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The Canonical Effect Of Task Articulation, Peer Relations, And Self-Regulation Based Social And Emotional Learning Needs To Fields Of Self-Efficacy

Görev Bilinci, Akran İlişkileri Ve Öz-Düzenleme Merkezli Sosyal Ve Duygusal Öğrenme İhtiyaçlarının Öz-Yeterlik Alanlarına Kanonik Etkisi

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Abstract

The objective of the study is to examine the relationships between the social and emotional learning needs and self-efficacy fields of middle school students via canonical correlation analysis. A total of 567 students (female *n*= 286, male *n*= 281) were included in the study who were selected from three different primary schools in the Buca district of Izmir during the 2011-2012 school year. Social-emotional Learning Scale, Self-efficacy Scale for Children and personal information forms were used as data acquisition tools. As a result of the study, it was concluded that there is a positive and significant canonical relationship between social and emotional learning needs and self-efficacy. In conclusion, it has been determined that students with higher task articulation, peer relations, and self-regulation were those with more self-efficacy which in other words means that social and emotional learning needs also contribute to the increase of the self-efficacy of students.

Keywords: Social and emotional learning, self-efficacy, canonical correlation

Öz

Araştırmada ortaokul öğrencilerinde, sosyal ve duygusal öğrenme ihtiyaçları ile öz-yeterlik alanları arasındaki ilişkilerin kanonik korelasyon analizi kullanılarak incelenmesi hedeflenmiştir. 2010-2011 eğitim öğretim yılında İzmir ili Buca ilçesinin üç farklı ilköğretim okulundan uygun örneklemeyle seçilen 567 öğrenci (kız *n*= 286, erkek *n*= 281) araştırmaya katılmıştır. Veri toplama araçları olarak Sosyal-duygusal Öğrenme Ölçeği, Çocuklar için Öz-yeterlik Ölçeği ve kişisel bilgi formları kullanılmıştır. Araştırma sonucunda sosyal ve duygusal öğrenme ihtiyaçları ve öz-yeterlik arasında pozitif yönde önemli kanonik ilişki bulunmuştur. Sonuç olarak görev bilinci, akran ilişkileri ve öz-düzenlemeleri yüksek öğrencilerin daha öz-yeterli öğrenciler olduklarına ulaşılmıştır. Diğer bir ifadeyle sosyal ve duygusal öğrenme ihtiyaçları öğrencilerin öz-yeterliğini arttırmada katkı sağlamaktadır.

Anahtar kelimeler: Sosyal ve duygusal öğrenme, öz-yeterlik, kanonik korelasyon

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Introduction

Academic learning is an important element that shapes the future lives of students and determines their life qualities. However, the excessive prominence of academic learning causes students to spend less time for the social and emotional skills that they should acquire. The negligence of crucial social and emotional skills that should be acquired starting from early ages can cause problems that are difficult to overcome (Elias, Zins, Weissberg, Frey, Greenberg, et. al., 1997). In accordance with this view, social and emotional learning is the process of combining the thoughts, emotions and behavior of students enabling them to acquire skills that will help them successfully fulfill their vital needs (Zins, Bloodworth, Weissberg, & Walberg, 2007). Zins and Elias (2006), handle social and emotional learning as the awareness of students regarding their emotions and their ability to manage them, taking their friends and environment seriously, giving decisions that will have positive effects for them, preferring ethical and responsible behavior and avoiding negative behavior and establishing positive relationships. Thanks to this process that continues throughout one's lifetime (Zins, Bloodworth, Weissberg, & Walberg, 2007) aimed to be acquired implicitly (Türnüklü, 2004), students can reach their goals faster and more decisively by combining the academic skills along with social and emotional learning skills (Elias, 2003), while staying away from unwanted and undesired behavior (Elias et. al., 1997; Burke, 2002; Greenberg & Kusche, 2006; Kabakçı & Totan, 2013). This process also contributes to the self-meeting of the personal and social needs of the students and their productivities (Kabakçı & Korkut, 2008). In addition, social and emotional learning includes the decrease of psychological risk and increase psychological resilience (Zins & Elias, 2007).

It is stated that social and emotional learning has five key elements of self-awareness, social awareness, responsible decision making, self-management and relationship skills (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2003; Zins & Elias, 2007). Social awareness includes the awareness of and the ability to define one's own emotions with high self-efficacy and self-esteem. Empathy is the responsible decision making element of social awareness that evaluates personal and ethical responsibilities and gives reactions. Self-management includes impulse control, stress management, perseverance along with relationship skills of cooperation and the ability to seek and provide help and last of all communication. Social and emotional learning helps students to combine their cognition and, emotions and behavior helping them to cope with their developmental tasks, acquire appropriate developmental skills via culturally sensitive means while ensuring that they enjoy the experiences at school, increase their motivation and create a secure, supportive learning environment (Elias, 2003; Zins et. al., 2007; Schonert-Reichl & Hymel, 2007; O'Brien & Resnik, 2009; Durlak & Weissberg, 2010). The studies in Turkey show that high social and emotional learning skills in students help them in decreasing their bullying behavior (Totan & Kabakçı, 2010) and mental problems (Kabasakal & Totan, 2011), while increasing their self-concepts (Totan & Kabasakal, 2011), hopes and life satisfaction (Kabakçı & Totan, 2010; Kabakçı & Totan, 2013). The increase of skills that support self-esteem which is one of the social and emotional learning skills along with the increase in communication skills are in association with the decrease of the loneliness level of elementary school students (Körler, 2011).

The increase of social and emotional learning are important and critical elements that should be acquired by students since these skills help prevent negative and destructive behavior in students while preserving their health and well-being effectively (Ross, Rose Powell, & Elias, 2002). Kabakçı and Korkut Owen (2010), state that social and emotional learning supports the individuals throughout their lives helping them in their academic, social and emotional developments. Korkut (2004), defines these support elements under four skill groups of problem solving, communication, self-esteem increasing and stress coping. Coryn, Spybrook, Evergreen, and Blinkiewicz (2009), combine the social and emotional learning needs of children under three factors of task articulation related with the ability of the child to decide responsibly, peer relations related with social awareness and social relations and self-regulation related with self-awareness and self-management. These elements comprise the key requirements forming the foundation of the social and emotional learning skills of students.

The individual first evaluates his/her performance and decides whether he/she has the required capabilities for the targeted behavior before carrying out the behavior itself (Bandura, 1994). Self-efficacy covers the perceptions of the individual geared towards the successful completion of a task (Bandura, 1997; Zimmerman, 1995). Since self-efficacy is the perception of the individual regarding whether a certain behavior will be carried out or not, it can also be evaluated as the precursor of that behavior (Woolfolk, 2001). It is emphasized that self-efficacy contains the cognitive, motivational, affective and selection processes leading the beliefs of students regarding academic success and thereby affects their feelings, thoughts and motivations (Bandura, 1993; Schunk & Usher, 2011). Muris (2001), defines academic self-efficacy as the ability to manage one's own behavior towards the actualization of one's academic expectations. Emotional self-efficacy that is emphasized to have come sprang from results of emotional intelligence studies (Kirk, Schutte, & Hine, 2008) is the ability of an individual to realize his/her feelings and to overcome them (Muris, 2001; Totan, İkiz, & Karaca, 2011). Even though social self-efficacy is used in many different concepts (Smith & Betz, 2000), it is generally thought of as the ability of the student to manage his/her relations with his/her peers along with his/her assertiveness (Muris, 2001).

Self-efficacy, social efficacy, responsible decision making, self-management and relationship management are among the individual centered skills of social and emotional learning (Denham & Weissberg, 2004; Elias, O'Brien, & Weissberg, 2006; Zins et. al, 2007). Self-efficacy, which is a sub-component of self-awareness which is one of these individual centered skills has been handled. Zins, Elias, and Greenberg (2003), state that the development of the social and emotional learning skills of students results in an increase in their self-efficacy levels. The increase of the self-efficacies of students is among the secondary outcomes of the development of social and emotional learning (Walberg, 2011). In their studies during which the researches regarding meta-analysis along with social and emotional learning of Durlak, Weissberg, Dymnick, Taylor, and Schellinger (2011) are examined, it has been determined that the outcomes of social and emotional learning for students can be collected under six headings; the development of social and emotional skills, helping to develop attitudes towards one's self and others, causing positive social behavior, decreasing behavioral disorders and emotional stress along with increasing academic performance. Self-efficacy is one of the elements of developing attitudes towards one's self and others which is listed among the six headings. Self-efficacy is considered to be a factor that protects the psychological health within the scope of game-based learning for children (Hromek & Roffey, 2009). Hence, self-efficacy is an important requirement that should be gained and increased as a consequence of self-efficacy, social and emotional learning. There are theoretical relations between social and emotional learning and self-efficacy. One of the objectives of the study is to examine these relations for middle school students statistically.

Method

Participants

The participants of the study have been determined from among five different elementary schools in the Buca district of Izmir during the 2011-2012 school year using the convenience sampling method. Of the 567 students who participated in the study 50.45% are female (n= 286) whereas 49.55% are male (n= 281) students. When the second grade elementary class distributions are examined, 32.81% are 6th grade (n= 186), 32.71% are 7th grade (n= 183) and 34.82% are 8th grade (n= 198) students. The age average of the participants between the ages of 11-14 was determined as 12 years 8 months.

Instruments

Social-emotional learning scale (SELS): SELS developed by Coryn et. al. (2009) is a Likert type scale [between 1- Strongly disagree and 5- Strongly agree] consisting of 20 items and three sub-dimensions designed to determine the social and emotional learning needs of students. Task Articulation is the first sub-dimension of the scale and is used to determine whether students are aware of their responsibilities can make decisions in line with their responsibilities and whether they can express these responsibilities or not. The second sub-dimensions which is peer relations aims to evaluate the closeness of the students to their peers in their social environment and their levels of

social interaction whereas the third sub-dimension of self-regulation aims to evaluate the abilities of students in overcoming the problems that they face in when trying to reach their goals, their struggle to control these problems and their abilities to develop new strategies to rearrange these problems. In its original form, it has been reported that three factors have been verified [χ^2= 520.58, *df*= 167, χ^2/df= 3.12, AGFI= .90, CFI= .91, GFI= .92, NFI= .90, RMSEA= .06] and that the internal consistency coefficients varied between .69 and .80 (Coryn et. al., 2009). Totan (2011) has carried out the Turkish adaptation of the scale stating that there are positive relationships between the original and the Turkish forms of the scale, that the triple factor structure of SELS has been preserved in Turkish [χ^2= 487.63, *df*= 167, χ^2/df= 2.92, GFI= .92, NFI= .98, CFI= .99, RFI= .99, SRMR= .033, RMSEA= .057] and that the internal consistencies have been determined as .82 for task articulation, .88 for peer relations, .84 for self-regulation and for the total scale as .94 while the test-re-test coefficients have been determined as .80 for task articulation, .78 for peer relations, .96 for self-regulation and .93 for the whole scale.

Self-Efficacy Scale for Children (SESC): SESC has been developed by Muris (2001) and is a five item Likert type [between 1- None and 5- Very good] scale consisting of 21 items to evaluate the academic, social and emotional self-efficacies of elementary school students. High scores obtained from the scale in which the level of general self-efficacy is determined by summing up the three dimensions indicate that the students have high efficacy perceptions regarding the relevant self-efficacy fields. During the scale development studies, Muris (2001) has determined that the three dimensional structure explains 56.70% of the variance and that the internal consistency coefficients of the scale are above .80 for sub-dimensions and in general. The Turkish adaptation of the scale has been carried out by Telef (2011). The researcher has stated during the descriptive factor analysis that the three factor structure explains 43.74% of the variance. The researcher has also determined as a result of confirmatory factor analysis that the three factor structure of the scale is preserved for Turkish adolescents (χ^2= 614.68, *df*= 186, χ^2/df= 3.31, GFI= .94, NFI= .95, RFI= .94, CFI= .96, IFI= .96, RMR=.066, RMSEA= .050) and has reported the reliability coefficients of the Turkish form of the scale as .84 for self-efficacy, .64 for social self-efficacy, .78 for emotional self-efficacy and .86 for the total scale.

Personal information form: The personal information form consisted of three questions one of which was a two item close ended question to determine the genders of the participants, another was a three item close ended question to determine the class levels of the participants and the last one was an open ended question to determine the ages of the participants. Underneath the personal information form was a short informative section about the scope and objective of the study along with information regarding how to give answers.

Data collection and analysis process

The study data was acquired from two second grade classes in five different elementary schools in the Buca district of Izmir during the 2011-2012 education year in the spring semester. The schools that were included in the study are all in the same neighborhood within walking distance from one another (About 3-3.5 km). The students were informed about the study and data acquisition was carried out. It took on average about 20-25 minutes for the students to fill out the personal information forms.

The relationships between social and emotional learning needs and self-efficacy have been examined via canonical correlation. Three dimensions of the social and emotional learning needs were included in the dependent variable set while three sub-dimensions of self-efficacy were included in the independent variable set during the canonical correlation analysis. The hypothetical criteria of the number of participants, linearity, multivariate normal distribution and univariate normal distribution should be met for canonical correlation analysis (Sherry & Henson, 2005). Of the acquired data, it was determined that 15 participants did not answer more than 5% of the scale items and their answers were excluded from the study prior to data analyses. While the z values of each of the study variables were determined and were excluded from the study data in the 3 surveys determined as univariate outlying value (z= ±3.26), it was determined that there was no multivariate outlier value with the

Mahalanobis distance. When the multicollinearity problem was tested by examining the relationships between the variables, it was determined that there are no bilateral relations between the study variables that exceed .80. It was determined that all of the study variables displayed normal distribution (Kolmogorov Smirnov p> .05). First, the relationships between the variables were examined via Pearson Moment product correlation coefficients during the study analyses. In order to prevent the Type I error during the examination of bilateral relations; Bonferroni correction was made (Green & Salkind, 2008). The square of the bilateral relations was taken and their effect magnitudes were reported.

Canonical correlation analysis which is among the exploratory parametric statistical methods aiming to create theoretical knowledge, aims to examine the relationships between the variables in two different sets (Thompson, 2005; Tabachnick & Fidell, 2008; Ekşi, 2010; Raykov & Marcoulides, 2008). Type I error ratio increases along with the increasing number of dependent variables in regression analyses where many dependent variables are handled separately. In addition, the examination of the effects of human behavior patterns is all important. Therefore, our canonical correlation analysis becomes much more advantageous in comparison with other analysis methods (Sherry & Henson, 2005; Thompson, 2005). While in multivariate regression analysis, the effects of many independent variables on just one dependent variable can be examined, canonical correlation analysis allows the examination of the effects of more than one independent variable on more than one dependent variable simultaneously. That is why while multivariate analysis is a strong method in the examination of the linear relations with just one dependent variable, canonical correlation is a much stronger method for the examination of more than one dependent variable (Meyers, Gamst, & Guarino, 2006; Hair, Black, Babin, Anderson, & Tatham, 2006; Özer & Altun, 2011). The study analyses have been carried out using SPSS PAWS 18 (SPSS, 2009) CANCORR syntax with a significance level of .05. Also McDonald's omega coefficients was calculated via R (R Development Core Team, 2013) with psych package (Revelle, 2013).

Findings

The bilateral relations between the social and emotional learning needs and academic, social, emotional, and general self-efficacies have been examined firstly within the scope of the study. The significance level was determined as .003 in the bilateral relations between social and emotional learning needs and self-efficacy areas as a result of Bonferroni correction (.05/15= .003) and this significance level was taken into account. In addition, the descriptive statistical results along of the dependent and independent variables of the study along with internal consistency values have been calculated.

Table 1.
Relationships between social emotional learning needs and self-efficacy fields

Variables	1	2	3	4	5	6	7	Cronbach alpha	McDonald's omega	$\bar{x}$	s.d.
Task articulation (1)								.81	.85	21.88	5.65
Peer relation (2)	.76*							.88	.91	25.86	6.89
Self-regulation (3)	.73*	.75*						.79	.91	25.61	7.25
SEL's needs (4)	.90*	.92*	.92*					.93	.95	73.33	18.07
Academic self-eff. (5)	.40*	34*	.33*	.39*				.88	.93	24.70	6.81
Social self-eff. (6)	.38*	.39*	.34*	.40*	.75*			.83	.93	25.20	6.64
Emotional self-eff. (7)	.32*	.28*	.30*	.33*	.70*	.72*		.83	.94	23.54	6.58
Self-efficacy (8)	.40*	.37*	.37*	.41*	.91*	.91*	.89*	.94	.94	73.44	18.08

According to the obtained results, it has been determined that there are positive and significant relationships at a significance level of .000 for all the bilateral relations. The results obtained for social and learning needs show positive and significant relationships of .73-.75 and .70-.75 for self-efficacy fields. It has been determined in the bilateral relationships between the social and emotional learning needs and the self-efficacy needs that there are positive and significant relationships between

task articulation and academic self-efficacy of .40 (r^2= .16), with social self-efficacy of .38 (r^2= .14) and with emotional self-efficacy of .32 (r^2= .10); while peer relations has positive and significant relationships with academic self-efficacy of .34 (r^2= .12), with social self-efficacy of .39 (r^2= .15) and with emotional self-efficacy of .28 (r^2= .08); self-regulation with academic self-efficacy of .33 (r^2= .11), with social self-efficacy of .34 (r^2= .12) and with emotional self-efficacy of .30 (r^2= .09). It has been calculated that the average scores of the participants regarding the social and emotional learning needs varied between 21.88-25.86 whereas the average scores for self-efficacies varied between 23.54-25.20. It has been determined that the internal consistency α coefficients of variables for social and emotional learning needs varied between .79-.88 and total .93 (Ω= .79-.88 and total Ω= .95) whereas for self-efficacy fields this value varied between .83-.88 and total .94 (Ω= .93-.94 and total Ω= .94). Canonical correlation analysis was the next step in the study.

Table 2.
Canonical correlation analysis results between social and emotional learning needs and self-efficacy fields

Roots	r_c	r_c^2	χ^2	*df*	*p*	Wilks Λ
1	.43	.19	138.93	9	.000*	.789
2	.16	.03	19.23	4	.001*	.968
3	.09	.01	4.29	1	.038*	.993

The Wilks Λ findings as a result of canonical correlation analysis show that the null hypothesis of three canonical changes is rejected. This result shows that the relationship between all the sets in the root of the three canonical changes are all greater than 0 (Raykov & Marcoulides, 2008). The relationship coefficients, r_c, of the canonical roots have been loaded as .43 in the first root, .16 in the second root and .09 in the third root. The r_c value denotes the canonical correlation coefficient and only takes on positive values between 0-1 (Thompson, 2005). This value is loaded more on the first root in comparison with the other roots and there is significant difference between this value and the second canonical load (Canonical load difference .19 - .03 = .16) and the third canonical load (Canonical load difference .19-.01= .18). When the χ^2 values of the three significant canonical correlations are added (χ^2= 162.45, *df*= 14, *p*= .000) and subtracted from the first root, the remaining χ^2 value was determined to be significant (χ^2= 23.52, *df*= 5, *p*= .001). However, since the canonical correlation values of the dependent and independent variable set in the first and second root are less than .30 (Tabachnick & Fidell, 2007) the results of the first root were evaluated.

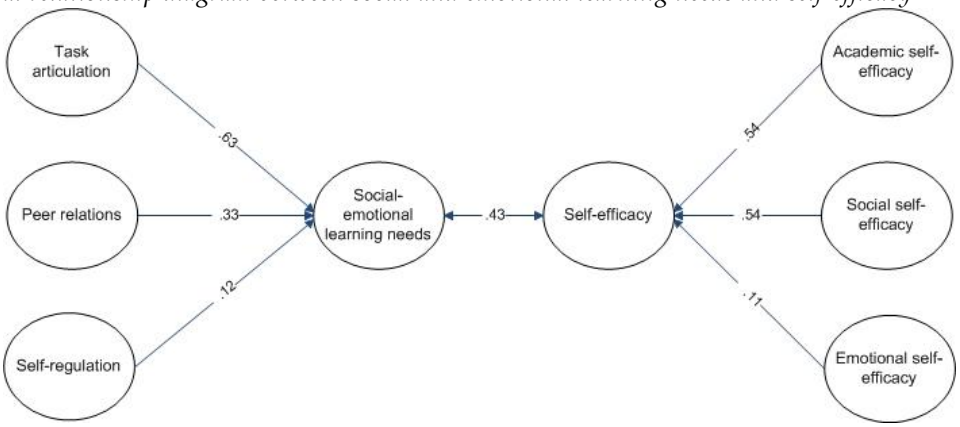
Table 3.
The structural loads, canonical weights, explained variance and redundancy values of social emotional learning needs and self-efficacy fields

Variables	r_{c1}	
Social and emotional learning need's set	Canonical Correlations	Canonical Coefficients
Task articulation	.97	.63
Peer relation	.90	.33
Self-regulation	.82	.12
Percent of variance	%81	
Redundancy	.15	
Self-efficacy set		
Academic self-efficacy	.94	.54
Social self-efficacy	.94	.54
Emotional self-efficacy	.76	.11
Percent of variance	%79	
Redundancy	.15	
Canonical correlation	.43	

Whereas the explained variance ratio of the sub-dimensions of social and emotional learning needs calculated in the first root during canonical correlation analysis is calculated as .81 [pv_x(.97²)+(.90²)+(.82²)]/3], the remainder value (Redundancy) was determined as .15 [$rd_{x\rightarrow y}$= .81 × .43²]. Accordingly, task articulation, peer relations, and self-regulation set in the social and emotional learning needs is sufficient to explain 81% of the average variance. The same set is the source of 15% of the variance explained in the opposing set. Redundancy was calculated to be .15 [$rd_{y\rightarrow x}$= .79 × .43²] as the explained variance ratio of the sub-dimensions of self-efficacy .79 [py_y(.94²)+(.94 ²)+(.76²)]/3]. It has been determined that task articulation (.97), peer relations (.90) and self-regulation (.82) variables in the first set are related with the second set and that academic self-efficacy (.94), social self-efficacy (.94) and emotional self-efficacy (.76) variables in the second set are related with the first set with over .30.

Scheme 1.

The canonical relationship diagram between social and emotional learning needs and self-efficacy



It has been determined that task awareness which is one of the social and emotional learning needs in the first set is the variable with the highest contribution (.63) and that task articulation is followed respectively by peer relations (.33) and self-regulation (.12). Whereas in the second set it has been determined that academic self-efficacy and social self-efficacy are the variables with the highest contribution (.54) in their own set and that emotional self-efficacy has a contribution (.11). Eigenvalue was calculated as .19 ($\lambda_i = r_{ci}^2$) between social and emotional learning needs' set and self-efficacy's set. The R_c coefficient which can take on any positive value between 0-1 along with the multi-way regression analysis R coefficient of r_c^2 can be considered as the ratio of the variance shared between the two canonical sets (Sherry & Henson, 2005). It has been determined as a result of the canonical correlation analysis that secondary grade elementary school students with high task articulation, peer relations and self-efficacy skills have higher academic self-efficacy, social self-efficacy and emotional self-efficacy levels and that the increase of 1 in the standard deviation of their social and emotional learning needs will cause an increase of .19 standard deviation in their self-efficacy fields.

Discussion and conclusion

Medium level positive and significant relations have been determined between task articulation, peer relations and self-efficacy considered as social and emotional learning needs and academic self-efficacy, social self-efficacy and emotional self-efficacy which are considered to be the self-efficacy resources. As a result of the canonical correlation analysis, it has been determined that task articulation which is one of the social and emotional learning needs has the highest level of canonical load followed in turn by peer relations and self-regulation whereas it has also been determined that academic self-efficacy and social self-efficacy have similar canonical loads and are followed by emotional self-efficacy. According to the calculated canonical relationship coefficient, it has been put forth that social and emotional learning needs are significant precursors of self-efficacy. Thereby it has been concluded that students with higher task articulation, peer relations and self-efficacy skills are more self-efficient which in other words means that social and emotional learning needs do not contribute to the increasing of the self-efficacies.

Bandura (1977) emphasizes that the behavior of individuals are affected by their efficacy expectations whereas the results of these behaviors are affected by result expectations. It is possible that individuals with high self-efficacy perceptions can reach their goals by shaping them while using their performances effectively (Bandura, 1991-1993). According to this explanation, the self-efficacy expectation of the individual determines the behavior of the individual and that the expectations regarding the results of these behaviors will affect the outcome. The perception of the individual regarding his/her efficacy affects their goals and gives clues as to the level of success of the individual (Bandura, 1997). In line with these results, it can be thought that carrying out tasks is in relation with the self-efficacy of the individual. When task articulation is considered as responsibility (Totan, 2011) it also covers planning or planned behavior. Within the theory of planning, the behavior control level perceived by the individual interacts hierarchically with his/her perceived self-efficacy level and his/her ability to behave controllably (Ajzen, 2002). Since self-efficacy is a precursor to the choosing of behavior during the process to reach goals, it affects the perception of responsibility by predicting the variables of inner motivation, control and security (Auhagen, 2001). Zimmerman and Kitsantas (2005), have determined that the self-efficacies of high school girl students regarding their ability to learn linearly affect their perceived responsibilities. In a similar study (Kerpelman & Mosher, 2004), it has been determined that the control and responsibility levels of Afro-American adolescents who live in rural areas have positive relations with their self-efficacies. Sanmartin, Carbonell, and Banos (2011), have concluded that there are positive relations and interactions between the self-efficacies and responsibilities of Spanish children and adolescents.

There is a dynamic association between social support and self-efficacy (Bandura, 2001, 2002, 2004). In addition, self-efficacy and social support are important parts of one's mental health and functional life (Karademas, 2006). Social self-efficacy has positive effects on social and emotional development starting from a very early age (Bandura, 1993). Majer, Jason, Ferrari, Venable, and Olson (2002) have determined that the decrease in the social support of drug addicts is in association with the decrease of self-efficacy. It is emphasized that high levels of social support and self-efficacy will help in decreasing the anxiety, depression and chronic pains of individuals while increasing their abilities to cope with these complaints (Ferrerira Valente, Pais Ribeiro, & Jensen, 2009). Vekiri and Chronaki (2008), have reported that peer support and self-efficacy are positively related for elementary school students. Similarly, Ramirez, Hodges Kulinna, and Cothran (2012), have concluded that there is an association between self-efficacy and social support within the structural equality model in which they examined physical activity behavior within the scope of social cognitive theory. Peer relations of students enable them to see more models thereby increasing their self-efficacies (Schunk & Hanson, 1985). The self-efficacies of lonely students who are not in any peer groups decreases (Galanaki & Kalantzi-Azizi, 1999). In addition, social support has positive effects on self-efficacy and self-regulation (Anderson, Wojcik, Winnett, & Willams, 2006).

Studies indicate that self-efficacy perception is an important element in learning self-regulation (Usher & Pajares, 2008; Klassen, Krawchuk, & Rajani, 2008). Self-regulation covers positive attitudes such as directing one's attention, organizing, coding, remembering, using resources effectively, believing one's efficacy while also including motives such as self-efficacy and attribution (Schunk, 1994). The level of self-efficacy towards self-regulation affects the beliefs of students regarding learning while shaping his/her academic activities and ensuring the permanency of lifelong learning (Bandura, 1993, 1995). Maddux and Volkman (2010), emphasize the relation of self-efficacy with self-regulation due to the fact that self-efficacy is made up of perceptions such as organizing behavior and executing them while also stating that self-efficacy is an important and necessary component for self-regulation. Bandura (1993), states that individuals who make up scenarios in which they are successful will have higher academic performances in comparison with those who make up negative scenarios. This actually points out the effect of self-regulation on self-efficacy. In their studies that they carried out in Western Canada, Klassen, Krawchuk, and Rajani (2008), have determined a relationship between the academic self-efficacy and self-regulation of university students.

During the study, the effects of the set which is the source of social and emotional learning needs on the self-efficacy fields have been examined. In conclusion, the result of both previous studies and this study shows the linear effect of task articulation, peer relations and self-regulation on self-efficacy. Since social and emotional learning needs contribute to the increase of self-efficacy, this association can be evaluated within the scope of preventive and developmental guidance. The examination of the effects of social and emotional learning skills on the self-efficacy fields can be suggested. Since this is a cross-sectional study, the effects of social and emotional learning needs or the increase of these skills on the self-efficacy fields can be examined via experimental studies. Mediator and moderator variables that affect the relationship between social and emotional learning needs and self-efficacy can be examined. The association of social and emotional learning needs and the self-efficacy fields can be examined within a time series by carrying out measurements at various time intervals starting from early age groups.

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