

Relationship between Nursing Students' Self-Efficacy and Attachment to Their Families and Friends

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Abstract

*Self-efficacy in nursing students helps them feel competent in clinical fields and is also effective for students' achievement. High self-efficacy is needed for secure attachment and decreasing alienation between students and their families and friends. **Objective:** Determine the relationship between Nursing students' self-efficacy and their attachment to their families and friends. **Setting:** The study was conducted at the Faculty of Nursing, Alexandria University, Egypt. **Subjects:** Stratified random sampling technique was used in this study to recruit a representative sample of 350 students (88 students from the first semester, 63 students from the third semester, 60 students from the fifth semester and 139 students from the seventh semester). **Tools:** Three tools were used to collect necessary data namely; socio-demographic & academic data structured interview schedule, inventory of Parent and Peer Attachment (IPPA) and adolescent Social Self-Efficacy Scale (S-EFF). **Results:** More than three quarters (78.6%, 76.6%, 85.1% respectively) of the studied students had high social self-efficacy, were highly attached to their parents and peers. In addition, 97.5% of students who had high self-efficacy were highly attached to their parents, and all students (100%) who had high self-efficacy were highly attached to their peers. **Conclusion:** A positive relationship was found between self-efficacy of students and their attachment to their families and friends. **Recommendations:** Future research is needed to examine the different impacts mothers and fathers have on their children's attachment processes. Also, health education programs may be needed to explain attachment of parents to their students.*

Keywords: Nursing Students; Self-Efficacy; Attachment; Families; Friends.

Introduction

Self-efficacy is operationally defined as one's believe to perform a given task and to achieve goals⁽¹⁾. It is also the belief in one's ability to take actions and manage future situations⁽²⁾. Senior baccalaureate nursing students would enter the nursing profession very soon. Some even jump to the nursing carrier just after their graduation. Self-efficacy in senior nursing students help them to feel competent in meeting the entry level in clinical fields and to accept this challenging role. Self-efficacy is a good predictor of nursing students' performance in clinical practice⁽³⁾. Social learning theory postulated that human beings possess

secondary drives that evolve as rewarded or reinforced behaviors. Among these secondary drives is self-efficacy. The feeling of "I can do" gives a person a sense of mastery over his environment⁽⁴⁾.

Evidence suggests that job satisfaction and intention to stay in a profession are enhanced by a strong sense of self-efficacy^(5,6). Students possessing such sense are more likely to challenge themselves with difficult tasks and to be intrinsically motivated. These students will put forth a high degree of effort in order to meet their commitments, and attribute failure to things which are in their control, rather than blaming external factors⁽⁷⁾. Self-efficacious students also recover quickly from setbacks,

and ultimately are likely to achieve their personal goals. If students believe in their capabilities, they would use their maximal efforts in different situations⁽²⁾.

On the other hand, students with low self-efficacy believe they cannot be successful and thus are less likely to make a concerted, extended effort and may consider challenging tasks as threats that are to be avoided. Thus, students with poor self-efficacy have low aspirations which may result in disappointing academic performances becoming part of a self-fulfilling feedback cycle^(7,8). As a result, students would avoid specific tasks that they perceive may result in failure during their education leading to an educational catastrophe⁽⁹⁾. These students would have less clinical self-esteem and may leave their profession⁽¹⁰⁾.

In a dynamic academic context, where ongoing learning and performance improvement is needed, high self-efficacy helps individuals to react less defensively when they receive negative feedback and enhance their attachment to their peers and families. When students have low self-efficacy, they also tend to blame either the situation or another person when things go wrong. Denial of any responsibility for poor performance inhibits the chance that an individual will learn how to perform more effectively in the future and also affect their attachments and relationship with their friends and families⁽¹¹⁾.

Attachment is a biologically based strategy that provides emotional and physical protection for students. Even before birth, a foundation is laid for the bond between a mother and her infant. Attachment relationships begin developing at birth and are generally fully established by eighteen months of age⁽¹²⁾.

The impact of attachment affects many facets of life experiences; however, attachment takes on added significance during various life transitions, including

when one begins formal schooling, leaves the parental home, marries, and becomes a parent^(13,14). While many of these transitions share similarities (e.g., psychological and social challenges), the move from high school to college comprises a unique experience as individuals approach adulthood, become more independent, experience changes in social structures, and move out of the parental home. How successfully students handle the transition to college can potentially affect their college success as well as the next transition, which begins at graduation⁽¹⁵⁾.

The interplay between family, peer, school and community attachment, and other social support have been found to be associated with strong self-efficacy, psychological development and well-being⁽¹⁶⁾. Also, more family support has been positively associated with adolescent friendship quality⁽¹⁷⁾. In addition, teachers-student relationships, mediated by students' self-efficacy, have been found to be significant in students' ability to develop positive social relationships outside the family⁽¹⁸⁾. Few studies have looked directly on the relation between nursing students' self-efficacy and attachment to their families and friends and whether promoting their self-efficacy can affect their ability to build effective relationship with others⁽¹⁹⁾. Accordingly, the present study is an attempt to find out the relationship between Nursing students' self-efficacy and attachment to their families and friends.

Aim of the Study

This study aims to determine the relationship between Nursing students' self-efficacy and attachment to their families and friends.

Research Questions

- What is the studied students' perception of their self-efficacy?
- What is the studied students' degree of attachment to their families and friends?

- Is there a significant correlation between nursing students' self-efficacy and their attachment to families and friends?

Materials and Method

Materials

Design: Descriptive correlational design.

Setting: The study was conducted at the Faculty of Nursing, Alexandria University, Egypt. It is the first nationally accredited nursing institution, and the second accredited faculty at the Egyptian universities in all scientific special-ties. The Faculty has nine scientific departments namely Medical-Surgical Nursing, Critical Care Nursing, Pediatrics Nursing, Obstetrics & gynecological Nursing, Nursing Administration, Nursing Education, Community Health Nursing, Gerontological Nursing and Psychiatric Nursing & Mental Health. It belongs to the Ministry of Higher Education. The faculty offers a bachelor degree for undergraduate students and diploma, master & doctorate degrees for graduate students. The faculty program follows the credit hours system that offers students a flexible studying schedule. The baccalaureate is composed of eight semesters of basic nursing science education.

Subjects: The population for this study includes undergraduate students registered at the academic year 2019-2020 at the Faculty of Nursing, Alexandria University. According to the records of the Students' Affairs Department at the Faculty of Nursing, the total number of the students enrolled at the Faculty during this academic year amounted to 2068 undergraduate students; 520 students in the first semester, 370 students in the third semester, 354 students in the fifth semester, and 824 students in the seventh semester.

The EPI INFO 7 program was used to estimate the sample size based on using 5% acceptable error, 95% confidence coefficient, 50% expected frequency and population size of 2068 undergraduate

students. The program revealed a minimum sample size of 324 students. Accordingly, a stratified random sampling technique was used in this study to recruit a representative sample of 350 students (88 students from the first semester, 63 students from the third semester, 60 students from the fifth semester and 139 students from the seventh semester).

Tools:

Tool I: Socio-demographic & Academic Data Structured Interview Schedule

This tool was designed by the researchers to elicit data related to socio-demographic and academic characteristics of the studied subjects such as age, sex, marital status, residence (Urban or rural), and cohabitation, level of education and work experience.

Tool II: Inventory of Parent and Peer Attachment (IPPA)

The IPPA is a self-report scale that measures adolescents' perceptions of their attachment to their parents and peers. The first version of this instrument was developed by Greenberg and colleagues⁽²⁰⁾. The IPPA asks participants to rate how often a series of statements were true for them on a 5-point Likert scale ranging from 1 (*Almost Never or Never*) to 5 (*Almost Always or Always*). The IPPA consists of two separate scales: one examining parental attachment and one examining peer attachment. The 28-item global parental attachment scale is divided into three subscales: communication (10 items) including trust (10 items) and alienation (8 items)⁽²⁰⁾. The 25-item global peer attachment scale is composed of three subscales: communication (8 items), trust (10 items) and alienation (7 items)⁽²¹⁾.

The total score of parental attachment scale ranges from 28 to 140, while the score of peer attachment scale ranges from 25 to 125. Items from the two scales were summed independently for two total scores and were either stated positively or

negatively. Negatively stated items were rescored by reversing the scale.

Previously, it was found that the subscales of the two scales of the IPPA were reliable and internally consistent, as test-retest reliability was .93 for parent attachment and .86 for peer attachment and Cronbach's α ranging from .72 to .92⁽²²⁾.

Tool III: Adolescent Social Self-Efficacy Scale(S-EFF)

The S-EFF is a 25-item instrument designed to measure social self-efficacy. It was developed by Connolly (1989)⁽²³⁾. It includes 5 subscales; social assertiveness (5 items), performance in public situations (5 items), participation in social groups or parties (5 items), aspects of friendship and intimacy (7 items) and giving or receiving help (3 items). Two subscales of this measure, Friendship/Intimacy (7 items) and Social Groups/Parties (5 items), were used in this study to examine peer relationship self-efficacy.

The student is asked to rate each item on a 7-point scale ranging from 1 "impossible to do" to 7 "extremely easy to do. Total scores are the sum of all items and range from 25 to 175.

Psychometric evaluation of S-EFF was assessed across three samples of youth (n=87, 73 and 79) demonstrating evidence of internal consistency ($\alpha= 0.09, 0.92$ and 0.95) and 2 weeks test retest stability ($r(85) = .84, p <.001$)⁽²³⁾. This scale was also previously used on high school students and tested for internal consistency (Cronbach's α was .94)⁽²⁴⁾.

Method

- Official permissions were obtained from the responsible authorities of the Faculty of Nursing, Alexandria University.
- The Socio-demographic and Academic Data Structured Interview Schedule (tool I) was developed by the researchers.

- The IPPA (tool II) and the S-EFF (tool III) were translated into Arabic language, and then submitted to a jury composed of seven experts in the field of Psychiatric Nursing and Mental Health to test their face validity.
- A pilot study was carried out on 35 students to ascertain the clarity and applicability of the study tools and to identify obstacles that might be encountered during data collection. The pilot study revealed that study tools were clear and applicable.
- The internal consistency of the study tools was proved "Cronbach's Alpha ($\alpha=0.870$) for tool II and (0.845) for tool III".
- The actual study started by approaching the Students' Affairs Department at the Faculty of Nursing and obtaining a list of the registered students enrolled in the four semesters at the first term of the academic year 2020-2021.
- To ensure that the study population registered in the four semesters is properly represented in the study sample, the stratified sampling technique will be used through applying the following steps:
 - a. The registered students in the four semesters (first, third, fifth and seventh semesters) will be considered as four strata.
 - b. Using proportional allocation method, random selection of students from each stratum will be done as follows (88 students from the first semester, 63 students from the third semester, 60 students from the fifth semester and 139 students from the seventh semester).

- c. A representative sample from students in each semester was recruited through the systematic random sampling method after excluding the students who participated in the pilot study.
- The researchers collected the data after explaining the purpose of the study and reassured the students about anonymity and confidentiality of their responses, and then an informed consent was obtained from those who accepted to participate in the study.
- Tools I, II and III were distributed to the students and necessary instructions were given. Then the researchers attended the students' answering of the study tools to ensure that all information was completed.
- Data collection was done during the period from 3rd Mach 2020 to 25th June.

Ethical considerations:

Throughout the study, the followings were considered:

- An informed written consent was obtained from each student after explaining the purpose and nature of the study.
- Students' privacy and anonymity were considered and respected.
- Confidentiality of data was assured and respected.
- The right to participate and to withdraw from the study was emphasized to students.

Statistical Analysis

- After data were collected, they were coded and transferred into specially designed formats so as to be suitable for computer feeding. Following data entry, checking and verification processes were carried out to avoid

errors during the data entry. Frequency analysis, cross tabulation, and manual revision were all used to detect any errors. The Statistical Package for Social Sciences (SPSS-Version 22) was utilized for both data presentation and statistical analysis of the results.

- **Descriptive measures:**

Descriptive statistics were conducted for clinical and demographic characteristics and the number and percentage were used for describing and summarizing qualitative data. Minimum and maximum were used for describing and summarizing quantitative data. Mean (X) was used to measure central tendency in statistical tests of significance. Standard deviation (SD) is an average of the deviations from the mean and it was used to measure the degree of variability in a set of scores.

- **Analytical statistical:**

Test for distribution normality of quantitative variables was done using the Kolmogorov-Smirnov test. The test results illustrated that the data were normally distributed, so parametric tests were used. Chi-square test was used for categorical variables to compare between different groups. Pearson coefficient was used to correlate between two normally distributed quantitative variables. All statistical tests were judged at 0.05significance level.

Results

Table (1) shows that 59.7% of students were females and 58% of them aged less than 21 years. Most of students were single (97.9 %) and 39.7% of them were registered in the fourth year of the faculty. This table also shows that 79.4% of students had no work, 56% of them were living in urban areas and (69.4%) of them had family size ranging between 4-6 members. It was also noticed from the table that 68.6% of students considered their income as enough and 64% were living with their parents.

Table (2) shows that the majority of the studied students (85.7%) achieved high scores (more than 50%) in communication with their parents indicating very good communication with their parents which is satisfactory to all of them. Regarding "trust with their parents", 76.6% achieved high score (more than 50%) that means they have mutual trust with their parents. Results related to the alienation part were different as 76.6% of the studied students had low score (less than 50%) (the score reversed) which means that they had warm feelings and good relationship with their parents. In general the Overall Global Parental Attachment was high among 76.6% of the studied students received more than 50% attachment scores.

It appears from **table (3)** that 84.6 % of the studied students communicating well with their peers, and also 87.4 % of them had a trust relationship with their peer. Regarding the students feeling that they are alienated from their peers, the majority (85.1%) achieved low score (less than 50%) that means they had warm and intimate relationship with their peers. In relation to the studied students overall attachment to their peers the majority -85.1% -achieved scores more than 50% reflecting high degree of attachment and warm relationship with their peers.

Table (4) shows the distribution of the studied students according to their scores of adolescent social Self-Efficacy. It appears from this table that 78.6% of the students achieved high score for the social assertiveness item. For student's performance in public situations 62.9% achieved high score (more than 50%) that means they can deal with others and manage social situations with good manner. Regarding students participation in social groups or parties only 38.9% had high score and the rest 61.1 with low score for such participation. In relation to aspects of friendship and intimacy and also for giving and receiving help the majority of the studied students achieved high score

reflecting their genuine and intimate friendship and their caring attitude for their friends. The majority of the studied students had high score for the overall students social self-efficacy.

Table (5) shows that a significant positive strong relation was found between student's parental attachment and social self-efficacy, the majority of students (268 students) achieved high score overall parental attachment and self-efficacy, that means students parental attachment are connected significantly with their social self-efficacy $\chi^2=311.973$.

Table (6) shows a strong positive significant relation between student's peer attachment and their self-efficacy. The majority of the students (around 78%) achieve high score for both peer communication, peer trust and self-efficacy with highly significant relation as $\chi^2=212.570$, 184.532 consecutively, also for student's alienation and self-efficacy around 76.6 % had high self-efficacy and low alienation with a statistical significant negative relation as $\chi^2 =311.973$. Generally a statistical significant relation was found between overall peer attachment and overall self-efficacy $\chi^2 =233.937$.

Table (7) reflect the highly statistical significant correlation between all sub- items of student's parental and peer attachment (communication, trust, alienation) and all sub-items of student's social self-efficacy (social assertiveness, performance in public situation, participation in social groups, aspects of friendship and intimacy and giving or receiving help) with a statistical significant correlation between the overall student's parental and peer attachment and overall student's social self-efficacy as $r=0.783$ and $p<0.001$.

Discussion

Humans have an inherent biological desire for meaningful relationships. According to attachment theory, a secure attachment develops when parents are

consistently available and sensitive to the needs of their children. Secure attachment is likely to have a positive effect on human being development, resulting in development of adequate emotion regulation skills, feelings of confidence and self-efficacy^(25,26). However, when certain experiences and relationship processes such as abandonment, neglect, criticism, or detachment occur, the individual's trust in the relationship is likely to be damaged, and insecure attachments may result⁽²⁷⁾. Self-efficacy is helpful in these situations. Moreover, self efficacy is effective in students' achievement and can predict their forthcoming abilities in completing certain tasks or succeeding in educational activities⁽²⁸⁾. Researches have shown that students who attach to others and have high levels of self-efficacy become involved in doing homework, show more stability in doing their assigned tasks, and achieve ultimate success^(28,29).

The results of the current study revealed that the majority of studied students were highly attached to their families. These results may be attributed to the involvement of parents in the lives of college students due to their responsibility to care for them until graduation. Also, emotional and financial dependency of students on their parents during study years (as most students live with their parents throughout their life with complete dependence till they marry) may also explain such involvement and attachment to the parents. These results are supported by previous researches that revealed high involvement and attachment between families and their children during study years^(30,31). In the same line, Johnstone (2005) reported that rising college costs have also led parents to become more involved, as parents are more frequently helping to finance the education of their children and bearing the burden of these increased costs⁽³²⁾. Another reason for the increased attachment is the growth in the use of technology which has also contributed to the phenomenon of parental attachment, providing students and parents

with more ways to communicate with one another at any time⁽³¹⁾.

Previous results also show that students who had high levels of communication and trust with their families, were having lower degree of alienation with them. An explanation to this obtained result could be that perceptions of secure communication and relationship is significantly related to self-perceptions of social acceptance and consequently lower degree of alienation. In line with these findings, Foster (2010) found negative correlation between effectiveness of communication and trust between students and families and their degree of alienation⁽²⁴⁾.

Studies have also shown that students who are closely attached to their parents, tend to spend increasingly more time with their friends. Their physical and emotional dependence on their parents are combined with their close relation with peers⁽³³⁾. In the present study, students were highly attached and less alienated from their peers (table 3). This may be due to the specific characteristics of this stage of development as adolescence and early adulthood are characterized by significant neurological, cognitive and socio-psychological development. Adolescents and young adult tend to their peers, they possess common concerns, attitudes, interests, thoughts and shared activities, so the time spent with parents typically drops while time spent with peers increases considerably. In this respect, De Goede, et al. (2009) reported that the focus of adolescents gradually shifts from the family to peers as they become increasingly autonomous and individuated from their parents⁽³³⁾. Furthermore, it was claimed that peer influence is considered a very strong and powerful aspect of adolescent and young adult life because they choose their friends who accept them or see them as encouraging and helpful⁽³⁴⁾. The impact of peers, whether positive or negative, has significant effect on academic performance for Egyptian nursing students⁽³⁵⁾.

Student's self-efficacy represents a basic factor for the achievement of activities or decision making that nursing students face throughout their life⁽³⁶⁾. Social cognitive theory reveals several possible pathways through which self-efficacy can be acquired. First, self-efficacy builds through overcoming obstacles and experiencing success. Second, seeing similar others overcome obstacles and attain their goals may also contribute to self-efficacy. Third, self-efficacy can be promoted through social persuasion in which others tell a person that he or she is competent⁽³⁷⁾. All these explain the results of the current study which revealed high level of overall social self- efficacy in studied nursing students as they achieved success with highest degrees in secondary school and also highly attached with their families and friends.

Supporting the current study results, other studies from different cultures found that nursing students are competent and have higher self-efficacy in providing care for patients. This reflect the importance of self-efficacy in shaping nursing students' caring behaviors^(19,38). Yet , contrary to the present results ,other studies also found that nursing students have low levels of self-efficacy due to the gap between theory and practice, weak relationship between faculty and hospital staff, lack of staff and training facilities, and lack of professional trainers⁽³⁹⁻⁴¹⁾.

The current results also revealed that most of the studied students did not participate in social groups or parties. This may be due to their busy time as they are more involved in the study activities and also to lack of facilities and opportunities during academic year. This explanation was also supported by Ulupinar, et al. (2019) in their study on nursing students, as they found that more than 50% of the students did not participate in social groups due to lack of time⁽⁴²⁾. Similarly, Afyon & Kirkpınar (2014) showed that students are unable to participate in social group activities because of low income, lack of

financial opportunities, and lack of facilities and opportunities for social activities in the university campus⁽⁴³⁾.

One of the most influential factor in developing students` self-efficacy is the role of parents. The family is the first place for building self-efficacy on belief .Moreover it also develops as the child's peer interaction increases and social life enlarges⁽⁴⁴⁾. The results of the present study indicate positive correlation between self-efficacy and students' attachment to their parents (table 5, 7). This could be justified by the fact that student's family is the primary socializing agent who play a pivotal role in the child's emotional, social, and cognitive development that enhance their self-efficacy. Similarly, previous researches have shown that students with good relationships with their parents have positive self-efficacy and higher levels of social competence compared to those who do not^(45,46).

Relationships with peers are also important to students' development of self-efficacy because peers play a crucial role in adolescents' socialization and influence their own self-perception⁽⁴⁷⁾. This especially true and indicated by the current results which revealed positive correlation between self-efficacy and students' attachment to their peers (table 6, 7). In this respect, Bandura (1997) explained that self-efficacy stems from four sources: mastery experience (i.e., past accomplishments), vicarious experience (i.e., modeling by others), social and verbal persuasions (i.e., encouragement from parent, peers, teachers) and physiological and emotional states (i.e., stress, anxiety, fatigue, mood)⁽⁴⁸⁾. Hence, the development of self-efficacy is influenced by one's own actions and experiences with parents and peers, as proved also by the results of this study⁽⁴⁸⁾. In conclusion, one can claim that the development of self efficacy is influenced by the type of relationship and attachment between students and both their parents and their peers.

Conclusion

Based on the findings of the current study, it can be concluded that most of the studied nursing students had high self-efficacy and were highly attached to their families and friends. In addition, significant positive relationship was found between students' high self-efficacy and degree of attachment to their families and friends.

Recommendations

Based upon the findings of the current study, the following recommendations are suggested:

- Determine whether the findings obtained for this educationally privileged group of college students can be generalized to more culturally diverse groups and educational contexts.
- Future research is needed to examine the different impacts mothers and fathers have on their children's attachment processes. Also, further research is needed to assess the effect of parental and peer attachment on social adjustment of students.
- Health education programs may be needed to explain attachment of parents to their students. These program sessions could include students and parents discussing how students can maintain positive relations with parents and family while gaining independence and taking on more personal responsibilities as they enter college.
- Open communication and positive partnership between parents and university personnel may provide an integrated support system which can ameliorate college students' self-efficacy and their academic achievement.

Table (1): Distribution of the studied students according to their socio-demographic characteristics (n = 350)

Socio-demographic characteristics	No.(350)	100%
Sex		
Male	141	40.3
Female	209	59.7
Age (years)		
<21	203	58.0
≥21	147	42.0
Min. – Max.	18.0 – 24.0	
Mean ± SD.	19.85 ± 1.32	
Marital status		
Single	342	97.7
Married	8	2.3
Academic year		
First	88	25.1
Second	63	18.0
Third	60	17.1
Fourth	139	39.7
Working		
No work	278	79.4
Nursing work	35	10.0
Non nursing work	37	10.6
Residence		
Rural	154	44.0
Urban	196	56.0
No of family members		
<4	37	10.6
4-6	243	69.4
≥7	70	20.0
Birth Order		
The first	111	31.7
The second	164	46.9
The third	69	19.7
The fourth	6	1.7
Income		
Not enough	93	26.6
Enough	240	68.6
More than enough	17	4.9
Cohabitation		
With parents	224	64.0
With brothers	15	4.3
With wife	8	2.3
Friends/ university city	103	29.4

Table (2): Distribution of the studied students according to Parent Attachment scores (IPPA) (n = 350)

Tool II: Inventory of Parent and Peer Attachment (IPPA)	Total Score	Percent Score	Low <50%		High >50%	
			No.	%	No.	%
Global parental Communication Min. – Max. Mean ± SD.	(10–50) 18.0 – 49.0 41.03 ± 7.63	20.0 – 97.50 77.57 ± 19.08	50	14.3	300	85.7
Trust Min. – Max. Mean ± SD.	(10–50) 14.0 – 48.0 38.60 ± 9.83	10.0 – 95.0 71.51 ± 24.58	82	23.4	268	76.6
Alienation Min. – Max. Mean ± SD.	(8–40) 10.0 – 34.0 16.28 ± 6.46	6.25 – 81.25 25.87 ± 20.19	268	76.6	82	23.4
Overall Globalparental Attachment Min. – Max. Mean ± SD.	(28–140) 49.0 – 133.0 111.35 ± 23.50	18.75 – 93.75 74.42 ± 20.98	82	23.4	268	76.6

Table (3): Distribution of the studied students according to Peer Attachment scores (IPPA) (n = 350)

Tool II: Inventory of Parent and Peer Attachment (IPPA)	Total Score	Percent Score	Low <50%		High >50%	
			No.	%	No.	%
Global peer Communication Min. – Max. Mean ± SD.	(8–40) 20.0 – 37.0 31.09 ± 4.57	37.50 – 90.63 72.15 ± 14.28	54	15.4	296	84.6
Trust Min. – Max. Mean ± SD.	(10–50) 26.0 – 47.0 40.44 ± 5.64	40.0 – 92.50 76.09 ± 14.10	44	12.6	306	87.4
Alienation Min. – Max. Mean ± SD.	(7–35) 7.0 – 24.0 15.55 ± 3.86	0.0 – 60.71 30.53 ± 13.79	298	85.1	52	14.9
Overall Global peer Min. – Max. Mean ± SD.	(25–125) 66.0 – 116.0 97.98 ± 13.49	41.0 – 91.0 72.98 ± 13.49	52	14.9	298	85.1

Table (4): Distribution of the studied students according to their scores of Social Self-Efficacy (S-EFF) (n = 350)

Social Self-Efficacy Scale (S-EFF)/Items	Total Score	Percent Score	Low <50%		High >50%	
			No.	%	No.	%
Social assertiveness Min. – Max. Mean ± SD.	(5–35) 11.0 – 33.0 27.52 ± 7.26	20.0 – 93.33 75.07 ± 24.21	75	21.4	275	78.6
Performance in public situations Min. – Max. Mean ± SD.	(5–35) 9.0 – 26.0 19.08 ± 5.47	13.33 – 70.0 46.94 ± 18.22	130	37.1	220	62.9
Participation in social groups or parties Min. – Max. Mean ± SD.	(5–35) 6.0 – 29.0 17.96 ± 6.43	3.33 – 80.0 43.19 ± 21.44	214	61.1	136	38.9
Aspects of friendship and intimacy Min. – Max. Mean ± SD.	(7–49) 17.0 – 42.0 33.43 ± 7.15	23.81 – 83.33 62.93 ± 17.02	75	21.4	275	78.6
Giving or receiving help Min. – Max. Mean ± SD.	(3–21) 4.0 – 20.0 13.55 ± 3.93	5.56 – 94.44 58.59 ± 21.81	75	21.4	275	78.6
Overall social self-efficacy Min. – Max. Mean ± SD.	(25–175) 49.0 – 142.0 111.54 ± 29.22	16.0 – 78.0 57.69 ± 19.48	75	21.4	275	78.6

Table (5): Relation between student's parental attachment and social self-efficacy (n = 350)

Global parental attachment	Overall Efficacy				χ ²	p
	Low <50% (n = 75)		High >50% (n = 275)			
	No.	%	No.	%		
Communication						
Low <50%	43	57.3	7	2.5	144.457*	<0.001*
High >50%	32	42.7	268	97.5		
Trust						
Low <50%	75	100.0	7	2.5	311.973*	<0.001*
High >50%	0	0.0	268	97.5		
Alienation						
Low <50%	25	33.3	273	99.3	202.550*	<0.001*
High >50%	50	66.7	2	0.7		
Overall Global parental attachment						
Low <50%	75	100.0	7	2.5	311.973*	<0.001*
High >50%	0	0.0	268	97.5		

χ²: Chi square test

p: p value for association between different categories

*: Statistically significant at p ≤ 0.05

Table (6): Relation between student's peer attachment and their social self-efficacy (n = 350)

Global peer	Overall Efficacy				χ ²	p
	Low <50% (n =75)		High >50% (n = 275)			
	No.	%	No.	%		
Communication						
Low <50%	52	69.3	2	0.7	212.570*	<0.001*
High >50%	23	30.7	273	99.3		
Trust						
Low <50%	44	58.7	0	0.0	184.532*	<0.001*
High >50%	31	41.3	275	100.0		
Alienation						
Low <50%	0	0.0	268	97.5	311.973*	<0.001*
High >50%	75	100.0	7	2.5		
Overall Global peer attachment						
Low <50%	52	69.3	0	0.0	223.937*	<0.001*
High >50%	23	30.7	275	100.0		

χ²: Chi square test

p: p value for association between different categories

*: Statistically significant at p ≤ 0.05

Table (7): Correlation between student's global parental and peer attachment and their social Self-Efficacy (S-EFF)

		Adolescent Social Self-Efficacy Scale (S-EFF)					
		Social assertiveness	Performance in public situations	Participation in social groups or parties	Aspects of friendship and intimacy	Giving or receiving help	Overall adolescent social self-efficacy
Global parental							
Communication	r	0.824*	0.719*	0.662*	0.734*	0.758*	0.767*
	p	<0.001*	<0.001*	<0.001*	<0.001*	<0.001*	<0.001*
Trust	r	0.887*	0.810*	0.760*	0.795*	0.842*	0.847*
	p	<0.001*	<0.001*	<0.001*	<0.001*	<0.001*	<0.001*
Alienation	r	-0.860*	-0.765*	-0.698*	-0.745*	-0.786*	-0.798*
	p	<0.001*	<0.001*	<0.001*	<0.001*	<0.001*	<0.001*
Overall Global parental	r	0.875*	0.783*	0.725*	0.776*	0.814*	0.823*
	p	<0.001*	<0.001*	<0.001*	<0.001*	<0.001*	<0.001*
Global peer							
Communication	r	0.793*	0.756*	0.770*	0.826*	0.704*	0.805*
	p	<0.001*	<0.001*	<0.001*	<0.001*	<0.001*	<0.001*
Trust	r	0.842*	0.766*	0.780*	0.844*	0.740*	0.830*
	p	<0.001*	<0.001*	<0.001*	<0.001*	<0.001*	<0.001*
Alienation	r	-0.562*	-0.528*	-0.536*	-0.628*	-0.452*	-0.571*
	p	<0.001*	<0.001*	<0.001*	<0.001*	<0.001*	<0.001*
Overall Global peer	r	0.781*	0.728*	0.740*	0.812*	0.677*	0.783*
	p	<0.001*	<0.001*	<0.001*	<0.001*	<0.001*	<0.001*

r: Pearson coefficient

*: Statistically significant at p ≤ 0.05

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