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**GENERAL SELF-EFFICACY AMONG LEBANESE ADOLESCENTS:  
ROLE OF EDUCATION OF MOTHERS, TYPE OF SCHOOL  
ATTENDED AND PERCEIVED SOCIAL SUPPORT**

By  
**Jumana Zarkut-Asmar**

Approved by

A thesis  
submitted in partial fulfillment of the requirements  
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to the Department of Education  
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at Haigazian University

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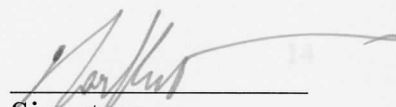
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## Table of Contents

	Page
Table of Contents	
Abstract	2
Introduction	
a- Statement of the Problem	3
b- Background of the Study	5
c- The Purpose of the Study	6
d- The Significance of the Study	6
e- Nature of the Study	7
f- Hypotheses	7
g- Definition of Terms	8
h- Limitations of the Study	8
Review of Literature	10
a- Theoretical Framework of Self-efficacy	10
b- Research in Business-Related Fields	12
c- Relationship with Depression	13
d- Research in Academic-Related Fields	14
e- Research Related to Adolescent Problem Behavior	16
f- The Generalization of Self-Efficacy	16
g- Education of Mother	17
h- Private vs. Public School	18

i- Social Support	19
j- A Cross-Cultural Approach to General Self-Efficacy	21
k- Summary	22
Method	
a- Participants	24
b- Materials	
1- The Multidimensional Scale of Perceived Social Support	24
2- The General Self-Efficacy Scale	25
c- Design and Procedure	25
Results	
Discussion	
a- General Self-Efficacy vs. Level of Education of the Mother and Type of School Attended	31
b-Perceived Social Support and Relationship with General Self- Efficacy	33
c-An Opening for Future Studies	36
d-Conclusion and Implications for Interventions with Adolescents	37
References	
Appendix: Questionnaire & Scales	39

General Self-Efficacy among Lebanese Adolescents:

Role of Education of Mothers, Type of School Attended and Perceived Social Support

Abstract

"Whether you think that you can or you can't, you're usually right."

- Henry Ford -

This study investigated the role that social influences play in the formation of General Self-efficacy among Lebanese adolescents. Key variables of interest included Educational attainment of Mother, Type of School Attended, and Perceived Social Support. We selected a sample of 180 students, with an average age of 16.5 years, from two private and two public schools. Participants filled the General Self-efficacy scale and the Perceived Social Support scale. While education of Mother and type of school were not found related to General Self-efficacy or to Perceived social support, correlation analysis pointed to a positive correlation between General Self-efficacy and Perceived Social Support. Cultural role of collectivism and individualism is discussed with respect to findings and in projection to future studies.

## General Self-Efficacy among Lebanese Adolescents:

### Role of Education of Mothers, Type of School Attended and Perceived Social Support

"Whether you think that you can or you can't, you're usually right."

~ Henry Ford ~

The question remains: Is "*what they think about you*" relevant in this respect too or is it simply up to you?

#### *Statement of the Problem*

The concept of self-efficacy, as introduced by Bandura (1977), refers to a person's beliefs in his organization and control of actions that lead to desired performance. It also suggests that a person has mastery of his environment and can employ his acquired knowledge and skills in what best serves the accomplishment of set goals.

Self-efficacy beliefs shape individuals in many different ways and influence their life circumstances. In summary, they affect choice modality and action-taking, the amount of time and effort expenditure on particular tasks, thinking and reactive emotionality, and the level of proactivity and initiative taking (Bandura, 1986).

In most enterprises, in the midst of an ever-growing technology and fast-paced train of life, human beings are almost solely judged on basis of their achievements. In business settings, rewards are granted based on results and end-products; projects are assessed according to how much closer to final goals they bring the whole organization. Effort, knowledge and skills are praised inasmuch as they foster the realization of desired outcomes and not as a quality in themselves. In academic settings, there is a similar trend to place

emphasis on achievements and progress is determined by academic targets set by the institution. Since the introduction of the term by Bandura in 1977, many researches have studied the powerful impact of people's self-efficacy beliefs on their accomplishments (Stajkovic and Luthans 1998, as cited in Pajares, 2002). Several fields- notably media studies, business, social and political areas, medicine, athletics, psychology, psychiatry and education- , have utilized the benefits of the concept of Self-efficacy by integrating, in improvement programs, steps for the enhancement of the self-efficacy beliefs of individuals, something that supports them in the implementation of their actions. More specifically, in the fields of education and psychology, Self-efficacy beliefs were found to be strong predictors of behavior according to Graham and Weiner, 1995 book (Pajares, 2002).

Bandura (1997) explained that self-efficacy beliefs are usually studied in specific contexts and in relation to specific abilities such as Exercise Self-efficacy, Math self-Efficacy, teacher or Parental Self-Efficacy. However, Bandura also explained that in certain fields requiring a common set of subskills and in situations requiring global aptitude, global Self-efficacy beliefs could be considered (as cited in Pajares, 1997). General Self-efficacy (GSE) beliefs summarize into a person's general level of competence, his resilience in the face of adversity and his ability to overcome hurdles in the process of attaining his goals (Shelton,1990).

In our study, the interest is to understand the development of General Self-efficacy beliefs among Lebanese adolescents in relation to their immediate social environment during this critical developmental period of their life. We will investigate the level of social support as perceived by adolescents from three main sources: Significant Others, Family, Friends. We will also examine two aspects of the social environment: Education of Mother and Type of School Attended, whether Private or Public.

### ***Background of the Study***

In addressing an audience during a reunion for the American psychological Association, Bandura (1998) asserted "One cannot afford to be a realist" This affirmation from the originator of the concept of self-efficacy fueled my research with its very purpose and brought about the essence and meaningfulness of every effort put forth to conduct this study. I think that all the world's greatest achievements started with one simple thought. A person who believes strongly enough in his ability to turn his thought into a reality manages to attain his desired goals and reach success. With this, self-efficacy refers to that ability inherent in human beings to turn their dreamed thoughts into state-of-the-art achievements.

Given that self-efficacy beliefs are pervasive to different domains of achievement, behavior and motivation (Pajares, 2002) and since they have impact on the level of activity, frame of mind and emotional disposition of human beings, it is important to examine the correlates of this characteristic among certain social factors.

Bandura (1986 & 1995) made the remark that in the event of certain social constraints and cultural contexts, self-efficacy beliefs have diminished influential role, and predictability strength. He further noted that future studies should clarify the role that certain social and cultural boundaries play to undermine or on the contrary enhance the development of self-efficacy beliefs. It is important therefore to understand that there are differences in the formation of self-efficacy beliefs across different cultures.

How familial, academic, and cultural systems affect the cultivation of self-efficacy beliefs remains a subject to be explored (Oettingen, 1995, as cited in Pajares). In particular, within the cultural context of Lebanon espousing a diversity of communities, the interest is to understand the formation of general self-efficacy with respect to how adolescents perceive their Lebanese surrounding from family and friends to significant others.

### ***The Purpose of the Study***

Self-efficacy has been commonly examined across studies as a strong predictor of several factors such as motivation, academic achievement, relational and social potency (Pajares, 2002). This study will examine General Self-efficacy beliefs looking into the possible determinants and correlates of this human characteristic as evidenced in Lebanese social systems where adolescents are raised and educated. In particular, we will examine the role that mothers' education, belongingness to a private vs. public school and the level of perceived social support play in the development of General Self-efficacy beliefs.

### ***The Significance of the Study***

From a socio-cognitive perspective, the relationship between the formation of general self-efficacy beliefs and certain social factors would have important implications in the education and upbringing of adolescents.

First, if social surroundings are important in influencing formation of self-efficacy beliefs of adolescents, the educational systems and developmental academic projects would enlarge their scope of intervention to include key social elements of influence.

Second, the tendency of blaming on academic, social or behavioral deviation to the adolescent's structured thinking and belief systems would diminish or change to include the social stigma and deficiencies accumulated through the years. A comprehensive view of the complex interaction between social support and personal beliefs would alleviate the tension built in correctional systems and institutions that work with underachieving or deviant adolescents. With this, any attempt to alter self-efficacy beliefs should start to work around and not only through cognitions by instigating change in the direct social milieus.

Third, the role of mothers –in the event it proves to be a key influence on the development of self-efficacy beliefs- would be given explicit concern. Hence, any change

schema imparted to adolescents would certainly embrace the education of mothers on their contributonal role and their inevitable part in determining the future of their offspring.

Fourth, if type of school bears any differential influence between public and private schools on the shaping of self-efficacy beliefs giving private school students the benefits of stronger general self-efficacy, then public schools should consider fighting off the negative propaganda around their status.

### ***Nature of the Study***

This is a quantitative study based on a sample of 180 young students in middle and late adolescence. The subjects will fill a simple demographics questionnaire to gather main information on the school they attend and Mother's level of Education; they will also be assessed according to two main dimensions: General self-efficacy and Perceived Social Support. Statistically, we will run regression and correlation analysis, t-test and analysis of variance, and we will be looking for the correlates of general self-efficacy among Mother's Education, Type of School attended and Perceived Social Support.

### ***Hypotheses***

Hyp1: Adolescents who perceive a high level of social support in their immediate environment will show stronger general self-efficacy than adolescents whose social support is perceived to be low.

Hyp2: There will be a positive correlation between Mother's level of Education and their children's level of General Self-Efficacy.

Hyp3: Private School students will score higher than Public school students on General Self-Efficacy.

## ***Definition of terms***

### Self-efficacy

Self-efficacy refers to a person's beliefs in his ability to organize and exert certain courses of action in order to attain desired levels of performance. These are measured with respect to specific behaviors and specific domains Bandura (1977).

### General Self-efficacy

General Self-efficacy is a global construct and refers to a persons' belief in his abilities to attain his goals and in his coping mechanisms across different situations even when they arise unexpectedly (Shelton, 1990).

### Perceived Social Support

While social support can be measured by assessing the quality of the social environment and its various components, the study will consider the situation from the viewpoint of the teenager regardless of the real social key elements. Social support is evaluated as the adolescent perceives it from three sources: Parents, peers and significant other.

### Education of the Mother

Education of mother is considered according to whether she attended school (Up to High School), started college (or has College Degree), started Post-Graduate studies (or finished them).

### Type of School attended

Two types of schools are examined: Private-fee based schools and Public schools run and sponsored by the government.

## ***Limitations of the study***

This research bears several limitations. First, four schools were selected and convenience samples were selected. The four schools are located in Beirut area and subjects

probably live nearby; therefore, most students are bound to display homogeneous characteristics being urbane dwellers. Students living in remote mountain areas might display different characteristics from our sample since they attend Public and Private Schools, which often lack access to qualified physical, technological and human resources.

Second, sample size is limited to 180 participants, two private and two public schools.

Third, the variables considered are limited in scope and number. We are evaluating education of the mother, and type of school in broad terms without considering what aspects of these two factors could be exerting effect. In addition, other variables of interest that could improve the social real we are studying are not accounted for such as socioeconomic class, education of the father, work status of the mother, etc.

Fourth, we only considered three levels of Education of Mother (Up to High School, College Education and Post-graduate studies) regardless of the years of Education to make it easier for students to answer this question. However, some important pieces of information might be lost by merging Elementary and Secondary education completed by mothers.

## Review of Literature

This chapter offers an overview of self-efficacy as conceptualized by Bandura (1977) first by emphasizing the major sources of self-efficacy beliefs, then by describing ways through which these beliefs may influence and even change a person's life. Many researches are also presented that have studied the effect of self-efficacy in different areas of life and its relationships with different variables as presented in the following chapter.

### *Theoretical Framework of Self-efficacy*

In the foundation of social cognitive theory, as opposed to its predecessors -the social learning theories- self-beliefs play a major role in shaping and determining human behavior. Bandura (1986) came to realize that individuals are not passively reacting to the events in their lives; rather, they construct their realities and are actively involved in forming their responses and determining subsequent behaviors. "Reciprocal determinism" is the term used by Bandura to describe the dynamic interaction in a person's life among environmental influences, behavior, and personal factors whether affective, cognitive or biological.

Accordingly, the complexity of a human response to an environmental stimulus can only be understood through examination of the thought processes, affective states that the person undergoes in facing his circumstances and the psychological meanings he confers to them. As an active agent in determining his behavior, man uses many personal factors among which self-beliefs play a prominent role in the control he exercises over his actions, feelings and motives. Among those, self-efficacy beliefs stand as a core concept in Bandura's social cognitive theory. They are defined as "people's judgments of their capabilities to organize and execute courses of actions required to attain designated types of performances"(Bandura, 1977).

Self-efficacy beliefs play a major role in determining behavior because people lose the motivation to engage in action if they think that it doesn't lead to desired outcome (Pajares, 2002). In fact, self-efficacy beliefs exercise their influence in a person's life in numerous ways. First, they affect choice making through driving people to select those tasks that lead to desired outcome and avoid domains where they judge themselves inefficacious. Second, they affect the amount of effort and persistence people would invest in a given task depending on how efficacious they feel about it. Third, thinking structure and emotionality are also affected with low self-efficacy people creating stress around them as they envision that situations are beyond their control; in contrast, high efficacious people view adversity as an opportunity to create a greater challenge and trigger for action. Fourth, strong self-efficacy beliefs turn people into active doers and forgers of their future rather than by-watchers and passive recipients of their fate (Bandura, 1986).

How do Self-efficacy beliefs arise? Bandura (1986) talks about four different sources of self-efficacy beliefs. Success in action, which Bandura calls *Mastery Experience*, is the first and foremost determinant of self-efficacy beliefs; one accomplishment leads to another through impregnating stronger beliefs into one's skills. Victory breeds victory even in the face of failure; when self-efficacy beliefs have taken strong roots, failing experiences are examined objectively as-per-situation by admitting weak strategies and insufficient efforts rather than doubting one's ability. *Vicarious Learning* is a second important source of self-efficacy though weaker in effect than mastery experiences. We learn from the results of others when their efforts generate desired results; their success strengthens our self-efficacy beliefs and encourages us to take action. *Verbal Persuasion* is a third source for creating self-efficacy beliefs given that evaluation is within realistic boundaries. While impetuosity in giving compliments does not fool one into forming his self-beliefs, negative criticism -even unfounded- can very easily discredit our belief system and even destroy it. The last source of

self-efficacy belief is Physiological Feedback; people use the physical feelings that arise in certain situations such as nausea, stomachache or any stressful reaction to assess their vulnerability to certain situations and consequently avoid action taking through forming low self-efficacy beliefs (Bandura, 1986)

Various fields have benefited from the introduction of the self-efficacy construct. Several relationships have been established with different clinical problems such as phobias (Bandura, 1983, as cited in Pajares), depression (Davis & Yates, 1982, as cited in Pajares), and stress (Jerusalem & Mittag, 1995). This concept has been generally employed in studies conducted in schools, hospitals and clinics, various social domains and in business and organizational settings. For further clarification, several of the studies relating to self-efficacy correlates will be explored.

### ***Research in Business-Related Fields***

In professional and business settings, performance is measured against results and achievement of preset goals. Most entrepreneurs work under time and budget constraints in a challenging and competitive environment. A study by Koen, Markman, Baron, Reilly (2001) examined factors of successful entrepreneurial endeavor. Thirty-seven teams from different companies were introduced in a project study for obtaining business funding over a twelve-week period. The study sought to understand the relationship between self-efficacy, persuasion, social perception and emotional intelligence on one hand and the ability to grant funds among successful teams on the other hand. In particular, the interest was to determine the role that self-efficacy would play in the ability of business teams to furnish their ideas with start-up funds. Since one's belief in his capacity to complete a task impacts his motivation to engage and persevere in it, the researchers hypothesized that team members with higher self-efficacy would be more successful at obtaining the required funds than those

with lower self-efficacy. The results were confirmatory and correlations were high between self-efficacy and persuasion on one hand and fund provision on the other ( $r=0.33$  and  $0.36$  respectively;  $p=0.05$ ). These findings stand in line with the advocacy made by Bandura that individuals equipped with the same level of skills and operating within equivalent conditions yield different results according to their level of self-efficacy (Bandura, 1997).

### ***Relationship with Depression***

Another set of interrelationships was examined among stressful life events, depression and global self-efficacy beliefs. A two-stage longitudinal study examined relationship between depression and self-efficacy beliefs. Three thousand six hundred and seventeen interviewees were assessed along their level of self-efficacy, identified and categorized according to whether they had experienced some form of mild to moderate but not necessary major depression. Three years later, 83% of the respondents were re-interviewed for recurrence of symptoms of depression, assessment of self-efficacy beliefs and incidence of stressful life events during the twelve months that preceded the follow-up stage. The results found a significant relationship between self-efficacy and depression for both groups with and without prior depression where people with higher self-efficacy depicted less severe symptoms of depression. In addition, more serious problems with depression at startup predicted decreased self-efficacy at follow-up, which suggests that serious bouts of depression threaten our stamina to gain a sense of control over our life. Finally, for people with prior depression, stressful life events had influence over the recurrence of the symptoms. However, 40% of this relationship was indirect since it was mediated through the effect of those events on levels of self-efficacy (Maciejewski, Prigerson, Mazure, 2000).

### ***Research in Academic-Related Fields***

In academic settings, the importance of self-efficacy is very pronounced; strong positive correlations have been established between self-beliefs and achievement both directly, and indirectly through their mediational role between impact of abilities, past achievements and mental skills on successive achievements (Pajares & Schunk, 2001). Relationship was found between self-regulation and motivation in academic settings and Self-efficacy beliefs (Pajares, 1996).

In one study where 205 students enrolled in their first-year post-graduate management program participated, a significant relationship was found between self-efficacy and self-esteem. However, this positive correlation is only witnessed in situations where success and/or failure are linked to sense of worthiness. In addition, previous achievements influence subsequent ones through their effect on self-efficacy (Lane, 2004).

The positive correlation between self-efficacy and self-esteem is also evident among students with disabilities. Blake and Rust (2002) conducted a research with forty-eight students with learning and physical disabilities. Results indicated a significant positive correlation between self-esteem and general self-efficacy regardless of the status of disability. In particular, the study found that General and Social Self-efficacy were associated with higher levels of public, private, membership and collective self-esteem.

In another research that also involved college students from China, the interest was to determine the effect of general self-efficacy on subjective well-being in low socioeconomic milieus. The sample consisted of two-hundred and sixty-six college students, of which one hundred and two came from low SES environments and the rest were regular college students. The subjects were assessed using the Generalized Self-Efficacy Scale and the Index of Wellbeing. Higher general self-efficacy was associated with higher subjective well being and, in general, the results for low SES students were significantly lower than other students'

on measures of general self-efficacy and subjective wellbeing. The results also discussed that lower scores for low SES students might be attributed to a general lack of social care and a perception of weak social support (Yueha, 2004).

Career decision-making and choice of major is yet another area where self-efficacy beliefs exert noticeable influence. Scott (2005) has looked into the overriding lack of women representation in the scientific fields through examining the roles of self-efficacy and attachment in choice of college major among a group of women who had expressed during high school an interest to pursue studies in science majors. Her findings report a higher incidence of choice of science major among the women who nurtured high science self-efficacy during their last school years and a negative correlation between science self-efficacy and the parenting style of controlling and love-withdrawing fathers.

The dominance of males as compared to females in science and engineering careers was also addressed in a longitudinal study that started at base-year with a nationally representative sample of 24,599 eight-graders. Those starting subjects expressed an early interest in pursuing a science or engineering career. Three follow-ups ensued over a six-year period where the remaining subjects were those who persevered in their SE career aspirations. Self-concept, parental involvement, socioeconomic class and academic achievement were all considered as possible factors of influence. Results indicated that the most powerful predictors of SE career aspirations were academic achievement and math self-efficacy. Parental involvement exerted influence only through its effect on self-efficacy. Women were found less likely than men to pursue their career interest because of the social obstacles and discouragement they encounter along their way, which weakens the predictability of math self-efficacy and academic achievement (Mau, 2003).

Hunter (1994) identified women's job orientation as careerist or adaptive/home-centered and found in her paper that careerist women had higher general self-efficacy.

In the career choice making domain, a sample of 627 undergraduate students registered in introductory psychology courses were assessed along six confidence variables that form the basic confidence scale. These variables- Writing, Using technology, Mathematics, Science, Leadership and Cultural Sensitivity- were studied in relation to Career decision-making self-efficacy. Regression analysis pointed to the predictive ability of the six variables accounting for 49% of the variance of self-efficacy in career decision-making with Leadership being the strongest predictor.

### ***Research Related to Adolescent Problem Behavior***

Apart from academic and career areas, the study of self-efficacy has been also effective in understanding and dealing with adolescent problematic behaviors. Speight(2004) investigated the relationship among self-control, self-efficacy (namely social self-efficacy) and conflict resolution style among urban adolescents with low socioeconomic status coming from a public school in a large Midwestern city. 178 participants of multiple ethnicities with an average age of 13.14 years undertook the survey that sought to answer two questions: whether social efficacy, self-control and future orientation could predict conflict resolution styles and whether gender and ethnicity had a differential effect on those variables. Results revealed the discriminatory effects of self-efficacy and self-control on conflict resolution approach (Wilks (lambda) = .92,  $p < .05$  and Wilks (lambda) = .84,  $p < .05$  respectively);. Results also confirmed a gender effect on conflict resolution style and on self-efficacy with girls being more verbally assertive than boys and having higher social self-efficacy.

### ***The Generalization of Self-efficacy Beliefs***

Self-efficacy beliefs were usually considered vis-à-vis specific tasks and differed with different situations. Although Bandura treated self-efficacy mostly as domain-specific, he

looked at different situations where generalization can be made. For tasks that require similar subskills or common knowledge and for tasks that require a common ground of know-how and awareness, efficacy self-beliefs can be generalized. Sometimes powerful performances serve to instill strong self-beliefs across different situations such as in the case where graduate students declare that their success in achieving a thesis moves them in the direction of more confident accomplishments in non-academic projects (Pajares, 1997).

Many researchers have proclaimed a generalized sense of self-efficacy, which refers to a global confidence in one's ability to manage new or unfamiliar situations. In predicting specific behaviors, domain-specific efficacy beliefs should be examined. However, in investigative research conducted on a large scale with an extensive set of variables, general constructs are more reliable in predicting general performance (Schwarzer, Babler, Kwiatek, Schroder, 1996).

### ***Education of Mother***

Marking a child's life with healthy psychological growth, motherhood remains a key factor. The developing child derives his self-respect, sense of worth and self-image from this early caregiver as well as the basic physiological elements needed for survival. Social workers and psychologists continue to invest serious effort in enhancing the "motherhood" state as a shield to a child's upbringing against the threats of the environment. Particularly, education of mothers seems to exert a powerful influence in generating healthy offspring. Yuyu and Hongbin (2006) conducted a study in China to determine the effect of mother's education on a child's early physical health by separating the effect of nature from that of nurture. Examining the health of 2140 Chinese adoptees, between 0 and 4 years of age, and after controlling for income, number of siblings, and multiple socioeconomic variables, the

researchers found a significant effect of the adoptive mother's education on the health of the child.

Another potential influence of educated mothers is on the quality and level of education they provide to their offspring. A case study for fostering self-efficacy and career decision-making through the intervention of school and vocational counselors has described the status of first-generation students- i.e. students whose parents did not attend college; enlisted are five particular needs. First, these students lack the support of their parents and their experience while opting for a college degree. Second, they are more likely than other students to drop out of college in early years without evidence for academic failure. Third, first-generation students have deficient academic preparation for college access such as taking advanced courses in math. Fourth, they differ in their perception of the aim for college education as the sole preliminary for obtaining a good job; this often leads them to wrong choices of major. Fifth, first-generation students score lower than other students on measures of self-esteem, social acceptance and humor (Shoffner, 2004).

### ***Private vs. Public School***

Back in the 80's, Lebanon had along with Palestine the highest literacy rate in the Arab region. Unfortunately, the educational system had a lot to suffer during the Lebanese war that lasted between the early 70's and early 90's. Many of the public and private schools turned into refuge camps for displaced families. The official exams were postponed or cancelled over several years and many foreign teachers left the country for safety reasons (Ghazi, 1997). While the private sector takes up around 55% of students, the current situation warns against the loss of pupils for lack of financial funds. However, the shift toward a public school isn't always welcomed by students with optimism as expressed in the following article excerpt:

*When Abu Ali told his five children he was forced to switch them from private to public schooling due to Lebanon's dire economic situation, they boycotted him for the whole summer.*

*"They boycotted me. They would not go to our village with me, they would not go on family visits, they would hardly even talk to me," said the bespectacled man who was laid off at the start of the summer.*

Transition to a public school is no chastisement; however, short of funds, the general economic standard needs serious improvement (Razzouk, 2003). It is important to have an objective look at the situation of public schools without too much generalization. In fact, several public schools have generated excellent results, and many teachers are commonly enrolled in public and private institutions; however, since private sectors offer preferential salaries, teachers opt for the most rewarding situation leaving public schools and joining their private counterparts (UN, 2001). Students tend to suffer from the stigma that often accompanies their joining a Public School since this exposes their socioeconomic status to others.

### **Social Support**

Loneliness is oftentimes coupled with despair, anxiety and a feeling of inferiority. Individuals are continuously seeking company and social integration, something that gives meaning and value to their life. In a medical setting, the role of social support was evaluated with respect to anxiety and depression. Thirty-two mothers at the Mount Sinai Hospital in Toronto were selected for participation in a parental "buddy" program and 28 mothers at Sunnybrook and Women's College Health Sciences Centre were selected for the control group – both participating groups of females had delivered pre-term babies in intensive care. In the intervention group, women were coupled with a "buddy" parent who provided them

with continuous social support in the form of telephone close follow-up. Results indicated that mothers in the intervention program benefited greatly from social support as measured by the Multidimensional Scale of Perceived Social Support and reported less state anxiety, depression and stress than mothers in the control group (Preyde and Ardal, 2003).

Another study involving 1356 adults was conducted in Archanes, Greece to evaluate the role of socio-demographic factors and social support on the physical health and functioning of inhabitants. Among the results drawn, the social support size variables (marital status, residential accommodations and household size) were associated with healthy functioning. In other terms, the widowed and divorcee were the most to display traits of physical maladjustment (Koukouli, Vlachonikolis, Philalithis, 2002).

Among 149 undergraduate college students, a study revealed that high levels of perceived social support exert a powerful influence on reducing stress and emotional burnout. The study also found that support by friends provided them with a feeling of emotional well-being. (Jacobs, 2003).

While achievement brings on an inner satisfaction and boosts our self-worth, oftentimes, especially during period of adolescence, we look for social acceptance, a firm standing in our immediate environment that gives us momentum and triggers us into action. Success that remains unappreciated brings down personal initiative to persevere and reproduce further action.

One research examined the effects of improving general self-efficacy beliefs and social support on the mental health of 65 participants in a mutual-aid organization. Results found general self-efficacy beliefs to be strong predictors of mental health; social support had also a positive effect, however mostly mediated by self-efficacy (Siu-Kau & Stephen, 2000).

### *A Cross-Cultural Approach to General Self-Efficacy*

Bandura regarded self-efficacy as being specific to situations, which means that self-beliefs are considered with respect to particular domains and tasks. Several researchers, however, have looked at self-efficacy as a general construct referring to a general confidence in one's abilities across new and unexpected situations. In addition, a line of research has worked at establishing a cross-cultural examination of the concept of general self-efficacy by attempting to validate the General Self-efficacy scale originally put together by Sherer and colleagues (1982). Jerusalem and Schwarzer developed the German version in 1981 as a 20-item scale, and later reduced it to a 10-item scale. This scale was adapted and translated to 26 languages. In one large study, its psychometric properties were tested on a sample of 17,553 persons from 22 countries. Results revealed that the construct is a universal one, which makes the use and application of the test commendable in different cultures (Schwarzer & Scholz, 2000).

A similar study by Scholz, Dona, Sud and Schwarzer (2002) established the universality and unidimensionality of the construct across countries by running similar testing of the GSE scale in 25 countries. Another confirmatory analysis was conducted comparing the German, Spanish and Chinese versions of GSE scales establishing likewise the psychometric properties of the scale across the three different cultures. Results also established construct validity in the three countries with depression, anxiety and optimism (Schwarzer, Babler, Kwiatek & Schroder, 1996).

In Germany, mainly an individualistic country, a study - as part of a larger cross-cultural study by Kim & Park (1999) - was conducted to understand the influence of the social environment on the development of eight specific self-efficacy beliefs among adolescents, which are academic achievement, self-regulated learning, extra-curricular activities, Meeting others' expectations, self-assertiveness, Motivation self-regulation, Social

harmony and relational self-efficacy. The role of social factors, derived from parents, peers, teachers, school environment and societal influence, were examined in relation to beliefs formation, psychological health and academic achievement. One Hundred and Seventy adolescents participated to the research with mean age 15.09. Results revealed that socioeconomic status correlated highly with six self-efficacy subscales, mother's education with seven subscales, and social support from parents correlated with all measures of self-efficacy except self-assertiveness. Teachers' support correlated positively with meeting others' expectations and maintaining social relations while friends' support correlated with meeting others' expectations, extracurricular activities and relational efficacy. On the other hand, rule-oriented school environments have a less positive effect on mental health and achievement than relationship-oriented schools. Finally, the perception of German society as being fair makes adolescents less than stressful than those who perceive it as unjust. A point was made in this research that German adolescents are relationship guided despite the fact that Germany is viewed as an individualistic country (Mayer & Kim, 2000).

In fact, adolescence is qualified by a period of turmoil and turbulence where relationships occupy a prominent role as evidenced in the German study. Bringing these research questions to Lebanon, we are interested in understanding the formation of general self-efficacy beliefs of young Lebanese with respect to their immediate environment. In particular, we would like to investigate the link between perceived social support as provided by family, friends and significant others, the role of mother education and type of school attended on the creation of self-efficacy beliefs.

### ***Summary***

Established as a universal construct, general self-efficacy exerts a pervasive influence on several aspects of life. Particularly, during adolescence strong self-efficacy beliefs are

related to academic achievement, perseverance in scientific career choice-making among females, self-esteem, self-regulatory skills and goal-settings. Furthermore, parental contribution, school environment and other social factors play a role in fostering the development of specific efficacy beliefs. In search for similar relationships within a Lebanese context, the present study looks at social support as perceived by adolescents, mother's education, and type of school attended with respect to the development of general self-efficacy beliefs. In particular, the research will investigate the following hypotheses:

Hyp1: Adolescents who perceive a high level of social support in their immediate environment will show higher general self-efficacy than adolescents whose social support is low.

Hyp2: There will be a positive correlation between Mother's level education and their children's level of general self-efficacy.

Hyp3: Private school students will score higher than public school students on the General Self-efficacy scale.

#### *The Multidimensional Scale of Perceived Social Support*

The scale was developed by Zimet, Dahlem, Zimet, & Farley (1986) to assess reported levels of social support from three main sources: Family, Friends, and Significant others. The questionnaire contains twelve items scored on a 7-point Likert-type scale ranging from 1 (very strongly disagree) to 7 (very strongly agree). High scores reflect higher levels of Perceived Social Support. In a study of college students, Dahlem, Zimet, and Walker (1991) showed MSPSS to have very good reliability with alpha coefficients of 0.9, 0.94, and 0.93 for the three subscales of Friends, Family and Significant Other (as reported in Jacobs, 2003).

## Method

### *Participants*

Two public and two private schools were selected in Beirut area for proximity and convenience. Our sample consisted of 180 participants, 91 attendants of public schools and 89 attendants of private schools in first and second secondary classes. Among the chosen sample, 73 were males and the rest were females, with an average age of 16.5. One of the schools taught French as a second language while the rest taught English.

### *Materials*

Every student filled out a three-page questionnaire comprised of a demographics sheet asking for age, gender, level of education of mother (Up to high school, graduate college, post-graduate studies), and mother work status. In addition, two questionnaires were attached one for measuring Perceived social support and one for measuring General Self-Efficacy.

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### *The General Self-efficacy Scale*

The scale is designed for the general adult population, including adolescents. Translated to 27 languages, the German version was developed by Matthias Jerusalem and Ralph Schwarzer in 1979 and the English version in 1993. The questionnaire contains 10 items, scores ranging between 0 and 40 along a 4-point scale. Cronbach's alphas ranged from 0.76 to 0.90 in samples from 23 nations. Positive coefficients were found in correlation studies with favorable emotions, dispositional optimism, and work satisfaction thus establishing criterion-related validity (Schwarzer & Jerusalem, 1993)

### *Design and Procedure*

Access to private schools did not require any formal procedure except for the contact with the school director. Upon explaining the general purpose of the study, we were introduced by the principal to the secondary supervisor who facilitated our access to classes. At initial contact with public schools, we were informed that some kind of official consent was to be granted by the Ministry of Education prior to any intervention. Upon this, we secured a letter from the administration in Haigazian University and we presented it to the Ministry who granted us approval within a couple of days to conduct our educational research specifying two schools in the district of Beirut. Contact with the students in all schools ran very smoothly. We administered the questionnaires in the students' respective classes. We explained that the study was conducted for educational purposes and that serious participation was highly appreciated. We also emphasized to them the importance of anonymity to encourage honesty in responding to the questionnaires. Almost fifteen minutes were needed for completion of the task. One of the students in one Private School asked whether results could be displayed to them. So I replied that with the school's permission, there would be no

problem. Students especially in Public Schools asked numerous times for the translation of English terms in the scales.

To test the hypothesis that adolescents who perceive social support to be strong will show higher General Self-efficacy, we run a correlation analysis (see table 1).

Table 1

Correlation Between General Self-Efficacy and Perceived Social Support

		MSPSS	GSE
MSPSS	Pearson Correlation	1	.323**
	Sig. (2-tailed)		.000
	N	180	180
GSE	Pearson Correlation	.323**	1
	Sig. (2-tailed)	.000	
	N	180	180

\*\*Correlation is significant at the 0.01 level.

The results in table 1 confirm hypothesis one and are in line with previous findings as in Sin-Kau & Stephen (2008) that General Self-Efficacy and perceived social support are positively correlated.

Hypothesis 2 predicted that there will be a positive correlation between Mother's level education and their children's level of general self-efficacy. So we conducted a one-way analysis of variance as shown in table 2.

Results

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Hypothesis 2 predicted that there will be a positive correlation between Mother's level education and their children's level of general self-efficacy. So we conducted a one-way analysis of variance as shown in table 2.

Table 2

Analysis of Variance for General Self-Efficacy of Students Whose Mothers Completed Different Levels of Education

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	18.840	2	9.420	.464	.629
Within Groups	3589.710	177	20.281		
Total	3608.550	179			

Contrary to our expectation, there was no significant difference in average GSE scores for students whose mothers completed different levels of education.

To test hypothesis 3 that Private school students will score higher than public school students on the General Self-Efficacy scale, we conducted an independent t-test.

Table 3

Comparison of Means of General Self-Efficacy Scores Between Students from Public and Students from Private Schools

T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
.529	178	.598	.35449	.67071

Results found no significant difference in average GSE scores between students from public schools and from private schools as shown in table 3.

Correlation analysis established that GSE and MSPSS are positively correlated, but it's worth noting that the MSPSS measured Social Support from three different sources: Significant Others, Family Friends. Since we obtained three different subscores, we then looked at the contribution of each subscale to the overall variance in GSE scores as shown in table 4.

Table 4

Summary of Regression for Variables Predicting GSE Score

	B	Std Error	Beta	T	Sig.
Constant	25.651	1.462		17.540	.000
Var1*	.0263	.064	.296	4.134	
Constant	24.126	1.633		14.774	.000
Var1	.237	.064	.267	3.679	.000
Var2**	.103	.051	.147	2.029	.044
Constant	23.514	1.775		13.246	.000
Var1	.208	.072	.0234	2.868	.005
Var2	.097	.051	.138	1.883	.061
Var3***	.067	.076	.072	.882	.379

\*Var1: Perceived Social Support of Significant Other

\*\*Var2: Perceived Social Support of Family

\*\*\*Var3: Perceived Social Support of Friends

The results in table 4 show that the t-ratio for Perceived Social Support of Significant other is higher than the other t-ratios of variables 2 and 3 (Perceived Social Support of Family and Perceived Social Support of Friends). Therefore, the Perceived Social Support of Significant other explains the variance in GSE more than the other two variables do. In addition, the t-ratios of Perceived Social Support of Family and Perceived Social Support of

Friends are relatively low. The low t-ratios may be low due to a multicollinearity problem. So we ran Pearson Correlation and found evidence for high collinearity among the three subscores of the MSPP (See table 5)

Table 5  
Correlations Among Subscores (Var1<sup>a</sup>, Var2<sup>b</sup>, Var3<sup>c</sup>) of MSPSS

N= 180	GSE	Var1	Var2	Var3
Pearson Correlation	1	.296**	.200**	.214**
Sig. (2 tailed)		.000	..007	.004
GSE				
Pearson Correlation	.296**	1	.200**	.480**
Sig. (2-tailed)	.000	.	.007	.000
Var1				
Pearson Correlation	.200**	.200**	1	.218**
Sig. (2-tailed)	.007	.007		.003
Var2				
Pearson Correlation	.214**	.480**	.218**	1
Sig. (2-tailed)	.004	.000	.003	
Var3				

a:Var1 Perceived Social Support of Significant Other

b:Var2 Perceived Social Support of Family

c:Var3: Perceived Social Support of Friends

\*\*Correlation is significant at the 0.01 level (2-tailed)

## Discussion

General Self-Efficacy translates into the capacity of the human being to embrace the circumstances of his life with resilience, undertaking the remedial courses of action and implementing them to actualize his goals and acquire desired levels of performance. The implications of this potential are pervasive to almost every area of our life, hence, the essence of this study in showing the relationship of this construct to certain factors in our life.

Mainly, our interest boiled down to examining the development of General Self-Efficacy beliefs during adolescence in light of the level of social support perceived in life. Two main sources of social information - level of education of mother and type of school attended- were studied. The former was selected based on previous research while the latter was based on our conviction that a school environment can be a rich source of social provision. We also included, using MSPSS, the adolescent personal assessment of the level of perceived social support regardless of the belonging to a particular school and the mother attained educational standard.

Three hypotheses were tested; each predicted that there would be a positive correlation between General Self-Efficacy on one hand, and Perceived Social Support, Level of education of mother and type of school attended on the other hand. The prediction was such that GSE would be higher the higher the level of Perceived Social Support, the higher the level of Education of the Mother and with the belonging to a Private School.

### ***General Self-Efficacy vs. Level of Education of the Mother and type of School Attended***

In the German study conducted by Kim & Mayer (2000), the education level attained by the mother was found to be positively correlated with seven out of the eight subscales of

Self-Efficacy tested (Academic Achievement, Self-Regulated Learning, Meet Others' expectations, Self-Assertiveness, Motivation Self-Regulation, Social Harmony, Relational Self-Efficacy). In addition, academic grades were positively correlated with five Self-Efficacy subscales, notably Academic Achievement, Self-Regulated Learning, Meet Others' expectations, Motivation Self-Regulation, and Relational Efficacy. School atmosphere perceived as Rule-Oriented showed negative correlation with academic grades, while school's environment perceived as Relationship-Oriented correlated positively with grades.

In contrast, in the current study, General Self-efficacy was not found to be related to the educational attainment of the mother among adolescents. Similarly, type of school attended whether public or private did not show any significant relationship with General Self-Efficacy.

Examining the German results, we suggest that the role played by the education of mothers is more prominent in determining the development of specific self-efficacy beliefs among her offspring such as self-regulated learning, Academic Achievement and Motivation Self-Regulation- traits, which she may herself have acquired and integrated along her years of education. If academic attainment is responsible of developing specific Self-efficacy beliefs of the mother herself, then her level of education could perhaps have a more clear-cut influence on developing those same beliefs among her offspring as evidenced in Kim & Mayer (2000). Future studies could reveal the relationship between specific self-efficacy beliefs related to school achievement and the academic stages obtained by the mothers.

In explaining the impact of social environment on Self-efficacy beliefs, Bouffard-Bouchard, Parent, and Larivée (1991) examined the relationship between high Self-efficacy beliefs and self-regulatory practices particularly in academic settings. Notably in their study was revealed the role of social influence, particularly parental influence, on the development of self-efficacy. Parents also influence their children through the different stereotypical

assumptions they hold about boys and girls. One study examined gender differences in self-efficacy for self-regulated learning (Wigfield, Eccles, & Pintrich, 1996). It found that the confidence rating of boys and girls in their mathematical ability is similar during elementary classes but is higher for boys than girls during middle school (as cited in Pajares, 2002). Pajares (2002) explains that these differences are not simply due to gender but also to the beliefs, males and females carry about their gender. Those beliefs are nurtured by parents, who often underrate their daughters' academic potential and who consider mathematics and science as masculine fields of interest (Meece & Courtney, as cited in Pajares, 2002). In studying women who have embraced careers in mathematics, technology, and science, results point to their family and school history influence. They had been encouraged to embody the value of academic achievement and encouraged to risk and advance in male domains against all stereotypical clichés through believing in their own potential (Zeldin & Pajares, 2000, as cited in Pajares, 2002).

In this study, we hypothesized that school type would be related to General Self-efficacy of students. Oftentimes, students do not attend public schools in Lebanon by free choice. Entry is somehow "forced" unto them because of deficient family finances and unfortunately sometimes because of their deficient grades. Our third hypothesis was based on this observed phenomenon, but results came contrary to our expectations. By looking at hypothesis 1, we obtained a global picture that provides a possible explanation for the interplay of factors and could open new horizons for future research.

### ***Perceived Social Support and Relationship with General Self-Efficacy***

Level of perceived social support among adolescents was measured using MSPSS, which assesses social provision by three sources: Family, Friends and Significant Others. Regression analysis showed that Social Support of Significant Others as perceived by

adolescents contributes more than Perceived Support of Family and Friends to the variance in the General Self-efficacy beliefs of adolescents. This could be explained in two ways. First, part of the category of "Significant Other" could include family and friends, which also explains the high correlations in table 5. Second, Significant others' category could include intimate partners, teachers, or any other source of valuable support of which contribution to the strength of relationship with GSE is higher than the other sources of support, namely friends and family.

Hypothesis 1 stated that General Self-efficacy and Perceived Social Support would be positively correlated, and results were confirmatory. We note also that Kim & Mayer (2000) found support from teachers, parents, and friends to be positively correlated with specific self-efficacy beliefs among adolescents. Furthermore, no relationship was found in this study between Education Level of Mothers and General Self-efficacy of adolescents on one hand, and between Type of School Attended and General Self-efficacy of adolescents on the other hand. All these findings lead us to accentuate the role of Social Support as a direct agent working at fostering General Self-efficacy beliefs of teenagers in disregard of how educationally skilled mothers are and how favorable school systems prove to be. One question remains: since social support was found in this study to have influence on formation of Self-efficacy beliefs of adolescents, are there any particular differences in this influence across cultures?

Cross-cultural studies, as evidenced in (Scholz, Dona, Sud & Schwarzer, 2002) and (Schwarzer, Babler, Kwiatak & Schroder, 1996) have established GSE as a universal and homogeneous construct. What differs, however, across cultures, is the way these beliefs are formed. Similar research is still in its early phases, and there is ample ground for examining the mechanisms of formation of beliefs in various countries. One important aspect of culture that can influence the mechanism of forming efficacy beliefs is its classification as

individualist or collectivist. Wikipedia Encyclopedia explains that individualist cultures prioritize personal goals at the expense of collective goals; freedom of choice and expressiveness are the norm and achievement is highly encouraged. On the other hand, collectivist cultures promote a "we" identity favoring the welfare of the community or the family at the expense of personal initiative and tendencies; fitting-in is the norm and strong family ties are predominant. Klassen (2002) reported a study by Schwarzer, Bassler, Kwiatek, Schroder, and Zhang (1997) who compared General Self-efficacy among big samples of students from Germany, Hong Kong, and Costa Rica; results pointed to Asians having the lowest scores.

Research by Feasel (1999) found difference in the roles of collectivism and individualism in determining self-efficacy beliefs. For individualists, Specific Efficacy beliefs were strongly predicted by General Self-efficacy, while for collectivists, they were better predicted by Social Sources. By comparing Asian undergraduates to the other groups of Blacks, Latinos, and Whites, she found Asians to have higher collectivism and lower General Self-efficacy (as cited in Klassen, 2002).

In order to examine the case for Lebanon, we looked first at Hofstede's cultural dimensions. Along the index of individualism, the Lebanese score pointed to 38 compared to a world average of 64, ranking Lebanon as a collectivist country (Hofstede, 1973). Despite the collectivism of Lebanon, two studies reveal that several Lebanese sub-groups are individualist. Ayyash-Abdo (2002) studied the effect of the language factor and found that students coming from universities where Arabic is the main teaching language displayed more collectivist and less individualist tendencies than students in universities where the main teaching language is French or English. Another Study compared the mechanisms of Self-handicapping in studying between Lebanese and British undergraduates in link with individualism and collectivism. The effect of Self-esteem, Perfectionism and Self-efficacy

were examined. First, the researchers found, in accordance with Ayyash-Abdo(2001), that the Lebanese sample – 64 students from the American University of Beirut- displayed individualist tendencies as well as their British counterparts. However, this research also coined collectivist tendencies in the Lebanese sample with respect to Family Integrity and Distance from In-groups, not found among the British Sample. This indicates that, despite the surge of individualist orientations, and given the advance of technology and adoption of languages inside the Lebanese community, pledging loyalty to family ties remains prominent and confers to the Lebanese culture its collectivist face. Results of the research indicated that for both samples higher Self-esteem was associated with lower Self-handicapping. In addition, British and Lebanese students showed similar levels of Generalized Self-efficacy. However, GSE and self-handicapping were only related in the case of the British with lower self-efficacy associated with higher levels of self-handicapping. The Lebanese sample didn't show any association between General Self-Efficacy and Self-handicapping (Pulford, Johnson, Awaida, 2005).

### ***An Opening for Future Studies***

Reconsidering Feasel study (1999) results found that in individualist countries, General Self-efficacy was a strong predictor of specific self-efficacy beliefs while for collectivist countries social sources of information predicted self-efficacy related to specific domains (as reported in Klassen,2002). As indicated before, Lebanon is predominantly collectivist with many subgroups depicting individualist tendencies. In our research, General Self-efficacy was positively related to Perceived Social Support with higher GSE associated with higher levels of Perceived Social Support. In addition, the study conducted in Germany found education of mothers to be correlated with specific efficacy beliefs of adolescents.

Future studies may well build on these findings to gain a clearer picture of the interplay of factors in light of the coexistence of collectivist and individualist traits within the Lebanese culture. The main areas of investigation could be summarized into:

- Examining different subgroups with individualist and collectivist orientations with an eye to the findings in Feasel (1999). The interest would be to determine the real player in fostering specific efficacy beliefs in every subgroup: would GSE be the prominent predictor in individualistically oriented subgroups and would Social sources take that overriding role in collectivist subgroups?
- Examining within each subgroup whether education of mother and type of school attended influence formation of efficacy beliefs in specific domains

### ***Conclusion and Implications for interventions with adolescents***

Antoine de Saint Exupery, in his most famous novel "The Little Prince" writes, "One can only see through his heart, the essential is invisible to the eye". Bountiful imagination is a childlike quality. Where adults merely see a pile of wood and peddles, children see a tree-house.

Counselors, teachers and parents would contribute direly to the young generation if they lend an ear to these youngsters' beliefs rather than keep a microscopic look at their skills and shortcomings. Without undue optimism, and without losing sight of global situations, we, as teachers, parents and schools could help adolescents gain in competence, motivation and skills once we start believing in them more than we believe in ourselves- our knowledge, expertise, our education and our system. Alfassi (2003) writes, "There is a need to acquaint schools with practical ways to foster and alter self-efficacy beliefs especially when they are inaccurate and debilitating to students." In her research, she found that an instructional

academic program, geared at fostering both academic competence and confidence yielded higher achievement, self-efficacy, and internal motivation among students at risk of dropout.

As educational consultants and workers look at cognitions as assets worthy of investment, social support at this level would gain in quality and value. In a "warm and encouraging" social environment, quality raising not void praising would be at the foundation of forming achievers.

Success remains a set of records every time we fail to recognize the "initial thought" that made it possible. As our interactions become even more impregnated with our social elements, we realize that we will never reach the peak of our achievement unless we reach the peak of our humanity.

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Thank you for your participation

Please answer the following questions by marking the response relevant to you

Gender

Male ☐

Female ☐

Age

14 -16 years old ☐

17 -19 years old ☐

Level of education attained for the mother

Up to High School ☐

College Graduate ☐

Post-graduate Studies (MA/MS – Ph. D.) ☐

Mother work situation

Working ☐

Not Working ☐

Thank you for your participation

Multidimensional Scale of Perceived Social Support (Zimet, Dahlem, Zimet & Farley, 1988)

Instructions: We are interested in how you feel about the following statements. Read each statement carefully. Indicate how you feel about each statement.

Circle the “1” if you **Very Strongly Disagree**  
Circle the “2” if you **Strongly Disagree**  
Circle the “3” if you **Mildly Disagree**  
Circle the “4” if you are **Neutral**  
Circle the “5” if you **Mildly Agree**  
Circle the “6” if you **Strongly Agree**  
Circle the “7” if you **Very Strongly Agree**

1.	There is a special person who is around when I am in need.	1	2	3	4	5	6	7	SO
2.	There is a special person with whom I can share my joys and sorrows.	1	2	3	4	5	6	7	SO
3.	My family really tries to help me.	1	2	3	4	5	6	7	Fam
4.	I get the emotional help and support I need from my family.	1	2	3	4	5	6	7	Fam
5.	I have a special person who is a real source of comfort to me.	1	2	3	4	5	6	7	SO
6.	My friends really try to help me.	1	2	3	4	5	6	7	Fri
7.	I can count on my friends when things go wrong.	1	2	3	4	5	6	7	Fri
8.	I can talk about my problems with my family.	1	2	3	4	5	6	7	Fam
9.	I have friends with whom I can share my joys and sorrows.	1	2	3	4	5	6	7	Fri
10.	There is a special person in my life who cares about my feelings.	1	2	3	4	5	6	7	SO
11.	My family is willing to help me make decisions.	1	2	3	4	5	6	7	Fam
12.	I can talk about my problems with my friends.	1	2	3	4	5	6	7	Fri

The items tended to divide into factor groups relating to the source of the social support, namely family (Fam), friends (Fri) or significant other (SO).

This scale was created to assess a general sense of perceived self-efficacy with the aim in mind to predict coping with daily hassles as well as adaptation after experiencing all kinds of stressful life events. For the following statements circle one answer that most applies to you following the response format described below

	English version by Ralf Schwarzer & Matthias Jerusalem, 1993	
1 2 3 4	1	I can always manage to solve difficult problems if I try hard enough.
1 2 3 4	2	If someone opposes me, I can find the means and ways to get what I want.
1 2 3 4	3	It is easy for me to stick to my aims and accomplish my goals.
1 2 3 4	4	I am confident that I could deal efficiently with unexpected events.
1 2 3 4	5	Thanks to my resourcefulness, I know how to handle unforeseen situations.
1 2 3 4	6	I can solve most problems if I invest the necessary effort.
1 2 3 4	7	I can remain calm when facing difficulties because I can rely on my coping abilities.
1 2 3 4	8	When I am confronted with a problem, I can usually find several solutions.
1 2 3 4	9	If I am in trouble, I can usually think of a solution.
1 2 3 4	10	I can usually handle whatever comes my way.
Response Format	1 = Not at all true 2 = Hardly true 3 = Moderately true 4 = Exactly true	