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The Relation Between Social Support and Self-efficacy with Academic Achievement and School Satisfaction among Female Junior High School Students in Birjand

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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.

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1. Introduction

Shumaker and Brownell (1984) define Social Support as ‘an exchange of resources between at least two individuals and perceived by the provider or the recipient to be intended to enhance the well-being of the recipient’. In addition, Social Support is usually defined as the existence or availability of people on whom we can rely. People who let us know that they care about, value, and love us (Sarason et al., 1983).

Perceived Self-Efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events which affect their lives. Self-Efficacy beliefs determine how people feel, think, motivate themselves and behave. The stronger the perceived Self-Efficacy, the higher the goal challenges people set for themselves and the firmer is their commitment toward these. The higher the level of people's perceived Self-Efficacy, the wider the range of career options they seriously consider, the greater their interest in them, and the better they prepare themselves educationally for the occupational pursuits they choose and in consequence, the greater is their success (Bandura, 1994). According to Purzer (2011), self-efficacy beliefs can impact people's efforts, and ultimately their success. In addition, based upon Hashemi & Ghanizadeh (2011), "while students low in self-efficacy display less persistence and effort expenditure, they avoid uncertain and challenging

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tasks, lack intentionality, and possess attributions that are nonrealistic and maladaptive". According to Tsang et al. (2012), Self-efficacy represents people's beliefs about their ability to perform in different situations and functions, as a multi-level and multi-faceted set of beliefs that influence how people feel, think, motivate themselves and behave during various tasks. Also, based upon Animasahun & Ojo (2012), Self-efficacy is a person's belief in his or her ability to change his or her behavior.

Findings indicate that middle and high school students who perceive high supportiveness from all three sources of support, as opposed to none, one, or two, have better attendance; spend more hours studying; misbehave less; have higher school satisfaction, engagement, and Self-Efficacy; and obtain better grades. The consequences of support appear to be greatest for three school effect variables: School Satisfaction, engagement, and Self-Efficacy (Rosenfeld et al., 2000). Social Support directly or indirectly enhances overall school achievement and academic competency (Crean, 1995; Levitt, Guacci-Franco, & Levitt, 1994; Rosenblum, 1994; Sanders, 1996; Watson, Brown, & Swick, 1983), including performance on examination (Alva, 1991; Darling, 1987; Goldsmith & Albercht, 1993; Sarason, 1981; Sarason & Sarason, 1986) and achievement tests (Rothman & Cosden, 1996), and grades (Cutrona, Cole, Colangelo, Assouline, and Russell, 1994; Greco, 1993; Kojima & Miyakawa, 1993).

2. Objectives

The main objective of this study is to determine the relationship between Social Support and Self-Efficacy on the one hand and Academic Achievement and School Satisfaction on the other among female junior high school students in the city of Birjand. The other objectives are to determine the relation between Social Support and Self-Efficacy and the Academic Achievement of the student and also to specify the relation of Social Support and Self-Efficacy with School Satisfaction of the students.

3. Framework of the Study

Following are the two hypotheses that have been analyzed in this paper:

1. A relationship does exist between Social Support and Self-Efficacy and Academic Achievement among female junior high school students.
2. A relationship exists between Social Support and Self-Efficacy and School Satisfaction among female junior high school students.

In addition, Social Support and Self-Efficacy have been considered as predictor variables while Academic Achievement and School Satisfaction have been taken into account as criterion variables. Further, grade ('3rd' Grade junior high school students) and gender ('female' students) have been utilized as control variables in our study.

4. Methodology

This research has been carried out based on a Correlation Method among 240 female junior high school students in Birjand, Iran.

4.1. Sampling Method and Respondents

The sample size was defined based upon the Morgan Table. The total number of the students was 974 and according to the aforesaid table, 240 samples were selected. In addition, the Multi-Stage Random Method has been considered for sampling in which 10 schools were selected randomly among the 15 schools in Birjand. In addition, one class had been selected from each school and 24 students had been chosen from each class randomly.

4.2. Instruments and Measures

For evaluating the research variables, three questionnaires relating to Social Support, Self-Efficacy, and Life Quality have been used. In addition, the mean of students' scores in all their subjects during the academic year 2009-2010 were used for measuring students' Academic Achievements.

4.2.1. Social Support Questionnaire

For analyzing the students' Social Support, a questionnaire named the Child and Adolescent Social Support Scale (CASSS) presented by Malecki et al. (2004) has been utilized. Three out of five components have been used in this paper, being Parent, Teacher, and Classmate, respectively. Each component contains 12 questions and thus 36 questions, totally. For evaluating the reliability of the questionnaire, Cronbach's alpha coefficient has been used. The coefficient for the whole test is 0.91 and for the components of Parent, Teacher, and Classmate are 0.76, 0.85, and 0.86, respectively.

4.2.2. Self-Efficacy Questionnaire

For analyzing the students' Self-Efficacy, the Self-Efficacy for Learning Form (SELF) presented by Zimmerman & Kitsantas (2005) has been utilized. The questionnaire contains 57 questions and five components including Reading, Note Taking, Test Taking, Writing, and Studying, but the components Reading and Test Taking containing 22 questions have been used in this research so that each component contains 11 questions. The aforesaid questionnaire has been normalized in Iran by Khamesan and Ramazani (2010) so that three components named Reading, Test Taking, and Self-Regulation were analyzed in the research. For evaluating the reliability of the questionnaire, the Cronbach's alpha coefficient has been used. The coefficient for the whole test is 0.87 and for the components of Reading, Test Taking, and Self-Regulation are 0.79, 0.70, and 0.79, respectively.

4.2.3. Quality of School Life Questionnaire

For analyzing the students' Life Quality, the Quality of School Life (QSL) Questionnaire by Ainley and Bourke (1992) has been utilized. The questionnaire contains 39 questions and seven components including General Satisfaction, Negative Affect, Teacher, Opportunity, Achievement, Social Integration, and Adventure. In this research, we have used the component General Satisfaction that contains seven questions. For evaluating the reliability of the questionnaire, the Cronbach's alpha coefficient has been used. The coefficient for the component General Satisfaction is 0.70.

5. Statistical Analysis

After the data was gathered and processed by the SPSS software, the research hypotheses have been analyzed using both the descriptive statistical method and inferential statistics. In addition, the Mean and Standard Deviation have been applied in the descriptive statistics and also the Pearson Correlation Coefficient and regression analysis have been utilized for both data analysis and evaluation of the hypotheses in inferential statistics.

6. Results:

6.1. Relation between Social Support and Self-Efficacy and Academic Achievement

A multi-stage Regression Analysis has been used for proving the relationship between Social Support and Self-Efficacy and Academic Achievement. In addition, the Step-By-Step Method has been utilized for processing the variables. In this analysis, Academic Achievement has been considered as a criterion variable and two components of "Test Taking" and "Self-Regulation" in Self-Efficacy have been taken into account as predictor variables in the

regression equation. The results revealed that the component Self-Regulation ($\beta=0.24$, $t=3.52$, $P<0.001$) plays a more important role in Academic Achievement than the component, Test Taking ($\beta=-0.25$, $t=-3.56$, $P<0.001$).

6.2. Relation between Social Support and Self-Efficacy and School Satisfaction

Multi-Stage Regression Analysis has been used for proving the relation between Social Support and Self-Efficacy and School Satisfaction. In addition, Step-By-Step Method has been utilized for processing the variables. In this analysis, School Satisfaction has been considered as a criterion variable and the three components of "Teacher" in Social Support, and "Self-Regulation" & "Test Taking" in Self-Efficacy have been taken into account as predictor variables in the regression equation. The results revealed that the component, Test Taking ($\beta=0.48$, $t=7.64$, $P<0.0001$) plays a more important role in School Satisfaction than both Teacher ($\beta=0.18$, $t=3.04$, $P<0.0001$) and Self-regulation ($\beta=-0.13$, $t=-2.02$, $P<0.04$). In addition, in Table 1, the information relating to the Correlation Coefficient Matrix between the variables Social Support, Self-Efficacy, Academic Achievement, and School Satisfaction have been shown.

Table 1: Correlation Coefficients Matrix for the components of Social Support, Self-Efficacy, Academic Achievement, and School Satisfaction

Variables and Components	1	2	3	4	5	6	7
1. Academic Achievement							
Self-Efficacy							
2. Reading	0.108						
3. Self-Regulation	0.134 *	0.090					
4. Test-Taking	-0.139 *	-0.058	0.454 **				
5. School Satisfaction							
Social Support							
6. Teacher	-0.036	0.063	0.331 **	0.299 **	0.263 **		
7. Parent	0.017	-0.034	0.296 **	0.307 **	0.206 **	0.456 **	
8. Classmate	-0.041	0.025	0.274 **	0.394 **	0.252 **	0.433 **	0.466 **

** Correlation Coefficient is meaningful at the level of 0.01

* Correlation Coefficient is meaningful at the level of 0.05

Based on the data presented in Table 1, there's a meaningful and positive relation between Academic Achievement and the component "Self-Regulation" in Self-Efficacy (0.134), but there's a meaningful negative relationship between Academic Achievement and the component, "Test-Taking" in Self-Efficacy (-0.139). In addition, there's a positive and meaningful relation between other components, except the component, "Reading" in Self-Efficacy in which no meaningful relation was observed.

7. Discussion and Conclusion:

The results of this research revealed that there's a positive and meaningful association between Academic Achievement and the component, Self-Regulation in Self-Efficacy, such that when Self-Regulation increases, students' effort will be more and also their Academic Achievement will improve. This result is supported by the study of Pintrich & Degroot (1990) and Multon, Brown, & Lent (1991).

On the other hand, there's a negative and meaningful relationship between the component, Test Taking in Self-Efficacy and Academic Achievement. Therefore, the students who think they have a great ability in Test Taking, decrease their efforts and in doing so, their Academic Achievement diminishes. This result has been supported by Zimmerman & Kitsantas (2005).

According to our findings, Social Support is not a meaningful predictor for Academic Achievement, which is also supported by Jangizahi (2003) and Aboutalebi (2010).

Based on the results of the second hypothesis, there's a positive and meaningful relation between the components "Self-Regulation" and "Test Taking" in Self-Efficacy and the component "Teacher" in Social Support on the one hand and School Satisfaction on the other. Thus, if Self-Regulation and Test Taking increases, School Satisfaction in students will increase. Also, the component of Teacher at schools has the highest effects on School Satisfaction

among the Social Support components. In addition, according to a research by Salami (2010), students who had high self-efficacy, high emotional intelligence and were jovial had the required motivation to participate in relevant academic activities and developed positive attitudes that led to success in college.

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