WCPCG 2012

The relation between Social Support and Self-Efficacy with Academic Achievement and School Satisfaction among Female Junior High School Students in Birjand

Asma Sivandani a, Shahin Ebrahimi Koohbanani b, Taghi Vahidi c 1

a MA degree, Department of Psychology, Azad University, Birjand Campus, Birjand, Southern Khorasan, Iran
b MA candidate, Department of Psychology, Qayenat Branch, Azad University, Qayenat, Southern Khorasan, Iran
c MBA Student, Payame Noor University, Damavand Campus, Damavand, Tehran, Iran

Abstract

This research has been carried out for determining the association of Social Support and Self-Efficacy with Academic Achievement and School Satisfaction among female junior high school students in Birjand. For this purpose, 240 students were selected from 10 schools using the Multi-Stage Sampling Method. The results revealed that two components, i.e. "Self-Regulation" and "Test Taking", are meaningful predictors for Academic Achievement, where as the component, "Reading" and Social Support are not meaningful predictors for the same. Moreover, the same two components of "Self-Regulation" and "Test Taking" along with the component "Teacher" are seen to be meaningful predictors for School Satisfaction.

Keywords: Social Support, Self-Efficacy, Academic Achievement, School Satisfaction

1 Corresponding author. Tel.: +98-915-133-8982
E-mail address: taghivahidi@yahoo.com; www.taghivahidi.com (Taghi Vahidi).