

# **The Impact of Perceived Social Support on College Students' Learning Engagement—the Mediating Role of Academic self-efficacy**

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**Abstract.** In recent years, there have been numerous news exposing the status quo of college students' study. The problems of college students' addiction to games, lack of spirit and idle time have attracted great attention from the education circle. How to improve students' learning attitude and increase their learning engagement have become an important topic of theoretical and practical research. Based on social cognitive theory, this study explores the influence of perceived social support on learning engagement and the mediating role of academic self-efficacy. Through the questionnaire survey of 319 college students, it is found that the three dimensions of college students' perceived social support have positive effects on their learning engagement. Academic self-efficacy plays a completely mediating role in the impact of perceived social support on learning engagement. The research results can provide theoretical support for colleges and universities to effectively enhance the learning input of college students by combining family and social forces.

## **1. Introduction**

On July 7, 2017, People's Daily published an article denouncing decadent college students: you are not unemployed, god can hardly tolerate it! “Not listening carefully in class, addicted to TV and games after school life, almost never go to the library and the stadium”, these was not a bit exaggerated describes the present situation of many college students. “Enjoy the moment and be happy with what you have” has become an excuse for some college students to waste their time. All kinds of toxic chicken soup spread in every corner of campus comfort those decadent college students. For example, “60 points is the best”, “hard work may not be successful, but it must be very comfortable not to work hard”, “smarter than you are still working hard, what's the use of your efforts”, “salt fish is still salt fish after turning over”...Therefore, how to improve the learning burnout and enhance the learning engagement of college students become the focus of the university management and theoretical circles. In recent years, many scholars has carried on the more and more studies to college students' learning burnout based on the perspective of negative psychology, and achieved fruitful results. however, with the rise of positive psychology and positive organizational psychology, more and more scholars advocate in a positive way to explain the person's psychology and behavior, then learning engagement into concern. Schaufeli (2002) applied job engagement to the study of students, and proposed the concept of learning engagement. However, compared with learning burnout, academic circles paid less attention to learning engagement. At the same time, Shiguang Ni (2011) confirmed that job engagement and job burnout are both interrelated and relatively independent psychological states, that is, they show a moderate negative correlation (Shiguang Ni, 2011). Therefore, the study on learning burnout can not explain learning engagement well in turn, the study on learning engagement needs more attention from theory and practice.

Learning engagement mainly refers to students who study in the process of learning active time, energy and ability, it can describe the whole process of students' learning and learning the real experience, and guides students to understand themselves clearly and have reasonable expectations for themselves. The research on learning engagement has the vital significance to the enhancement academic performance. At present, domestic scholars have carried out preliminary exploration on the

influencing factors of college students' learning engagement, but mainly from a single aspect, such as family background, campus environment or psychological state, without integrating many external factors, such as family, campus and friends, to study the mechanism and path of improving students' learning engagement. Social cognitive theory provides us with a good perspective, social cognitive theory thinks that social environment as the external factors of individuals can affect the individual's choice of behavior through cognitive subject, that is to say, Students' understanding of external support may affect students' learning efforts through self-efficacy. Therefore, based on the social cognitive theory, this paper studies the impact of perceived social support and academic self-efficacy on learning engagement, and provides theoretical support for the improvement of college students' learning engagement.

## 2. Theoretical hypothesis and model construction

### 2.1 Theory and concept

#### 2.1.1 Social cognitive theory

Social cognition theory was proposed by Bundura(1986), an American psychologist. The core of this theory is ternary interactive determinism, that is, the interaction among individual behavior, subject cognitive and social environment, as shown in figure 1. Subject cognitive consists of two parts: behavioral expectation and outcome expectation. Behavioral expectation refers to individuals' judgment of their ability to complete a certain task, while outcome expectation refers to individuals' judgment of the possible results of their behaviors. Due to its strong explanatory power, social cognition theory is widely used to understand and predict the characteristics of individual and group behaviors in entity organizations, and help identify which ways and methods can change behaviors ( Zhen Zhu et al.,2011).

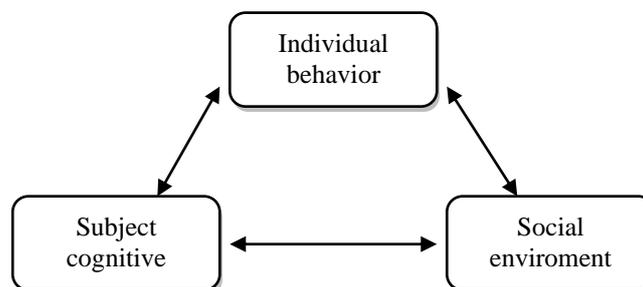


Fig. 1. Social cognitive theory model

#### 2.1.2 Relevant concepts

##### (1) Perceived social support

In the 1970s, Cassel and Cobb put forward the concept of social support for the first time. They believed that social support can improve individuals' cognitive confidence, believing that they are valuable and can be cared by others. Later, with the development of society and people's increasing concern on social support, some scholars divided it into received social support and perceived social support. The received social support is also called objective support, that is, the external material support that the individual objectively gets; Perceived social support refers to the subjective understanding of emotional support. Studies show that the latter is more important than the former in terms of individual physical and mental health (Norris & Kaniasty, 1996; Westhington & Kessle, 1986). This paper mainly studies the perceived social support, which emphasizes the individual's feelings of social support. In the research on the influencing factors of perceived social support, there are individual factors, such as extraversion, neuroticism, self-esteem, trait anxiety, source control, patience, and inclination of the social network (Pierce et al, 1997), also have situational or environmental factors, such as family background, life events, some Scholars aslo study the impact of the integration of the two aspect (Junjie Ye, 2005).

##### (2) Academic self-efficacy

Bandura in 1977 for the first time put forward the concept of self-efficacy, self-efficacy can be divided into performance expectations and outcome expectations, and in 1997 book *the self-efficacy: exercise of the control* is introduced in the self-efficacy of the origin, essence, influence factors and the function, process and application in various fields. Bandura (1997) believed that academic self-efficacy is the application of self-efficacy in the learning field, indicating the confidence level of learners to complete academic tasks by using certain skills, which is a dynamic factor between motivation and behavior. This paper adopts Zeng Xinghua's (2008) definition of academic self-efficacy: academic self-efficacy is a subjective judgment of learners on their own learning behavior and learning ability. The Introduces from bandura in academic self-efficacy, think the influencing factors of learning self-efficacy has a direct experience, vicarious experience, verbal persuasion, emotional arousal and physiological state, attribution way, and that academic self-efficacy of high and low will affect the choice of the learners' academic behavior, face the difficulties of perseverance and determination, emotional state and initiative.

### (3) Learning engagement

As for the concept of learning engagement, although there is no unified understanding and definition at home and abroad, it can be expounded from two aspects of emotion and behavior on the whole based on domestic and foreign studies. For example, foreign scholars Maslach and Leiter believe that learning engagement refers to learners devoting themselves to learning with abundant energy and consciously completing learning tasks (Wenjuan Yuan, 2013). Newmann et al. (1992) divided learning engagement into procedural engagement in behavior and authentic engagement in psychology. Schaufei (2002) believes that learning engagement is a positive learning state, including vitality, dedication and concentration. Meanwhile, Fredricks et al. (2004) believed that learning engagement is the interaction between high involvement of behaviors in learning, positive emotional reaction in psychology and cognitive "thinking training". Domestic scholars Laitan Fang et al. (2008) believe that learning engagement is a lasting, positive and complete emotional and cognitive psychological state related to learning, scientific research and employment. In this paper, Schaufei's definition of learning engagement is adopted to consider learning engagement as a learning state. In the research on the influencing factors of learning engagement, Fredricks et al. (2004) believed that there were two types of factors influencing learning engagement: one was individual variables, statistical variables such as gender and race, and characteristic variables such as burnout and professional commitment. Second, environmental variables, such as family and school; In terms of the research on the role of learning engagement, Shiguang Ni et al. (2011) mainly discussed the impact of learning engagement on schools, believing that learning engagement will affect student satisfaction, learning achievement and physical and mental health.

## **2.2 Theoretical assumptions**

### *2.1.1 The relationship between perceived social support and academic self-efficacy and learning engagement*

According to social cognition theory, subject cognition means that individuals' judgment of whether they are capable of completing a task will be affected by social environment, and the evaluation of external environment affects the level of self-efficacy. In previous studies, Mingyi Qian et al. (1998) believed that parenting style of parents is related to children's self-efficacy. When parents pay more attention to children, children will have higher self-efficacy. This point of view indicates the importance of family support in improving self-efficacy. Ruxun Gong et al. (2004) believed that schools should improve students' sense of self-efficacy by guiding students to set appropriate learning and behavioral goals, create opportunities for students to succeed, set good examples for students, and make correct evaluation and appropriate praise and criticism, which indicates that school support for students is conducive to improving students' self-efficacy. Meihong Zhang (2018) studied social morality from the perspective of cognitive theory and believed that cognitive environment would affect people's cognition of social morality, which also supported the influence of perceived social support on academic self-efficacy to some extent. As a cognitive variable related to social

environment, perceived social support influences individual cognition through family, school or friends. When learners think that school, family and friends can help them solve difficulties in life or study, they will have a higher self-confidence to face challenges. Based on this, the following hypothesis is proposed:

H1a: in perceived social support, family support has a positive impact on academic self-efficacy.

H1b: in perceived social support, friend support has a positive impact on academic self-efficacy.

H1c: in perceived social support, other support has a positive impact on academic self-efficacy.

In social cognitive theory, the individual's choice of behavior is restricted by his own environment, and his understanding of the external environment determines his behavior. Perceived social support refers to an individual's understanding of external support, which is equivalent to environmental cognition in social cognitive theory, while learning engagement is an individual's behavioral choice in learning, which is equivalent to individual behavior in social cognitive theory. In the research on the relationship between environment and behavior, some scholars have studied the relationship between community atmosphere and knowledge sharing behavior of community members, confirming that there is a significant positive correlation between community atmosphere and knowledge sharing behavior (Yonghui Shang ,2012). Baojuan Ye et al. (2014) proved that perceived social support can promote the academic achievement of teenagers through research. The higher the level of perceived social support is, the higher the learning achievement of teenagers will be. According to Jie Fang et al. (2018), students with a high level of perceived social support are more likely to engage in entrepreneurial activities. The above numerous empirical studies theoretically prove that individual's understanding of the external environment can affect behavioral choices. Practical experience also shows that learners will be more active in learning when they think that family, friends or school will provide support and help in learning instead of fighting alone. Based on this, the following hypothesis is proposed:

H2a: in perceived social support, family support has a positive impact on learning engagement.

H2b: in perceived social support, friend support has a positive impact on learning engagement.

H2c: in perceived social support, other support has a positive impact on learning engagement.

### *2.2.2 The mediating effect of academic self-efficacy*

The ternary interaction theory in social cognition theory points out that social environment, as the external condition of individual existence, will affect individual behavior through influencing subject cognition. For example, Xinan Zhao et al. (2018) proved through empirical research that value co-creation environment in enterprise virtual community has a significant positive impact on members' competitive behavior, and self-efficacy plays a part in mediating between value co-creation environment and members' competitive behavior. From the perspective of learning, environmental factors can affect students' academic performance through human internal factors. For example, Leishan Shi et al. (2013) found that family economic status has a positive impact on students' learning engagement through their study on students' learning engagement, and academic self-efficacy plays a complete intermediary role between family social economic status and learning engagement. The theory of expectancy value indicates that when the individual thinks it is more likely to achieve the goal, the incentive value obtained from the goal will be greater, and the individual's motivation to complete the task will be stronger. Foreign scholar Wen(1997) found through a survey of Asian American students that the value of learning goals and the expectation of goals determine the degree of efforts learners make in learning. Therefore, based on social cognition theory and expectancy value theory, perceived social support, as the degree of feeling to the external environment, can influence students' choice of learning behavior by influencing subject cognition, namely self-efficacy. When external support increases and students can feel more help from the outside, they will think that they are more likely to learn knowledge well or make progress and get excellent results, thus they will have stronger learning motivation, and will devote more energy and attention to their study. Based on this, the following hypothesis is proposed:

H3a: academic self-efficacy plays an intermediary role in family support and learning engagement.

H3b: academic self-efficacy plays an intermediary role in friend support and learning engagement.

H3c: academic self-efficacy plays an intermediary role in other support and learning engagement. By summarizing the above assumptions, the relational model of perceived social support, academic self-efficacy and learning engagement described in figure 2.

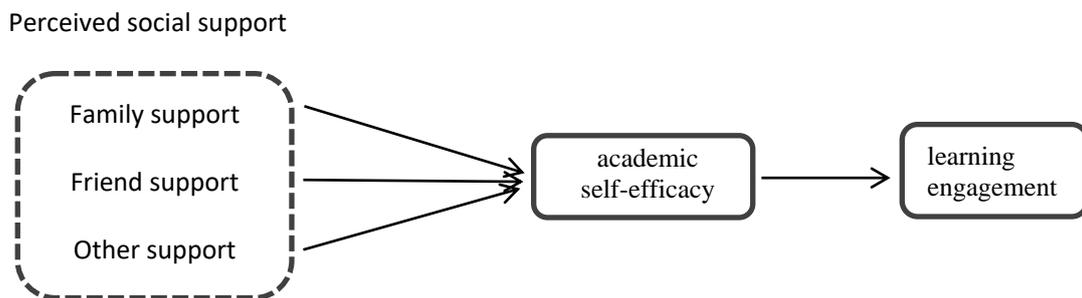


Fig. 2 . The relational model of perceived social support, academic self-efficacy and learning engagement

### 3. Research method

The research adopted the empirical research method of questionnaire survey. Firstly, the scale system in existing literature was selected according to the research hypothesis; secondly, the respondents were selected for questionnaire survey; finally, data analysis was conducted on the collected questionnaires.

#### 3.1 Research objects

This study randomly selected college students in henan university library, comprehensive building and dormitory as survey objects, and distributed 327 questionnaires, 8 invalid questionnaires and 319 valid questionnaires, with an effective questionnaire rate of 97.6%. Among the effective samples, 117 were male and 202 were female, with a male-female ratio of 1:1.7. 16 freshmen, 46 sophomores, 134 juniors and 123 seniors; There were 178 students from rural areas and 141 from urban areas. Among the major categories, 125 are in economics and management, 31 in literature and history, 111 in science and engineering, and 52 in others. 107 students ranked in the top 10%, 10 to 30 percent, 104, 30 to 50 percent, 65, After 50%, there are 35, and 8 students did not know their professional ranking. Of the annual household income, 260 are below 200,000, 54 are between 200,000 and 400,000, 3 are between 400,000 and 800,000, and 2 are above 800,000. 89 only children, 230 non-only children; Among the highest levels of education received by their parents, 107 were junior high school students or below, 165 were senior high school students with technical secondary education, 19 were junior college students, 25 were undergraduate students, and 3 were master's students or above.

#### 3.2 Measurement of variables

This study adopted the perceived social support measurement scale developed by Biaobin Yan and Xue Zheng (2006), which revised the perceived social support scale compiled by Zimit et al. to reflect the individual's subjective feeling of obtaining social support. The scale consists of 12 items, divided into three dimensions of family support, social support and other support. The higher the score, the higher the level of perceived social support. The questionnaire of academic self-efficacy was compiled by Pintrich and De Groot in 1990, and later revised in Chinese by Yusong Liang (2000). This questionnaire divides academic self-efficacy into two dimensions: academic ability and learning behavior, including 22 questions. The higher the score, the higher the academic self-efficacy. The learning engagement scale for college students was developed by Schaufeli in 2003 on the basis of the Utrecht work engagement scale, and later revised in Chinese by Xiying Li et al. (2010). The scale consists of 17 items, divided into three dimensions of vigor, dedication and absorption. The higher the score, the higher the individual's learning engagement.

## 4. Research results

### 4.1 Statistical description

Through analysis, it is found that the perceived social support, academic self-efficacy and learning engagement of college students are all above the average level, but the average values of academic self-efficacy and learning engagement are 3.49 and 3.39 respectively, which are lower than that of perceived social support (M=3.83). As shown in table 1, there is a significant positive correlation between perceived social support ( $r=0.259$ ,  $P<0.001$ ), family support ( $r=0.220$ ,  $P<0.001$ ), friend support ( $r=0.221$ ,  $P<0.001$ ), other supports ( $r=0.233$ ,  $P<0.001$ ), academic self-efficacy ( $r=0.631$ ,  $P<0.001$ ) and learning engagement.

Table 1. Correlation analysis.

variable	M	SD	perceived social support	family support	other support	friend support	academic self-efficacy	learning engagement
perceived social support	3.83	0.63	1					
family support	3.84	0.71	.815***	1				
other support	3.80	0.74	.900***	.587***	1			
friend support	3.84	0.73	.881***	.538***	.744***	1		
academic self-efficacy	3.49	0.51	.390***	.350***	.334***	.329***	1	
learning engagement	3.40	0.63	.259***	.220***	.233***	.221***	.631***	1

Note: \*:  $<0.05$ , \*\*:  $<0.01$ , \*\*\*:  $<0.001$ .

### 4.2 Testing of hypotheses

#### (1) Regression analysis of perceived social support on academic self-efficacy and learning engagement

According to the test, gender, grade, origin of students, achievement ranking, family income and parents' education level all have certain influences on perceived social support, academic self-efficacy and learning engagement, so they are taken as control variables in the following regression.

According to the test, gender, grade, origin of students, achievement ranking, family income and parents' education level all have certain influences on perceived social support, academic self-efficacy and learning engagement, so they are taken as control variables in the following regression. As can be seen from table 2, family support ( $\beta=0.361$ ,  $P<0.001$ ), friend support ( $\beta=0.342$ ,  $P<0.001$ ) and other support ( $\beta=0.345$ ,  $P<0.001$ ) have significant positive effects on academic self-efficacy. Therefore, H1a, H1b and H1c are assumed to be supported. Table 3 indicates family support ( $\beta=0.230$ ,  $P<0.001$ ), Friend support ( $\beta=0.226$ ,  $P<0.001$ ) and other support ( $\beta=0.238$ ,  $P<0.001$ ) also had significant positive effects on learning engagement, supporting hypothesis H2a, H2b, and H2c.

Table 2. Regression analysis of family support, friend support and other support on academic self-efficacy.

variable	M1		M2		M3	
	academic self-efficacy		academic self-efficacy		academic self-efficacy	
gender	-.020	-.046	-.020	-.065	-.020	-.066
grade	.248***	.235***	.248***	.246***	.248***	.251***
origin of students	.028	.040	.028	.036	.028	.064
achievement	-.317***	-.311***	-.317***	-.297***	-.317***	-.293***
family income	-.111*	-.102*	-.111*	-.107*	-.111*	-.080
parents' education level	-.010	-.041	-.010	-.018	-.010	.001
family support		.361***				
friend support				.342***		
other support						.345***
R <sup>2</sup>	.167	.295	.167	.281	.167	.281
F	10.136	18.114	10.136	16.896	10.136	16.904
ΔR <sup>2</sup>	.47033	.43332	.47033	.43768	.47033	.43766

Note: \*: <0.05, \*\*: <0.01, \*\*\*:<0.001.

Table 3. Regression analysis of family support, friend support and other support on learning engagement.

variable	M4		M5		M6	
	learning engagement		learning engagement		learning engagement	
gender	-.031	-.048	-.031	-.061	-.031	-.063
grade	.105	.097	.105	.103	.105	.107
origin of students	.056	.064	.056	.062	.056	.081
achievement	-.211***	-.207***	-.211***	-.198***	-.211***	-.194***
family income	-.062	-.057	-.062	-.059	-.062	-.041
parents' education level	-.014	-.034	-.014	-.020	-.014	-.007
family support		.230***				
friend support				.226***		
other support						.238***
R <sup>2</sup>	.063	.295	.063	.113	.063	.117
F	3.386	5.595	3.386	5.489	3.386	5.723
ΔR <sup>2</sup>	.61909	.60272	.61909	.60338	.61909	.60194

Note: \*: <0.05, \*\*: <0.01, \*\*\*:<0.001.

**(2) The mediating effect of academic self-efficacy**

Learning engagement was taken as the dependent variable, family support, friend support and other support as the independent variable, and academic self-efficacy as the mediating variable. It can be seen from the above that family support, friend support and other support in the perceived social support have significant positive effects on learning engagement, but after the mediating variable academic self-efficacy is added, the perceived social support ( $\beta=0.012$ ,  $P=0.817>0.05$ ), family support ( $\beta=0.001$ ,  $P=0.980>0.05$ ), friend support ( $\beta=0.009$ ,  $P=0.851>0.05$ ) and other support ( $\beta=0.020$ ,  $P=0.681>0.05$ ) no longer have significant effects on learning engagement. The mediating variable academic self-efficacy has the following effects on learning engagement ( $\beta=0.639$ ,  $P<0.001$ ), ( $\beta=0.635$ ,  $P<0.001$ ), ( $\beta=0.630$ ,  $P<0.001$ ), which indicates that academic self-efficacy plays a completely mediating role between family support, friend support and other support and learning engagement in perceived social support, so hypothesis H3a, H3b and H3c are supported.

Table 4. The mediating effect of academic self-efficacy

variable	M1		M2		M3	
	learning engagement		learning engagement		learning engagement	
gender	-.031	-.019	-.031	-.020	-.031	-.021
grade	.105	-.053	.105	-.053	.105	-.051
origin of students	.056	.038	.056	.039	.056	.041
achievement	-.211***	-.008	-.211***	-.009	-.211***	-.010
family income	-.062	.009	-.062	.008	-.062	.010
parents' education level	-.014	-.008	-.014	-.008	-.014	-.008
family support		-.001				
friend support				.009		
other support						.020
mediating variable						
academic self-efficacy		.639***		.635***		.630***
R2	.063	.402	.063	.402	.063	.403
F	3.386	25.407	3.386	25.414	3.386	25.442
ΔR2	.61909	.49600	.61909	.49597	.61909	.49586

Note: \*: <0.05, \*\*: <0.01, \*\*\*:<0.001.

### 4.3 Discussion of research results

Combining the numerous literature of studying the perceived social support and learning performance, most scholars are based on the negative evaluation to study relationship between perceived social support and learning burnout, but learning engagement and learning burnout are not simply opposite. Starting from human positive psychology, this paper studies the relationship between perceived social support and learning engagement, and offers a new way to improve the students' academic performance. According to the results of statistical analysis, all the hypotheses proposed in this paper are supported. The hypothesis of the relationship between perceived social support and learning engagement and the mediating role of academic self-efficacy were verified. That is, the three dimensions of perceived social support have a positive impact on learning engagement, and the perceived social support has a positive impact on academic self-efficacy. Academic self-efficacy plays an intermediary role in the perceived social support and learning engagement. Perceived social support can not only directly affect the learning engagement, also can indirectly by improving the students' academic self-efficacy affect learning engagement, it shows that academic self-efficacy is an effective mediating mechanism for students to engage in learning. Academic self-efficacy will transform and comprehend the role of perceived social support so as to improve learning engagement to a certain extent. This is basically consistent with the conclusion of Ren Chunhua's (2010) paper on the relationship between social support, academic efficacy and learning burnout of college students. Chunhua Ren concluded through his research that the social support level of college students not only directly affects their learning burnout, but also indirectly influences their learning burnout through the role of academic efficacy. This also explains from two different aspects that social support directly and indirectly improves academic performance through academic self-efficacy.

Previous studies only consider from the aspects of single or only consider the effect of learning for learning engagement, this research results to some extent compensate for these deficiencies, combined with various studies on family, school and friends. We pay equal attention to both material support and emotional support, study the student perception of social support degree for learning engagement into the influence of, and academic self-efficacy as a intermediating variable, the

perceived social support by academic self-efficacy indirectly affect learning engagement. This paper argues that the student to learn more is an active rather than passive acceptance learning, family, friend and teachers should respect and believe that students from several aspects, such as support to help students from the material, spiritual encouragement, care and guidance of students to find a way to inspire and mobilize students' learning enthusiasm and initiative, so that the students spend more energy and absorption on learning.

Previous studies only consider from the aspects of single or only consider the effect of learning for learning engagement, this research results to some extent compensate for these deficiencies, combined with various studies on family, school and friends. We pay equal attention to both material support and emotional support, study the student perception of social support degree for learning engagement into the influence of, and academic self-efficacy as a intermediating variable, the perceived social support by academic self-efficacy indirectly affect learning engagement.

## **5. Conclusion**

### **5.1 Enlightenment**

The results of this study have some important implications for effectively improving the learning engagement of college students and improving the quality of higher education.

Firstly, it is found that perceived social support, family support, friend support and other support have significant positive correlation with learning engagement, and all of them have significant predictive effect on learning engagement. This suggests that when college students is supported by the family, friend, teacher and classmates, whether material support and help, or spiritual encouragement care and guidance, will be easy to form good mentality and interpersonal atmosphere, reduce the negative emotions, improve the interest in learning, put more enthusiasm and concentration into study.

Second, the study found that academic self-efficacy fully mediation perceived social support influence on learning engagement, this shows that the learning engagement of college students will be affected by academic self-efficacy, the higher the students' academic self-efficacy, the more learning engagement. The students on the degree of perceived social support will also be through academic self-efficacy indirect influence learning engagement. Wenxia Zhou (2006) pointed out that praise from others can improve self-efficacy. Based on this, this paper puts forward the following Suggestions:

(1) Give more social support to college students. Family to put more concern and care for children, not just the material satisfaction. School to create a good learning environment for students. In addition to care about the students learning, the teacher will inspire and care students in life. In personal setbacks, friends to accompany or care more, as far as possible to help them solve problems.

(2) While providing social support, college students should be helped to improve their perception of external support. Educate students to be grateful for the help and support from their parents, teachers, classmates, friends, etc., and tell college students to actively seek help when encountering difficulties and setbacks, make full use of the resources around them, help them solve problems, and then increase their learning engagement.

(3) Help students improve their confidence in learning. For example, families, schools or friends should encourage and praise students, provide more guidance during the learning process, help students solve the difficulties in learning, guide students to establish a correct view of learning, and look at the school frustration in a rational way, meet the challenge with a positive attitude.

### **5.2 Research deficiencies and prospects**

Although this study explored the relationship between perceived social support and learning engagement and the mediating role of academic self-efficacy, there are still some limitations and deficiencies. First of all, this study only selects the research object in henan university, and the research scope is limited. In the future, the samples can be further expanded to better verify the

research model. In addition, the cross-sectional data used in this study failed to reflect the dynamic change process of the influence of perceived social support on learning engagement. In the future, a combination of horizontal research and vertical research could be adopted to further explore the dynamic development process of perceived social support, academic self-efficacy and learning engagement.

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