

The Impact Of Social Support On Learning Attitudes Via Self-Efficacy: Taking S University Undergraduates As An Example

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Abstract:

This study mainly investigates the relationship between social support, self-efficacy, and learning attitudes. Data were collected from S University undergraduates, and 386 valid questionnaires were received. The essential results show that (1) family, peer, and teacher support were positively related to cognitive appraisal individually; (2) family support, peer support, and teacher support were positively related to emotional response, respectively; (3) family, peer, and teacher support were positively related to behavioral propensity severally; (4) self-efficacy has a partial mediating effect on the relationship between family support and cognitive appraisal; and (5) Self-efficacy fully mediates the relationship with peer support and teacher support on cognitive appraisal, respectively. (6) Self-efficacy fully mediates the relationship with family, peer, and teacher support on cognitive appraisal, respectively. (7) Self-efficacy has a partial mediating effect on the relationship with family support on behavioral propensity. (8) Self-efficacy fully mediates the relationship with social peer and teacher support on behavioral propensity.

Key Word: Social support; Self-efficacy; Learning attitudes

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I. Introduction

Presently, throughout the academic year, university students not only have academic challenges but also frequently experience difficulties pertaining to interpersonal interactions, campus life, and emotions. These disorders can lead to the development of both physical and mental abnormalities in an individual. These conditions, particularly when there is considerable academic stress and little psychological adaptation, can have a detrimental effect on learning attitudes and behaviors. Consequently, social support plays a crucial role in enhancing the physical and mental adaptation of college students and fostering a favorable mindset (Huang & Tseng, 2021).

Social support encompasses the provision of assistance and guidance from important individuals in one's life to effectively address challenges related to learning, alleviate personal stress, and enhance one's capacity to adjust to the learning environment (Liu et al., 2020). Tu (2020) emphasized that students can seek support from significant others in their social networks, including family, peers, and teachers, when faced with pressure or challenges. This support can take the form of material assistance, psychological support, or guidance on adapting to life and resolving learning difficulties. Such support can alleviate stress, enhance both physical and mental well-being, and bolster individuals' capacity to adjust to their surroundings. Numerous studies have substantiated the notion that social support can enhance students' learning attitudes (e.g., Su, 2017) and learning efficacy (Ou, 2022).

Moreover, according to social cognitive theory, perceived self-efficacy plays a crucial role as the primary element of an individual's cognitive control system, exerting a considerable influence on motivation and behavior (Bandura, 1982). Torkzadeh & Van Dyke (2001) argue that self-efficacy is characterized by its dynamic nature, meaning that an individual's assessment or perception of their own efficacy can be altered as they acquire new information and experiences. Put simply, college students are more likely to acquire a stronger belief in their own abilities when they receive substantial support from important individuals in their lives. Conversely, they may have a deficiency in self-assurance when it comes to accomplishing the goals of the course (Zhang & Kong, 2016).

This study posits that college students will contemplate the information or clues provided by significant others in their network while learning academic tasks. This contemplation may lead to a shift in their self-efficacy perceptions, ultimately impacting their attitudes toward learning. Therefore, this study will utilize social support as the independent variable to examine its correlation with learning perspectives. Simultaneously, self-efficacy will be used as the mediating variable to better understand the process and influence of social support on teaching perspectives.

II. Theoretical Background and Hypotheses

Social Support

Social support, as defined by Cobb (1976), encompasses the emotional aspects of receiving respect, understanding, and caring from others. The subsequent researchers introduced a more varied and clearly defined notion of social support. According to Thoits (1986), social support refers to the assistance provided by individuals such as neighbors, relatives, family, coworkers, and friends to those who are facing specific stressful situations. This assistance includes both practical help and emotional guidance, with the aim of enhancing their ability to cope with stress and bounce back. According to Xi (2021), social support refers to the tangible and intangible help individuals receive from their social connections, such as family, classmates, and teachers. Xu (2018) posits that social support arises from the interactive dynamics of interpersonal connections, wherein it is perceived as a form of assistance provided by the social network within which an individual is situated.

To summarize, social support refers to the provision of formal or informal assistance and aid within interpersonal interactions, facilitated by the interplay of interpersonal networks in an individual's social environment. Social network theory posits that social support must be conveyed or reciprocated through social networks (Tu, 2020). Social networks function as a medium for social support, which refers to the interpersonal aid and assistance that individuals obtain through their social connections. The origins of social support are highly diverse. College students engage in dynamic interactions with diverse individuals within their social networks while completing their academic assignments. Family, friends, and teachers are three crucial sources of social support.

Moreover, social support is a complex concept that encompasses multiple dimensions. A multitude of scholars have put forth diverse views pertaining to distinct forms of social support. Nevertheless, they can be roughly categorized into three main classifications: (1) Emotional support: providing compassionate words that express concern, understanding, encouragement, or empathy; (2) Informational support: offering advice, suggestions, or knowledge that can help solve difficulties (Dupont et al., 2015). (3) Instrumental support refers to the act of offering financial, material, or labor aid.

In essence, social support serves the purpose of offering diverse forms of assistance from various social networks. This enables individuals to recognize the aid of external resources in alleviating both physical and psychological stress, enhancing overall well-being, and fostering adaptability to the surrounding environment.

Learning Attitudes

Attitude is a durable amalgamation of beliefs, emotions, and behavioral propensities (Hogg & Vaughan, 2005) or an individual's favorable or unfavorable sentiments towards participating in a particular conduct (Fishbein & Ajzen, 1975). The consensus among scholars is that attitude composition comprises three fundamental components: cognition, emotion, and behavior (Demir & Akpınar, 2018; Salhab & Daher, 2023). Beliefs provide the cognitive aspect, thoughts and feelings comprise the affective element, and behaviors and observed responses form the behavioral part (Martinez et al., 2020).

Attitudes can impact students' learning processes and their inclination to learn various courses in a prescribed manner (Salhab & Daher, 2023). Attitude is crucial in helping students establish goals, resolve difficulties, and shape their learning mindset in a good, neutral, or negative manner (Khlaif & Salha, 2020). Learning attitudes can be expressed through an individual's beliefs, feelings, and behaviors.

As mentioned before, learning attitudes consist of three main elements: cognitive appraisal, emotional response, and behavioral propensity. Individual students' cognitive appraisal pertains to their perceptions of the efficacy and worth of course learning. Emotional response refers to their preferences or aversions towards knowledge. Behavioral propensity pertains to their goals or dispositions in terms of behavior. Students' learning attitudes exert a significant impact on both the process and consequences of their learning activities. According to Irvansyah et al. (2020), students who have a positive attitude towards learning are more motivated and obtain better academic outcomes compared to those with a negative attitude towards learning.

Self-efficacy

Self-efficacy refers to an individual's personal assessment of their ability to successfully do a specific job. Learning self-efficacy expands the notion of self-efficacy to encompass the domain of learning. It pertains to an individual's assessment of their capacity to achieve a specific degree of academic assignment. Schunk (1989) formulated a comparable interpretation, asserting that self-efficacy gauges learners' assurance in utilizing their information or talents to achieve their learning objectives. Ou (2022) defines self-efficacy as the measure of an individual student's effectiveness and self-confidence in facing problems during the learning process. It also serves as a predictor of an individual student's ability to handle situations.

In summary, self-efficacy refers to an individual's personal evaluation and belief in their ability to successfully accomplish a job or address a particular problem. As stated before, self-efficacy is subject to change and will adapt as individuals acquire new knowledge and expertise. Self-efficacy plays a crucial role in individuals'

capacity to govern their own cognitive processes (Bandura, 1982). This study defines self-efficacy as the subjective perceptions of college students regarding their ability to attain a specific degree of achievement in their course learning process. This concept refers to a student's self-assessment of their anticipated performance and capability in academic study. Nevertheless, this process of self-evaluation will result in cognitive adaptations and consequent alterations in learning dispositions.

Bandura (1995) identified four elements that influence the formation of an individual's self-efficacy: (1) Previous achievements: This is the most crucial factor that affects one's self-efficacy. Consistently achieving favorable outcomes will enhance an individual's sense of self-efficacy, whereas repeatedly encountering failures will diminish self-efficacy. (2) Vicarious learning: Observing others' successful behaviors might instill confidence in one's capacity to perform similar actions. Observing other individuals' failures despite their utmost endeavors leads to a decline in one's self-efficacy evaluations of their capabilities, resulting in reduced behaviors. (3) Social or verbal persuasion: Individuals receive constructive comments and support from influential individuals to convince them that they can achieve their desired goals. This serves as a source of motivation for the individual, driving them to exert more effort to overcome challenges and enhance their sense of self-efficacy. However, their self-efficacy may be diminished if the subject harbors skepticism toward the persuader's statements. (4) Physiological or psychological arousal: information derived from emotional and physiological arousal will influence self-efficacy assessment. Individuals occasionally depend on physiological and psychological conditions to assess their skills and capabilities. Feelings of anxiety and stress can lead individuals to question their abilities and skills. When faced with scary scenarios that cause emotional arousal, the person's ability to perform and belief in their capabilities drop.

The concept of self-efficacy is rooted in reciprocal determination theory, which posits that individuals do not simply react to external stimuli and feedback but actively engage with the world through their internal psychological processes. Self-efficacy is considered the central factor in this regulatory mechanism. In essence, how a person internally assesses and integrates four developmental aspects determines their level of self-efficacy (Bandura, 1982). Consequently, how people evaluate and perceive the support they receive from others will impact their confidence in their abilities.

Social Support and Learning Attitudes

As mentioned earlier, social support comprises various forms of aid and assistance obtained through interpersonal connections within an individual's social network. This assistance enhances an individual's capacity to adjust to their environment. Flannery & Wieman (1989) and Vaux (1988) have found that social support has a beneficial effect on individuals' well-being and can reduce psychological stress. Dupont et al. (2015) also argue that social support is a key resource for managing stress and helps college students meet the expectations and demands of their educational institution. Liang et al. (2011) suggested that social support can serve as enthusiastic feedback, improving an individual's emotional state even if it does not immediately contribute to problem-solving. This support can help sustain students' emotional states (Bao et al., 2021).

Drawing from the literature review, this study proposes that social support and learning attitudes might be positively correlated. For instance, a nurturing household will enable individual students to engage actively and acquire positive learning experiences, which will benefit their cognitive appraisal of the value and effects of education. Furthermore, it is anticipated that individuals will exhibit greater motivation to participate in learning tasks and associated activities when they perceive that their peers are enthusiastic about imparting knowledge regarding academic progress and adjustments to life. Students' attitudes toward learning are positively and motivatorily impacted when they perceive that their teachers comprehensively understand their learning challenges, can offer learning-related information and suggestions, and provide emotional support. This enables students to comprehend their learning needs and objectives and thus facilitates learning. Thus, the subsequent hypotheses are formulated in the present investigation:

- H1: Family support is positively related to learning attitude.*
- H1-1: Family support is positively related to cognitive appraisal.*
- H1-2: Family support is positively related to emotional response.*
- H1-3: Family support is positively related to behavioral propensity.*
- H2: Peer support is positively related to learning attitudes.*
- H2-1: Peer support is positively related to cognitive appraisal.*
- H2-2: Peer support is positively related to emotional response.*
- H2-3: Peer support is positively related to behavioral propensity.*
- H3: Teacher support is positively related to learning attitudes.*
- H3-1: Teacher support is positively related to cognitive appraisal.*
- H3-2: Teacher support is positively related to emotional response.*
- H3-3: Teacher support is positively related to behavioral propensity.*

The Intermediary Effects of Self-efficacy

According to social cognitive theory, how a person receives and understands information that is relevant to their situation has an impact on their level of self-efficacy. Following Torkzadeh and Van Dyke (2001), self-efficacy is a dynamic phenomenon that will develop as individuals acquire new information and experience. In other words, interacting with influential people in the social network may affect one's beliefs about their capabilities. According to the findings of Murdock and Miller (2003), students who perceive that their teachers care about them are more likely to believe that they can perform well in their academic pursuits and have more ambitious educational objectives. According to Guo (2021), it is simpler for students to sustain a happy learning state when they think they are receiving support from their family, peers, and teachers more than anything else. According to the research discussed earlier, college students who can receive support from their social networks and interpersonal contacts during the learning process are more likely to be encouraged to maintain a high level of self-confidence and succeed in attaining learning activities.

According to the findings of Fast et al. (2010), individuals who have a high level of self-efficacy are more likely to have higher levels of ambition, a more substantial commitment to their goals, and the ability to recover from setbacks more quickly than those who have a low level of self-efficacy. In addition, numerous studies have discovered that pupils with high self-efficacy are more likely to be bold and optimistic. On the other hand, students who have a low sense of self-efficacy are more likely to be pessimistic and anxious about overcoming problems (Quan, 2022).

Furthermore, considering the four components of self-efficacy development, if families, peers, and teachers consistently provide students with opportunities for successful learning experiences through emotional, informational, or instrumental support, it can enhance their self-assurance in attaining learning objectives. Consequently, this aids in improving positive cognitive processes and evaluating learning. Additionally, students who have poor self-efficacy can be influenced to emulate promising learning approaches or strategies when their classmates share them, leading to an increased willingness to dedicate more time to their studies. In addition, if the teacher can comprehend the student's learning difficulties and offer support, provide verbal affirmation or motivation regarding the student's learning progress, and supply appropriate learning materials, students will develop the belief that they possess the capability to attain their learning objectives and the determination to overcome challenges. This will also enhance the development of self-efficacy for learning and, thus, favorable reactions to learning challenges. Based on the above discussions, this study puts forth the following hypotheses:

H4: Self-efficacy mediates the relationship between perceived family support and learning attitudes.

H4-1: Self-efficacy mediates the relationship between perceived family support and cognitive appraisal.

H4-2: Self-efficacy mediates the relationship between perceived family support and emotional response.

H4-3: Self-efficacy mediates the relationship between perceived family support and behavioral propensity.

H5: Self-efficacy mediates the relationship between perceived peer support and learning attitudes.

H5-1: Self-efficacy mediates the relationship between perceived peer support and cognitive appraisal.

H5-2: Self-efficacy mediates the relationship between perceived peer support and emotional response.

H5-3: Self-efficacy mediates the relationship between perceived peer support and behavioral propensity.

H6: Self-efficacy mediates the relationship between perceived teacher support and learning attitudes.

H6-1: Self-efficacy mediates the relationship between perceived teacher support and cognitive appraisal.

H6-2: Self-efficacy mediates the relationship between perceived teacher support and emotional response.

H6-3: Self-efficacy mediates the relationship between perceived teacher support and behavioral propensity.

III. Research Method

Participants and Procedures

This study utilized the convenience sample method, and 445 questionnaires were issued to undergraduate students at S University, located in Guangdong Province, China. A total of 420 questionnaires were collected, resulting in a recovery rate of 94.38%. After subtracting 34 questionnaires that were not valid, there were a total of 386 valuable samples, resulting in an effective recovery percentage of 86.74%. Among them, 36.53% were males and 63.47% were females. Concerning the grade, sophomores made up 42.1% of the total, and juniors made up 37.56%. The department, science, and engineering students comprise 26.94%, while students studying liberal arts comprise 17.88%.

Common Method Variance Analysis

Given that all participants in this study were students, there is a likelihood of encountering common method variance (CMV) as a result of relying on a single source of responses. Thus, this study employed Haman's single-factor post hoc analysis (Podsakoff et al., 2003) to determine the likelihood of CMV occurrence. The main component factor analysis was conducted on all the items from each construct. The unrotated factor solution was

analyzed to determine the number of factors that may account for the variance in the variables (Tehseen et al., 2017). The analysis revealed that six components were identified using unrotated principal component factor analysis. The first factor accounted for 39.83% of the explained variance, which is less than 50%. This indicates that CMV is not a significant issue in the study (Mattila & Enz, 2002).

Measurement

The study employed Likert's five-point scale to assess the items on each scale, with ratings ranging from 1 (indicating strong disagreement) to 5 (indicating strong agreement). Furthermore, given that all the elements on the scale were positive, a higher score indicates a higher level of agreement. In addition, the dependability of each dimensional item will be evaluated using Cronbach's alpha. Nunnally and Bernstein (1994) established that a survey's Cronbach's alpha coefficient of 0.7 indicates robust internal consistency and reliability among the items within each dimension.

The measurement of social support was conducted using the scale devised by Deeter-Schmelz and Ramsey (1997). Given that the participants in this study were college students, the original designators (supervisor support, colleague support) were converted to teacher support and peer support, with a total of 18 items divided into three dimensions: (1) Family support: 6 items in total (e.g., family would listen to my study problems) ($\alpha=0.82$). (2) Peer support: 6 items in total (e.g., my classmates will care about my study problems) ($\alpha=0.84$). (3) Teacher support: 6 items in total (e.g., teachers will give me some substantial help when I am under pressure to study) ($\alpha=0.83$).

Self-efficacy was measured using a scale developed by Chen, Gully & Eden (2001) with 8 items and a single dimension (e.g., I am capable of reaching all the goals I set for myself), $\alpha=0.94$.

Learning attitudes scale was adopted from Chen (2021) with a total of 10 items and divided into three dimensions: (1) cognitive appraisal: 4 items (e.g., I think learning is helpful in my life) ($\alpha=0.87$). (2) emotional response: 4 items (e.g., I like to learn new knowledge) ($\alpha=0.88$). (3) behavioral propensity: 4 items (e.g., I am willing to arrange the study plan or progress of the course) ($\alpha=0.88$).

IV. Result

Correlation, Reliability, and Validity Analysis

Table 1 presents the correlation between the variables, indicating a positive correlation for each variable ($r = 0.353-0.732$, $p < 0.01$). Subsequently, confirmatory factor analysis (CFA) was employed to evaluate the soundness and consistency of each latent variable that was generated.

Table 1. Descriptive Statistics, Reliability, Convergent, and Discriminant Validity

Variable	α	C.R.	AVE	1.	2.	3.	4.	5.	6.	7.
1. FS	0.92	0.92	0.66	0.81						
2. PS	0.92	0.92	0.65	0.46**	0.80					
3. TS	0.94	0.94	0.73	0.45**	0.63**	0.89				
4. SE	0.94	0.94	0.64	0.46**	0.46**	0.44**	0.85			
5. CE	0.87	0.88	0.66	0.38**	0.37**	0.38**	0.50**	0.81		
6. ER	0.88	0.88	0.64	0.39**	0.41**	0.38**	0.63**	0.66*	0.80	
7. BI	0.88	0.88	0.63	0.43**	0.35**	0.35**	0.62**	0.48**	0.73**	0.80

Note: α = Cronbach's α ; FS= family support; PS= peer support; TS= teacher support; SE= self-efficacy; CA= cognitive appraisal; ER= emotional response; BI= behavioral propensity; C.R.= composite reliability, AVE= average variance extracted; The square root of AVE is displayed in bold on the diagonal of the matrix. ** $p < 0.01$

As indicated in Table 1, (1) The Cronbach's α values are greater than 0.7, which suggests that there is strong internal consistency among the items within each dimension (Nunnally & Bernstein, 1994). (2) The composite reliability (C.R.) falls within the range of 0.88 to 0.94, which is higher than 0.6. (3) The average variance extracted (AVE) of each latent construct is more than 0.5, which suggests that there is convergent validity (Fornell & Larcker, 1981). (4) The square root of the average variance extracted (AVE) for each latent variable exceeds the correlation coefficient between constructs, which suggests strong discriminant validity (Fornell & Larcker, 1981).

Hypothesis Testing

Relationship between social support and learning attitudes

This study employed the regression analysis approach to validate the hypothesis of the relationship between variables. Gender and birthplace were added as control variables to improve the stability of the study results. This study first tested the hypothesis of the relationship between social support and learning attitudes using

the multiple regression method. As shown in Table 2, family support, peer support, and teacher support are positively related to cognitive appraisal, emotional response, behavioral propensity individually ($\beta=0.25$, $p<0.001$; $\beta=0.23$, $p<0.001$; $\beta=0.30$, $p<0.001$; $\beta=0.15$, $p<0.05$; $\beta=0.21$, $p<0.001$; $\beta=0.13$, $p<0.05$; $\beta=0.18$, $p<0.01$; $\beta=0.15$, $p<0.05$; $\beta=0.14$, $p<0.05$). Hence, the data supported H1-1--H3-3.

Table 2. Regression Analysis of Social Support, Self-efficacy on Learning Attitudes

DV→	Learning Attitudes			Self-efficacy
IV↓	CE	ER	BI	
Gender	0.14**	-0.02	-0.04	-0.07
Birthplace	0.03	-0.02	-0.01	-0.03
FS	0.25***	0.23***	0.30***	0.27***
PS	0.15*	0.21***	0.13*	0.22***
TS	0.18**	0.15*	0.14*	0.18**
R ²	0.23	0.23	0.22	0.31
F	22.84***	23.21***	22.02***	34.14***

* $P<0.05$, *** $P<0.001$

Regarding the relationship between self-efficacy and learning attitudes, as seen in Table 3, self-efficacy depicted positive associations with cognitive appraisal, emotional response, and behavioral propensity individually ($\beta=0.50$, $p<0.001$; $\beta=0.63$, $p<0.001$; $\beta=0.62$, $p<0.001$).

Table 3. Regression Analysis of Self-efficacy on Learning Attitudes

DV→	Learning Attitudes		
IV↓	CE	ER	BI
SE	0.50***	0.63***	0.62***
R ²	0.25	0.40	0.38
F	126.56***	256.10***	234.01***

*** $P<0.001$

The mediating effect of learning attitudes

Then, this study explores the mediating impacts of self-efficacy by following Baron & Kenny's (1986) prerequisites for mediating outcomes. This study utilized the hierarchical regression method, as presented in Table 4. The findings revealed that the regression coefficient of family support on cognitive appraisal decreased but remained statistically significant after the introduction of self-efficacy ($\beta=0.25$, $p<0.001$ → $\beta=0.15$, $p<0.01$). This suggests that self-efficacy partially mediates the relationship between family support and cognitive appraisal. In addition, the regression coefficients for the relationship between family support and emotional response, as well as behavioral propensity, changed from being statistically significant to non-significant ($\beta=0.15$, $p<0.05$ → $\beta=0.06$, $p>0.05$; $\beta=0.18$, $p<0.01$ → $\beta=0.11$, $p>0.05$). This indicates that self-efficacy fully mediates the relationship between family support and emotional response, as well as behavioral propensity, separately. Thus, H4-1, H4-2, H4-3 were supported.

Furthermore, when self-efficacy is taken into account, the regression coefficients of peer support on cognitive appraisal, emotional response, and behavioral propensity all change from being statistically significant to non-significant ($\beta=0.23$, $p<0.001$ → $\beta=0.09$, $p>0.05$; $\beta=0.21$, $p<0.001$ → $\beta=0.09$, $p>0.05$; $\beta=0.15$, $p<0.05$ → $\beta=0.05$, $p>0.05$). This suggests that self-efficacy fully mediates the relationship between peer support and each aspect of learning attitude. Therefore, H5-1, H5-2, and H5-3 received support.

Finally, after incorporating self-efficacy, the regression coefficients of teacher support on behavioral propensity decreased but remained significant ($\beta=0.30$, $p<0.001$ → $\beta=0.17$, $p<0.001$), indicating that self-efficacy has a partial mediating effect in the relationship between teacher support and behavioral propensity. Furthermore, the regression coefficients of teacher support on emotional appraisal and behavioral propensity changed from significant to non-significant ($\beta=0.13$, $p<0.05$ → $\beta=0.01$, $p>0.05$; $\beta=0.14$, $p<0.05$ → $\beta=0.05$, $p>0.05$), indicating that self-efficacy fully mediates the relationship between teacher support and emotional response, as well as behavioral propensity. Hence, H6-1, H6-2, H6-3 were supported.

Table 4. Hierarchical Regression of Variable Relationships in This Study

DV→ β(p)	Learning Attitudes								
	CE			ER			BI		
IV↓	M 1-1	M 1-2	M 1-3	M 2-1	M 2-2	M 2-3	M 3-1	M 3-2	M 3-3
Gender	0.11	0.14**	0.16***	-0.04	-0.02	0.02	-0.03	-0.04	-0.00
Birth Place	0.01	0.03	0.04	-0.04	-0.02	-0.01	-0.07	-0.01	0.01
FS		0.25***	0.15**		0.23***	0.09		0.30***	0.17**
PS		0.15*	0.06		0.21**	0.09		0.13*	0.01
TS		0.18**	0.11		0.15*	0.05		0.14*	0.05
SE			0.37***			0.53***			0.52***
F	2.37	22.84***	30.50***	0.75	23.21***	46.96***	1.12	22.02***	43.44***
R ²	0.01	0.23	0.33	0.00	0.23	0.43	0.01	0.23	0.41
ΔR ²		0.22	0.10		0.23	0.20		0.22	0.18

Note: M=Model, *p < 0.05, **p < 0.01, ***p < 0.001

V. Discussions

The primary purpose of this study was to examine the impact of social support on college students' learning attitudes and to determine whether self-efficacy plays a role in mediating the relationship between social support and learning attitudes. First, this study discovered that college students who obtain increased assistance from their family, peers, or teachers will enhance their cognitive appraisal, emotional response, and behavioral propensity.

From the standpoint of social network theory, the social network functions as a conduit for social support. College students can effectively navigate learning challenges, mitigate personal stress, and enhance their capacity to acclimate to the learning environment by providing interpersonal support and help from essential individuals in their social networks. As a result, social network theory theoretically supports the correlation between social support and learning attitudes in this study.

Furthermore, the results of this study indicate that increased levels of support from family, classmates, or teachers positively impact college students' self-assurance in accomplishing their academic objectives. Enhanced self-assurance in academic learning objectives among college students fosters a favorable comprehension of the learning process. They have the belief that studying is advantageous in life, as it has the potential to expand their knowledge. This might motivate individuals to exert additional effort and explore different strategies to gain new knowledge or surmount challenges or obstacles encountered throughout the learning process. According to social cognitive theory, when significant persons offer substantial or psychological support to college students seeking help, it can reshape their understanding, leading to changes in their mental state and ultimately influencing their attitudes and behaviors towards learning. Hence, social cognitive theory establishes a theoretical foundation for the intermediary impact of self-efficacy on the correlation between social support and learning attitudes in this investigation.

VI. Conclusions and Implications

The study's findings indicate that the encouragement and assistance provided by family members, peers, and teachers substantially influence college students' motivation to learn and their ability to pursue their learning objectives confidently. Consequently, this support contributes to the development of their self-directed learning skills. Students must, thus, cultivate harmonious and close relationships with their families. Students can rekindle their passion for learning by drawing on the support and motivation provided by their families, even in the face of academic stress and challenges. Moreover, individual students can cultivate constructive and captivating connections with their classmates. Through observation and engagement, individuals can acquire knowledge from one another's skills and get assistance, enhancing their learning confidence and fostering good attitudes toward learning. Teachers should actively comprehend the distinctions in individual students' characteristics, aptitude levels, and learning preferences to consistently acquire successful experiences in the learning process. They should also offer positive feedback and encouragement to enhance students' self-assurance in attaining their objectives. In addition, they must foster and endorse student engagement in dialogues and endeavors that improve reciprocal communication and the exchange of ideas among educators, learners, and classmates, thus facilitating mutual learning and advancement. Furthermore, they must provide a friendly and inclusive educational setting, fostering

an atmosphere conducive to gradually broadening students' intellectual boundaries and cultivating their capacity for autonomous learning.

VII. Limitations and Future Research Directions

At the very least, the following constraints impact the study's conclusions: Since the sample used in this study is limited to students at S. University, the findings are limited to that school. As a result, the study's generalizability to other contexts or groups is restricted. In other words, the study's external validity is limited. Furthermore, some students may be defensive when filling out questionnaires throughout the data collection procedure, resulting in subjective replies that could introduce bias into the study's analysis. Future research would benefit from additional situational variables such as class environment and collective psychological capital. A cross-level research technique would help improve the accuracy of inferences and analyses between variables at several levels. Finally, it may undertake a comparative study with students from different colleges pursuing the same field to establish its credibility and better understand the challenges and discrepancies.

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