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**THE EFFECTS OF SOCIOECONOMIC STATUS AND GENDER
BESIDES THE PREDICTIVE EFFECT OF SELF-EFFICACY ON
LIFE SATISFACTION IN ADOLESCENCE**

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ETKİSİNİN YANISIRA SOSYOEKONOMİK STATÜ VE CİNSİYETİN ETKİLERİ*

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Abstract

The healthy psychological development in adolescence depends on basically how they view themselves, their lives, their relations and their economic statuses which may differ by sex. The aim of this research was to examine the extent to which self-efficacy beliefs may serve as predictors of life satisfaction in adolescents in a Turkish sample. Moreover, the effects of gender and perceived socio-economic status were investigated because literature shows contradictory results about their effectiveness on both self-efficacy and life satisfaction in adolescence. The data was gathered by The Self-Efficacy Questionnaire for Children and The Satisfaction with Life Scale with a questionnaire. Participants consisted of 444 adolescents from different schools, 207 girls and 237 boys, in Izmir, Turkey. Findings indicated that academic, social and emotional self-efficacy are important predictors of life satisfaction in adolescents. Self-efficacy explained 45% of the variance of life satisfaction of Turkish adolescents. According to gender, results showed significant differences in emotional and general self-efficacy while there were no significant differences in life satisfaction,

academic and social self-efficacy. Results also showed that adolescents who perceive higher socio-economic status indicated higher social and general self-efficacy, higher life-satisfaction as well. As a conclusion, self-efficacy is an important predictor of life satisfaction; gender is effective on emotional and general self-efficacy; perceived socio-economic level is effective on both self-efficacy and life satisfaction in Turkish adolescents.

Key Words: self-efficacy, life-satisfaction, gender, socio-economic status, adolescence

Öz

Ergenlikte sağlıklı psikolojik gelişim, temel olarak gençlerin kendilerini, yaşamlarını, ilişkilerini ve ekonomik seviyelerini nasıl gördüklerine bağlıdır ve bu görüşler, cinsiyete göre değişkenlik gösterebilmektedir. Bu araştırmanın amacı, bir Türk örnekleme, ergenlerin öz-yeterlik inançlarının yaşam doyumunu ne derece yordadığını incelemektir. Buna ek olarak, cinsiyetin ve algılanan sosyo-ekonomik düzeye göre ergenlerin öz-yeterliklerinde ve yaşam doyumlarında fark olup olmadığını araştırmaktır. Cinsiyet ve algılanan sosyoekonomik düzeyin etkisine ilişkin literatürde farklı sonuçlar göze çarpmaktadır. Veriler, Çocuklar için Öz-Yeterlik Ölçeği, Yaşam Doyumu Ölçeği ve kişisel bilgi formu ile toplanmıştır. İzmir’de okuyan 207 kız, 237 erkek olmak üzere toplam 444 ergen, çalışmanın katılımcılarını oluşturmaktadır. Araştırmanın verileri *t*-testi, Tek Yönlü Varyans Analizi ve Çoklu Doğrusal Regresyon yöntemi kullanılarak analiz edilmiştir. Araştırmanın istatistiksel analizleri SPSS 16 programı kullanılarak yapılmıştır. Bulgular, akademik, sosyal ve duygusal öz-yeterlik inançlarının ergenlikte yaşam doyumunun önemli bir yordayıcısı olduğunu ortaya koymaktadır. Öz-yeterlik, Türk ergenlerde yaşam doyumuna ilişkin varyansın %45’ini açıklamaktadır. Sonuçlar, cinsiyete göre genel ve sosyal öz-yeterlikte anlamlı farklılıklar olduğunu, akademik ve duygusal öz-yeterlik ile yaşam doyumunda anlamlı farklılıklar olmadığını göstermektedir. Bulgular sosyo-ekonomik düzeyini yüksek algılayan ergenlerin sosyal ve genel öz-yeterlik düzeyleri ile yaşam doyumlarının daha yüksek olduğunu ortaya koymaktadır. Sonuç olarak türk ergenlerde öz-yeterlik, yaşam doyumunun önemli bir yordayıcısıdır; cinsiyet, duygusal ve genel öz-yeterlik üzerinde etkili görülmektedir; algılanan sosyoekonomik düzey ise hem öz-yeterliği hem yaşam doyumunu etkilemektedir.

Anahtar Kelimeler: öz-yeterlik, yaşam doyumunu, cinsiyet, sosyo-ekonomik statü, ergenlik

1. INTRODUCTION

In positive psychology orientation, particularly working with adolescents, it is important to examine the strengths and positive assets of this developmental stage rather than focusing on the stressors or potential negative outcomes (Roberts et al., 2002). A new vision of adolescence points to the individual strengths that promote

positive development, researches give importance to examine the personal and social determinants of successful development during adolescence (Vecchio et al., 2007). It has become clear that individuals play a proactive role in their adaptation (Bandura, 2006). In this regard, self-efficacy beliefs are considered to have a pervasive influence on youths' successful development as well as to influence their positive thinking about themselves and their life including the positive expectations about their future (Bandura, 1997). Indeed, Vecchio et al. (2007) indicates that higher levels of academic and social self-efficacy beliefs in early adolescence were longitudinally associated with higher levels of life satisfaction in late adolescence. Ultimately, this study aimed to examine the extent to which self-efficacy beliefs may serve as predictors of life satisfaction in adolescents regarding the effects of gender and socio-economic status in a Turkish sample.

The most important determinants of the behaviors people choose to engage in especially when facing obstacles and challenges are their beliefs in their capabilities to produce desired effects. These efficacy beliefs play crucial role in psychological adjustment (Maddux, 2002), serve a self-regulatory function by providing individuals with the capability to influence their cognitive processes, actions and their environments (Bandura, 1997; Bandura et al., 2001), lead person to initiate the necessary behaviors, to widen task-related efforts and maintain the continuity of these efforts (Zimmerman, 2000). Adolescents' self-efficacy beliefs have a major place in literature. Self-efficacy beliefs have proved to contribute to prevent depression, shyness, internalizing and externalizing problems and engagement in transgressive behaviors (Caprara et al., 2006), to be negatively correlated with worry (Khodarahimi, 2010) as well as to the promotion of satisfaction with life (Caprara & Stea, 2005a; Caprara et al., 2006; Suldo & Shaffer, 2007; Vecchio et al., 2007; Isıklar, Bozgeyikli & Eroglu, 2009), social skills (Segrin & Taylor, 2007), self-acceptance, especially managing relationships with parents and prosocial behavior, academic aspirations and career trajectories, peer preference and academic achievement (Caprara et al., 2006).

Subjective well being, as a broad concept, is defined as a person's cognitive and affective evaluations of own life, emotional reactions to events as well as cognitive judgments of satisfaction and fulfilment (Diener et al., 2002). The cognitive component usually corresponds to the individual's evaluation of life satisfaction according to subjectively determined standards (Caprara et al., 2006; Suldo & Huebner, 2006). It may be formulated at a general level referring to life as a whole, or at more specific levels when referring to particular life domains (e.g., family, environment, leisure, friendship, self). The core self-evaluations, fundamental assessments about worthiness, competence, and capabilities orient individuals toward seeking positive outcomes while averting negative outcomes (Ferris et al., 2011). Individuals with positive subjective well-being report high life satisfaction as well as a preponderance of positive emotions and moods relative to negative affect (Suldo & Huebner, 2006).

Life satisfaction had found to be positively related to problem solving and generalized self-efficacy (Zumberg, Chang & Sanna, 2008), academic ability and adjustment (Leung & Leung, 1992), academic competence (Leung et al., 2004) and psychosocial functioning (Suldo & Huebner, 2006). During youth, life satisfaction co-occurs with high levels of perceived social self-efficacy (Fogle et al., 2002) and promote internal locus of control and extraversion (Suldo & Huebner, 2006). Higher levels of academic and social self-efficacy beliefs in early adolescence were longitudinally associated with higher levels of life satisfaction in late adolescence (Vecchio et al., 2007). It is indicated that adolescents with very high life satisfaction reported significantly higher levels of emotional, social, and academic self-efficacy than their peers with life satisfaction in the average range moreover adolescents with extremely high life satisfaction were a group of psychologically healthy youth (Suldo & Huebner, 2006). Self-efficacy manifests a mediating role in linking personality factors and subjective well being- life satisfaction and subjective happiness (Strobel, Tumasjan & Spörrle, 2011).

Regarding gender, there are contradictory results in the literature. Gender is found to be effective in adolescence in favor of boys on emotional self efficacy (Bussey & Bandura, 1999; Muris, 2001; Bacchini & Magliulo, 2003; Landon, Ehrenreich & Pincus, 2007; Willemse, 2008; Çelikkaleli & Gündüz, 2010) and general self-efficacy (Pintrich & De Groot, 1990; Scholz et al., 2002; Çetin, 2007) while social efficacy (Bilgin, 1996; Smith & Betz, 2000; Fogle et al., 2002; Fırıncioğlu, 2005; Karahan et al., 2006; Efe, 2007; Şencan, 2009; Biçer, 2009; Çelikkaleli & Gündüz, 2010) and academic efficacy (Suldo & Shaffer, 2007; Çelikkaleli & Gündüz, 2010) don't differentiate. However the other studies indicated that girls' academic self-efficacy (Bandura et al., 2001; Pastorelli et al., 2001, Bacchini & Magliulo, 2003; Yardımcı, 2007; Willemse, 2008, Telef, 2011); social self-efficacy (Coleman, 2003; Öztürk & Şahin, 2007; Yardımcı, 2007; Willemse, 2008; Telef, 2011) and emotional self-efficacy (Bandura et al., 2001; Pastorelli et al., 2001) are higher than boys. Therefore in this study, gender effect is thought to be valuable to investigate because there may be cultural effects on maturity process that may vary by sex contributing these contradictory results.

Regarding socio-economic status, in literature, it was found to be effective on adolescents' self-efficacy and life satisfaction ((Fırıncioğlu, 2005; Yardımcı, 2007; Biçer, 2009; Şencan, 2009; Koparan et al., 2009; Kwan, 2010; Piko & Hamvai, 2010). Indeed, socio-economic status was found to be an important predictor for life-satisfaction in adolescence (Peng et al., 2006). Therefore in this study, perceived socio-economic status effect is thought to be valuable to investigate.

Although studies confirmed the importance of self-efficacy and life satisfaction in adolescence, Bergman & Scott (2001) emphasizes cultural factors such as differentiations on the socialization processes as well as on the cultural gender role identity reinforcements in arguing self-efficacy and life satisfaction. Therefore, present study prepared to determine whether self-efficacy beliefs predict life satisfaction of

adolescents regarding the effects of gender and socio-economic status in a Turkish sample.

2.METHOD

2.1.Participants

The participants were randomly selected from the schools that were in contact with the university and guidance research center in which authors work. After ethical permission was gathered, according to the accessibility to the participants, 444 adolescents from different schools in Izmir, Turkey were attained. Participants consisted of 207 girls (46,6%) and 237 boys (53,4%); 135 of them (30,4%) are sixth grade students, 136 of them (30,6%) are seventh grade students, 173 of them (39%) are eighth grade students.

2.2. Measures

2.2.1.The Self-Efficacy Questionnaire for Children(SEQ-C)

This scale was originally developed by Muris (2001) and standardized to Turkish population by Telef in 2011. The self- efficacy questionnaire is a 21- item self-report measurement and consists of three sub-scales; academic self-efficacy, social self-efficacy, emotional self-efficacy and a general self-efficacy level can be gathered from total point. Each item was rated on a 5-point Likert scale (1=not at all, 5= very well). The highest score is 105, lowest score is 21. Higher score means higher efficacy. During standardization studies, between the Turkish and English forms correlations are found statistically significant at $p<,01$ level as .95 for overall scale, .93 for academic self-efficacy subscale, .94 for social self-efficacy subscale, .91 for emotional self-efficacy subscale. Exploratory factor analyses (EFA) with a 21-item version of the SEQ-C supported the existence of three factors that accounted for 43,74% of total variance. The goodness of fit index values were RMSEA=.049, NFI=.95, CFI=.96, GFI=.94 and SRMR=.066. The internal consistency coefficients were .84, .64, .78 and .86 for three subscales and general self-efficacy, respectively. Test-retest reliability coefficients changes between .75 and .89. The SEQ-C correlated positively with General Self-Efficacy Scale ($r=.57$) which was originally developed by Schwarzer & Jerusalem (1979) and standardized to Turkish Population by Piko et al. (2002) on high school students and also Vardarlı (2005) on secondary school students.

2.2.2.The Satisfaction with Life Scale(SWLS)

The Satisfaction with Life Scale (SWLS) is a measure of life satisfaction developed by Ed Diener and colleagues (Diener et al., 1985). Life satisfaction is one factor in the more general construct of subjective well being. The SWLS consists of 5-items, each is scored from 1 to 7 in terms of 'strongly agree' to 'strongly disagree'. Items are summed for a total score, which ranges from 5 to 35, with higher scores reflecting more satisfaction with life. The Turkish version of The Satisfaction with Life Scale was adapted by Köker (1991). Köker (1991) reported an internal consistency

coefficient for the Turkish version of this scale to be .80 and test-retest reliability coefficient to be .85; item- scale correlations is found between $r = .71$ and $r = .80$. In another study conducted with adolescents, the internal consistency coefficients were found as $(\alpha) .86$ by Yetimin (1993).

2.2.3. Procedure

Permission for participation of the students was obtained from the related chief departments. Students voluntarily participated and were told about the purposes of the study. Completion of the questionnaires was anonymous and there was a guarantee of confidentiality. Scales were administered to the students in groups in the classrooms. In this research, regression analyze, independent-samples t test, Anova and Sheffe test were used. Statistical analyses were performed by using SPSS for Windows Release 17.0.1.

3. RESULTS

3.1. Multiple Regression Analysis of variables

The multiple regression analysis results of the predictive effect of emotional, social, academic and total self-efficacy on the satisfaction of life levels of adolescents are presented in Table 1.

Table 1 Multiple regression analysis of self-efficacy predicting satisfaction of life

Variables	B	Standard Error	β	<i>t</i>	<i>p</i>
Constant		23.156	3.402	-	6.806
AS	-1.984	0.131	-1.779	-15.171	.000
SS	-1.593	0.142	-1.597	-11.217	.000
ES	-1.650	0.134	-1.929	-12.340	.000
TS	1.720	0.119	4.858	14.477	.000

Academic self-efficacy (AS), Social self-efficacy (SS), Emotional self-efficacy (ES), Total self-efficacy (TS)

$R = 0.67$ $R^2 = 0.45$; $F(7,436) = 50.097$, $P = .000$

As seen on Table 1, there is a statistically significant relation between academic, social, emotional and total (general) self-efficacy and life satisfaction on an average level ($R = 0.67$, $R^2 = 0.45$, $P < .01$). Self-efficacy explained 45% of the variance of life satisfaction of Turkish adolescents. As standardized regression quotient (β) indicates, the order of importance of self-efficacy on life satisfaction is general self-efficacy, emotional self-efficacy, academic self-efficacy and social self-efficacy relatively. The t-test results for the significance of regression quotients indicate that general self-efficacy, emotional self-efficacy, academic self-efficacy and social self-efficacy are statistically significant predictors of life satisfaction.

3.2. Results of t-test according to gender

The result of t-test for adolescents' self-efficacy and life satisfaction according to gender is presented in Table 2. As seen in Table 2, the mean scores of emotional and total self-efficacy indicate statistically significant differences according to gender. The mean scores of social self-efficacy, academic self-efficacy and life satisfaction indicate that there aren't any statistically significant differences according to gender.

Table 2 Adolescents' self-efficacy and life satisfaction according to gender

Variables	Gender	N	\bar{x}	ss	sd	t	p
Life Satisfaction	Girl	207	27.71	5.23	442	1.56	.119
	Boy	237	28.53	5.66			
Academic self-efficacy	Girl	207	24.48	4.70	442	.141	.888
	Boy	237	24.42	5.09			
Social self-efficacy	Girl	207	25.62	5.31	442	1.46	.143
	Boy	237	26.38	5.62			
Emotional self-efficacy	Girl	207	22.13	6.47	442	5.21	.000
	Boy	237	25.21	5.99			
Total self-efficacy	Girl	207	73.14	14.69	442	2.94	.003
	Boy	237	77.43	15.86			

* $p < .05$

As presented in Table 2, boys' emotional self-efficacy mean ($\bar{x} = 25.21$, $ss. = 5.99$) is statistically higher than girls' ($\bar{x} = 22.13$, $ss. = 6.47$) ($t_{442} = 5.21$, $p = .000$) as well as boys' total self-efficacy mean ($\bar{x} = 77.43$, $ss. = 15.86$) is statistically higher than girls' ($\bar{x} = 73.14$, $ss. = 14.69$) ($t_{442} = 2.94$, $p = .003$).

3.3. Results of Anova according to perceived socio-economic status

The result of Anova for adolescents' self-efficacy and life satisfaction according to perceived socio-economic status is presented in Table 3.

Table 3 Adolescents' self-efficacy and life satisfaction according to perceived socio-economic status

Variables		Sum of Squares	df	Mean Square	F	p
LS	Between Groups	416.555	2	208.277	7.140	.001
	Within Groups	12865.031	441	29.172		
	Total	13281.586	443			
AS	Between Groups	71.395	2	35,697	1.484	.228
	Within Groups	10606,612	441	24,051		
	Total	10678,007	443			
SS	Between Groups	420.790	2	210.395	7.181	.001
	Within Groups	12920.769	441	29.299		
	Total	13341.559	443			
ES	Between Groups	186.845	2	93.423	2.292	.102
	Within Groups	17976.963	441	40.764		
	Total	18163.809	443			
TS	Between Groups	1304.487	2	1199.776	5.112	.006
	Within Groups	103499.553	441	234.693		
	Total	105899.106	443			

$p < ,05$

Life Satisfaction (LS), Academic self-efficacy (AS), Social self-efficacy (SS), Emotional self-efficacy (ES), Total self-efficacy (TS)

As seen in Table 3, life satisfaction ($F_{2-441} = 7.140$, $p = .001$), social self-efficacy ($F_{2-441} = 7.181$, $p = .001$) and total self-efficacy ($F_{2-441} = 5.112$, $p = .006$) mean scores presents statistically significant differences according to perceived socio-economic status. In order to understand the source of the difference, Scheffe analysis was made and results show that the participants who indicate high socio-economic status ($\bar{x} = 30.14$, $ss = 4.64$) have high life satisfaction rather than the participants who indicate average socio-economic status ($\bar{x} = 28.15$, $ss = 5.21$) and low socio-economic status ($\bar{x} = 26.46$, $ss = 6.72$).

A similar result was gathered on the social and total self-efficacy scores of the participants. The participants who indicate high socio-economic status ($\bar{x} = 28.56$, $ss = 4.81$) indicate higher social self-efficacy rather than the participants who indicate average socio-economic status ($\bar{x} = 25.69$, $ss = 5.44$) and low socio-economic status ($\bar{x} = 25.49$, $ss = 5.44$). Likewise, the participants who indicate high socio-economic status

(\bar{x} = 81.45, $ss.$ = 13.13) indicate higher total (general) self-efficacy rather than the participants who indicate average socio-economic status (\bar{x} = 74.67, $ss.$ = 15.26) and low socio-economic status (\bar{x} = 73.95, $ss.$ = 17.19).

4. DISCUSSION

In this study, it was found that academic, social and emotional self-efficacy are important predictors of life satisfaction in Turkish adolescents. This finding is consistent with the findings of current studies (Karademas, 2006; Strobel, Tumasjan & Spörrle, 2011) and it may be better to emphasize that these constructs wouldn't have been examined before present study in Turkey. Results supported by the researches indicated that academic self-efficacy (Vecchio et al., 2007; Suldo & Shaffer, 2007; Işıklar, Bozgeyikli & Eroğlu, 2009), social self-efficacy (Vecchio et al., 2007; Suldo & Shaffer, 2007; Işıklar, Bozgeyikli & Eroğlu, 2009), perceived self-efficacy in social contexts (Fogle et al., 2002) and emotional self-efficacy (Caprara & Stea, 2005b; Suldo & Shaffer, 2007; Işıklar, Bozgeyikli & Eroğlu, 2009) is related with life satisfaction. Indeed, Vecchio et al. (2007) indicates that higher levels of academic and social self-efficacy beliefs in early adolescence were longitudinally associated with higher levels of life satisfaction in late adolescence.

Adolescents who have higher levels of life satisfaction probably shows higher performance in both social contexts and in academic achievement (Verkuyten & Thijs, 2002; Suldo & Shaffer, 2007; Vecchio et al., 2007) and in contrast to adolescents who have lower levels of life satisfaction, present higher social support, lower internalizing and externalizing behavioral problems and show higher interpersonal and cognitive functions (Suldo & Huebner, 2006). Possible influential reciprocal relation between self-efficacy and life satisfaction emphasizes the differential protective role of self-efficacy beliefs against depression and antisocial behavior, resist alcohol and drug use and prevent transgressive behavior (Vecchio et al., 2007). Therefore in Turkey, educational and assessment procedures as well as counselling and guidance practices should be revised by taking into account that adolescents should get opportunities to develop self-efficacy beliefs in order to reach a psychologically healthy and a happy youth.

Another result of this study indicates that life satisfaction of Turkish adolescents don't differ according to gender. Although life satisfaction has found to share a large genetic core (Caprara et al., 2009) and earlier efficacy beliefs results in differences in both gender (Vecchio et al., 2007); this result is commonly parallel with the literature (Huebner et al., 2000; Ash & Huebner 2001; Fogle et al., 2002; Hoffmann et al., 2004; McRae et al., 2008; Çivitci, 2009; Piko & Hamvai, 2010; İkiz and Görmez, 2010).

In this research, emotional and general self-efficacy are found to be statistically higher in boys rather than girls. This result is parallel with the studies indicated that boys' emotional self-efficacy (Bussey & Bandura, 1999; Muris, 2001; Bacchini & Magliulo, 2003; Landon, Ehrenreich & Pincus, 2007; Willemse, 2008; Telef, 2011) and general self-efficacy (Pintrich & De Groot, 1990; Scholz et al., 2002) is higher than girls' and in line with the Turkish studies (Çelikkaleli & Gündüz, 2010; Çetin, 2007). Present

findings also indicate that social and academic self-efficacy don't differ according to gender. This result is parallel with the studies indicate social efficacy (Smith & Betz, 2002; Fogle et al., 2002) and academic efficacy (Suldo & Shaffer, 2007) do not significantly differentiate according to gender and in line with the Turkish studies (Fıncıoğlu, 2005; Karahan et al., 2006; Efe, 2007; Şencan, 2009; Biçer, 2009; Çelikkaleli & Gündüz, 2010). However the other studies indicated that girls' academic self-efficacy (Bandura et al., 2001; Pastorelli et al., 2001; Bacchini & Magliulo, 2003; Yardımçı, 2007; Willemse, 2008, Telef, 2011); social self-efficacy (Coleman, 2003; Öztürk & Şahin, 2007; Yardımçı, 2007; Willemse, 2008; Telef, 2011) and emotional self-efficacy (Bandura et al., 2001; Pastorelli et al., 2001) are higher than boys.

This differentiation according to gender can be explained by the differentiations on the socialization processes continuing in the cultures, as well as cultural gender role identity reinforcements within the other possible cultural factors as Bergman & Scott (2001) indicated. Besides, this may be explained by the stress and anxiety level differences of boys and girls in adolescence period that girls can be more vulnerable, can live higher stress levels. Also the cultural tendencies (Scholz et al., 2002) and the educational factors (Bacchini & Magliula, 2003) in both families and schools that enhance the emotional management capacity of boys rather than girls should be taken into consideration. It may be exemplified by the male-dominated structure of Turkish culture that there may be less freedom and more control over female adolescents. Therefore the influential role of culture, experiences and relations shouldn't be ignored as indicated in positive psychology literature emphasizes that efficacy beliefs are influenced by what others say to us about what they believe we can do or cannot do (Maddux, 2002).

Another finding of the present study reveals that participants who indicate higher socio-economic status present higher social, general self-efficacy and life satisfaction. This finding is consistent with the findings of the previous studies (Ash & Huebner, 2001; Raboteg-Šarić, Brajša-Žganec & Šakić, 2008; Ravens-Sieberer et al., 2009; Kwan, 2010; Piko & Hamvai, 2010). Indeed, socio-economic status was found to be an important predictor for life-satisfaction in adolescence (Peng et al., 2006). This finding is in line with the Turkish literature (Fıncıoğlu, 2005; Yardımçı, 2007; Biçer, 2009; Şencan, 2009; Koparan et al., 2009). In a Turkish study, it is indicated that when the socio-economic status of the family get worse, the social efficacy of the adolescent decreases (Yardımçı, 2007). Since adolescents don't leave their family and get economically free unless they get a job after higher education in Turkey, it may be said that socio-economic status of the family asserts the adolescent's evaluations for self, relations and life. According to Vardarlı (2005), having higher socio-economic status facilitates the person to reach a variety of areas to utilize own competencies and abilities in Turkey.

The aforementioned findings of present study clearly render significant associations between self-efficacy and life satisfaction also augment the effects of gender and socio-economic status on both of the constructs. This study extend

previous findings but is limited because only self-report measures from early adolescents were used; using multiple methods of assessment by including parents, teachers and peers is suggested to enhance confidence in the findings. This research was cross-sectional in nature, longitudinal and experimental studies are suggested. Finally, self-efficacy beliefs and life satisfaction can change through life stages according to experiences and cultural factors, these constructs are proffered to be examined through other cultural aspects.

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