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INVESTIGATION OF THE RELATIONSHIP BETWEEN PERCEIVED SOCIAL SUPPORT LEVEL AND RISKY BEHAVIOURS¹

ABSTRACT

The sample of the research in which the relationship between the perceived social support level and the risky behaviours of high school students' consists of 433 high school students going on studying in different types of high school in the district of Şehitkamil and Şahinbey, in Gaziantep. The research was figured according to descriptive methods and relational screening model. In order to collect data, "Perceived Social Support Scale (PSSS)" developed by Yıldırım (2004), "Risky Behaviours Scale (RBS)" developed by Gençtanırım Kuru (2010), was used by the researcher. And "Personal Info Form" was used by the researcher in order to get demographic information. In the study, the normality of the data was tested, and the Mann-Whitney U Test, Kruskal Wallis Test, and Spearman Brown Sequence Differences Correlation Coefficient were used. In consequence of the analysis of the data, it was observed that there was a negative relationship between the total points of SPSS and the points obtained by its subscales and the total points of SRB and the points obtained by its subscales. However, a significant relationship wasn't observed between the points of one of SPSS's subscales, the level of social support perceived by a friend, and the points of one of SRB's subscales, alcohol use, smoking and feeding behaviour.

Keywords: Perceived social support, risky behaviours, high school students.

ALGILANAN SOSYAL DESTEK DÜZEYİ İLE RİSKLİ DAVRANIŞLAR ARASINDAKİ İLİŞKİNİN İNCELENMESİ

ÖZET

Lise öğrencilerinin algılanan sosyal destek düzeyleri ile riskli davranışları arasındaki ilişkinin incelendiği bu araştırmanın örneklemini, Gaziantep İli, Şehitkâmil ve Şahinbey İlçelerinde farklı lise türlerinde öğrenime devam etmekte olan 433 lise öğrencisinden oluşmaktadır. Araştırma, betimsel yöntem ve ilişkisel tarama modeline göre desenlenmiştir. Veri toplamak amacıyla Yıldırım (2004) tarafından geliştirilen "Algılanan Sosyal Destek Ölçeği (PSSS-R)" Gençtanırım (2010) tarafından geliştirilen "Riskli Davranışlar Ölçeği (RBS)" ile araştırmacı tarafından demografik bilgileri elde etmek için "Kişisel Bilgi Formu" kullanılmıştır. Araştırmada verilerin normalliği test edilmiş, Mann-Whitney U Testi, Kruskal Wallis Testi, Spearman Brown Sıra Farkları Korelasyon katsayısı teknikleri kullanılarak analiz edilmesine karar verilmiş ve elde edilen bulgular tartışılmıştır. Verilerinin analizi sonucunda, PSSS'nün toplamından ve alt ölçeklerinden elde edilen puanlar ile RBS'nün toplamından ve alt ölçeklerinden elde edilen puanlar arasında negatif yönlü anlamlı ilişki olduğu görülmüştür. Ancak PSSS'nün alt ölçeklerinden olan arkadaşın algılanan sosyal destek düzeyine ait puanlar ile RBS'nün alkol kullanma, sigara kullanma ve beslenme alışkanlığı alt ölçeklerinden elde edilen puanlar arasında anlamlı bir ilişkiye rastlanmamıştır.

Anahtar Kelimeler: Algılanan sosyal destek, riskli davranışlar, lise öğrencileri

¹ This study is derived from the master thesis titled "Investigation of The Relationship Between Perceived Social Support Level and Risky Behaviours" completed in Gaziantep University, Department of Educational Sciences Guidance and Psychological Counseling.

1. INTRODUCTION

It is known that adolescence has a very different and special place in terms of both positive and negative characteristics in life periods. In this, the intense development and change in individuals in many dimensions such as physical, sexual, emotional, social, moral and mental play an important role. It can sometimes be very difficult to keep up with this change and development, and during this process, adolescents may face problems such as substance abuse and risky behavior. Adolescents seeking answers to the question of "who am I" in adolescence first apply to the identity of others in their quest to find their own identity (Selçuk, 2008), however, they also need the support of their families to find their independence (Hortaçsu, 1997). Young people can try many risky behaviors in order to become independent and prove themselves. While trying to prove this autonomy, especially with substances such as cigarettes and alcohol, it may also exhibit many risky behaviors such as antisocial behavior, suicidal tendency, school dropout and eating habits.

According to Erdem and Akman (1995), adolescence has changed the feel of the individual most about self; however, it is a period in which self-acceptance is important for healthy personality development and social support is heavily needed in this confusion. Studies show that the lack of social support is the basis of many problems experienced by the individual and that social support is a strong source in dealing with difficult life events of the individual (Başaran, 1974; Budak, 1999).

Social support; are the sources of support provided to or provided by family members, relatives, friends as well as other social relations for the individual who is in a difficult situation or in trouble (Şahin, 1999). In addition to the concept of social support, how and how much social support is perceived is also important. Oktan (2005) explains perceived social support as the cognitive perception of the individual that they have reliable ties with others and will provide support.

Interaction and support with other individuals in a difficult and demanding period such as adolescence; It is very effective in generating solutions to problems, establishing healthy relationships for the future, making appropriate decisions and gaining a hopeful perspective. It is stated that the important support sources of students in this period are family, friends and teachers (Yıldırım, 1998). Many academic and social achievements are related to the school; it is known that especially the support perceived by teachers has a motivating and more attractive place for the school. Studies such as Ateş (2012), Karataş (2012), Mengi (2011) and Chen (2003) show that; Social support, especially perceived by the teacher, positively affects academic success.

Studies conducted in adolescents have shown that their problems vary according to their social environment such as family, school and friends (Kulaksızoğlu, 2000). Therefore, it can be seen that social support is important for high school students in adolescence. Otherwise, it is thought that the lack of social support in high school students may lead to students' closure, failure in their lessons, exhibiting risky behaviors and developing negative situations such as substance abuse.

The main characteristics of risky behaviors seen in adolescents are that they have negative effects on the life of the adolescent and are not accepted by the society they live in (Gençtanırım, 2010).

Turkey Statistical Institute (TSI, 2014), according to the report; It has been determined that the proportion of convicts entering and exiting criminal institutions has been increasing in the past 4 years and most of these penalties were taken as a result of risky behavior and drug offences. According to the report of the Grand National Assembly of Turkey Parliamentary Research Commission (2009), the number of convicts or detainees due to drug use and the number of people who died as a result of the use of such substances are increasing each year. Therefore, if the necessary measures are not taken, it is a fact that these numbers will increase day by day.

In Turkey, the school environment, are to be found in numerous acts of violence in various forms. In a study conducted by Özmen and Küçük (2013), it was determined that nearly half of the students had been subjected to violence and had a fight in the last year. In another study, approximately 10% of students carry firearms; those who are members of the gang carry about 8 times more injuries/cutting tools than those who do not; the proportion of those who injured someone before the age of twelve was

39%; the rate of those who have been helping someone else at least once in their lifetime is 26% (Ögel, Tari and Eke, 2006).

For this reason, it is important to investigate the factors affecting risky behavior from different perspectives and to take preventive measures in light of the findings obtained as a result of scientific studies. The results of this research will be important in terms of providing a source for such studies to be carried out on the subject.

2. METHOD

The research was designed according to the descriptive method and relational screening model. The research determined the relationship between perceived social support level and risky behaviors in high school students. In addition, it was analyzed whether the existing situation varies according to independent variables such as gender, age, high school type, class level, socioeconomic status.

2.1. Working Group

The study group of the research consists of 433 high school students who are studying in different high schools in Gaziantep Province, Şehitkâmil and Şahinbey Districts and selected randomly. Twenty-two students were not processed due to incorrect marking or leaving items blank. The sample was randomly selected from the students studying in Science High School, Anatolian High School, Imam Hatip High School and Vocational Technical High School. Of the 411 high school students who participated in the study, 51.6% were girls (n = 212), 48.4% were boys (n = 199).

2.2. Data Collection Tools

Personal Information Form: Personal Information Form was created by the researcher in order to determine the gender, age, high school type, class level, and socioeconomic status of the students who are the independent variables of the research.

Perceived Social Support Scale (PSSS): In the research, Perceived Social Support Scale (PSSS-R) developed by Yıldırım (1997) and renewed in 2004 was used in order to determine the level of social support perceived by students from family, friends and teachers. There are a total of 50 items in PSSS-R. The scale is triple-graded (me = 3, partially me = 2, not me = 1) and a high score means that the individual receives more social support (Yıldırım, 2004).

Risky Behaviors Scale (RBS): It is a self-expression scale consisting of 36 items with a five-point rating (5 = absolutely appropriate, 4 = suitable, 3 = partially appropriate, 2 = not suitable, 1 = absolutely not suitable). The scale developed by Gençtanırım has 6 sub-dimensions: Antisocial behavior, alcohol use, smoking, suicidal tendency, eating habits and school dropout. One of the items in the scale (item 21) is scored reversely. The highest score that can be obtained from the scale is 180, while the lowest score is 36. A high score from the scale indicates that risky behaviors are intense, while a low score indicates that risky behaviors are low (Gençtanırım & Ergene, 2014).

2.3. Data Analysis

Kolmogorov-Smirnov Test was used to check the normality of the distribution of the scores of individuals from PSSS and RBS, which were used to collect data in the research, and since the distribution has a non-parametric distribution feature, the Mann-Whitney U Test, the Kruskal Wallis Test and Spearman Brown Order Differences Correlation coefficient methods were used. In cases where Kruskal Wallis Test is used, Dunnet's T3 technique, one of the post-hoc tests, was used to determine the source of the difference.

3. RESULTS

The findings obtained as a result of the statistical analysis made on the results obtained from PSSS and RBS, which are used as data collection tools in the research are given below.

The Spearman Brown Order Differences Correlation coefficient test was applied to determine whether there is a relationship between the mean scores of the students on PSSS, RBS and their subscales.

Table 1. Correlation Coefficient Values of Spearman Rank Differences Regarding the Relationship Between Students' Scores Scored from PSSS, RBS and Sub-Scales

	Alcohol use	Smoking	Eating habits	School dropout	Suicidal tendency	Family support	Friend support	Teacher support	Total RBS	Total PSSS
Antisocial behaviors	.30**	.34**	.36**	.41**	.26**	-.18**	-.17**	-.28**	.71**	-.30**
Alcohol use		.57**	.21**	.26**	.04	-.08	.01	-.13**	.65**	-.16*
Smoking			.23**	.35**	.09*	-.19**	-.03	-.21**	.69**	-.22**
Eating habits				.32**	.19**	-.13**	-.04	-.26**	.62**	-.22**
School dropout					.20**	-.24**	-.20**	-.27**	.67**	-.33**
Suicidal tendency						-.23**	-.20**	-.20**	.42**	-.29**
Family support							.29**	.30**	-.27**	.74**
Friend support								.30**	-.16**	.63**
Teacher support									-.36**	.80**
Total RBS										-.38**
Total PSSS										

**P<.01, *P<.05

It is seen that there is a low level of a negative relationship between the scores obtained from the total and subscales of PSSS and the scores obtained from the total and subscales of RBS.

When Table 1 is analyzed, it is seen that there is no significant relationship between the scores of perceived social support from a friend who is one of the subscales of PSSS and the scores obtained from alcohol, smoking and eating habits subscales of RBS.

Mann-Whitney U test was applied to determine whether the averages of students' scores from PSSS, RBS and subscales differ according to gender, and the data obtained are presented in table 2.

Table 2. Averages and Scores of the Mann-Whitney U Test According to the Gender of the Students from PSSS, RBS and Their Subscales

Dimensions	Groups	n	Mean square	Sum of squares	U	p
Antisocial behaviors	Female	212	182,85	38763,50	16185,50	.00*
	Male	199	230,67	45902,50		
Alcohol use	Female	212	194,27	41184,50	118606,50	.00*
	Male	199	218,50	43481,50		
Smoking	Female	212	188,81	40028,50	174450,50	.00*
	Male	199	224,31	44637,50		
Suicidal tendency	Female	212	218,37	46295,00	18471,00	.02*
	Male	199	192,82	38371,00		
Eating habits	Female	212	206,75	43832,00	20934,00	.08
	Male	199	205,20	40834,00		
School dropout	Female	212	187,43	39735,50	17157,00	.00*
	Male	199	225,78	44930,50		
Total RBS	Female	212	189,17	40103,00	17525,00	.00*
	Male	199	223,93	44563,00		
Family support	Female	212	215,79	45746,50	19019,50	.08
	Male	199	195,58	38919,50		
Friend support	Female	212	236,91	50224,50	14541,50	.00*
	Male	199	173,07	34441,50		
Teacher support	Female	212	230,83	48937,00	15829,00	.00*
	Male	199	179,54	35729,00		
Total PSSS	Female	212	233,40	49481,00	15285,00	.00*
	Male	199	176,81	35185,00		

*p<.05

When Table 2 is analyzed, according to the gender of the students, RBS in terms of antisocial behavior, alcohol use, smoking, school dropout and the scores obtained from the RBS scale, boys are compared to girls; It was also found that girls had higher scores than boys in terms of scores obtained from the Suicidal Tendency subscale, and girls differed significantly with scores higher than boys in terms of scores obtained from the total of PSSS's Friend Support, Teacher Support and PSSS.

The data obtained by applying the Kruskal Wallis Test in order to determine whether the averages of students' scores from PSSS, RBS and subscales differ according to age are presented in Table 3.

Table 3. Averages and Scores of Kruskal Wallis Test for Students According to Their Ages, Scores from PSSS, RBS and Subscales

Dimensions	Groups	n	Mean square	sd	X ²	P	Significant difference
Antisocial behaviors	13-15 age group (A)	158	183,77				
	16-18 age group (B)	244	219,97	2	9,055	.01*	B,C>A
	19-21 age group (C)	9	217,50				
Alcohol use	13-15 age group (A)	158	190,20				
	16-18 age group (B)	244	214,09	2	11,63	.00*	C>B>A
	19-21 age group (C)	9	264,17				
Smoking	13-15 age group (A)	158	168,34				
	16-18 age group (B)	244	227,68	2	38,70	.01*	C>B>A
	19-21 age group (C)	9	279,56				
Suicidal tendency	13-15 age group (A)	158	206,28				
	16-18 age group (B)	244	204,31	2	1,12	.57	
	19-21 age group (C)	9	246,83				
Eating habits	13-15 age group (A)	158	184,32				
	16-18 age group (B)	244	220,32	2	8,88	.01*	B>C>A
	19-21 age group (C)	9	198,50				
School dropout	13-15 age group (A)	158	190,52				
	16-18 age group (B)	244	213,15	2	7,80	.02*	C>B>A
	19-21 age group (C)	9	284,00				
Family support	13-15 age group (A)	158	207,90				
	16-18 age group (B)	244	209,14	2	9,20	.01*	A,B>C
	19-21 age group (C)	9	87,50				
Friend support	13-15 age group (A)	158	201,80				
	16-18 age group (B)	244	212,68	2	8,39	.01*	A,B>C
	19-21 age group (C)	9	98,67				
Teacher support	13-15 age group (A)	158	245,69				
	16-18 age group (B)	244	183,84	2	32,07	.00*	A>B>C
	19-21 age group (C)	9	109,89				
Total RBS	13-15 age group (A)	158	171,37				
	16-18 age group (B)	244	225,10	2	24,93	.00*	C>B>A
	19-21 age group (C)	9	296,06				
Total PSSS	13-15 age group (A)	158	229,80				
	16-18 age group (B)	244	195,31	2	18,77	.00*	A>B>C
	19-21 age group (C)	9	78,06				

*p<.05

When Table 3 is analyzed, according to the ages of the students, PSSS is one of the antisocial behaviors, alcohol use, smoking, nutritional habits, school drop-off subscales and the total of the RBS; It is seen that there is a significant difference between the scores of social support perceived from family, friends and teacher and the total of PSSS, but there is no significant difference between the scores obtained from the suicidal tendency subscale of RBS. In order to determine the source of this difference, the findings obtained from Post-Hoc tests, Dunnett's T3 test, are shown in the "significant difference" column in the table.

Kruskal Wallis Test was applied to determine whether the averages of students' scores from PSSS, RBS and its subscales differ according to the type of high school they are studying.

Table 4. Averages and Scores of Kruskal Wallis Test According to the High School Types of the Students' Scores from PSSS, RBS and Subscales

Dimensions	Groups	n	Mean square	sd	X ²	p	Significant difference
Antisocial behaviors	Science H.S. (A)	81	248,40	3	29,87	.00*	A>B>C,D
	Anatolian H.S. (B)	164	222,57				
	Imam Hatip H.S. (C)	82	167,72				
	Vocational H.S. (D)	84	170,14				
Alcohol use	Science H.S. (A)	81	220,40	3	17,01	.00*	A,B,D>C
	Anatolian H.S. (B)	164	218,92				
	Imam Hatip H.S. (C)	82	176,13				
	Vocational H.S. (D)	84	196,06				
Smoking	Science H.S. (A)	81	214,75	3	9,71	.02*	A,B,D>C
	Anatolian H.S. (B)	164	216,48				
	Imam Hatip H.S. (C)	82	176,17				
	Vocational H.S. (D)	84	206,23				
Suicidal tendency	Science H.S. (A)	81	229,92	3	6,36	.09	
	Anatolian H.S. (B)	164	206,23				
	Imam Hatip H.S. (C)	82	183,21				
	Vocational H.S. (D)	84	204,74				
Eating habits	Science H.S. (A)	81	260,20	3	62,93	.00*	A>B>D>C
	Anatolian H.S. (B)	164	234,25				
	Imam Hatip H.S. (C)	82	139,15				
	Vocational H.S. (D)	84	163,84				
School dropout	Science H.S. (A)	81	235,93	3	12,47	.00*	A>B>D>C
	Anatolian H.S. (B)	164	200,61				
	Imam Hatip H.S. (C)	82	175,02				
	Vocational H.S. (D)	84	217,92				
Family support	Science H.S. (A)	81	209,78	3	8,03	.04*	A,B,C>D
	Anatolian H.S. (B)	164	215,70				
	Imam Hatip H.S. (C)	82	216,04				
	Vocational H.S. (D)	84	173,62				
Friend support	Science H.S. (A)	81	200,33	3	6,11	.10	
	Anatolian H.S. (B)	164	213,27				
	Imam Hatip H.S. (C)	82	222,52				
	Vocational H.S. (D)	84	181,15				
Teacher support	Science H.S. (A)	81	149,49	3	28,19	.00*	D,C>B>A
	Anatolian H.S. (B)	164	204,77				
	Imam Hatip H.S. (C)	82	232,85				
	Vocational H.S. (D)	84	236,68				
Total RBS	Science H.S. (A)	81	259,03	3	52,62	.00*	A>B>C>D
	Anatolian H.S. (B)	164	228,06				
	Imam Hatip H.S. (C)	82	139,55				
	Vocational H.S. (D)	84	176,65				
Total PSSS	Science H.S. (A)	81	170,80	3	10,34	.01*	B,C>D>A
	Anatolian H.S. (B)	164	212,01				
	Imam Hatip H.S. (C)	82	227,95				
	Vocational H.S. (D)	84	206,79				

*p<.05

When Table 4 is analyzed, according to the high school types in which the students study, there is no significant difference between the scores obtained from the suicidal tendency subscale of the RBS, and the subscale perceived from the support of the PSSS, but antisocial behaviors, alcohol use, smoking, eating habits, From the sub-scales of school dropout and the total of RBS, PSSS; It is seen that there is a significant difference between the scores obtained from the social support subscales perceived by the family and the teacher and the total of PSSS. In order to determine the source of this difference, the findings obtained from Post-Hoc tests, Dunnett's T3 test, are shown in the "significant difference" column in the table.

Kruskal Wallis Test was applied to determine whether the averages of students' scores from PSSS, RBS and subscales differ according to their class levels, and the data obtained are presented in table 5.

Table 5. Averages and Scores of Kruskal Wallis Test According to Students' Grade Levels, Scores from PSSS, RBS and Subscales

Dimensions	Groups	n	Mean square	sd	X ²	p	Significant difference
Antisocial behaviors	9 th grade (A)	150	170,35	3	22,052	.00*	B,C,D>A
	10 th grade (B)	100	225,68				
	11 th grade (C)	110	232,04				
	12 th grade (D)	51	216,10				
Alcohol use	9 th grade (A)	150	191,75	3	18,63	.00*	D>C>A,B
	10 th grade (B)	100	194,20				
	11 th grade (C)	110	218,15				
	12 th grade (D)	51	244,83				
Smoking	9 th grade (A)	150	170,55	3	32,22	.00*	C,D>B>A
	10 th grade (B)	100	213,83				
	11 th grade (C)	110	233,49				
	12 th grade (D)	51	235,62				
Suicidal tendency	9 th grade (A)	150	201,72	3	4,85	.18	
	10 th grade (B)	100	196,36				
	11 th grade (C)	110	226,70				
	12 th grade (D)	51	192,86				
Eating habits	9 th grade (A)	150	167,71	3	28,13	.00*	C,D>B>A
	10 th grade (B)	100	210,68				
	11 th grade (C)	110	237,56				
	12 th grade (D)	51	241,37				
School dropout	9 th grade (A)	150	195,53	3	9,38	.02*	D>C>A,B
	10 th grade (B)	100	190,04				
	11 th grade (C)	110	217,68				
	12 th grade (D)	51	242,89				
Family support	9 th grade (A)	150	206,21	3	.94	.81	-
	10 th grade (B)	100	212,25				
	11 th grade (C)	110	197,56				
	12 th grade (D)	51	211,32				
Friend support	9 th grade (A)	150	210,70	3	1,50	.68	-
	10 th grade (B)	100	213,11				
	11 th grade (C)	110	196,62				
	12 th grade (D)	51	198,47				
Teacher support	9 th grade (A)	150	253,11	3	40,75	.00*	A>B,C,D
	10 th grade (B)	100	194,28				
	11 th grade (C)	110	175,20				
	12 th grade (D)	51	156,85				
Total RBS	9 th grade (A)	150	159,57	3	41,45	.00*	C,D>B>A
	10 th grade (B)	100	211,12				
	11 th grade (C)	110	246,17				
	12 th grade (D)	51	245,88				
Total PSSS	9 th grade (A)	150	238,25	3	19,85	.00*	A>B,C,D
	10 th grade (B)	100	200,98				
	11 th grade (C)	110	182,74				
	12 th grade (D)	51	171,17				

*p<.05

When Table 5 is examined, there is no significant difference between the scores obtained from the suicidal tendency subscale of the RBS, the perceived support of the family from the subscale of the PSSS, and the sub-scale of the support perceived from the friend, but the antisocial behavior, alcohol use, cigarette smoking, eating habits, school dropout subscales and the sum of RBS, PSSS; There is a significant difference between the social support subscales perceived by the teacher and the scores obtained from the sum of PSSS. In order to determine the source of this difference, the findings obtained from Post-Hoc tests, Dunnett's T3 test, are shown in the "significant difference" column in the table.

Kruskal Wallis Test was applied to determine whether the averages of students' scores from PSSS, RBS and subscales differ according to their socioeconomic status.

Table 6. According to the Socioeconomic Status of the Students, the Averages and Scores of Kruskal Wallis Test According to the Scores They Got from PSSS, RBS and Subscales

Dimensions	Groups	n	Mean square	sd	X ²	p	Significant difference
Antisocial behaviors	Low (A)	20	207,40				
	Middle (B)	350	205,98	2	.00	.99	-
	High (C)	41	205,46				
Alcohol use	Low (A)	20	189,10				
	Middle (B)	350	202,95	2	7,73	.02*	C>A,B
	High (C)	41	240,27				
Smoking	Low (A)	20	221,95				
	Middle (B)	350	204,35	2	.76	.68	-
	High (C)	41	212,27				
Suicidal tendency	Low (A)	20	223,82				
	Middle (B)	350	206,39	2	.88	.64	-
	High (C)	41	194,00				
Eating habits	Low (A)	20	154,35				
	Middle (B)	350	202,36	2	13,35	.00*	C>B>A
	High (C)	41	262,26				
School dropout	Low (A)	20	254,82				
	Middle (B)	350	203,57	2	3,72	.15	-
	High (C)	41	202,90				
Family support	Low (A)	20	100,08				
	Middle (B)	350	207,43	2	20,55	.00*	C>B>A
	High (C)	41	245,49				
Friend support	Low (A)	20	171,80				
	Middle (B)	350	204,26	2	4,67	.09	-
	High (C)	41	237,56				
Öğretmen Destek	Low (A)	20	194,30				
	Middle (B)	350	207,24	2	.30	.86	-
	High (C)	41	201,11				
Total RBS	Low (A)	20	218,32				
	Middle (B)	350	202,49	2	2,18	.33	-
	High (C)	41	229,91				
Total PSSS	Low (A)	20	132,05				
	Middle (B)	350	207,95	2	8,95	.01*	C>B>A
	High (C)	41	225,45				

*p<.05

When Table 6 is examined; according to the socioeconomic level of the students, the scores obtained from the support sub-scale of the RBS, the antisocial behavior subscale, the smoking subscale, the suicidal tendency subscale, the school drop-out subscale and the total subscale perceived from PSSS's support sub-scale. no significant differentiation was found; however, it is seen that there is a significant difference between the scores obtained from the alcohol use and nutrition habit subscales of the RBS, the social support subscale perceived by PSSS and the sum of PSSS. In order to determine the source of this difference, the findings obtained from Post-Hoc tests, Dunnett's T3 test, are shown in the "significant difference" column in the table.

4. DISCUSSION AND CONCLUSION

According to the findings obtained in the study, it was observed that there was a significant negative relationship between Perceived Social Support and Risky Behaviors. Accordingly, it can be said that as perceived social support increases, risky behaviors decrease. Regarding the other findings obtained as a result of the research, the results of the research in the literature were also used, and discussions and comments were made.

4.1. According to the Gender of the Students

A) PSSS; It was observed that the average scores obtained from the total of "perceived social support from a friend", "perceived social support from the teacher" and PSSS were high for female students. In the studies conducted by Baran, Küçükakça and Ayran (2014), Salı and Akyol (2014), Akdoğan (2012) and Saygın (2008), it was observed that the social support perceived by female students was higher than male students. However, in a study conducted by Tunç and Sezen (2015) and Okçın and Gerçeklioglu (2013), it was observed that there was no significant difference in terms of gender social support scores. According to the results obtained, it can be said that girls are more likely to share social relations and use social support resources more effectively than boys due to gender-specific roles in the higher perception of social support among girls than male students.

B) RBS; It was observed that the mean scores obtained from the sum of "antisocial behaviors", "alcohol use", "smoking", "school dropout" subscales and RBS were higher in the direction of male students, but the mean scores obtained from the "suicidal tendency" subscale were high in the direction of female students. In parallel with our research results; In the studies conducted by Tunç and Bakırcı (2015) and Erel (2013), it was observed that male students differed in their risk-taking behaviors with higher average scores. A study by Akin and Berkem (2012) found that 75% of adolescents attempting suicide are girls. In a study conducted by Koca (2011) with School students, the frequency of substance use was higher among male students than female students; In similar studies conducted by Turhan, İnandı, Özer and Akoğlu (2011) and Başsın (2010), the use of cigarettes, alcohol and drugs was higher in boys than in girls; In a study conducted with adolescents by Gündoğdu, Korkmaz and Karakuş (2005), it was found that men tend to behave riskier than girls, and men show more antisocial behavior.

When the literature is analyzed, different results are encountered from our research findings. In a study conducted by Buğdaycı (2008) with university students, a significant relationship was found between smoking, alcohol and drug use and gender. However, in a study conducted by Yiğit and Khorshid (2006) with students of Ege University, no significant difference was found between alcohol use and gender. In another study on school dropout by Tunç (2011), school dropout was found to be higher among male students, but in a different study conducted by Özer, Gençtanırım and Ergene (2011) on the prediction of school dropout, gender dropout was no significant relationship between risk. In the context of our research, it can be said that, besides biological factors, the viewpoint of the society towards boys and girls, and more tolerance to boys may be effective in biological factors. In addition, it can be shown that the trend is seen as a way of domestic pressure, suppressed emotions and thoughts, and girls are more affected by psychosocial and environmental factors.

4.2. According to the Age of the Students

A) The PSSS; It was observed that the difference between social support perceived from the family, social support perceived from a friend, social support perceived from the teacher and the scores obtained from the total of PSSS differed among the students in the 13-15 age group. In a study of Ünsar et al. (2009), it was observed that the perception of social support increased as the age groups of students increased, Baran, Küçükakça and Ayran (2014), Arıcıoğlu (2008) and Öztürk, Sevindik, and Yaman (2006) in another study, it was found that there was no significant relationship between age and perceived social support levels. It can be said that students who are in the 13-15 age group have more importance in perceiving social support, and that their relationships with friends and family loyalty continue.

B) RBS; While the mean scores obtained from the total of "alcohol use", "smoking", "school dropout" subscales, and RBS were higher in the 19-21 age group, the mean scores in the "antisocial behavior" and "nutritional habits" subscales were higher in the 16-18 age group and it has been observed. In line with our research results; In a study conducted by Yiğit and Khorshid (2006) with students of Ege University, alcohol use increased with age. In a study conducted by Telef (2014) and supporting our research, it was observed that the probability of alcohol, smoking and school dropout increased with age. Likewise, in a study conducted by Gülgez and Kısaç (2014), it was observed that risk-taking behaviors increased with age. However, in a study by Esen (2003), it was observed that risky behaviors were higher in the first years of adolescence. According to the results obtained, it can be said that in

addition to peer effect, adolescents' efforts in autonomy and self-determination may be effective in increasing risky behaviors with age.

4.3. According to the High School Types that the Students Study

A) The PSSS; On the scale of "Social support perceived from the family" and the mean scores obtained from the total of PSSS are high in the direction of Imam Hatip High School students; It was observed that the mean scores obtained in the sub-scale of "social support perceived by the teacher" were high in the direction of Vocational High School students. In a study conducted by Mengi (2011), it is seen that Vocational High School students' perceived social support levels from teachers are higher than other high school types, and this study corresponds with our research. In a study conducted by Uyan (2014), it was observed that the average social support perceived by Anatolian High School students was higher.

B) RBS; It was observed that the mean scores obtained in the "antisocial behaviors", "alcohol use" and "smoking", "nutritional habits", and "school dropout" subscales were high in the direction of Science High School students. In the study conducted by Tunç and Bakırcı (2015), in the risk taking behaviors related to the social position; while it was observed that Science High School students differed with higher average scores, another study conducted by Tunç (2011) found that school dropout was higher in General High Schools. As a result of our research, it can be said that in addition to excessive self-confidence and extraversion, research, examination and discovery efforts are also effective in high risk behaviors among Science High School students. In addition, being open to experience can be considered as another factor that increases the risk.

4.4. According to the Grade Levels of the Students

A) The PSSS; It was observed that the mean scores obtained from the sum of 'social support perceived by the teacher' and the perceived social support were high for the 9th grade students. In line with our research results; In a study conducted by Karataş (2012), it was observed that 9th grade students had higher levels of social support perception than students in other classes. In the study conducted by Akdoğan (2012), it was observed that 8th grade students perceived more social support than 9-10th grade students. However, in a study conducted by Ünsar et al. (2009) with university students, it was seen that the social support levels perceived by the fourth grade students were higher than the other grades. However, in the study conducted by Baran and Friends (2014), Arıcıoğlu (2008) and Öztürk and Friends (2006), no relation was found between class levels and perceived social support levels.

In the context of our research, it may be seen as an important reason for the social support perceived from the teacher to be in favor of 9th grade students, in the first years of high school, the need for adult support for new environments and experiences.

B) RBS; The mean scores obtained from the sum of the "Antisocial behaviors" subscale and RBS were higher in the direction of 11th grade students; It was observed that the mean scores obtained in the subscales of "alcohol use", "smoking", "eating habits" and "school dropout" subscales were high for 12th grade students. In the study conducted by Tunç and Bakırcı (2015), it was observed that 10th grade students had higher average scores in their risk-taking behaviors. In a study conducted by Erdamar and Kurupınar (2014), it was observed that 12th grade students had higher average scores in terms of alcohol and cigarette use. In the study carried out by Tunç (2011), it is seen that 10th grade students have higher school dropout. In a study conducted by Uludağlı and Sayıl (2009) on adolescents, risk-taking behavior was found to differ significantly from each grade level. In our study, rising behaviors increase as the grade level increases, risky behaviors may increase with the students' being more cautious in the 9th grade, having problems in adapting to the new environment and new circle of friends, and getting used to the environment in later classes.

4.5. According to the Socioeconomic Status of the Students

A) The PSSS; It was observed that the mean scores obtained from the "Social support perceived from the family" subscale and the total of PSSS were high in the direction of students with high socioeconomic level. In the study conducted by Baran et al. (2014), significant differences were observed between income level and social support. In the studies carried out by Yılmazel (2013) and Ustabaş (2011), it was observed that those with high economic levels perceived by students perceived a

higher level of social support. In a study conducted by Ünsar et al. (2009) with university students; It is seen that the social support perceived by the students with low economic levels has decreased, but in the study conducted by Mengi (2011); It was found that students with moderate socioeconomic level perceived higher levels of social support perceived from family and teacher than those with other socioeconomic levels. As a result of our research, the high level of social support perceived by the students with high socioeconomic level can be explained by the effect of the socio-economic level.

B) RBS; It was observed that the mean scores obtained in the subscales of "alcohol use" and "eating habits" were high in the direction of students with high socioeconomic level. In line with the result of alcohol use in our study, it is observed that Karatay (2004) used more alcohol in the high socioeconomic level in a study conducted in two high schools with different socioeconomic status. In the studies conducted by Tunç and Bakırcı (2015) and Gündoğdu, Korkmaz, and Karakuş (2005), which were consistent with this research, it was observed that the risk-taking behaviors of students increased as their socioeconomic levels increased. However, in a study conducted by Yaprak (2006), it was observed that the level of substance use decreases as the socioeconomic level increases. In the study conducted by Yiğit and Khorshid (2006), no difference was found between alcohol use and income level. In a similar study by Ögel et al. (2006), no relation was found between cannabis use and income level. It can be argued that families with a high socioeconomic level, especially in terms of alcohol use, are more effective to obtain and access to the substance more easily.

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