

The relations among social support, self-efficacy and life satisfaction in adolescence

梁士惠、謝智玲

E-mail: 342869@mail.dyu.edu.tw

ABSTRACT

The first purpose of the study was to explore the relations among social support, self-efficacy and life satisfaction in adolescence. The second purpose of the study was to examine if the relations between social support and life satisfaction are mediated by self-efficacy. There were 588 students from ten junior high schools and ten elementary schools. They were from six counties in central part of Taiwan (Miaoli County, Taichung City, Taichung County, Changhua County, Nantou County and Yunlin County). The three measures used in this study were the Child and Adolescent Social Support Scale (CASSS; Malecki, Demaray, & Elliot, 2000), the Children's Self-Efficacy Scale (Bandura, 2006) and the Multidimensional Students' Life Satisfaction Scale (Huebner, 2001). Descriptive Statistics, Pearson Correlation, Simple Regression Analysis and Multiple Regression Analysis were conducted for the data analyses. Results are summarized as follows: 1. Adolescents' social support, self-efficacy and life satisfaction were associated. 2. Adolescents' social support could positively predict their self-efficacy. 3. Adolescents' social support could positively predict their life satisfaction. 4. Adolescents' self-efficacy could positively predict their life satisfaction. 5. Adolescents' self-efficacy could be a mediator between social support and life satisfaction.

Keywords : social support、 self-efficacy、 life satisfaction

Table of Contents

中文摘要 英文摘要 誌謝辭 內容目錄 表目錄 圖目錄 第一章 緒論 第一節 研究動機 第二節 研究目的 第三節 研究問題 第四節 名詞釋義 第二章 文獻探討 第一節 社會支持之內涵 第二節 自我效能之內涵 第三節 生活滿意度之內涵 第四節 社會支持、自我效能與生活滿意度之關係 第三章 研究方法 第一節 研究架構 第二節 研究對象 第三節 研究工具 第四節 實施程序 第五節 資料處理與分析 第四章 研究結果 第一節 調查樣本之結構分析 第二節 描述性統計分析 第三節 青少年社會支持、自我效能與生活滿意度之相關情形 第四節 青少年社會支持、自我效能與生活滿意度之中介情形 第五章 討論、結論與建議 第一節 結論和討論 第二節 建議 參考文獻 一、中文部份 二、英文部份 附錄 附錄一 社會支持量表 附錄二 自我效能量表 附錄三 生活滿意度量表

REFERENCES

一、中文部分 內政部營建署 (2010)。區域計畫地理資訊。取自 <http://gisapsrv01.cpami.gov.tw/fcu-gis/default.asp> 法務部 (2008)。犯罪狀況及其分析。台北市: 法務部犯罪問題研究中心。兒童福利聯盟文教基金會 (2009年4月)。台灣兒童快樂生活大調查報告。取自 http://www.children.org.tw/database_report.php?id=289&typeid=33&offset=0/ 吳明隆、涂金堂 (2008)。SPSS與統計應用分析。台北市: 五南。林珊如、黃芳銘、黃國彥及「台灣學生身心發展研究小組」小組成員:洪若烈、江羽慈、常善媚、葉好貞、陳俐君、陳中興、黃博煜 (2007)。2007年「台灣學生身心發展研究」初步報告。教育研究與發展期刊, 3(4), 51-78。林美珍 (2009)。國中生樂觀特質、社會支持、因應策略與生活適應之相關研究 (未出版之碩士論文)。國立台灣師範大學, 台北市。施建彬 (2004)。大學新生心理健康及其相關因素探討。大葉學報, 13(2), 109-117。孫志麟 (1993)。國民小學教師自我效能及其相關因素之研究 (未出版之碩士論文)。國立政治大學, 台北市。黃雅芳 (2007)。國中導師領導行為、學生自我效能與班級集體效能之研究 (未出版之碩士論文)。國立彰化師範大學, 彰化縣。張春興 (主編) (2006)。張氏心理學辭典。台北市:東華。張春興 (2007)。教育心理學: 三化取向的理論與實踐(修訂二版)。台北市:東華。陳美容 (2005)。新台灣之子的社會支持、自尊與生活滿意度之研究 (未出版之碩士論文)。私立大葉大學, 彰化縣。梁恩慈 (2009)。大學生之社會支持、情緒調節與生活壓力之相關研究 (未出版之碩士論文)。台北市立教育大學, 台北市。郭本禹、姜飛月 (2008)。自我效能理論及其應用。上海市:上海教育出版社。屈寧英 (2004)。高中生生活壓力、社會支持、行為模式與幸福感相關性之研究—以台北市立某女子高級中學為例 (未出版之碩士論文)。國立台灣師範大學, 台北市。程景琳 (主譯) (2008)。發展心理學理論: 從過去到現在 (原作者: Patricia H. Miller)。台北市: 學富文化。(原著出版年: 2001) 趙慧敏 (2005)。青少年分手後的個人因應、社會支持與身心健康之關聯性探討 (未出版之碩士論文)。私立東吳大學, 台北縣。謝智玲、邱馨節 (2010) 異國婚姻家庭子女社會支持、自尊與行為適應之研究。台灣心理學會第49屆年會。國立中正大學, 嘉義縣。二、英文部分 Allen, J.P., Insabella, G., Porter, M. R., Smith, F. D., Land, D., & Phillips, N. (2006). A social-international model of the development of depressive symptoms in adolescence. *Journal of Consulting and Clinical Psychology*, 74(1), 55-65. Anderson, R. N., & Smith, B. L. (2003). Deaths: Leading causes for 2001. *National Vital Statistics*

Report, 52, 1 – 86. Andrews, F. M., & Robinson, J. P. (1991). Measures of subjective wellbeing. In J. Robinson, P. Shaver & L. Wrightsman (Eds.), *Measures of personality and social psychology attitudes*, (Vol. 1). New York: Academic Press.

Antaramian, S. P., Huebner, E. S., & Valois, R. F. (2008). Adolescent life satisfaction. *Applied Psychology: An International Review*, 57, 112 – 126.

Arthaud-Day, M. L., Rode, J. C., Moondy, C. H., & Near, J. P. (2005). The subjective well-being construct: A test of its convergent, discriminant, and factorial validity. *Social Indicators Research*, 74, 445-476.

Ash, C., & Huebner, E.S. (2001). Environmental events and life satisfaction reports of adolescents: A test of cognitive mediation. *School Psychology International*, 22, 320 – 336.

Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215.

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28, 117-148.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.

Bandura, A., Pastorelli, C., Barbaranelli, C., & Caprara, G. V. (1999). Self-efficacy pathways to child depression. *Journal of Personality and Social Psychology*, 76, 258 – 269.

Bandura, A., Caprara, G. V., Barbaranelli, C., Gerbino, M., & Pastorelli, C. (2003). Role of affective self-regulatory in diverse spheres of psychosocial functioning. *Child Development*, 74, 769 – 782.

Bandura, A. (2006). Guide for constructing self-efficacy scales. *Self-efficacy beliefs of adolescents*, 5, 307-377.

Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51, 1173 – 1182.

Barrera, Jr. M., (1986). Distinctions between social support concepts, measures, and models. *American Journal of Community Psychology*, 14, 413 – 441.

Berndt, T. J. (1989). Obtaining support from friends during childhood and adolescence. In D. Belle (Ed.), *Children ' s social networks and social supports*, 308 – 331. New York: Wiley.

Bisschop, M. I., Knegsman, D. M. W., Beekman, A. T. F., & Deeg, D. J. H. (2004). Chronic diseases and depression: the modifying role of psychosocial resources. *Social Science and Medicine*, 59, 721 – 733.

Bradley, R. H., & Corwyn, R. F. (2004). Life satisfaction among European American, African American, Chinese American, Mexican American, and Dominican American adolescents. *International Journal of Behavioral Development*, 28, 385 – 400.

Bryman, A., & Cramer, D. (1997). *Quantitative Data Analysis with SPSS for Windows*. London: Routledge.

Cadell, S., Regher, C., & Hemsworth, D. (2003). Factors contributing to posttraumatic growth: A proposed structural equation model. *American Journal of Orthopsychiatry*, 73, 279 – 287.

Caplan, G. (1974). *Support system and community mental health*. New York: Behavioral.

Caprara, G. V., Regalia, C., & Bandura, A. (2002). Longitudinal impact of perceived self regulatory efficacy on violent conduct. *European Psychologist*, 7, 63 – 69.

Cauce, A. M., Reid, M., Landesman, S., & Gonzales, N. (1990). Social support in young children: Measurement, structure, and behavioral impact. In B.R. Sarason, I.G. Sarason, & G. R. Pierce (Eds.), *Social support: An interactional view*, 64 – 94. New York: Wiley.

Cobb, S. (1976). Social support as moderator of life stress. *Psychosomatic Medicine*, 300-314.

Cohen, S., Underwood, L. G., & Gottlieb, B. H. (2000). *Social support measurement and intervention: A guide for health and social scientists*. New York: Oxford University Press.

Cohen, S., & Wills, T. A. (1985). Stress, social support and the buffering hypothesis. *Psychological Bulletin*, 98, 310-357.

Cowen, E. L. (1991). In pursuit of wellness. *American Psychologist*, 46, 404-408.

Creed, P. A., Mueller, J., & Patton, W. (2003). Leaving high school: The influence and consequences for psychological well-being and career-related confidence. *Journal of Adolescence*, 26, 295-311.

Currie, C., Roberts, C., Morgan, A., Smith, R., Settertobulte, W., Samdal, O., et al. (Eds.). (2004). *Young people ' s health in context: Health behaviour in school-aged children (HBSC) study: International report from the 2001/2002 study*. Copenhagen, Denmark: World Health Organization.

Cutrona, C. E. (1996). Social support in couples: Marriage as a resource in times of stress. Thousand Oaks, CA: Sage.

Cutrona, C. E. (2000). Social support principles for strengthening families. In J. Canavan, P. Dolan, & J. Pinkerton (Eds.), *Family support in disadvantaged families*, 103 – 122. Dublin, Ireland: Routledge.

Damon, W., & Gregory, A. (2003). Bringing in a new era in the field of youth development. In R. M. Lerner & P. L. Benson (Eds.), *Developmental assets and asset-building communities: Implications for research, policy, and practice* (pp.47 – 64). Norwell, MA: Kluwer Academic.

Danielsen, A. G., Samdal, O., Hetland, J., & Wold, B. (2009). School-related social support and students ' perceived life satisfaction. *Journal of Educational Research* March/April [Vol. 102(No.4)].

Devonport, T. J., & Lane, A. M. (2006). Relationships between self-efficacy, coping and student retention. *Social Behavior and Personality*, 34, 127 – 138.

Diener, E. (1984). Subjective well-being. *Psychological Bulletin*, 95, 542-575.

Diener, E., & Diener, C. (1995). The wealth of nations revisited: Income and quality of life. *Social Indicators Research*, 36, 275-286.

Diener, E., & Diener, C. (1996). Most people are happy. *Psychological Science*, 7, 181 – 185.

Diener, E., Emmons, R. A., Larsen, R. J. & Griffin, S. (1985). The Satisfaction with Life Scale. *Journal of Personality Assessment*, 49, 71-75.

Diener, E. & Fujita, F., (1995). Resources, personal strivings, and subjective well-being: a nomothetic and idiographic approach. *Journal of Personality and Social Psychology*, 68(5), 926-935.

Diener, E., & Suh, E. (1997). Measuring quality of life: Economic, social and subjective indicators. *Social Indicators Research*, 40, 189-216.

Diener, E., Suh, E. M., Lucas, R. E., & Smith, H. L. (1999). Subjective well-being: Three decades of progress. *Psychological Bulletin*, 125, 276 – 302.

Eckenrode, J., & Hamilton, S. (2000). One-to-one support interventions: Home visitation and mentoring. In S. Cohen, L. G. Underwood, & B. H. Gottlieb (Eds.), *Social support measurement and intervention: A guide for health and social scientists* (pp. 246 – 277). New York: Oxford University Press.

Farmer, T. W., & Farmer, E. (1996). Social relationship of students with exceptionalities in mainstream classrooms: Social networks and homophily. *Exceptional Children*, 62 (5), 431-450.

Gallagher, E. N., & Vella-Brodick, D. A. (2008). Social support and Emotional intelligence as predictors of subjective well-being. *Personality and Individual Differences*, 44, 1551-1561.

Garcia, D., Rosenberg, P, & Siddiqui, A. (2010). Tomorrow I could be in trouble... but the sun will come out next year: The effect of temporal distance on adolescents ' judgments of life satisfaction, *Journal of adolescence*, doi:10.1016/j.adolescence.2010.08.006.

Gilman, R., & Huebner, E. S. (2006). Characteristics of adolescents who report very high life satisfaction. *Journal of Youth and Adolescence*, 35, 311 – 319.

Gilman, R., Huebner, E. S., & Laughlin, J. E. (2000). A first study of the Multidimensional Students ' Life

Satisfaction Scale with adolescents. *Social Indicators Research*, 52, 135 – 160. Goldbeck, L., Schmitz, T. G., Besier, T., Herschbach, P., & Henrich, G. (2007). Life satisfaction decreases during adolescence. *Qual Life Res*, 16, 969 – 979. Gorrell, J., & Capron, E. W. (1988). Effects of instructional type and feedback on prospective teachers' self-efficacy beliefs. *Journal of Experimented Education*, 57, 231-244. Gray, M. R., & Steinberg, L. (1999). Unpacking authoritative parenting: Reassessing a multidimensional construct. *Journal of Marriage and the Family*, 61, 574-587. Greenspoon, P. J., & Saklofske, D. (2001). Toward an integration of subjective wellbeing and psychopathology. *Social Indicator Research*, 54, 81 – 108. Henrich, G., & Herschbach, P. (2000). Questions on LifeSatisfaction (FLZM)—A Short Questionnaire for Assessing Subjective Quality of Life. *European Journal of Social Psychology*, 16, 150 – 159. Hobfoll, S. E. (2002). Social and psychological resources and adaptation. *Review of General Psychology*, 6, 307 – 324. House, J. S. (1981). *Work Stress and Social Support*. Reading, Mass: Addison-Wesley Huebner, E. S. (2001). Manual for the multidimensional students' life satisfaction scale. 2001 Version. University of South Carolina, Department of Psychology, Columbia. Huebner, E. S. (2004). Research on assessment of life satisfaction in children and adolescents. *Social Indicators Research*, 66, 3 – 33. Huebner, E. S., Laughlin, J. E., Ash C., & Cilman, R. (1998). Further validation of the Multidimensional Students' Life Satisfaction Scale. *Journal of Psychological Assessment*, 16, 118-134. Huebner, E. S., Suldo, S. M., & Gilman, R. (2006). Life satisfaction. In G. G. Bear & K. M. Minke (Eds.), *Children's Needs III* (pp. 357 – 368). Washington, D.C: National Association of School Psychologists. Jack, G., & Jack, D. (2000). 'Ecological Social Work: The Application of a Systems Model of Development in Context' in Stepney, P. and Ford, D. (eds) *Social Work Models, Methods and Theories: A framework for practice*. Dorset: Russell House Publishing. Jacobson, D. (1986). Types and timing of social support. *Journal of Health and Social Behavior*, 27, 250-263. Kahn, J. H., Hessler, R. M., & Russell, D. W. (2003). Social support, health, and well-being among the elderly: what is the role of negative affectivity? *Personality and Individual Differences*, 35, 5 – 17. Karademas, E. C., Peppas, N., Fotiou, A., & Kokkevi, A. (2008). Family, school and health in children and adolescents. *Journal of Health Psychology*, 13, 1012-1020. Keresztes, N., Piko, B., Pluhar, Zs., & Page, R. M. (2008). Social influences of leisure time sports activity among early adolescents. *Journal of the Royal Society for the Promotion of Health*, 128, 21-25. Lazarus, R. S. (2000). Toward better research on stress and coping. *American Psychologist*, 55, 665 – 673. Locke, E. A., & Latham, G. P. (1990). *A theory of goal setting and task performance*. Englewood Cliffs, NJ: Prentice Hall. Lucas, R. E., Clark, A. E., Georgellis, Y., & Diener, E. (2003). Re-examining adaptation and the set point model of happiness: Reactions to changes in marital status. *Journal of personality and Social Psychology*, 84, 527-539. Luszczynska, A., Mohamed, N. E. & Schwarzer, R. (2005). Self-efficacy and social support predict benefit finding 12 months after cancer surgery: The mediating role of coping strategies. *Psychology, Health & Medicine*, 10(4), 365- 375 Lyubormirsky, S., King, L., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin*, 131, 803 – 855. Major, B., Cozzarelli, C., Sciacchitano, A. M., Cooper, M. L., & Testa, M. (1990). Perceived social support, self-efficacy, and adjustment to abortion. *Journal of Personality and Social Psychology*, 59, 452-463. Malecki, C. K., Demaray, M. K. & Elliot, S. N. (2000). The Child and Adolescent Social Support Scale. Northern Illinois University: DeKalb, IL. Malecki, C. K., & Demaray, M. K. (2002). Measuring perceived social Support: Development of the Child and Adolescent Social Support Scale. *Psychology in the Schools*, 39, 1-18. Martin, K., Huebner, E. S., & Valois R. F. (2008). Does life satisfaction predict victimization experiences in adolescence? *Psychology in the Schools*, 45(8). Masten, A. S., & Coatsworth, J. D. (1998). The development of competence in favorable and unfavorable environments: Lessons from research on successful children. *American Psychologist*, 53, 205 – 220. Matheny, K. B., Aycocock, D. W., Pugh, J. L., Curlette, W. L., & Canella, K. A. S. (1986). Stress coping: A qualitative and quantitative synthesis with implications for treatment. *Counselling Psychology*, 14, 499-549. Mazur, J., & Woynarowska, B. (2004). Risk behaviors syndrome and subjective health and life satisfaction in youth aged 15 years. *Med Wieku Rozwoj*, 8, 567 – 583. McGrath, B., Brennan, M.A., Dolan, P., & Barnett, R. (2009). Adolescent well-being and supporting contexts: a comparison of rural adolescents in Ireland and Florida. *Journal Community and Applied Social Psychology*, 19, 299-320. Neter, J., Wassermann, W., & Kutner, M. H. (2004). *Applied linear regression models* (4th ed.). IL: Irwin. Pajares, F. (1996). Self-efficacy beliefs in achievement settings. *Review of Educational Research*, 66, 543-578. Pajares, F. (2006). Self-efficacy during childhood and adolescence: Implications for teachers and parents. In F. Pajares & T. Urdan (Eds.), *Self-efficacy beliefs of adolescents* (pp. 339 – 367). IAP – Information Age Publishing Inc. Pakenham, K.I., Sofronoff, K., & Samios, C. (2004). Finding meaning in parenting a child with Asperger syndrome: Correlates of making sense and benefit finding. *Research in Developmental Disabilities*, 25, 245 – 264. Park, N. (2003). Developmental stability and changes on the structure and level of life satisfaction among Korean children and youth. Unpublished manuscript. University of Rhode Island. Park, N. (2004). The role of subjective well-being in positive youth development. *The Annals of the American Academy of Political and Social Science*. 591, 25-39. Park, C. L., Cohen, L., & Murch, R. (1996). Assessment and prediction of stress-related growth. *Journal of Personality*, 64, 71 – 107. Park, C. L., & Folkman, S. (1997a). Meaning in the context of stress and coping. *Review of General Psychology*, 2, 115-144. Park, C. L., & Folkman, S. (1997b). Stability and change in psychosocial resources during caregiving and bereavement partners of men with AIDS. *Journal of Personality*, 65, 421 – 447. Park, N., Peterson, C., & Seligman, M. E. P. (2004). Strengths of character and well-being. *Journal of Social and Clinical Psychology*, 23, 603 – 619. Park, K., Wilson, M.G., & Lee, M.S. (2004). Effects of social support at work on depression and organizational productivity. *American Journal of Health Behavior*, 28(5), 444-455. Pierce, G. R., Sarason, B. R., Sarason, I.G., Joseph, H. J., & Henderson, C. A. (1996). Conceptualizing and assessing social support in the context of the family. In G.R. Pierce, B.R. Sarason, & I. G. Sarason (Eds.), *Handbook of social support and the family*, 3 – 23. New York: Plenum Press. Piko, B. F., & Hamvai, C. (2010). Parent, school and peer-related correlates of adolescents' life satisfaction. *Children and Youth Services Review* 32, 1479 – 1482. Pintrich, P. R., & De Groot E. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology*, 82(1), pp. 33-50. Rees, T., & Freeman, P. (2009). Social support moderates the

relationship between stressors and task performance through self-efficacy. *Journal of Social and Clinical Psychology*, 28(2), 244-263. Robert, K., & Angelo, K. (2001). *Organizational behavior* (5th ed.) The New York: McGraw-Hill. Rubin, K. H., Bukowski, W., & Parker, J. (2006). Peer interactions, relationships, and groups. In N. Eisenberg (Ed.), *Handbook of child psychology* (6th ed., Social, emotional, and personality development, 894 – 941). New York: Wiley. Saltzman, K. M., & Holahan, C. J. (2002). Social support, self-efficacy, and depressive symptoms: An integrative model. *Journal of Social and Clinical Psychology*, 21, 309-322. Sayal, K., Checkley, S., Rees, M., Jacobs, C., Harris, T., & Papadopoulos, A. (2002). Effects of social support during weekend leave on cortisol and depression ratings: a pilot study. *Journal of Affective Disorders*, 71, 153 – 157. Schimmack, U., Diener, E., & Oishi, S. (2002). Life-satisfaction is momentary judgment and a stable personality characteristic: The use of chronically accessible and stable sources. *Journal of Personality*, 70, 345-348. Scholz, U., Gutierrez-Dona, B., Sud, S., & Schwarzer, R. (2002). Is general self-efficacy a universal construct? Psychometric findings from 25 countries. *European Journal of Psychological Assessment*, 18(3), 242-251. Schunk, D. H., & Hanson, A. R. (1985). Peer models: Influence on children ' s self-efficacy and achievement. *Journal of Educational Psychology*, 77, 313-322. Schwarz, N., & Strack, F. (1999). Reports of subjective well-being: Judgmental processes and their methodological implications. In D. Kahneman, E. Diener, & N. Schwarz (Eds.), *Well-being: The foundations of hedonic psychology*. New York: Russell-Sage, pp. 61-84. Schwarzer, R., & Jerusalem, M. (1995). Generalized Self-Efficacy scale. In J. Weinman, S. Wright, & M. Johnston, *Measures in health psychology: A user ' s portfolio*. Causal and control beliefs 35-37. Windsor, UK: NFER-NELSON. Sobel, M. E. (1982). Asymptotic confidence intervals for indirect effects in structural equation models. In S. Leinhardt (Ed.), *Sociological Methodology 1982* (pp. 290-312). Washington DC: American Sociological Association. Suldo, S. M., & Huebner, E. S. (2004). Does life satisfaction moderate the effects of stressful life events on psychopathological behavior in adolescence? *School Psychology Quarterly*, 19, 93-105. Suldo, S. M., & Huebner, E. S. (2006). Is extremely high life satisfaction during adolescence advantageous? *Social Indicators Research*, 78, 179 – 203. Tang, C., Au, W., Schwarzer, R., & Schmitz, G. (2001). Mental health outcomes of job stress among Chinese teachers: Role of stress resource factors and burnout. *Journal of Organizational Behavior*, 22, 887 – 901. Tardy, C. (1985). Social support measurement. *American Journal of Community Psychology*, 13, 187-202. The WHOQOL Group (1995). *The World Health Organization Quality of Life Assessment (WHOQOL): Position Paper from the World Health Organization*. *Social Science & Medicine*, 41, 1403-1409. Upmane, A., & Sebre, S. (2010). Sources of life satisfaction judgments in Latvia. *Procedia Social and Behavioral Sciences*, 5, 1471-1476. Van Ryzin, M. J., Gravely, A. A., & Roseth, C. J. (2009). Autonomy, belongingness, and engagement in school as contributors to adolescent psychological well being. *Journal of Youth and Adolescence*, 38, 1?12. Vecchio, G. M., Gerbino M., Pastorelli, C., Bove, G. D., & Caprara G. V. (2007). Multi-faceted self-efficacy beliefs as predictors of life satisfaction in late adolescence. *Personality and Individual Differences* 43, 1807 – 1818. Veiel, H. O. F., & Baumann, U. (1992). The many meanings of social support. In H. O. F. Veiel & U. Baumann (Eds.), *The meaning and measurement of social support* (pp. 1-9). New York: Hemisphere. Vitaliano, P. P., Russo, J., Young, H. M., Teri, L., & Maiuro, R. D. (1991). Predictors of burden in spouse caregivers of individuals with Alzheimer ' s disease. *Psychology and Aging*, 6, 392 – 401. Warren, J. S., Jackson, Y. & Sifers, S. K. (2009). Social support provisions as differential predictors of adaptive outcomes in young adolescents. *Journal of community psychology*, 37(1), 106 – 121. Williams, J. E. (1996). The relationship between efficacy for self-regulated learning and domain-specific academic performance, controlling for test anxiety. *Journal of Research and Development in Education*, 29, 77-80. Woodman, T., & Hardy, L. (2001). Stress and anxiety. In R. N. Singer, H. A. Hausenblas, & C. M. Janelle (Eds.), *Handbook of sport psychology* (2nd ed., 290-318). New York: Wiley. Zimet, G. D., Dahlem, N. W., Zimet, S. G., & Farley, G. K. (1988). The Multidimensional scale of perceived social support. *Journal of Personality Assessment*, 52, 30-41.