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Investigation Of The Perceptions Of Self-Efficacy Of Secondary School Students With Different Levels Of Friend, Family And Teacher Social Support

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ABSTRACT
The purpose of this study is to divide the students whose friend, family, and teacher support levels are determined into three groups as students with low, moderate, and high support level and then to investigate whether there is a significant difference in their self-efficacy scores based on their level of social support. For this purpose, Social Support Rating Scale and Perception of Self-Efficacy Scale for Children and Adolescents were applied to a total of 283 secondary school students, including 148 girls and 135 boys. According to the results of the one-way analysis of variance (One-Way ANOVA) carried out, the self-efficacy scores of the students with a high level of friend, family, and teacher social support were found to be significantly higher than those of the students who had moderate and low levels of friend, family, and teacher social support.

INTRODUCTION

Industrialization and requirements of modern life have affected social life in many aspects. Large families, relatives, close neighbourly relations, and intimacy, which were once among the powerful sources of social support, have been replaced by core families, poor family relations, relations of neighbours that do not know each other, and internet friendships (Bingöl, 2013). According to the widely accepted definition, social support is the perception that helps people believe that they are loved, valued, cared and that they are members of a social network where there are mutual obligations (Cobb, 1976). Social support is a very broad concept that includes providing emotional support besides giving information and advice (Duru, 2008). Kef (1997) divides social support into two, as provided social support and perceived social support. Perceived social support is the cognitive perception and subjective evaluation of an individual with respect to the fact that the individual has reliable bonds with other individuals and will be provided with the social support. Provided social support is defined as the amount of support obtained from the sources of social support in a particular process of time (Kef, 1997).

The interaction with other individuals and the support received from them since the first years of adolescence, a period which is challenging and requires struggle, can be quite effective in finding solutions for problems, establishing healthy relationships for the future, and being able to take appropriate decisions (Dülger, 2009). According to Yıldırım (1997), students' most important sources of support in the early adolescence include family, friends, and teachers. In a study by Robbins and Tanck (1995), which was conducted with adolescent students and which supported Yıldırım (1997), it was seen that in order to cope with difficulties, students primarily preferred their families for social support. The evaluations of mothers and fathers regarding their children shape children's perceptions of themselves and their relationship with their families. Love, balanced care, nutrition, and support provided by mother and father reinforce children's sense of basic trust (Kulaksızoğlu, 2008). It is observed that children growing up in families where positive communication whose interpersonal boundaries are well defined exists are more successful in dealing with problems and develop a positive attitude towards school; however children who grow up in unhappy families which have negative communication are observed to develop introvert and dependent personality characteristics (Erol, 1992). On the other hand, the fact that both mothers and fathers have been in the business world in recent years is reducing the impact of family on children. Although students' most effective source of social support is families, they spend a large portion of their time apart from them. In this case, sources of social support aside from family become important (Pavri and Monda-Amaya, 2001). Adolescents spending a large part of their time with their friends or teachers at school or at social and cultural places acquire new behaviours while playing together, studying, and listening to their teacher in the class and outside the classroom (Fidan, 1996). Social support received from a friend since the early adolescence is an important factor in an adolescent's interacting with friends and socializing through friend relations (Aydın, 2005). During this period, adolescents have independence attempts with their peers and make an effort to comply with the values of their peers. The values, behaviour patterns and habits of the peer group are very important for adolescents (Çakır, 1993). Although friend relationships and group members change over time, feeling a sense of belonging to the group is an important factor in reducing negative emotions and depression (Newman, Newman, Griffen, O'Connor and Spas, 2007). Schools, which give adolescents an

opportunity to be with their friends and are acknowledged as a social environment, are also important elements of the educational process (Yavuzer, 1992). Teachers are the most important elements of the educational process. Students can learn the values and cultural characteristics of the society in which they live with the help of teachers (Balkıs, 2006). Since the first years of adolescence, individuals may feel the need to be recognized and understood by the teacher. Therefore, the social support provided by teachers is important. In addition, teachers should always keep in mind that every student is a member of a family, and a social circle; and also they must try to provide the necessary social support by establishing positive communication with the students who they observed could not receive the necessary social support from these groups (Cırık, 2010). It is possible to encounter some difficulty as a result of adverse environmental conditions in the processes of personality development and socialization during the first years of adolescence. If adolescents cannot receive the necessary social support from their family, friends and teachers, which are the most important sources of support in this process (Yıldırım, 1997), they may not develop the skills necessary for adult life, may be insufficient to cope with stress, and may have low self-confidence (Geçtan, 2003). According to Bandura (1997), the concept of self-efficacy, which takes its source from verbal/social support, is a concept with clearer borders compared to self-confidence, and is defined as one's belief about the competences he/she has, is an important concept in childhood and adolescence. If individuals have not developed self-assessment skills, they are usually dependent on getting feedback about themselves from others. In this case, verbal/social support may increase self-efficacy or can mobilize the sources of self-efficacy (Britner and Pajares, 2006). Self-efficacy has three sources other than verbal/social support. These include past experiences, indirect observation and psychological state. Past experiences are defined as students' commenting on activities after they are involved in tasks and activities and using these comments to develop their beliefs about their capacity to take part in future activities. If the comments resulting from these experiences are positive, the perception of self-efficacy increases in positive way as well (Britner and Pajares, 2006). Indirect observation is described as individuals' gaining self-efficacy by observing others' actions and taking them as a model. Individuals can use the information they obtained from them to evaluate the probability of success for themselves in similar situations, and evaluate their performance in comparison with other students (Britner and Pajares, 2006; Usher and Pajares, 2008). Audio and aural models as well as live models can be used for indirect observations (Alderman, 2004). These models are especially effective when individuals cannot be sure about their abilities and do not have enough experience of the existing situation (Usher and Pajares, 2008). Individuals' being aware of their psychological or emotional states affect their perceptions of talent in various tasks indirectly, which is called the source of psychological state (Palmer, 2011).

Considering that verbal/social support is a concept which can enhance self-efficacy or mobilize other self-efficacy sources (Britner and Pajares, 2006), it is important to investigate whether there is a difference in self-efficacy levels of students with different social support levels. When the literature is examined, it can be seen that there are no scientific studies that investigate the self-efficacy levels of secondary school students with different levels of social support. In this respect, it is believed that the results obtained from this study will have significant contributions to the literature. The variables addressed in this study are extremely important concepts for the psychological and social lives of secondary school students that constitute a major part of the society. In this regard, it can be stated that the importance of the results obtained from the present research have increased more. To sum up, the purpose of this study is to divide the students whose friend, family, and teacher support levels are identified into three groups as students with low, moderate, and high support levels and then to investigate whether there is a significant difference in their perceptions of self-efficacy based on their level of social support.

THE STUDY
Study group
The data of the study was obtained from a total of 283 secondary school students, including 148 girls (52.3%) and 135 boys (47.7%) who were involved in the study through simple random sampling method in the 2014-2015 academic year in the province of Denizli. In the study group, a total of 97 students (34.3%) studied at the sixth grade, 103 students (36.4%) studied at the seventh grade, and 83 students (29.3%) were at the eighth grade.

Data Collection Tools

Social Support Rating Scale for Children and Adolescents
The scale developed by Dubow and Ullman (1989) measured how the child evaluates himself/herself as someone loved, cared, valued and accepted within his/her social network. In this context, children's perceptions of social support they received from their friends, family, and teachers were evaluated (cited in Gökler, 2007). The scale adapted to Turkish by Gökler (2007) was 5-point Likert-type and consisted of 41 items. The scale can be applied to all students, from the primary school third grade students to the secondary school eighth grade students. As a

result of the factor analysis performed, it was determined that the scale had friend, family, and teacher sub-dimensions. The internal consistency coefficients obtained for the friend, family, and teacher sub-dimensions of the scale were calculated as .89, .86, and .88 respectively. The Cronbach Alpha internal consistency coefficient for the whole scale was .93 (Gökler, 2007). As a result of the analysis conducted within the context of this research, the internal consistency coefficients obtained for the sub-dimensions of friend, family, and teacher were found to be 89, .86 and .88 respectively; and the internal consistency coefficient was found to be .93 for the whole scale.

Perception of Self-efficacy Scale
"Perception of Self-efficacy Scale" developed by Pintrinch and De Groot (1990) and adapted to Turkish by Üredi (2005) was implemented in the study in order to collect data about students' perceptions of self-efficacy. This scale consisted of nine items and was a one-dimensional scale. The scale was a 7-point likert type scale. The minimum score one could get from the scale was 9 and the maximum score was 63. Cronbach's alpha internal consistency reliability coefficient was .92. This result indicates that the reliability of test was relatively high (Üredi, 2005). In the analysis conducted with the data collected within the scope of this study, the internal consistency was determined to be .91.

Data Analysis
In line with the purpose of the study, the mean scores and standard deviations for all students' friend, family, and teacher social support scores were calculated to be able to divide the students into three categories as low, moderate, and high based on their friend, family, and teacher support levels. According to the statistical analysis performed, the mean score for the friend social support level of all the students participating in the study was found to be 74.54 and its standard deviation was detected to be 12.73. In this case, the scores below 61.81 were called low level of friend social support, the scores between 61.81 and 87.27 were called moderate level of friend social support, and the scores above 87,27 were called high level of friend social support. According to another statistical analysis carried out, the mean score for the family social support level of all the participants in the study was found to be 51.39 and its standard deviation was determined to be 8.41. In this case, the scores below 42.98 were called low level of family social support, the scores between 43.98 and 59.80 were called moderate level of family social support, and the scores above the 59,80 were called high level of family social support. Finally, according to the statistical analysis conducted, the mean score for the teacher social support level of all the students participating in the study was found to be 39.07 and its standard deviation was identified to be 7,38. In this case, the scores below 31.69 were called low level of teacher social support, the scores between 31,69 and 46,45 were called moderate level of teacher social support, and the scores above the 46,45 were called high level of teacher social support. After that, one-way analysis of variance (One-Way ANOVA) technique was used in order to find out whether the perceived self-efficacy differed significantly based on friend, family and teacher social support level. The analyses were tested via computers by using SPSS 16.0 software package.

FINDINGS
Descriptive statistics for the secondary school students' perception of self-efficacy scores based on the friend social support level variable are presented in Table 1.

Table 1. Descriptive Statistics for the Perception of Self-Efficacy Scores based on the level of Friend Social Support

	Friend Social Support Levels	N	$\overline{X}$	Sd
	Low	49	45,65	10,71
Perception of Self-Efficacy	Moderate	185	51,28	8,80
	High	49	57,00	5,71
	Total	283	51,29	9,32

The findings of the one-way analysis of variance performed in order to determine whether the perception of self-efficacy scores of the secondary school students differed significantly based on the friend social support level variable are presented in Table 2.

Table 2. One-Way Analysis of Variance Results related to Secondary School Students' Perception of Self-Efficacy based on the Friend Social Support Level Variable

	Source of Variance	Sd.	Sum of Squares	Mean Square	F	p
Perception of Self-Efficacy	Between groups	2	3154,546	1577,307	20,717	,000
	Within groups	280	21318,043	76,136		
	Total	282	24472,235			

When the results of the one-way analysis of variance in Table 2 were analyzed, a significant difference was detected in secondary school students' perception of self-efficacy based on the level of friend social support (F = 20.717, p <.01). According to the results of the Tukey test performed to find out the source of the difference related to the perception of self-efficacy are given in Table 3.

Table 3. Tukey Test Results for the Secondary School Students' Perception of Self-Efficacy Scores based on the Friend Social Support Level

Friend Social Support Levels	Low	Moderate	High
Low	-	,000	,000
Moderate	,000	-	,000
High	,000	,000	-

According to Tukey test results, the mean scores of the perception of self-efficacy of the students with a high level of friend social support (X=57,00) were found to be significantly higher than the mean scores of the students who had moderate level (X=51,28) and low level (X=45,65) of friend social support. In addition, the mean scores of the perception of self-efficacy of the students with a moderate level of friend social support (X=51,28) were identified to be significantly higher in comparison with the mean scores of the students who had low level of friend social support (X=45,65) (p<.01).

Descriptive statistics for the secondary school students' perception of self-efficacy scores based on the family social support level variable are illustrated in Table 4.

Table 4. Descriptive Statistics for the Perception of Self-Efficacy Scores based on the level of Family Social Support

	Family Social Support Levels	N	$\overline{X}$	Sd
Perception of Self-Efficacy	Low	45	45,29	10,29
	Moderate	186	51,35	8,89
	High	52	56,27	6,69
	Total	283	51,29	9,32

The results of the one-way analysis of variance performed in order to determine whether the perception of self-efficacy scores of the secondary school students differed significantly based on the family social support level variable are presented in Table 5.

Table 5. One-Way Analysis of Variance Results related to Secondary School Students' Perception of Self-Efficacy based on the Family Social Support Level Variable

	Source of Variance	Sd.	Sum of Squares	Mean Square	F	p
Perception of Self-Efficacy	Between groups	2	2910,601	1455,301	18,898	,000
	Within groups	280	21562,056	77,007		
	Total	282	24472,657			

When the results of the one-way analysis of variance in Table 5 were examined, a significant difference was revealed in secondary school students' perception of self-efficacy based on the level of family social support (F = 18.898, p <.01). According to the results of the Tukey test performed to find out the source of the difference related to the perception of self-efficacy are demonstrated in Table 6.

Table 6. Tukey Test Results for the Secondary School Students' Perception of Self-efficacy Scores based on the Family Social Support Level

Family Social Support Levels	Low	Moderate	High
Low	-	,000	,000
Moderate	,000	-	,001
High	,000	,001	-

According to Tukey test results, the mean scores of the perception of self-efficacy of the students with a high level of family social support (X=56,27) were found to be significantly higher than the mean scores of the students who had moderate level (X=51,35) and low level (X=45,29) of family social support. In addition, the mean scores of the perception of self-efficacy of the students with a moderate level of family social support (X=51,35) were found to be significantly higher compared to the mean scores of the students who had low level (X=45,29) of family social support (p <.01).

Descriptive statistics for the secondary school students' perception of self-efficacy scores based on the teacher social support level variable are demonstrated in Table 7.

Table 7. Descriptive Statistics for the Perception of Self-Efficacy Scores based on the level of Teacher Social Support

	Teacher Social Support Levels	N	$\overline{X}$	Sd
Perception of Self-Efficacy	Low	45	45,48	10,84
	Moderate	186	50,66	8,70
	High	54	58,32	4,75
	Total	283	51,29	9,32

The results of the one-way analysis of variance performed in order to determine whether the perception of self-efficacy scores of the secondary school students differed significantly based on the teacher social support level variable are presented in Table 8.

Table 8. One-Way Analysis of Variance Results related to Secondary School Students' Perception of Self-Efficacy based on the Teacher Social Support Level Variable

	Source of Variance	Sd.	Sum of Squares	Mean Square	F	p
Perception of Self-Efficacy	Between groups	2	4264,380	2132,190	29,543	,000
	Within groups	280	20208,277	72,172		
	Total	282	24472,657			

When the results of the one-way analysis of variance in Table 8 were examined, a significant difference was revealed in secondary school students' perception of self-efficacy based on the level of teacher social support (F= 18,898, p<.01). According to the results of the Tukey test performed to find out the source of the difference related to the perception of self-efficacy are given in Table 9.

Table 9. Tukey Test Results for the Secondary School Students' Perception of Self-Efficacy Scores based on the Teacher Social Support Level

Teacher Social Support Levels	Low	Moderate	High
Low	-	,001	,000
Moderate	,001	-	,000
High	,000	,000	-

According to Tukey test results, the mean scores of the perception of self-efficacy of the students with a high level of teacher social support (X=58,31) were found to be significantly higher than the mean scores of the students who had moderate level (X=50,66) and low level (X=45,47) of teacher social support. In addition, the mean scores of the perception of self-efficacy of the students with a moderate level of teacher social support (X=50,66) were identified to be significantly higher than the mean scores of the students who had low level (X=45,47) of teacher social support (p <.01).

CONCLUSIONS

According to the results of this study, it was revealed that the self-efficacy scores of the students with a high level of friend, family, and teacher social support were significantly higher than the self-efficacy scores of the students with moderate and low levels of friend, family, and teacher social support.

During the early adolescence, one can encounter with some difficulty in personality development and socialization processes due to the adverse environmental conditions. In this process, if adolescents cannot receive the necessary social support from family, friends and teachers which are the most important sources of support (Yıldırım, 1997), they may not develop the skills necessary for adult life, may be incompetent to cope with stress, and may have low self-confidence (Geçtan, 2003). According to Bandura (1997), the concept of self-efficacy taking its sources from verbal/social support and having clearer boundaries compared to self-confidence is also an important concept in childhood and adolescence (Bandura, 1997). If individuals have not developed their own assessment skills, they are often dependent on others to get feedback about themselves. In this case, verbal/social support may increase self-efficacy or evoke other sources of self-efficacy such as indirect observation and psychological status (Britner and Pajares, 2006). Considering that verbal/social support is a concept that can enhance self-efficacy or mobilize other sources of self-efficacy (Britner and Pajares, 2006) as stated in the literature, it is seen that research results are consistent with the literature. In addition, according to research results it was revealed that the self-efficacy scores of the students with a moderate level of friend, family, and teacher social support were significantly higher than the self-efficacy scores of the students who had a low level of friend, family, and teacher social support. This result indicates that the more students are provided with social support by friends, family and teachers, the higher level of self-efficacy they have.

In conclusion, social support was found to be an important variable for self-efficacy in secondary school students. Therefore, it could be beneficial for friends, families and teachers, who are the ones to provide social support to students, to be informed by experts in the field about the importance of social support for self-efficacy. Also conducting this study in different cities or regions from the city or the region where this study was carried out may increase the possibility of generalizing the results.

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