three basic needs (need for competency, autonomy, and relatedness), then it needs for relatedness or need for affiliation is a need to feel socially connected or often referred to as belonging. Need for relatedness are related and can predict motivation. However, lowest achieving students tend to report that the fulfillment of the need for relatedness only make friendships and not for achievement in the classroom (Wentzel, 1989) Research on students' relationships with college students are rare (Zumbrunn, McKin, Buhs, & Hawley, 2014). Research with undergraduate students conducted by Micari and Pazos (2012) found that student-faculty relationships positively predict student confidence and achievement.

Perceived sociap support is positively correlated with academic achievement (McKinnon, 2012). Positive relationsip between perceived social support and academic achievement has been frequently demonstrated, especially for cross-sectional research. According to Reis, Collins, and Berscheid (2000), social relationships are the foundation of learning, development, and well-being of individuals. It is also supported by Martin and Dowson (2009) stating that social relationships are assumed to have important effect on students' academic motivation and achievement in school. The effects of social relationships on students' academic motivation and achievement is constituted by achievement goals theory, such as mastery goal and performance goals (King & Ganotice, 2014). Students pursue mastery goals motivated by the desire for improving their competency, while students pursue performance goals motivated by the desire for showing their greatness than other people throuh social comparisons. When people feel secure social relationships, they will explore their environment by feeling safe and confident, so they have increased academic motivation.

2.2. Academic Motivation

Academic motivation explains wants, needs, aspirations and obligations of students to participate in the learning process (Tezci, Sezer, Gurgan, & Aktan, 2015). Motivation is part of a complex of behavioral and psychological conditions of people that affect how individuals choose to invest time, how much energy is used to perform his duties, and how long they remain keen to do its job. Motivation is also an inner state that causes the individual to behave in order to achieve the goal. Motivation can encourage people to use the opportunity to learn, improve their business, want to practice it, and fast in developing his skills.

Motivation can also be regarded as a good force inside or outside the person that encourages enthusiasm and cause the individual to perform certain activities.

Motivation is the psychological process that gives behavior purpose and direction and an internal drive to satisfy or not satisfy requirement (Conrad, Ghosh, & Isaucson, 2015). Urdan and Schoenfelder (2006) and Schunk and Zimmerman (2007) states that enhancing students 'motivation requires attention to the characteristics of the learning environment in the classroom may affect students' motivation. Research results of Tezci *et al*. (2015) showed that the friendships and support from friends is closely related to academic achievement. In other words, the motivation levels of students for learning and the perceived social support were correlated significantly high.

Students interaction with friends is happening in the school or in the classroom. However, there is a belief that the desire for the affiliated inversely related to the desire or motivation to exceed or weaken the desire to exceed (Urdan & Schoenfelder, 2006). According to Berndt (1999), interaction with peers has been seen most often has a negative impact on the achievement of educational goals. In the class, students are able to provide the resources necessary to carry out the task of social and academic. They will help each other and provide information in answering questions from his teachers. Colleagues are viewed will strengthen the effort held to achieve learning goals. However, the intensity of these relationships often reduce learning time so that indirectly affect student achievement.

Students' learning motivation is essential for student success in school. Students who survive, choose to continue to focus on academic activities, and demonstrate good social behavior in the classroom will be more successful in their studies. The researchers consider that academic aspects and social aspects in motivation are two separate things (Wentzel & Wigfield, 1998). Research on the achievement goals theory shows that the quality of students' motivation in the classroom depends on how they define student success in the classroom situations (Ames, 1992; Maehr & Midgley, 1991).

According to self-determination theory, there are three basic psychological needs that are important for intrinsic motivation, i.e., relatedness, competence, and autonomy (Ryan & Deci, 2000). Self-determination theory is a theory that explains the process that affect the learners to persevere with their studies which is based on humanistic approach. The fulfillment of the three basic needs are important because it allows optimal functioning, personal growth, and social development (Magen-Nagar & Cohen, 2016). The need for connectedness and relatedness is a need to experience supportive social relationships and the need to connect with other people. The relationship among the three basic psychological needs are also influenced by cultural factors (Keller, 2012). However, based on self-determination theory also explained that the conditions in the learning environment can encourage or discourage the individuals' development and performance (Ryan & Deci, 2000). Close relationships with significant others helps individuals internalize the values are conveyed and became more

self-determined in their motivation (Ryan & Powelson, 1991).

The importance of self-determined motivation led the researchers to consider the importance of various social support that may support or undermine motivation. Based on a study about the importance of students' feeling of relatedness, then feeling socially connected can be a stronger predictor of self-determined motivation than feelings of competence or autonomy in physical education (Cox & Williams, 2008; Standage, Duda, & Ntoumanis, 2003). Moreover, fulfillment of individual goals can be managed through social relationships with others. Those who do not put the needs for relatedness in his purpose of life will have poor achievement or poor performance (Kasser & Ryan, 1996). Research results of Gable (2016) showed that human beings are motivated by a fundamental needs to form and maintain close social relations. A sense of relatedness or belonging at school is positively associated with indicators of motivation, namely the success of students and the intrinsic value to the school (Goodenor, 1993; Skinner & Belmont, 1993).

According to Katz, Lazer, Arrow, and the Contractor (2004), social relationships have a large influence on learning based on the science of Anthropology, Mathematics and Economics uses a network approach. The approach is based on a network of individuals who have a lot of relationships are individuals who want to learn or perform better in the organization (Hommes, Rienties, de Grave, Bos, Schuwirth, & Scherpbier, 2012). In other words, social relationships both inside and outside the classroom may affect students' learning process. Furthermore, based on social identity theory, students generally tend to choose to cooperate with peers who they perceive themselves similar to peers and reject peers who are perceived differently from him (Levy, Kaplan, & Patrick, 2004).

Based on the social capital theory and system of theories of social processes, friends in the classroom will affect students' learning in the classroom (Cappella, Kim, Neal, & Jackson, 2013). Tseng and Seidman (2007) states that people will learn through a social process that involves relationships, norms, participation, and interactions. Meanwhile, social control theory suggests that students who feel close to their peers will have a behavior to avoid conflict with the values that exist in the environment (Lynch *et al*., 2013). This happened because of support from peers will encourage students more cooperative and socially responsible in the classroom, and follow the rules and norms that are supported by teachers and students. Research results of Ladd, Kochenderfer, and Coleman (1997) revealed that students who have a higher number of friends and a higher rating of peer acceptance also achieved higher scores on an academic readiness assessment.

Furthermore, attachment theory can give a fascinating and compelling contribution to understanding the close relationships (Leondari & Kiosseoglou, 2000). Attachment theory also precise in explaining the individual partners' motivational and affective experience and their consequences. Freeman, Anderman and Jersen (2007) states that the perception receipt at university

associated with higher levels of students' attachment to the university. Meanwhile, France, Finney, and Swerdzewski (2010) found that a positive relationship with others is significantly associated with higher university attachment. Meanwhile, social cognitive theory shows the students' belief that their success depends on the competence and their willingness to participate and be involved in the task (Pajares, 1996; Schunk, 1984). The involvement and participation will be done if students have good social relationships with peers at school.

According to Ryan and Deci (2000) and Bao and Lam (2008), students from collectivist cultures (e.g. Asian cultures) can internalize extrinsic demand through fulfilling the need for relatedness for their support of interdependence. This is consistent with the research results of Phelan, Davidson, and Cao (1991). Research results of Phelan *et al*. (1991) states that for students with a particular culture, harmony between social goals and academic goals can create a high motivation and achievement. This means that between academic success and social success is collectively exhaustive. Meanwhile, students from other cultures have social goals and academic goals that can not be harmonized or mutually exclusive (Urdan & Schoenfelder, 2006). Motivation is one of the most important determinant in human behaviors and produce the inner forces that give direction and guidance to human behaviors. Research results of Xu, Xu, Mellor, & Duan (2012) states that there are significant differences in affiliation motives and achievement motives between China (collectivistic culture) and America (individualistic culture).

There are two aspects of school motivation, namely the social goals and academic goals (Wentzel, 1998). Social goals means that students try to achieve something in school, while academic goals is an interest in academic activities. The success of students in school requires a willingness as well as an ability to meet social as well as academic chalenges (Wentzel, 1991; Hinshaw, 1992). Students may also prove goals simultaneously when they wish to get good grade (achievement goals) and have good relationships (social goals) at school. Based on previous research, students who are teenagers (early adolescence) who do not enjoy the positive and supportive relationship with his co-workers often experience academic problems (e.g., Midgley, Feldlauter, & Eccles, 1989; Phelan *et al*., 1991; Goodenow, 1993; Wentzel, 1998).

2.3. Psychological Place Attachment as a Mediating Variable in Relations between Social Relationship dan Academic Motivation Strategies

Although there is recognition that social relationships are important, educational psychologist still does not explain the pathways through the which social relationships affect motivation, learning, and achievement (King & Ganotice, 2014). The reason for the lack of understanding of these linkages because most academic motivation has been treated as a property inherent in the person (i.e., individual differences). In general, they see motivation as a personality trait exhibited to varying degrees by individuals who are assumed as a relatively stable traits. Student's academic motivation proved to be socially

constructed using social relationships (Hommes *et al.*, 2012).

This study uses a psychological place attachment as a mediating variable. Place attachment is a multifaceted and complex phenomenon that combines different aspects of people - place bonding and involves the interaction of affect, emotion, beliefs, knowledge, behaviors, and actions in reference to a place (Rollero & De Picolli, 2010). Place attachment also shows the freedom to behave, explore, belief, and provide affective response in the local community. Researchers often combine place attachment to the psychological benefits (Fried, 2000; Kyle, Mowen, & Tarrant, 2004), and theoretically, place attachment associated with physical and psychological well-being (Stokols & Schumaker, 1982). Hazan and Shaver's (1987) research found that individuals with a secure attachment style have the most positive views of self and social relations compared to individuals with insecure attachment style.

Psychological place attachment is sense of place particularly emphasis on affect, cognition and behavior (Scannell & Gifford, 2010). Place attachment as affect indicates emotional condition when individuals have to leave their environment. Place attachment as cognition encompass individuals' cognitive elements such as individuals with memories, beliefs, meaning, and knowledge that will prepare activities that make them personally important. Meanwhile, place attachment as behavior is expressed through behavior that is always present at the venue and always maintained close relationship with the place. Place attachment provides individuals with a sense of belongingness.

Research on place attachment showed strong evidence that social relationships associated with individual place attachment (Li *et al.*, 2013). According to Li *et al.* (2013), there are various definitions of place attachment with different sizes. Therefore, according to Li *et al.* (2013) there is no measure that is consistently used by researchers to assess the place attachment. Place attachment can be interpreted as a place identity and place dependence (Kyle, Graefs, Manning, & Bacon, 2004; Semken & Freeman, 2008). Attachment theory is a theory that explains the importance of emotional adjustment seek and obtain support when needed (Mikulincer & Shaver, 2008). Meanwhile, Scannell and Gifford (2010) defines the place attachment not only as a person's emotional feelings about a particular place but as a memory or the memory of those locations.

Research on place attachment showed strong evidence that social relationships are associated with individuals place attachment (Pretty, Chipuer, & Bramston, 2003). Place attachment is a mediator between social relationships and behavioral outcomes and motivational outcomes (Li *et al.*, 2013). Gore and Rogers (2010) research results stated that the psychological place attachment mediates how social relationships can affect motivation strategies both for learning interest and learning effort. The findings of numerous studies showed that place attachment and social support are related. Based on attachment theory, the relationship between attachment and social relationships empirically supported (Moller, Fouladi, McCarthy, & Hatch, 2003). The presentation is based on the

hypothesis that can be set are:

H1 = Social relationships affect the psychological place attachment
H2 = Psychological place attachment motivated affect strategies for effort
H3 = Psychological place attachment motivated affect strategies for interest
H4 = Motivated strategies for influencing interest motivated strategies for effort

      Furthermore, gender is an individual difference variable theoretically relevant to understanding motivation and social relationships. Gender roles in motivation have a long history in psychological, management, and educational research (Shekhar & Malhotra, 2013). There is evidence that women, compared to men, have a greater need for affiliation and more openly express emotions and self-disclose and choose strong social bonds (Taylor, Klein, Lewis, Gruenewald, Gurung, & Updegraff, 2000; Kashdan, Mishra, Breen, & Froh, 2009; Zurbriggen, 2011). Women also make up the goals based on interpersonal relationships with colleagues (Greene & De Backer, 2004). However, Towler and Stuhlmacher (2013) states that an intimate relationship is more common in males than females. According to them, females prefer to try to maintain the quality of relationships with peers rather than expand relationships with new people. Kiecolt-Glaser and Newton (2001) even stated that feamles react more negatively and difficult to interact in an intimate relationship. Research results of McKinnon (2012) indicated resources that perceived social support and academic achievement were higher for females than for the males. Motivation of females and males are also different. Spittle, Jackson, and Casey's (20009) research results states that females were more intrinsically motivated and third years' students were lower in motivation levels than other year. Nevertheless, the results Shekhar and Malhotra (2013) showed that the males were more motivated compared to females. Based on this, the hypothesis that can be set are:

H5 = Gender moderate the relationship between social relationships, psychological place attachment, and motivated strategies for learning interests and learning effort.

Figure 1 describes the models of the relationship between the variables studied.
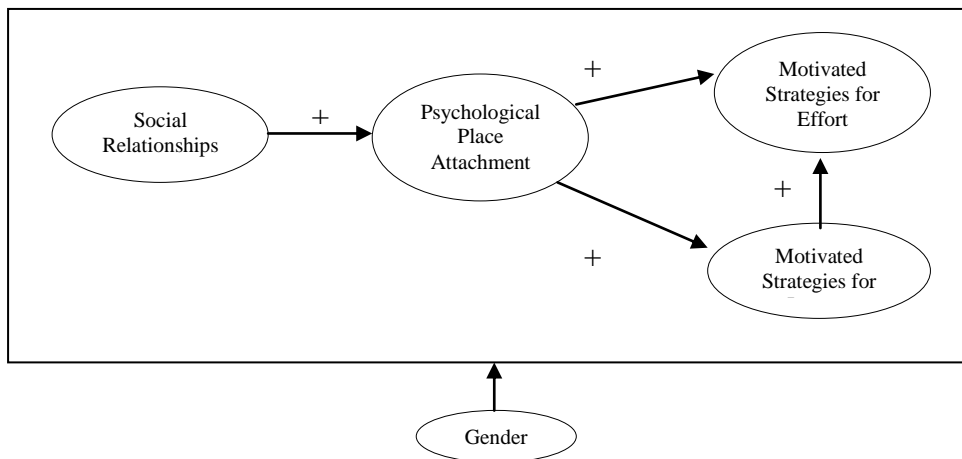
Figure 1. Relationship Model among Research Variables

3. Research Methods

3.1. Sample and Research Procedures

This research was conducted in the undergraduate program of business schools in Indonesia, especially in Yogyakarta and Bandung. This is because Yogyakarta gets the title of number one student city in Indonesia, while Bandung gets the title of number one creative city in Indonesia. Selection of research setting is based on previous research stated that the students will perform well when there are have higher their social relationships with peers. Indonesia is one of the countries in Asia that also has a collectivistic culture and have a strong social relationships in the community.

This research was conducted by using students of business schools as respondents. Business schools is chosen as research setting because alumnae from business schools have to have networking for successing their business. Research was conducted on adolescent students, because adolescence is a time to change and prepare their futures. In addition, to academic achievement at this time can have significant implication on employment or career opportunities. The motivation of the teenagers in learning contexts has emerged as an important issue in educational research over the last twenty years (Nicholls, Patashnick, & Nolen, 1985). Previous research shows that adolescents are concerned about developing and demonstrating competence and forming relationships (Mansfield & Wosnitza, 2010).

This study aims to examine the influence of social relationships of the variables on both types of motivation items, namely motivated strategies for effort and motivated strategies for interest with psychological place attachment as mediating variable. This study also examined effect of motivated strategies for interest on motivated strategies for effort. The students usually focus on extrinsic

consequences of behavior, especially on objective performance indicators. This study used a survey using a questionnaires conducted its own distribution. The questionnaire was distributed to individual collection of data on respondents. The sample of this study is students of the undergraduate program in the school of business that are still actively studying. Families in Indonesia in general prioritize education for the males. In general, they would give her son a chance to go to school than her daughter if their income is not enough to pay for their children. This caused her son would support his family later when they are married, while his daughter will be nourished by her husband later. The difference treatment between males and females in Indonesia also encouraged researcher examine gender differences in the relationship model. Therefore, this study also examined gender as moderating variable in the relationship models.

The survey was conducted about four months, started on January until May 2016. Compared with methods other four items, namely face-to-face interviews directly, questionnaires were sent or by correspondence, questionnaires were read out over the telephone, questionnaires through electronic media, or a combination of survey methods, survey methods of questionnaires survey conducted themselves is the best method (Cooper & Schindler, 2008; Neuman 2006; Sekaran & Bougie, 2010). Research on students' academic motivation is important because it significantly affects the motivation of learning in school. In addition, the motivation has been identified as one important and consistent predictor of learning.

Research used the individual as the unit of analysis requires samples with certain criteria or characteristics. Characteristics of the sample are used to convey the characteristics of the sample relative to the population. The sample is intended to represent the population. The sample size also affects the accuracy or representation of the population. The large sample will demonstrate a high level of confidence in the study. The sampling method used in this study is a non-probability sampling. In this method, the elements in the population did not have the same probability to be selected as the sample in the study (Sekaran & Bougie, 2010; Cooper & Schindler, 2008). Non-probabilistic sampling technique was purposive sampling selected. The criteria used to select the sample are an undergraduate student who were active students of at least one semester of the business school in Yogyakarta and Bandung. In addition, this study used self-assessment. The sample consisted of 369 students (92.25% response rate) of 400 students. The characteristics of the investigated demographic profile is gender.

Students of business schools were chosen as the research sample because they have got knowledge about business and how to conduct business. The businessmen are expected to have extensive networking in running business processes. They also the actor of Indonesia's business in the next era that have to be motivated for achieving good performance. Respondents are students who have been studying in the undergraduate program in business school in Yogyakarta and Bandung, Indonesia. They received a survey using pen and paper. Respondents

were assured of anonymity and complete the survey during the study in class.

3.2. Measurement

The instrument was designed for the unit of analysis at the individual level. Each respondent in this study were asked to complete four questionnaires or measurement items, namely the social relationships, psychological place attachment, and motivated strategies both for learning interest and learning effort. All questionnaires used in this study is   questionnaires used in the study of Li *et al*. (2013). The questionnaires were adopted with slight modifications according to local needs research in Indonesia. This modification is associated with changes in the questionnaires by using Bahasa Indonesia.

There are no changes to the questionnaires related to social relationships, psychological place attachment, and motivated strategies for learning both effort and interest. All measured by Likert scale with 5-point scale ranging from 1. This study used factor analysis as a way to test the construct validity and internal consistency with Cronbach's alpha to indicate the reliability of measuring instruments. With the varimx rotation and the loading factor of at least 0.4 as suggested by Hair, Black, Babin, Anderson, and Tatham (2006). Furthermore, to examine the relationship and influence between the independent and dependent variables, researcher used correlation. Furthermore, to examine the psychological place attachment variables as mediating variables and gender as moderating variables used structural equation modeling (SEM) using the AMOS program.

3.3. Validity and Reliability Analysis

This study used a questionnaire developed by previous researchers to translate from the original language into Bahasa Indonesia. To assess the validity of items measuring all the variables, this study also tested the content validity and construct validity. Content validity of the instrument was used to assess the measurement performed on the pre-analysis stage by asking the opinion of experts in the field of Organizational Behavior, Human Resource Management, Education Management, and Qualitative and Quantitative Research Methods. Measuring instruments or questionnaires was tested on 30 students at the undergraduate business school program as respondents who have characteristics similar to the targeted population of the study as suggested by Sekaran and Bougie (2010). This study used factor analysis to examine the construct validity. To further simplifying interpretation and are looking for a simpler structure, this study used a technique of orthogonal and varimax rotation. Factor analysis was also performed on the constructs under study. Extraction of factors was executed and each eigenvalue greater than one (1) will be adopted. Varimax rotation performed to reveal each variable. Recorded using a loading factor loading above 0.40 as suggested by Hair *et al*. (2006) Referred to as the construct validity of test results are practically significant. Factor analysis was conducted to test the construct validity. By using varimax rotation and factor loading of at least 0.4 as suggested by Hair *et al*. (2006) can be achieved construct validity of test results that can be said to be

significant. Recorded factor loading values between 0.426 and 0.848. Given all of the above items 0.4 noted were extracted. There are ten items that turned out to be removed because it is declared invalid. Items that have construct validity based on the results of the factor analysis were tested for reliability.

Furthermore, to assess the reliability of items measuring all variables tested for internal consistency with Cronbach's alpha. Values of Cronbach's alpha reliability tests measuring instrument in this study resulted in a score of 0.752 for social relationships variable, 0.901 for psychological place attachment variable, 0.736 for motivated strategies for learning effort variable, and 0.790 for motivated strategies for learning interest variable. Based on the results of the reliability testing, the reliability of measuring instruments of this research is well above the cut-off line reliability as recommended by Hair *et al*. (2006).

4   Results

4.1. Descriptive Statistics

Performing statistical analysis, this study used a series of analysis of the relationship between all the constructs or variables of the study by using correlation analysis. Correlations between social relationships and psychological place attachment is significantly positive (r = 0.432, p < 0.01). Correlation between social relationships and motivated for learning effort is not significant. Correlation between social relationships and motivated for learning interest is significantly positive (r = 0.130; p < 0.05). Correlation between psychological place attachment and motivated for learning effort is Significantly positive (r = 0.277, p < 0.01). Correlation between psychological place attachment and motivated strategies for learning interest is Significantly positive (r = 0.349; p < 0.01), while correlation between motivated for learning effort and motivated for learning interest is significantly positive (r = 0.408, p < 0.01). Standard deviations, scale reliability, and correlations Among all study variables were presented in Table 1.

Table 1: Mean, Standard Deviation, and Correlation among Research Variables

	Mean	SD	α	1	2	3	4
Social Relationships	3.5060	0.4923	0.752	1.000			
Psychological Place Attachment	3.5745	0.4513	0.901	0.432**	1,000		
Motivated for Learning Effort	3.6562	0.5253	0.736	0.086	0.277**	1,000	
Motivated for Learning Interest	3.7891	0.4457	0.790	0.130*	0.349**	0.408**	1.000

Notes: **correlation is significant at the 0.01 level (2-tailed)
        *correlation is significant at the 0.05 level (2-tailed)
Source: Primary Data Processed

4.2. Hypothesis Testing Results

      Confirmatory Factor Analysis (CFA) is used to test the discriminant validity of the variables in this study. Specifically, researcher tested the models of four variables in the which social relationships, psychological place attachment, motivated strategies for learning interest, and motivated strategies for learning effort are the different latent factors. The strength of the relationship between social relationships, psychological place attachment, motivated strategies for learning interest, and motivated strategies for learning effort was examined through Structural Equation Modeling (SEM). The results of examinating relationship model showed that no significant direct effect of social relationships on motivated strategies for both learning interest and learning effort. Furthermore, one of the goals of this study was to examine the influence of the psychological place attachment as mediating variables in the models of the relationship between social relationships as an independent variable and motivated strategies for learning interest and learning effort as the dependent variable. Therefore, Table 2 presents the results of testing the mediation models using structural equation models with two-stage approach.

Table 2: Analysis Mediating Model

	Beta (β)	Critical Ratio
Social Relations → Psychological Place Attachment	0.494	8.512
Psychological Place Attachment → Motivated Strategies for Learning Effort	0.157	2.029
Psychological Place Attachment → Motivated Strategies for Learning Interest	0.360	6.102
Motivated Strategies for Learning Interest → Motivated Strategies for Learning Effort	0.381	5.437
GFI = 0.998 CFI = 0.995 AGFI = 0.977 p = 0.194 Chi Square = 1.684 Df = 1		

Source: Primary Data Processed

      Structural equation model in this study was designed and tested using AMOS 4.0 software program (Byrne, 2001). The structural models is determined by allowing each item of any size to fit on the latent factors. At first, examinating dimensional analysis using confirmatory factor analysis (CFA) for all measures to assess the relationship between latent variables and real products that serve as indicators of them. Furthermore, the results of psychological testing mediation models place attachment on the relationship between social relationships as independent variables and motivated strategies for learning interest and learning effort as dependent variables presented in Table 2. The results showed that the hypothesized model fit with the the data ($\chi2$ = 1.684; df = 1, p = 0.194; GFI = 0.998; CFI = 0.995; AGFI = 0.977).

      Based on the results of examination of models, the influence of social relationships on psychological place attachment is significantly positive (hypothesis 1 is supported). The influence of psychological place attachment on motivated strategies for learning effort is significantly positive (hypothesis 2 is

supported). The influence of psychological place attachment on motivated strategies for learning interest is significantly positive (hypothesis 3 is supported). The influence of motivated strategies for learning interest on motivated strategies for learning effort is also significantly positive (hypothesis 4 is supported).

Based on Table 2 can also be stated that the psychological place attachment mediates the relationship between social relationships and motivated strategies for learning interest and learning effort. Table 2 can also be stated that motivated strategies for learning interest affects motivated strategies for learning effort. This is evident that the goodness of fit index or GFI is above 0.90. Furthermore, this study tested whether there are gender differences in social relationships, psychological place attachment, and motivated strategies for learning interests and learning effort. This study uses the males and 199 169 females. Test results using a paired sample t-test result that there is no difference between males and females in social relationships, psychological place attachment, and motivated strategies for learning interests and learning effort. The test results are shown in Table 3.

Table 3. Mean perception of Males and Females in the Variables Studied

	Gender	N	Mean	Std. Deviation	t-test for Equality of Means
Social Relationships	Males	169	3.5706	0.48508	0.753
	Females	199	3.4537	0.49308	
Psychological Place Attachment	Males	169	3.5759	0.42795	0.804
	Females	199	3.5767	0.47004	
Motivated Strategies for Learning Interest	Males	169	3.7613	0.40489	0.067
	Females	199	3.8107	0.47781	
Motivated Strategies for Learning Effort	Males	169	3.5748	0.52210	0.422
	Females	199	3.7200	0.51204	

Source: Primary Data Processed

According to Table 3 it appears that the average social relationships of males is higher than females. While the average psychological place attachment of females is higher than males. Nevertheless, the average motivated strategies for learning interests and learning effort of females is higher than males. Furthermore, based on the fourth test gender differences for these variables showed that there was no difference between the males and females for the four variables studied (t-test for equality means ≥ 0.05). Furthermore, this study examines the role of gender as a moderating variable model of the relationship model between these four variables. In other words, this study also tested whether the relationship model between social relationships, psychological place attachment, and motivated strategies for learning interests and learning the effort is moderated by gender. Results of studies using multi-group structural equation modeling (multi-group SEM) suggests that the relationship model is not mediated by gender. The test results are presented in Table 4.

Table 4 Showed that gender was not a moderating variable of the relationship model of social relationships, psychological place attachment,

motivated strategies for learning interests and learning effort. Based on multi-group SEM results in Table 4, the chi-square value for the constrained models is 5.325 with 6 degree of freedom, while the chi-square value for the unconstrained models was 2.941 with degree of freedom 2. This result indicated resources that the difference value of chi square was 2.384 and the difference value of degree of freedom was 4. This result is then Compared with the χ2 table with a significance level of 5% at 9.48773. Because the χ2 table was greater than the value of χ2, the difference was not significant. In other words, gender differences did not moderate the relationship models of social relationships, psychological place attachment, and motivated strategies for learning interests and learning effort. In other words, the relationship model between social relationships, psychological place attachment, motivated strategies for learning interest and learning effort for males and females were not different for both males and females.

Table 4. Hypothesis Testing Result: Gender as Moderating Variable with Multi-group SEM

Multigoup SEM – Unconstrained Model				
	Men		Women	
	β	CR	B	CR
Social Relations → Psychological Place Attachment	0.430	4.852	0.554	7.212
Psychological Place Attachment → Motivated Strategies for Learning Effort	0.433	1.409	0.145	1.309
Psychological Place Attachment → Motivated Strategies for Learning Interest	0.161	4.901	0.315	3.959
Motivated Strategies for Learning Interest → Motivated Strategies for Learning Effort	0.351	2.818	0.413	4.418
GFI =0.996 Chi-Square = 2.941 df = 2				
Multigoup SEM - Constrained Model				
	Men		Women	
	β	CR	B	CR
Social Relations → Psychological Place Attachment	0.494	8.595	0.505	8.595
Psychological Place Attachment → Motivated Strategies for Learning Effort	0.140	1.939	0.163	1.939
Psychological Place Attachment → Motivated Strategies for Learning Interest	0.406	6.298	0.344	8.432
Motivated Strategies for Learning Interest → Motivated Strategies for Learning Effort	0.304	5.230	0.418	5.230
GFI =0.993 Chi-Square = 5.325 df = 6				

Source: Primary Data Processed

5   Discussion

The overall goal of this study is to explore how social relationships affect academic motivation mediated by psychological place attachment and moderated by gender. In general, the data confirmed the hypothesized models. These data is

suggested that social relationships are helpfull for motivated strategies for both learning interest and learning effort through their stronger psychological place attachment to the university. This study showed that having supportive relationships with peers can motivate the pursuit of academic goals. When students feel supported by peers, then they are likely to be motivated to carry out his assignment purposes as students to strive for academic achievement and are increasingly interested in achievement or goal. This study also stated that psychological place attachment mediates relationships between ones' social relationships and motivated strategies for learning interest and learning effort.

The results of this study strengthen the evidence that positive social relationships associated with a stronger attachment to the peers. Pretty *et al*. (2003) in his research proved that individuals who have the ability to become good friends will experience higher attachment. Rollero and De Piccoli (2010) found a significantly positive relationship between friendship and place attachment. Bonaiuto, Aiello, Perugini, Marco, Bonnes, and Ercolani (1999) in his research also stated that social relationships predicted significantly higher place attachment. The results of this study support the research results of Ryan and Patrick (2001) which states that the social environment is important for students of classroom motivation. Successful peer relationships critical to academic achievement despite the classrooms' peer interactions relate to motivation has not received much attention. Urdan and Maehr (1995) actually suggested that social goals are defined as social reasons for studying. This has proven to be very strong in the colectivistic cultural context (Bernardo, 2008; Chang and Wong, 2008; King & Watching, 2012a; Dowson & McInerney, 2003; King, McInerney, & Watkins, 2012).

The results of this study also showed that psychological place attachment mediates the relationship between ones' social relationships and motivational outcomes both interest and effort. This research results suggested that the influence of peers on academic motivation based on students' place attachment to the school. Therefore, if social relationships enhance students attachment to the school, the students' academic motivation will be increased. The results also support the research results of Bergin and Bergin (2009) and Osterman (2000) which states that place attachment positively influence on academic outcomes. Goodenow and Grady (1993) described in his research that students with higher belongingness had higher interest and effort in schoolwork. In addition, Solomon, Watson, Battistooh, Schaps, and Deluchi (1996) also found that the sense of belonging can increase of motivation.

The unversity experience is a critical period which contributed to the students' development in independent and critical thinking that are important skills that they will use in their lives (McMillan, 1987). The expertise encourages students become highly motivated and become active learners (Facione, Facione, & Giancarlo, 1996). For students, early adolescence is a time of change and transition. Along with the influence of social relationships, these changes show growing independence in psychological and emotional maturity period and

maintain a positive self-perception. In addition, students at the campus must be more independent and self-reliant and more dependent on other students for social support (Wentzel, 1989).

Based on self-determination theory and emphasis on social relationships in collectivistic cultures (e.g., the Asian culture), a social relationship was proposed to examine and explain how Indonesian people have motivated strategies for both interest and effort through psychological place attachment in the school of business. The fulfillment of the need of relatedness in school of bussiness cohesive peer relationships such as improved psychological place attachment and the caused a more positive attitude toward learning, that is students' motivation for learning strategies either effort or interest. Therefore, for students from collectivistic cultures, the need of relatedness is so important that motivated strategies for learning, either interest and effort.

The results of this study are also consistent with attachment theory which claims that have high-quality social relationships can create a secure environment in order to create one's curiosity and engage in behavior to goal achievement (see e.g., Dykas & Cassidy, 2011). The adolescents who do not enjoy a positive and supportive relationships with peers often experience academic problems (Goodenow, 1993; Midgley *et al*., 1989; and Phelan *et al*., 1991; Wentzel, 1998). This finding is consistent with the notions that adolescents' perceptions of their relationships with peers play a fairly unique role in motivating them to help and cooperate with each other.

Next, this study examined the extent to the which the path in the models were different for male versus female. On the basis for past evidence it might be argued that social relationships was stronger for male. Meanwhile, motivated strategies for learning interests and learning effort were stronger for females. However, the results of this study indicated that there was no difference between males and females in social relationships, psychologocal place attachment, motivated strategies for interest, and motivated strategies for learning effort. The test results of gender as a moderating variable relationship model suggested that there is no differences between the males and females in the relationship models. Neither theory nor evidence suggested that the link between social relationships, psychological place attachment, and motivated strategies for interest and for learning effort is stronger for one gender. Thus this aim was addressed as an empirical question.

One role of social relationships is to help students' feel attached at school. In other words, by making friends, students should be able to feel belongingness to the school or feel at home when they are in school. Feeling that students belong will encourage students more interested in studying and learning in school, so the interest for this study will encourage students more seek to improve performance or achievement of better learning. The results of this study also showed that if schools only focus on encouraging students to build their relationships with peers, the students will have a positive academic motivation through psychological place attachment. With higher psychological place attachment, students can have

positive emotions toward school and classroom environment, and have a better knowledge and insights on a variety of school information. It could be argued that highly motivated students are simply well-adjusted individuals who enjoy supportive Also ralationships with their peers.

6   Conclusion

This study discusses the role of perceived social relationships in the school of business in enhancing the motivation to learn, how to create a more friendly learning environments, so that students can receive both affective and academic support from peers and have cohesive relationships with their peers, is an important consideration for education policy and decision makers. Good relationship among peers is important to develop a high-motivated strategies for learning either effort and interest, thus indirectly enhance their academic achievement.

The results of this study are consistent support social relationships in the culture of Indonesian society that tends colectivistic to improve motivated strategies for learning interests and learning effort through psychological place attachment as a mediating variable. Social support from peers will influnce students' academic motivation. In other words, interpersonal relationships or social relationships will encourage academic benefits.

This study has important contribution. First, this study describes how social relationships affect students academic motivation both on the dimensions of interest and effort in learning. The results of this study show how peer influence in the classroom can increase student motivation through psychological place attachment in the classroom and school. Second, this study also has practical implications for educators. In order to increase student motivation, increased social support from peers will lead to greater motivation and higher academic achievement. Future studies are expected to compare this relationship model between countries that embrace collectivist cultures and countries that embrace individualist culture.

One limitation of this study is cross-sectional design. The cross-sectional data that had been collected does not allow the analysis of causal assumptions. Future research using a longitudinal design perspective would lead to the conclusion that more robust. Second, all of the variables in this study were measure using self-reports. Self-report measures are prone to common method variance. Future research using alternative assessment methods could be employed.

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