

## Family Support and Achievement Motivation Moderated by Friendship as Observed from Accounting Students at University of Merdeka Malang.

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**ABSTRACT.** Achievement motivation is a motive that drives an individual to achieve his/her success and triggers the person to be successful in any competition with some measurements of success that he/she determines, for example by comparing his previous achievements or others' achievements. This study aimed at investigating family support and achievement motivation moderated by friendship by closely observing accounting students at university of Merdeka Malang. This study employed Multiple Regression Linear research design involving the 50 students majoring accounting program at University of Merdeka Malang as the subjects of this study. This study did not require sampling technique as all population units were investigated. The instrument for data collection in this study involves questionnaire on friendship and family support and scale of achievement motivation. Then, the data were analyzed using linear regression analysis. The result of Normality test shows that the data obtained are not normally distributed because the value of P is less than .05 ( $P < 0.05$ ). The result of linearity test shows that the data obtained is linearly distributed because the value of P is below .05 ( $P < 0.05$ ). The results of linear regression test showed that family support has high significant relationship with achievement motivation with B equals to 0.531 and p value is less than .05. The results confirm that there is positive and significant relationship between family support and achievement motivation. Meanwhile, the results of regression test from the relationship between family support and achievement motivation moderated by friendship shows that  $B = -0.176$  and the value  $P = 0.887$  ( $P \Rightarrow 0.05$ ). Therefore, it can be concluded that moderator variable (friendship) does not moderate the relationship between family support and achievement motivation because there are some aspects that do not support the relationship and there may be other variables that are predicted to moderate the relationship between family support and achievement motivation.

**Keywords:** Family support, achievement, motivation and friendship

### Introduction

Every human being acts as a social creature. In carrying out his/her role as a social being, humans need to interact with others in order to fulfill their living needs. Students, for example, as a learner, they are required to interact with others, both in academic and public environments. Interactions can be done in the form of group and personal setting (Laksono, 2013). Students will be more motivated to

achieve their dreams if there are supports from family members and friends as another source of social support in addition to family. According to Santrock (2003), achievement motivation is the desire to accomplish something in order to achieve a standard of success or to do business with the aim to gain a success.

McClelland and Atkinson (in Djiwandono, 2002) state that in order to get good achievement, achievement motivation becomes the important key for promoting success, in which a person tends to struggle to achieve success or choose activities that are oriented to achieve their goals to become successful. McClelland and Heckhausen stated that achievement motivation is the motive that encourages

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individuals to achieve success and aims to succeed in competition with multiple measures of success, by comparing their own previous achievements and others' achievement.

Individuals obtain both internal and external support. Family support such as support from Dad and siblings are considered as internal supports, while supports obtained by individuals from peers, neighborhood or school are kinds of external support (Friedman 1998). Family support is a process of relationship between family and social environment (Kane, 1998 in Friedman, 1998). Family support is also the attitude, action and acceptance of the family to its members. Family members find that supportive people are always ready to provide help and assistance as needed (Friedman, 1998).

Parents and peers commonly give a very strong influence on youth career selection, and sometimes they put a lot of pressure on teenagers and demands them to become high achievers (David Elkin, in Santrock, 2003). Peers also affect an individual's career's development. An investigation has been reported that individuals whose parents and peers have better career standards will seek to find a higher career status as well, even if they are from low-income families (Simpson, 1962, in Santrock, 2003).

Friendship is a very important context especially during adolescence and adulthood, for the development of both individuals' attitudes and manifestations of constructive behavior (Hartup 1996; Piehler and Dishion 2007). Individuals with high self-control better understand the quality and intensity of friendship (John H. Boman IV, et al, 2012). Barakat, A. and Othman, A. (2015) state that the interaction of parents and children can be a predictor for the quality of friendly relationships in adolescents.

Bukowski (Parker & Asher, 1993) mentions that the quality of friendship is characterized by genuine relation on the bases of sincerity, honesty, and others. A study conducted by Saric and Sakic (2014) highlights the importance of the role of parents and friends to encourage positive development in adolescence and adulthood.

Peers are a component that cannot be separated from individuals' achievement. Peers give significant influences on a person's life. Buhrmester (1996, in Feldman Papalia, 2008) states that peer groups are a source of affection,

sympathy, understanding, and moral guidance, experimentation, and setting to gain autonomy and independence from parents. On the other hand, Robinson (Feldman Papalia, 2008) suggests that the involvement of individuals with peers, will provide not only an important source of emotional support to the individual but also a source of pressure for the individual.

Peers who tend to provide poor support to a person or an individual will cause the person to have low motivation and unable to produce significant achievement. Other negative impacts such as delinquency or in higher level causes depression and suicide are resulted due to the lack of a supportive friendship relationship (Rubenstein, et al., 1989, in Santrock, 2003).

Several problems described previously can be avoided if the individual is able to strongly manage several factors such as: identity, self-control, family, and social class / community. Based on the explanation of some of the above figures, it can be concluded that peer social support is the provision of assistance, support, understanding, assistance and things that benefit to give support to others to be a better person. Peer social support is an important aspect that affects the personality of the teenager (Santrock, 1999).

This study was carried out to find out family support and achievement motivation moderated by friendship on accounting students at university of Merdeka Malang.

### **Achievement Motivation**

McClelland in Santrock (2003) describes achievement motivation as the desire to accomplish something, to achieve a standard of success, and to make a business with the aim to achieve a success. Furthermore, McClelland, in Sobur (2009) said that if in a society there are many people who have strong desires to get high achievement, the community will generate high economic growth. By having a high achievement motivation, an individual will always keep the awareness that attitude is the most important key to achieve their success and the achievement motivation will become the permanent behavior on the individual.

### **Factors Achievement Motivation**

McClelland (in Siregar, 2006) mentions that there are several things that can affect one's achievement motivation, namely:

### 1. Family

A person's achievement motivation can be influenced by social environment such as parents and friends (Eastwood, 1983). While McClelland in Schultz & Schultz (1994) said that how parents take care of children affects the children's motivation achievement.

### 2. Self-Concept

Self-concept is how a person thinks about himself. If the individual believes that he or she is capable of doing something, then the individual will be more motivated to achieve his/ her goals and it becomes influential in someone's behavior.

### 3. Sex

High achievement is usually identified with masculinity. Many women usually cannot learn maximally especially if they are placed or competed with men, which according to Stein (in Fernald & Fernald, 1999) is often referred as a motivation to avoid success.

### 4. Recognition and Achievement

Individuals will be more motivated to work harder if he feels cared, appreciated or noticed by others or himself to get good achievement.

## Family support

Santrock (2003) defines family support as support given by parents by providing opportunities for adolescents to develop their abilities, learn to take the initiative, make decisions about what they want to do and learn to account for their actions. Thus the students can experience a change from the situation that previously dependent on the parent to become more independent person.

Sarafino (2000) divides aspects of family support into four, that is:

- a. Emotional support: includes the expression of empathy, caring, and being concerned with the attention given by other.
- b. Award support: takes place through the expression of a positive appreciation of the individual, a forward impulse or consent with an individual's idea or feeling.
- c. Instrumental support: includes direct assistance, such as people who lend money to others or help with work in times of stress.

Gilligan (1991), the source of family support (family support) can be divided into:

- a. Parent support is a support that comes from parents. Parental support is very important for Adolescent's development. Parental support not only prevents or reduces adolescent stress

but also enhances the effects of constructive protective factors such as academic achievement, competence and coping behavior.

b. Sibling support is support that comes from brothers or sisters. In the family, family members must support each other. As essential principles of social support, a family is expected to able to improve the identification of the environment by giving students opportunities to develop accordingly with their stages of development. Therefore, adult education, community development and works play an important role in building strong relationships between parents and students (Canavan & Dolan, 2000).

## Definition of friendship

Friendship is a very important context especially during adolescence and adulthood, for the development of both individuals in attitudes and manifestations of constructive behavior (Hartup 1996; Piehler and Dishion 2007). Individuals with greater self-control will better understand the quality and intensity of friendship (John H. Boman IV, et al, 2012). Barakat, A. & Othman, A. (2015) state that the interaction of parents and children is a predictor of the quality of friendly relationships in adolescents. Bukowski (Parker & Asher, 1993) mentions the characteristics of a quality of friendship as a genuine connection that is on the bases of sincerity, honesty, and many other. A study conducted by Saric and Sakic (2014) highlights the importance of parents' roles and friends to encourage positive development in adolescence and adulthood.

## Aspects of friendship

Aboud and Mendelson (in Brendgen, et al., 2001) reveal the quality of a friendship relationship which is influenced by well-functioned aspects. Those aspects include:

- a. Encouraging companionship by providing daily activities that promote pleasure, joy, and passion or enthusiasm.
- b. Help. This aspect leads to the provision of requests, assistance, information, advice and other forms of assistance which are necessary to meet the needs or goals of his best friend.
- c. Intimacy. Intimacy is a state in which the individual is sensitive to the needs and conditions of his or her best friend. In addition, there is a willingness to accept friends with

- e. Self-validation leads to the acceptance of others to convince, approve, listen, and keep a friend's self-image as a competent and valuable person. This is often achieved by social comparisons of attributes and beliefs.
- f. Emotional security leads to the security and confidence that an individual gives to new situations or threatens his or her best friend.

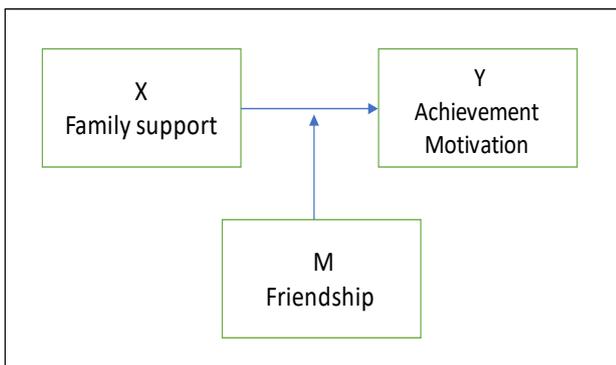
Sugiyono (2011) proposed "Framework" of thinking as a conceptual model of how theory relates to various factors that have been identified as important factors. The frame of mindset appears as an understanding that underlies other concepts. Thus, a variable can be simply interpreted as anything that varies. In this research, the researcher uses 3 variables that is independent variable (X), dependent variable (Y) and moderator variable (M). So it can be stated that family support and achievement motivation are moderated by friendship.

Information:

X = Family Support (independent variable)

Y = Achievement Motivation (dependent variable)

M = Friendship (moderator variable).



### Hypothesis

The term hypothesis comes from the Greek language, which derives from two words: "hypo" meaning temporary and "thesis" which means statement or temporary. So the hypothesis is a temporary statement that is still weak in terms of the truth. Riduwan (2004), gives the meaning

of hypothesis as the answer or guess that must be tested its truth through scientific research. The hypothesis in his research is formulated as follows:

H1: There is a significant relationship between family support and achievement motivation.

H2: There is no significant relationship between family support and achievement motivation moderated by friendship.

### Methods

This study employs Multiple Regression Linear method. The subjects involve 50 students majoring accounting program at University of Merdeka Malang. This study does not require sampling technique because all population in the units were investigated.

The instruments used are psychological measurement scale. There are three scales used in this research, which consist of 35 items of family support scale (3 items are unfavorable and 32 items are favorable), 17 items of motivation scale and 26 items of friendship scale. The reliability of the scales are calculated using Cronbach Alpha reliability coefficient. By testing family support scale, it is found that there are only 19 items considered valid and 16 items are considered invalid with a reliability coefficient of 0.900. The results of the self-concept scale test show 16 items considered valid and the others are considered invalid with reliability coefficient of 0.843. The results of trials of achievement motivation scale showed that 9 items are valid and 8 items are invalid with reliability coefficient of 0.823. These results indicate that those three scales are reliable to be used as instrument in this research. The data were analyzed using linear regression analysis.

### Result

The test results show that the data obtained are not normally distributed because the value of  $P = <0.05$ . The linearity test results show that the data obtained is linearly distributed because the value of  $P = <0.05$ .

That data has been collected in research, and the data were used as a consideration in making decisions, and further to process the data. The process of data analysis using statistical methods with SPSS series 22 for IBM. The results of moderation analysis of the variables of Family Support (X), Friendship (M),

and Achievement Motivation (Y) conclude that there is no significant moderation. This is proven from ANOVA table that produces 0.887 which is greater than 0.05, the standard significance value ( $p = 0.000 < 0.05$ ). Based on the results of the analysis presented in the table, the results indicate that Family Support can predict the achievement motivation significantly because the variables of Family Support and the variable of Achievement Motivation have the regression equation or R (regression coefficient) of 0.531 and the value of F is 18.839 with the significance value of  $p = 0.000 < 0.05$ . The next result shows that the Friendship variable can also predict the Motivation variable not significant. This is shown in the second variable with R value (regression coefficient) of 0.579 and R Square value 0.054 with F value of 3.800 and significance value of  $p = 0.057 > 0.05$ . However, when the moderation variable is inserted, the value of R (regression coefficient) of 0.580 and F of 0.030 and it shows significant value ( $p = 0.887 > 0.05$ ).

Linear regression test results show that family support has significant relationship with achievement motivation and the value of  $B = 0,531$  and  $p$  value  $0,000 < 0.05$ . It mean that there is a positive and significant relationship between family support and achievement motivation. The results of regression analysis from independent variable (family support), dependent variable (achievement motivation) and moderated variable (friendship) show that  $B$  is  $-0.176$  and  $P$  is  $0.887$  ( $P \Rightarrow 0.05$ ). Therefore, it can be concluded that moderator variable does not moderate the relationship between family support and achievement motivation because there are some aspects that do not support the relation and there may be other variables that may moderate Family Support and Achievement Motivation.

## Discussion

The purpose of this study was to find out the relationship between family support and achievement motivation moderated by friendship on accounting students at university of Merdeka Malang.

The results of data analysis that have been conducted showed that there was a positive and

significant relationship between family support and achievement motivation. Meanwhile, the relationship of family support and achievement motivation is not moderated by friendship because the result is not significant. There may be several other factors that can affect moderator variable. Thus, there may be other variables that can be moderated by family support and achievement motivation. Moreover, the subject studied is not suitable for this research. Therefore, there are several factors that can affect the achievement motivation so that friendship does not support family support and achievement motivation.

McClelland (in Siregar, 2006) mentions that there are some other factors that affect individuals' motivation achievement, namely:

### 1. Family

A person's achievement motivation can be influenced by social environment such as parents and friends (Eastwood, 1983). While McClelland in Schultz & Schultz (1994) said that how parents take care of children affect the motivation of achievement of children.

### 2. Self-Concept

Self-concept is how a person thinks about himself. If the individual believes that he or she is capable of doing something, then the individual will be motivated to achieve his/ her goals.

### 3. Sex

High achievement is usually identified with masculinity. Many women usually cannot learn maximally especially if they are placed or competed with men, which according to Stein (in Fernald & Fernald, 1999) is often referred as a motivation to avoid success.

### 4. Recognition and Achievement

Individuals will be more motivated to work harder if he feels cared, appreciated or noticed by others or himself to get good achievement.

## Conclusion

Based on the results of data analysis, it can be concluded that there is a positive and significant relationship between family Support and Achievement Motivation but the relationship is not significant with moderator variables which indicates that friendship does not contribute in the relationship between family support and achievement motivation.

## Suggestion

The researcher expects that there will be subsequent researches that examine and discuss other variables that can be a moderator variable in Family Support and Motivation Achievement.

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