

Perceived Social Support: Its Relevance on Self Efficacy and Emotional Behavioral Problems with Academic Achievement among Early Adolescents

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Abstract:

The present study attempts to find the relevance of Perceived Social Support on self efficacy, emotional-behavioral problems in relation to academic achievement among early adolescents. The study employed stratified random sampling technique. The sample size consisted of 30 high and 30 low academic achieving adolescents within the age range of 11-14yrs. Child and adolescent social support scale (CASSS, 2000), Generalized Self Efficacy Scale (Schwarzer and Jerusalem, 1995) and The Strengths and Difficulties Questionnaire (Goodman, 1997) were utilized for assessment of the parameters. Significant positive correlation was found between Perceived social support and self-efficacy ($r=0.645$). Also negative correlation was found between perceived social support and Emotional Behavioral Problem ($r= -0.739$). Further negative correlation was also found between Self-efficacy and Emotional behavioral problems ($r = -0.609$). The independent t-test also reveals significant difference in the measured parameters among the high achiever and low achiever as the p value $0.000 < 0.01$ level. Significant correlations were found among the measured parameters. Moreover Self-Efficacy and perceived social support were found to be higher in High achieving students whereas the Emotional-Behavioral Problems were found to be higher among the low achieving adolescent. The finding of the study has a strong implication for the need of primary interventions being targeted at the school and home on the psychosocial variables to aid in preventing and controlling certain Adolescents Emotional and Behavioral Problems.

Keywords:

Perceived Social support, Self-efficacy, Emotional-Behavioral problems, Early Adolescents, Academic Achievement.

1. INTRODUCTION:

Adolescence is the period of physical and psychological development from the onset of puberty to maturity (Carmen, Elena & Valeria, 2013). World Health Organization identifies adolescence as the periods in human growth and development that occur after childhood and before adulthood from ages 10 to 19 years. It is the pivotal developmental periods in which youth begin to form an enduring sense of personal identity and agency about themselves. In both school and the larger society, the onset of adolescence marks a profound shift in expectations regarding student's ability to assume responsibility for their functioning (Zimmerman & Timothy, 2006). It is not until adolescence that young people are able to assess what they are good at and mesh those options into a future educational and occupational plan (Laurence, 2002). Academic demands and the complexities of the school structures make the task of academic success for adolescents more difficult. Academic performance or academic achievement has always been the centre of educational research and a major aim of education. The academic developments of the child continue to be the primary and most important goal of education (Bala, 2011). Academic Performance or Achievement is considered as a key criterion to judge one's total potentialities and capability (Franky & Chamundeswari, 2014). It is also considered as the end product of all educational endeavors from initial stages of school education to a higher level of education (Mishra & Sharma, 2001). During the past decades, self efficacy beliefs have received increasing attention in educational research, primarily in studies of Academic Motivation and of self regulations. The relationship between self efficacy and academic achievement has been a topic of interest in social science research. Self efficacy has been found to be significantly related to academic performance and various mental health disorder and problem behaviors among adolescents (Bandura, 1986, Hoeltz et al, 1996). The construct of self efficacy is defined as an individual's perceived capability in performing necessary tasks to achieve goals (Bandura, 1997).

2. HYPOTHESIS:

1. There will be significant positive relation between perceived social support and self efficacy.
2. There will be a significant negative relation between perceived social support and Emotional Behavioral Problem.
3. There will be a significant difference in the degree of Perceived social support, self- efficacy, and emotional behavioral problem among the high achiever and low achiever adolescents.

3. METHODOLOGY:

3.1. Sample and Sampling method: 60 Adolescents comprising of 30 high achievers and 30 low achievers within the age range of 11 to 14 years were recruited through purposive sampling technique. Academic achievement were categorized based on the average marks scored in the last two final exam conducted by their respective school.

3.2. MEASURES:

a) Child and adolescent social support scale (CASSS, 2000):

The child and adolescent social support scale (CASSS) was developed by Malecki et al in 2000. It measures the perceived social support of children and adolescents in grades 3-12. It is a 60-item measure consisting of five 12-item subscales (Parent, Teacher, Classmate, Close Friend, and People in my School). The psychometric property of the scale has been reported to be excellent. Alphas for the Total Frequency score for each grade level and gender ranged from .94 to .98, indicating excellent reliability. The validity of the CASSS was established via Pearson Correlations with several behavioral and social-emotional assessments like Strengths and Difficulties Questionnaire, Behavior assessment scale for children etc. and has found to be significant.

b) Generalized Self Efficacy Scale (Schwarzer and Jerusalem, 1995):

This self-report measures people's expectations that they can perform competently across a broad range of situations that are challenging and require effort and perseverance. It is 4 points Likert scale consisting of 10 items ranging from —not at all true (1) to —exactly true (4). For the summary score the item scores are summed up. Several studies have shown that the GSE has high reliability, stability, and construct validity.

c) The Strengths and Difficulties Questionnaire (Goodman, 1997):

The strengths and difficulties questionnaires (SDQ) was developed by Goodman in 1997, designed to assess children and adolescents emotional and behavioral problems. The questionnaires consists of 25 items, divided into 5 subscale (conduct, hyperactivity, peer problem, emotional and prosocial) consisting of 5 items each. Separate score can be generated to make separate predictions for conduct-oppositional disorders, hyperactivity-inattention disorders and anxiety-depressive disorders. The internal reliability of the scale has been reported to be acceptable with Cronbach alpha coefficient of 0.73.

3.3 Procedure:

Prior permission was taken from the respective school Principals. Academic records of the last two final exams were analyzed to categories the adolescents into high achiever and low achiever. For the purpose of the study, Students scoring an average of below 45% were categorized as low achiever and 75% and above were categorized as high achiever. The primary data for the study was collected in the face to face interaction between the participants and the researcher in an optimum environmental setting after formation of a good rapport. Proper cares were taken to ensure that the respondents provide honest and appropriate answers to the questionnaires presented

4. RESULTS AND DISCUSSION:

Table No.1 Showing Correlations-Coefficient of Perceived social support, Emotional Behavioral Problems and Self Efficacy.

Variables		Self Efficacy	Emotional Behavioral Problem	Social Support
Self Efficacy	Pearson Correlation	1	-.609**	.645**
	Sig. (2-tailed)		.000	.000
	N	60	60	60
Emotional Behavioral Problem	Pearson Correlation	-.609**	1	-.739**
	Sig. (2-tailed)	.000		.000
	N	60	60	60
Social Support	Pearson Correlation	.645**	-.739**	1
	Sig. (2-tailed)	.000	.000	
	N	60	60	60

** Correlation is significant at the 0.01 level

It is observed from Table No.1 that there is a significant negative correlation between Perceived Social Support and Emotional Behavioral Problems as indicated by the correlation coefficient r value = - 0.739 which is found to be significant at 0.01 level.

Hence it can be concluded from the findings that, lower the perceived social support higher is the occurrence of Emotional Behavioral Problems among the adolescents. Further it is found that there is a significant positive correlation between perceived social support and Self-Efficacy as indicated by the correlation coefficient $r = 0.645$, which is found to be significant at 0.01 level. The finding is consistent with Carmen, A.C., Elena, C.B & Valeria, N. (2012) where they found positive relation between perceived social support and Perceived self efficacy. Further it is also supported by the study done by Zeliha, T. and Emel, A. (2013), where they found the positive correlation between social self efficacy and perceived social support. Therefore it can be concluded that there is a linear relationship between Perceived social support and Self efficacy i.e. higher the perceived social support higher is their sense of Self-Efficacy. Further it is also found that there is a negative correlation between Social Support and Emotional Behavioral problems, which is indicated by $r = -0.739$, which is suggestive of the relation that lower the Self – efficacy higher the degree of emotional behavioral problems and vice-versa.

Therefore, the above finding suggests that the self image and self concept of how the adolescents perceives are also hugely contributed by the extent of social support that they get from their significant people and environment in their life. The relationship can be further explained in other way, where adolescents with higher self efficacy reached out for more social contacts and support. However the negative relation of Emotional Behavioral problems with Perceived Social Support and Self efficacy is clearly suggestive that the decreased in the amount of social support and self efficacy contributes to Emotional problems of the adolescents.

The study was further extended to find the difference in the level of perceived social support, self efficacy and Emotional behavioral problems among adolescents with High and Low Academic Achievement. Independent t-test was used to test the hypothesis that there will be a significant difference in the level of the three parameters measured.

Table No.2. Shows the Mean, S.D, df, t-value and p value of two categories i.e. High Achiever and Low Achiever on the measured variables

Parameters	Categories	N	Mean	S.D	t-value	df	p-value
Perceived Social Support	Low Achiever	30	186.23	18.73	-7.460	58	.000*
	High Achiever	30	258.90	49.95			
Emotional Behavioral Problems	Low Achiever	30	17.33	1.92	10.57	58	.000*
	High Achiever	30	9.36	3.99			
Self Efficacy	Low Achiever	30	20.07	3.25	-8.803	58	.000*
	High Achiever	30	29.00	4.50			

Significant at 0.01 level as p-value <0.01.

It is seen from the above table, that the Means and S.Ds of perceived social support for the High and Low achiever are 258.90 ± 49.95 and 186.23 ± 18.73 respectively with p value 0.000* which is found to be significant. It is evident from the figure that the High Achiever adolescents have higher Perceived Support than the low achievers. Guadalupe, Juliana & Mercedes (2014) have also found that higher perception of Social Support is associated with better academic achievement. Also it is seen that the High achiever have higher Self – efficacy than the Low achiever which is indicated by the means 29.00 and 20.07 respectively. Self esteem has also been found to be an important precursor of School achievement and related adjustment (Carr, Borkowshi & Maxwell, 1991; Lau & Leung, 1992; Midgely, Arunkumar & Urdan, 1996)

Further, it is also seen that the Mean (17.33) of the low Academic achiever have higher emotional and behavioral problem as compared to the high academic achiever (9.36) which is suggestive that there is higher occurrence of emotional behavioral problems among adolescents with academic performance. The study is also indicative that emotional behavioral problems lead to impoverished scholastic performance. The finding is further supported by Arnold (1997) & Hindsaw (1992) which states that emotional and behavioral problems are related with academic difficulties.

CONCLUSION:

It is seen from the study that there is a significant positive relation between Perceived Social Support and Self efficacy and significant inverse relationship between self efficacy and Perceived social support with emotional behavioral problems. Further it is also seen that adolescents with lower academic achievement has more emotional behavioral problems and lower self efficacy and perceived social support as compared to their higher achiever counterparts. The finding of the study has a strong implication for the need of primary interventions being targeted at the school and home, as the years long education and social environmental factors can play an active role in shaping and controlling certain Adolescents Emotional and Behavioral Problems.

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