The Intermediation Role of Social Support in the Relationship between Family Awareness and Social Self-efficacy of Shiraz University Students

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Abstract

The aim of this research is to determine the intermediation role of social support in the relationship between family awareness and social self-efficacy of Shiraz university students. The method of this research is descriptive and it is in the form of correlation. The statistical society of this research is all the students of Shiraz University and 120 BA students (60 boys and 60 girls) were selected by cluster sampling method. In order to collect the data, a questionnaire was used. In order to analyze the data, the descriptive and inferential statistics were used and Pearson correlation coefficient and regression were used in the inferential statistics. The findings: According to the results of regression analysis, the family awareness has a meaningful effect on social self-efficacy. (P<0.0001, F=61/61). And the family awareness has a meaningful effect on social support (p < 0/0001, F=29/06). And also the family awareness and the social support have a meaningful effect on social self-efficacy (p < 0/0001, F=32/72). And also the results of regression suggested that the family awareness predicts the social self-efficacy in a positive and meaningful way (p < 0/0001, β= 0/52), while the social support does not predict the social self-efficacy meaningfully (p < 0/09, β= 0/14). Furthermore, family awareness and social support predict 60 percent of the total variance of social self-efficacy. The conclusion: by studying and comparing the regression coefficient of the variable of family awareness in the first and third phase, it was determined that the regression coefficient was decreased from 0/58 to 0/52 and this issue showed the intermediation role of social supporting the relationship between family awareness and social self-efficacy.

Keywords: social support, family awareness, social self-efficacy.
Introduction

In the current age, one of the most important sources that can be reinforced in the students is the feeling of being valuable. This is a force that may be always present in them. When this force has a strong presence in them and they recognize the mechanisms of keeping it safe, they can rely on it in their life (Alipour, 1999). The self-efficacy beliefs are the major and main mechanisms in the function of human recognition. The individuals' beliefs about their competences in order to control the incidents that are effective on life are called self-efficacy beliefs (Bandura, 1993). Self-efficacy is a motivational factor that activates, reinforces, preserves and directs the behavior toward the determined goal. Self-efficacy is a key variable in Bandura's social theory. Self-efficacy is an individuals' perception of the behavioral change, motivation level, thinking patterns and the emotional reactions. The individuals, who have a high self-efficacy, have an ability to deal with the problems and each success causes the increase of self-confidence. In contrast, the individuals who have a low self-efficacy are doubtful about their abilities and they are unable to deal with the environment (Abolghasemi and Jaafari, 2012). The family awareness is one of the factors and variables that may play a role in family self-efficacy.

In history, the family has an originator role and it is considered as one of the most important environments that are effective on physical and mental health of the individuals. The Family provides the requirements of growth and the achievement of physical, mental and social balance (wood, 1996). Socializing, becoming familiar with the rules, internalizing the roles and cultural values occurring the family (Vetere and Gale, 1987). The family is something more than a set of people that live in a mental and physical environment. Family is a social and natural system that has its own properties and it is considered as the first nature of each society and it is a focus of the emergence of human emotions and the intimate relationships between the individuals and it can be said that the family performance has a direct and important influence on the society performance (Mazaheri, 2008). In the last two decades, the issue of parents and family influence on the development of educational, emotional, motivational and social status is taken into consideration by most of the researchers. And in the overall, the results of these researches suggested of the widespread influence of family in the different aspects of students' life (Cochran, 1988, Palmer and Cochran, 1988, Rudriguez and Blager 1988, Yung, Freezer and Pearson, 1988 and semak and Anguin, 1996, Mazaheri, 1991). In Mazaheri's opinion (1991), the quality of the relationship between parents and children, the affection and parents control are the important factors in the increase of mental health of the students. The appropriate relationship between parents and children, sympathy in problems, interlocution about social and educational issues and controlling the status cause the feeling of self-efficacy in students and cause more motivation for the further successes in education that is considered as an important source for developing the educational and social appropriate adaptability, directly and indirectly. The results of Mazaheri's researches (2008) showed that the quality of the relationship between parents and children, affection and parents control are the important factors in the increase of mental health and educational self-efficacy of students. The appropriate relationship between parents and children, sympathy in problems, interlocution about educational and social issues and controlling the status cause the feeling of self-efficacy in students and cause more motivation.
for achieving further successes in education that is considered as an important source for developing the appropriate educational and social adaptability, directly and indirectly. Yucilani's research (2012) "Studying the role of family performance variables (solving the problem, relationship, playing the role, emotional responding, emotional intercourse, the control of behavior and the total performance), the source control and self-efficacy in the prediction of the desirable disciplinary behavior of high school students" showed that there is a positive and meaningful correlation between the performance of family in all aspects (solving the problem, relationship, playing the role, emotional responding, emotional intercourse, control of behavior and the total function), with the desirable disciplinary behavior of the students, the internal control source of the students with the disciplinary desirable and the self-respect of the students with the disciplinary desirable behavior of the students. The regression results showed that from the prediction variables, the emotional intercourse variables, self-respect and the control of behavior can predict the desirable disciplinary behavior of the students. Dehshiri et al. research (2015) "The studying of the role of the family performance variables, self-respect, extroversion, self-efficacy and characteristic in the motivation for educational progress in the students" showed that there is a positive and meaningful relationship between motivation for educational progress with family efficiency and its components, self-respect, extroversion and self-efficacy. Also there is a negative and meaningful relationship between neuroticism with the motivation for educational progress. The step-by-step regression results showed that the family efficiency, self-efficacy, extroversion, self-respect and neuroticism have an important and meaningful role in the explanation of the motivation for educational progress, respectively. In the overall, these variables explain 33 percent of the motivation for educational progress variance. Therefore, in the increase of educational motivation, these variables must be taken into consideration in educational and training policies and planning. Bronk (2003) came to conclusion that the social and economic status of the family is an important factor in the prediction of the educational status. In different researches, it is reported that the intervention and involvement of the parents in the educational location issues is positively related to the social class and the educational level of the parents. According to this point that family awareness may be a factor related to social self-efficacy, social support as an effective factor can point to the importance of the combined role of the two variables on educational self-efficacy. The concept of social support considers the support from the aspect of the cognitive evaluation of the individual from the environment and its relationship with the others. The theorists of the perceived social support acknowledge that all the relationships of the individual with the others are not considered as a social support, in other words, they are the sources of social support unless the individual perceives them as an available and appropriate source for his satisfaction. Sometimes, these helps are inappropriate and not on time or they are against the will of the individual, therefore the individual's perception of support is important not the support itself. Tiv and Tom (2008) compared the amount of social support and mental health among the healthy individuals and the individuals who have headache and showed that the healthy individuals have higher social support and mental health. A quick look through the birth and the beginning of human life showed that the humans are considered as the most dependant thing in the beginning of life and this dependency expressed in different forms and aspects during the life. Because the human is a social thing and his existence is related to the relationships, interactions and social support, disorders in social relationships cause hazards for him. There are different definitions and ideas about social support. Social support is considered
as a subjective feeling of dependency, being accepted and being treated with interest, love and affection and it creates a safe and secure relationship for each person and in this relationship there are basic properties, intimate feeling and closeness (Branwell and shoemaker, 1981, cited in She Bakhsh, 2011). In Mazlow's opinion (1954), social support is a mutual help that causes the formation of positive self-concept, self-acceptance, feeling of love and self-regard and as a result it gives the individuals a chance of self-actualization and growth. Cobb (1976) believed that social support helps the individuals' transferences in life and preserves the individuals from the pathogenic conditions and the related situations of health. Harley K (2006, cited in Alimardani, 2013) believed that social support is considered as a source that is created by others specially friends and family. Ghasemipour and Jahanbakhsh Ganje (2012) showed that there is a relationship between structural sources and social support functions with educational self-efficacy. Riffman and Dankel research "The relationship between social support and social interaction with the mental health in students" came to the conclusion that the frequency of participation in social actions has a negative correlation with the social anxiety symptoms and depression. Strazedin and Broom (2008) considered support useful and believed that social support causes individuals' self-efficacy. Hesam et al. research (2011) "The relationship between the perceived social support, mental health and pain self-efficacy in martyr and sacrificing students" came to the conclusion that the perceived social support from friends and important individuals has a meaningful relationship with mental health and self-efficacy. Rostami et al. research (2010) "The investigation of the relationship of emotional intelligence and social support with self-efficacy" came to the conclusion that from the emotional intelligence components, the emotional perception has more important role in the explanation of the self-efficacy dispersal. And self-efficacy, emotional intelligence and social support have a meaningful and mutual relationship. The present research confirmed the training environment role in the promotion of self-efficacy and emotional intelligence. Lu (1997) expressed that social support adjusts the effects of stressful events and causes the achievement of positive emotions. In one hand, social support has an important role in preserving the health by preservation and decrease of harmful effects and stressful events. Social support is the exchange of sources at least between 2 people, one of them is the receiver and it is done for the increase of receiver welfare (Branwell and shoemaker, 1981, cited in Bakhsh, 2011). According to the above-mentioned documentations and also due to the investigation of the researches done inside and outside the country, it can be said that less research is done to investigate the intermediation role of social support in the relationship between family awareness and social self-efficacy. Therefore, the searcher would like to know whether social support plays an intermediation role in family awareness and social self-efficacy of Shiraz university students or not?

The research hypotheses:

1) Does family awareness predict social self-efficacy?
2) Does family awareness predict social support?
3) Does family awareness with social support control, predict social self-efficacy?
4) Does social support play an intermediation role in the relationship between family awareness and social self-efficacy?
The research meaningful model is shown in figure 1:

In this model, social awareness is considered as independent variable, social support as intermediation variable and social self-efficacy as dependant variable.

**The Research Methodology**

The research methodology is descriptive and in the form of correlation. The statistical society of the research is all the students of Shiraz University. 120 BA students (60 boys and 60 girls) were selected by cluster sampling. In order to collect the data, 3 questionnaires of family awareness, social support and self-efficacy were used.

**The social support scale guidance (MOS)**

Social support scale was created in 1991 by Sherborn and Stewart in order to use it for medical consequences and after that it was used in other researches. This test evaluates the amount of the perceived social support of the subjects and it has 19 phrases and 5 sub-scales. These scales are: tangible support that evaluates the behavioral and physical helps, emotional support that evaluates positive affection, sympathy and encouragement of expressing the feeling, it evaluates informing and giving feedback, kindness that evaluates the expression of love and interest and positive social interaction that evaluates the individuals who do the pleasure actions. This scale is a self-report tool and the subjects determine their rate of agreements and disagreements with each of the phrases in a 5-degree scale (never=1, seldom=2, sometimes=3, often= 4, always=5). The lowest score is 19 and the highest score is 95 in this test.
The social self-efficacy scale

The teenagers' social self-efficacy scale was created in 1989 by Kleny in order to evaluate the rate of teenagers' self-efficacy. This scale is a self-report tool and has 25 phrases. This scale has 5 sub-scales: social determination, performance in social situations, participation in social groups, friendship, intimacy aspects and giving or getting help.

The social awareness scale guidance (FAS)

Family awareness scale was designed in 1985 by Klossen and Green for family adequacy. This scale has 14 phrases and it is designed for the evaluation of the family capability according to Biorez-Timberlon family capability model. According to this pattern, the families with optimized performance can be separated from the families with poorer performance according to some factors. These factors are: family structure, mythology (family's point of view toward the individual), goal-oriented negotiations, and the independency of family members and the nature of the instrument in family.

In order to analyze the data, descriptive and inferential statistics were used and in inferential statistics, the Pearson correlation coefficient and regression were used.

The research findings

The mean and standard deviation of each research variables are mentioned in table 1.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family awareness</td>
<td>5/34</td>
<td>0/85</td>
</tr>
<tr>
<td>Social support</td>
<td>3/83</td>
<td>0/35</td>
</tr>
<tr>
<td>Social Self-efficacy</td>
<td>4/92</td>
<td>0/51</td>
</tr>
</tbody>
</table>

Table 2 shows the correlation coefficients between research variables. According to this, there is a meaningful and positive relationship between family awareness and social support variables, social support and social self-efficacy variables, family awareness and social self-efficacy variables.
Table 2: the zero rank correlation matrix of research variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>1</th>
<th>2</th>
</tr>
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<tbody>
<tr>
<td>1. family awareness</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>2. social support</td>
<td>0/44</td>
<td>---</td>
</tr>
<tr>
<td>3. social self-efficacy</td>
<td>0/59</td>
<td>0/37</td>
</tr>
</tbody>
</table>

The presented coefficients in table 2 show the relationship between exogenous, intermediation and endogenous variables of the model and it provides the requirements of the direction analysis. In order to investigate the available relationships in the research suggestive model, according to Baron and Kenny (34), the multi-variable regression was used in a consecutive and simultaneous method. The results of regression analysis are presented according to the research questions:

1) Does family awareness predict social self-efficacy? Due to the results of regression analysis, family awareness has a meaningful influence on social self-efficacy (P< 0/0001, F= 61/61). Also, the regression results suggested that family awareness predict social self-efficacy, positively and meaningfully (p< 0/0001, β= 0/58). In addition to it, family awareness predicts 34 percent of social self-efficacy of the total variance.

2) Does family awareness predict social support? Due to the results of regression analysis, family awareness has a meaningful influence on social support (p< 0/0001, F= 29/06). Also, the results of regression suggested that family awareness predicts social support positively and meaningfully (p < 0/0001, β= 0/45). In addition to it, family awareness predicts 20 percent of the total variance of social support.

3) Does family awareness with social support control, predict social self-efficacy? Due to the results of regression analysis, family awareness and social support has a meaningful influence on social self-efficacy (p < 0/0001, F= 32/72). Also, the regression results suggested that family awareness predict social self-efficacy positively and meaningfully (p < 0/0001, β= 0/52), while social support is not a meaningful predictor of social self-efficacy (p< 0/09, β= 0/14). In addition to it, family awareness and social support predict 60 percent of the social self-efficacy total variance.

4) Does social support play an intermediation role in the relationship between family awareness and social self-efficacy? By investigating and comparing the regression coefficients of family awareness variable in the first and third phase, it is determined that the regression coefficient decreased from 0/58 to 0/52 and it showed the intermediation role of social support in the relationship between family awareness and social self-efficacy.

Discussion and Conclusion

The families are the important pioneer of prevention and they take a serious responsibility in this field. Most of the families do not have enough awareness and knowledge in the field of
prevention. The effective parenting guidelines and families awareness of effective factors in the prevention of social harms in different aspects and family role and society in this field should be explained for the parents. The members of healthy family perceive this issue that the good and balanced families do not form spontaneously and they need attention, awareness, effort and information. In a healthy family, when a problem occurs, the members get closer together in order to solve the problem; they do not get away from each other and do not escape from the possible responsibilities. In these families, when a member makes a mistake, the other members do not question him/her and they give comments just about his/her wrong behavior not about his/her total characteristic and they do not attribute that problem to his/her spouse's family. In a healthy family, the members do not look for the guilty one and they do not reproach a special member, instead at first they try to recognize the problem completely and decrease the pressure on the family by finding a solution. Family awareness increases social self-efficacy of students. The individuals who have self-efficacy choose the tasks that are more challenging and they choose the greater goals and they show more stability toward the goals. The individuals who have high self-efficacy beliefs believe in their abilities in every performance and possibly they try with all their efforts in order to succeed. The individuals who have high self-efficacy have a great diligence despite the negative consequences and obstacles. They are able to come up with the disappointments and the failures and continue their own way better; and they consider deficiency as a temporary retreat not the final result. The approach of these individuals toward the stressful situations is to act confidently and they are able to control the stress before the beginning of their performances and actually the individuals who have self-efficacy are not vulnerable to stress and depression. This finding is consistent with the researches of Mazaheri (2008), Yucilani (2012), Dehshiri et al. (2015) Bronk (2003). According to this; family awareness can predict the educational self-efficacy.

On the other hand, the families, friends and the other important and reliable individuals can adjust and weaken the undesirable effects of mental pressure in the individuals receiving support by five ways of emotional attention: it consists of active listening to the individuals problems, understanding and sympathy, the reflection of feeling, the expression of feeling and sympathy, care, understanding and nerving, helping, presenting the information and guidance and recommendation about the increase of the individuals' contrastive ability, evaluation and the presentation of feedback that cause the correction of performance and sociability. The family's social support causes the increase of self-efficacy in individuals. The presence of the perceived social support from the family and other important individuals of life show that they can influence on educational self-efficacy by presenting the regular, positive, stable and compensatory experiences directly. And on the other hand, in the presence of problem and stressful events, it facilitates the adaptability of individuals with stress as a shield or as a fender and decreases it by preventing the negative consequences of stressful events and it provides the situation for individuals to choose correct and suitable choices in order to deal with these events.

The individuals, who have the feeling of high self-efficacy, have higher self-efficacy. When they confront with the hard situations, they challenge with the situations instead of avoiding
them and they have higher commitment for achieving their goals and they ascribe their failure to bad effort and incomplete but compensable knowledge and skill. When they confront with the problem, they experience the feeling of peace instead of anxiety and fear. They have a widespread point of view about the method of solving the problem. After the failure, their attenuated confidence improves quickly. They show more involvement and interest in doing their duties and they are confident about their solutions. Yet they are flexible. The individuals, who have high self-efficacy, are aware of their weaknesses and strengths. They choose the realistic goals and they have reasonable expectations and they are aware of the advantages of the problem-oriented opposition instead of excitement-oriented opposition. The individuals, who have high self-efficacy, have more courage, they are sociable and they have high self-respect and they have more control over their life. This part of findings is consistent with the research results of Ghasemipour and Jahanbakhsh Ganjeh (2010), Rostami et al. (2010), Hesam et.al (2011) and Lu (1997). Therefore, social support plays an intermediation role in the relationship between family awareness and social self-efficacy.
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