

Exploring the Relationship between Perceived Efficaciousness and Perceived Religious cum Social Support during Adolescence

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ABSTRACT

The study determined to investigate how is perceived religious cum social related to perceived efficaciousness during adolescence. The participants comprised 200 teenagers including 100 secondary school students and 100 higher secondary school students, aged 14 to 19. The analysis revealed that there was a significant positive relationship between perceived religious cum social support and perceived efficaciousness with respect to the initial stage of the adolescence; however, there was a gap between these variables at the end of the afore mentioned period. Taking this into consideration, the results of the study may have important implications for the school guidance and counseling programs as well as significant impact on the triadic relationship among teacher, student and parents.

Keywords: Perceived efficaciousness; perceived religious cum social support, adolescence

1. Introduction

According to Rousseau, (1973)¹, adolescence (the age between 14 and 20 years) is a significant stage with regards to human psychological development. Numerous changes and transformations take place at this stage which may include the attainment of autonomy and independence, the search for self-identity and the advancement of self-image, and the development of personality. That is why Manyathi-Jele, N. (2016)² and Negovan, (2013)³ suggests that teenagers must be trained, guide and counseled to be able to self-develop the competence and ability so as to tackle with the challenges and difficulties of this stage, set life goals and take practical actions in this regard. Islam puts great emphases on the importance of this stage of adolescence because all obligations of life fall on this stage and human is considered responsible for his/her actions (Yust, Johnson & Sasso, 2006)⁴. According to Bandura (1994)⁵, self-efficacy represents a person's belief in his

ability to accomplish a task at a target level. The influence of this belief is so strong that it impacts his thoughts and feelings, life events, and the way he behaves and motivates or being motivated. The idea behind conducting the current study is instigated by the related literature as affirmed by Kiajamāli, M., et al. (2017)⁶ and Schunk and Meece, (2005)⁷ that self-efficacy is developed and enhanced if it is associated with continuous social support; however, positive religious backing may also have a noteworthy impact in this regard.

It is an accepted fact that at the adolescence stage, some physical as well as physiological changes take place; hence, individuals need proper religious as well as social support to adopt to these changes properly and thus to fulfill religious and social demands in a better way (Eccles and Roeser, 2003)⁸. However, it should be remembered that perceived religious and social support is a different entity from received or offered support. The importance of this diversity may be felt more during adolescence where the teenagers may feel intense contradiction between what one receives or offered something and what one really thinks he/she receives or is being offered. In this regard according to Zimet, Dahlem, Zimet and Farley, (1988)⁹, the social support offered during adolescence is multidimensional in nature as it may be offered through different perspectives like family, friends, and significant others i.e. teachers and schoolmates etc. maybe these perspectives through which such a support is presented.

The central or main objective of the study is the exploration of the relationship between perceived religious cum social support and perceived efficaciousness during adolescence. In this regard based on this objective, the hypotheses are formulated;

1. The co-relation between perceived efficaciousness and the teenagers' perception of religious cum social support at the beginning of adolescence is more from family and less from significant others i.e. teachers and classmates.
2. The co-relation between perceived efficaciousness and the teenagers' perception of religious cum social support towards the end of adolescence is more from friends and significant others.
3. There is significant gap between teenagers' perception of self-efficacy and their perceptions of religious cum social support at the commencement and at the end of adolescence.

2. Methodology

2.1. Participants

200 teenage students were purposefully selected from 10 higher secondary school of District Mardan as participants in the study. They included 100 secondary school students (8 to 10 Grade School Students) and 100 higher secondary school students (11th and 12th Grade students) aged 14-19.

2.2. Instruments

Three self-evaluating scales were used to collect data for the study:

1. A Self-Composed scale for assessing religious support: It had 10 items based on 4 point-scoring-ratings i.e. 1- Never, 2- Sometimes, 3- Mostly, and 4- always.
2. Multidimensional Scale of Perceived Social Support (Dahlem et al., 1991)¹⁰. This scale had 12 items. It had 8 points scoring system. The indicators of social support have been identified as Family (FAM), Friends (FRI), and Significant Others (SO).
3. Generalized Self-Efficacy Scale (Schwarzer and Jerusalem, 1995)¹¹. This scale was structured of 10 items and there were 5 points for scoring these items.

2.3. Procedure

The aforementioned tools were administered to the secondary school students while they were in their classrooms. One of the researchers translated the scale in the native language to facilitate the students marking the exact item and assigning them the desired value. Likewise, the same instruments were filled up by higher secondary students outside their classes in the above-mentioned procedure.

2.4. Data Analysis Procedures

In order to analyze the collected data, both descriptive and inferential statistics were used. For this purpose, all the variables were taken into consideration and means and standard deviations were calculated accordingly. Similarly, as the sample size is large the z-test was the most appropriate statistics to test the research hypotheses (Creswell, 2000)¹², and thus applied accordingly.

3. Results

The means scores in table 1 shows that the perceived religious as well as social support from family side is higher as compared to the same support from friends. Likewise, the highest means value reveals that self-efficacy is perceived positively.

Table 1. Descriptive Statistical Analysis

Variables		Secondary School Students		Higher Secondary School Students	
		Mean	SD	Mean	SD
Perceived Self Efficacy		3.25	21.79	3.56	30.5
Perceived Religious Support		3.58	34.20	3.89	42.0
Perceived Social Support	<i>Significant Others</i>	2.90	10.60	5.37	12.70
	<i>Family Support</i>	6.30	25.61	4.40	5.37
	<i>Friends' Support</i>	2.05	9.40	4.50	6.26

Variances in teenagers’ perceptions of efficaciousness and religious cum social in the beginning and in the end of adolescence

Through descriptive statistical analysis mean scores were compared about the teenagers’ perceptions of self-efficacy as well as religious cum social support at the commencement of adolescence (Secondary School Level) and at the end of adolescence (Higher Secondary School Level). Thus, it was confirmed that there were significant variances with respect to perceived efficaciousness and perceived religious cum social support from family and friends. Thus, higher secondary school students (M=5.37) were confirmed to be more confident than secondary school students (M=2.99) as far as support from significant others was concerned. With regards to perceived religious cum social is concerned, there is no significant difference in the perception of higher secondary school students (M=3.89) and secondary school students (M = 3.58). However, higher secondary students did not reveal significant higher perceptions of support from family (M=4.4) as compared to secondary school students (M=6.3).

Table 2. Inferential Statistics for the Measured Variables

Variables	Secondary School Students		Higher Secondary School Students		Inferential statistics			
	Mean	SD	Mean	SD	z-test	Z _c	P-values	α
Perceived Self Efficacy	3.24	21.79	3.56	30.5	0.084	0.67	0.933028	0.5
Perceived Religious Support	3.58	34.20	3.89	42.0	0.052		0.958376	
Perceived Social Support	3.90	15.20	4.75	8.11	1.330		0.295913	

Based on the significance level, $\alpha=0.5$ and the critical value for the two tailed test, $Z_c=0.67$, the rejection of null hypotheses or acceptance of alternative hypotheses is based on that Z-test value $>0.67(Z_c)$. On the other hand, using the p value approach, $p \geq 0.5$ is the condition of acceptance of null hypothesis and rejection of alternative hypothesis.

So, in the light of above rules the difference in the mean of self-efficacy level as well as Perceived Religious Support at the beginning and at the end of adolescence is not significant.

4. Discussion and conclusions

The study determined to explore the relation of perceived religious as well as social

support with perceived self-efficacy during adolescence. The analysis of the data does not significantly determine the confirmation of the overall research hypotheses.

Hence, it may be affirmed that there is a positive association between efficaciousness and the perceived religious as well as social support during adolescence. In this regard, the hypothesis may be sustained that the co-relation between perceived efficaciousness and the teenagers' perception of religious cum social support at the beginning of adolescence is more from family and less from significant others i.e. teachers and classmates. However, the co-relation between perceived efficaciousness and the teenagers' perception of religious cum social support towards the end of adolescence is more from friends and significant others.

Moreover, the inferential statistical analysis confirmed that teenagers' perception of efficaciousness is predicted by their perceptions of religious and social support. These findings may be matched with the results produced by Maddy III, et al. (2015)¹³, Fitzgerald, et al., (2012)¹⁴, and Surjadi, et al. (2011)¹⁵.

The analysis further highlights that there is difference between the self-confidence of the two groups of the respondents. Higher secondary school students reveal slightly more self-confidence than secondary school students as they have greater perceptions of religious as well as social support from friends. Nonetheless, secondary school students perceive such support from family. This mechanism may be explained that secondary school students are in the beginning of their adolescence stage where dependence on family is a bit stronger as compared to the later stages. These findings may also be matched with the results of Waters, L. E. (2015)¹⁶ and (Gillis, & Roskam, 2019)¹⁷.

5. Limitations

There was limitation with the use of the self-assessing scales as the data which the respondents reported may be affected by their level of knowledge, self-expression and capacity.

6. Implications

The findings may add to the data regarding child-psychology and adolescents' personality development and the factor that affect growth and development. Likewise, the information presented by the study may lead towards understanding of the needs of adolescents with regards to religious as well as social support. Similarly, the study findings may also provide significant assistance in school and family guidance and counseling program.

7. Future Research

Future research is suggested in the same area through the application of profound approaches so as to conduct an in-depth and multi-dimensional exploration of the concerned phenomenon.

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