

**ASSOCIATION BETWEEN SELF-EFFICACY,  
RESILIENCE AND PSYCHOLOGICAL WELL-BEING  
(PWB) AMONG ADOLESCENTS**



By

Esha Fatima  
BSP191002

A Research Thesis submitted to the

DEPARTMENT OF PSYCHOLOGY

in partial fulfillment of the requirements for the degree of

BACHELOR OF SCIENCE IN PSYCHOLOGY

Faculty of Management and Social Sciences

Capital University of Science & Technology,

Islamabad

January, 2023

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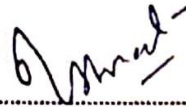
Faculty of Management and Social Sciences Capital University of Science and  
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January, 2023

## CERTIFICATE OF APPROVAL

It is certified that the Research Thesis titled "Association between Self-efficacy, Resilience and Psychological Wellbeing (PWB) among adolescents" carried out by Esha Fatima, Reg. No. BSP1002, under the supervision of Dr. Ishrat Yousaf, Capital University of Science & Technology, Islamabad, is fully adequate, in scope and in quality, as a Research Thesis for the degree of BS Psychology.

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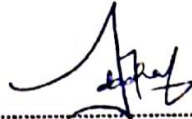
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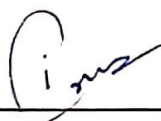
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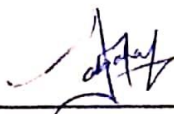
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## DEDICATION

*I dedicate this dissertation to my supervisor, parents and friends who always supported me. Special thanks to my father, whose never-ending efforts helped me reach the level of brilliance at which I now stand. He sacrificed his life for me, he went beyond all means to ensure that I have access to the best education.*

## **DECLARATION**

It is declared that this is an original piece of my own work, except where otherwise acknowledged in text and references. This work has not been submitted in any form for another degree or diploma at any university or other institution for tertiary education and shall not be submitted by me in future for obtaining any degree from this or any other University or Institution.

**Esha Fatima**

**BSP191002**

*Eshafatima*

**January, 2023**

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Firstly, I am immensely grateful to Allah Almighty, the most beneficial and merciful the creator of universe, who gave me strength, ability, courage and patience that enable me to Alhamdulillah successfully complete this thesis.

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## Abstract

The aim of this study is to find out the relationship between self-efficacy, resilience and psychological well-being among adolescents. Very few studies were identified which consider the significant relationship between Self-efficacy, Resilience and Psychological Well-being. Due to the dearth of available research on these variables in Pakistani context, the current study was designed to examine the relationship between Self-efficacy, Resilience and psychological wellbeing among adolescents. A correlational research design was used to analyze the research hypotheses. The study was conducted on adolescents with age range 10-19 and sample was taken from the different schools and colleges of Islamabad/Rawalpindi. Questionnaires including Brief Resilience scale (BRS), General Self-efficacy scale (GSES) and Ryff's Psychological Well-being scale (PWB), were used to measure each variable. The data was collected through questionnaires and was analyzed through SPSS. Results indicated positive correlation between self-efficacy, resilience and psychological well-being, self-efficacy and psychological well-being had a strong positive correlation ( $r = .266^{**}$ ,  $p < 0.01$ ). Results also showed that resilience and psychological well-being are also positively correlated ( $r = .108^*$ ,  $p < 0.05$ ). Findings of the study will help caregivers, guardians, educators, and policymakers in order to provide awareness to the adolescents on the importance of psychological well-being that can be increased by having self-efficacy and being resilient in every challenging situation.

Keywords: *Self-efficacy, resilience, psychological well-being, adolescents*

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**List of Abbreviations**

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<b>PWB</b>	Psychological Well-being
<b>GSES</b>	General self-efficacy scale
<b>BRS</b>	Brief Resilience Scale
<b>SPSS</b>	Statistical Package for the Social Sciences
<b>WHO</b>	World Health organization

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## Chapter -1 Introduction

Self-efficacy plays an important role in what and how adolescents think about themselves, and either they are effectively achieving their targets objectives or not. (Barciloe et al., 2013). Self-efficacy refers to an individual's belief in his capabilities to execute behaviors important to generate specific performance attainments, it reflects being confident on having the ability to exert control over one's own behaviors, motivation and social environment (Bandura, 1997). According to this view point, it can affects the behavior of an individual and environments with which the individual lives and, in turn, is effected by individual's actions and environmental conditions (Bandura, 2006).

Self-efficacy is an important psychological necessity that regulates and control adolescents cognitions, thoughts, also such type of commitments are associated with mental well-being (Koolwasu and Naoler, 2014). According to Caprda, Gewno, and Dewsaie Frule (2012) self-efficacy is stated as the expression of emotions that are positive in nature and the management of negative ones, in terms of the ability of individual to manage and express his/her emotions efficiently. Additionally, self-efficacy was also studied in one more study including, interpersonal and social communication, relating to the individual's ability to interact with others efficiently, to actively participate and communicate in group settings, and also to give importance to own s values, opinions and right. (Pastorelli, Vecchio and Boda, 2001).

According to Molaer and Solwey (2012) the extent of self-awareness is greatly linked to adolescents' psychological adjustment, that is related to the changes and adversities that they face in their day to day life including weather conditions, food,

behavior and geographical location. (Mowisi, 2012; Tiolk et al., 2013). Most of the mental illnesses including stress, anxiety, stress and sadness in adolescents increases for the reason of such problems that they face in their life. (Taolwi et al., 2007; Mowsior and Spws, 2016). Adolescents having Self-efficacy is a beneficial thing for their development and success, their belief in their abilities and capabilities lead them to face every hurdle and difficult challenge easily and smoothly, (Takeuchi, 2007).

Self-efficacy is the essential indicator of human behavior, and is remarkably influenced by the activities that people select to engage, interact and how long they persevere in such activities. (Jihoon Hoog et al., 2021). It enhance an individual's belief in their ability to accomplish any task, it is distinct from self-esteem, in that it is a judgment of and belief in the ability, not in the value of an individual's existence. (Hussein et al., 2020). Self-efficacy greatly affects the performance, choice, and persistence of individual's behavior in multiple domains such as, health or academic performance (Jihoon Hoog et al., 2021).

Self-efficacy depicts one's ability and power to act or perform, it shows whether an individual's behavior is capable of affecting the level and extent of desired performance. (Skaalvik, 2016). It is an important determinant of individual's evaluation about his/her own strengths, weaknesses or competence for performing the actions for achieving desired output, such type of self-belief affects the individual's selection of activities, efforts and persistence. (Bandura, 1997). Bandura (1989), further included that individuals who have low self-efficacy tends to ignore and avoid the particular task for completing it compared to their counterparts those who believe they are capable of will be more likely to accomplish the assigned task. Self-efficacy initially decides the way an



individual feels, act and thinks and is proved to be a positive feelings that provide the source to bounce back from that particular stressors. (Crandford, 2004).

Lightsey, (2014) and Speight (2013) reported that adolescent's self-efficacy is an essential determinant of their resilience. In the current study, resilience is taken as the ability of being able to adopt new experiences and challenges successfully, also to withstand adversity and come back from difficult and harsh life events and (Speight, 2013). Resilience has been recognized as a developmental and growth process, reflecting the space for positive adaptation in aversive life events as opposed to a trait (Lightsey, 2016).

Resilience means the amount of efforts an individual possess to adapt to all the adversities successfully and flexibly. (Connor & Davidson, 2003). In the modern literature, resilience has being identified as a longitudinal and developmental process that helps in negotiating adversities of life (Li, Chi, Sherr, Cluver, and Stanton, 2015). Adolescents develop and recognize their, optimism, hope, emotional regulation, tenacity and competence that lies on how successful experience they had in their previous life in dealing with adversities. (Chi et al., 2015). Developing evidences have predicted that adolescents who possess high resilience would have better physical health (Chi, Slather, et al., 2015), and mental health. (Chi et al., 2015).

Resilience can be defined in many ways, it is a distinct phenomenon that possess interpersonal relationships, personality, and the temporal features of all the stressors. (Connor, 2006). It depicts the process of efficiently adapting to different type of adversities and loses and managing them effectively, it's also the ability to tackle down stress, diminishing one's resistance to it, and producing a sense of humor. (Davidson,

2012). Resilient people tend to overcome adversities better, and sometimes complete higher output than their original targets. (Chi et al., 2014).

Resilience can only be achieved and produced when people are blessed with supportive and caring parents, teachers, and peers (Lightsey, 2013). Such supportive and helping environments and surroundings are the origin of inspiration, power and strength importantly when an adolescent is facing difficult and painful emotions (Speight, 2013). It is essential to nurture and modify the nature of adolescents so that they learn to be resilient in challenging and difficult situations and this is the responsibility and duty of school and college administration, schools, colleges and home to develop and increase resilience in adolescents so they can learn how to cope and deal with difficulties (Sezer, 2012).

The term resilience has gained much knowledge and attention in recent years, ranging from mainstream famous culture (Cherry, 2013; Ellis, 2015; Killian, 2015) to psychological scientific research (Atkinson, Martin & Rankin, 2009). While this domain is getting increasing threshold and popularity, it still remains largely fragmented without any theoretical foundation. (Bonanno, Romero, & Chaudieu, 2010). Resilience or the importance of resilience in mental health sectors, is essential as it highlights and outlines positive and protective factors/domains which serve to enhance, strengthen and promote positive mental health. (Davydov, Stewart, Ritchie & Chaudieu, 2010).

Resilience is recognized as temperament or personality feature that permits adolescents reduce hurdles and to work hard to deal with them, mostly in hardy people. (Diehl et al, 2006). This concept was generally stated as a behavioral trait which balance the adverse effects of tension and enhances the assertion, the capacity to replace, regain and control

interior or exterior or external equilibrium under remarkable challenge through the measures of activities of adolescents including cognitions and deeds, and also the potential to have practical output despite of misfortune. (Davidson, 2014).

More newly, the construct of resilience is being predicted as the capacity to retaliate or upturn from adverse life events for reaching adaptability to the particular surroundings (Corner, 2005). Various studies predicted that people with enhanced level of resilience were immensely good in controlling their biological and mental health and at having the strength to recover from stressing circumstances more quickly as compared to the people with decreased level of resilience. (Ryan, 2013). In current years resilience is being identified as a longitudinal procedure, considering the space for good adjustments in adverse life events as against to an attribute. (Ligthsdey, 2012).

Various empirical studies showed that resilience varies from individual to individual, and is highly dependent on many other psychological factors including mental well-being (Powropa et al., 2015; Rocewla et al., 2014; Sagone, 2014).

Psychological well-being is reported to have relations with various other constructs including resilience and self-efficacy (Kowil, Maodi & Kahwn, 2010; Mails et al., 2015), life fulfillment (Ozpolwst et al., 2013), personality traits (Schutte and Ryff, 2012) and adaptive coping strategies (Gloria et al., 2015). It was defined by Coward and Reed, (2014), as an individual's perception of being healthy, which results in an extensive knowledge of individual's morality that also incorporate the sacred aspects of life. This construct is basically positive mental state including, happiness or satisfaction that contributes to one's personal growth and development (Ryff, 2013). Being resilient

and having high level of self-efficacy predicts good psychological well-being (Schutte and Ryff, 2013).

The domain of psychological well-being is known as an individual's assessment of his/her person's evaluation of his/her preserved pleasure, joy, excitement, and mental wellness, and it concerns to various neurodevelopmental factors. (Holat, 2016). It is determined as the cluster of mentality that includes constructive operations of that include various flexibility and toughness-related domains. (Kidger et al., 2016). On the basis of, "eudemonic perspective", given by Ryff, the essential components of psychological well-being includes self-awareness (associated with self-worth, self-actualization, normal functioning, and potentiality); good interactions with others individuals (associated with the capacity to depict emotions related to love, affection, warmth for everyone around and to develop relationships with them; liberty (called as self-sufficiency, freedom, and having control of behavior); environmental proficiency (that includes the capacity to develop surroundings good for his/her health); aim of life (including a sense of goal orientation and voluntarily); and, finally, personal growth (defined as the realization of one's potentialities, continuing to develop oneself as a person and underlying the significance of new experiences at various times of life). (Ryff, 2013).

Psychological well-being (PWB) is a multi-dimensional construct consisting of environmental domination, autonomy, personal growth and positive relationships with one another and all the dimensions explained above. (Ryff, 2012). It is a psychological aspect of quality of life and a key concept in preventing health problems and increasing life expectancy. (Slade, 2006). PWB is the perception of individuals from living in the field of emotional behaviors, psychological functions, and mental health dimensions, it

consist of two parts: 1) a cognitive judgment about how people are making progress in their lives and 2) the level of pleasant experiences. (Cooper et al., 1995).

Psychological wellness is stated in various styles, and also its material and information is developed with the support of theories, models, and empirical evidences (Kashdan et al., 2008). Two important aspects characterizes its main components, first is the eudaimonic perspective, which states psychological well-being as an individual's capacity to recognize beneficial goals, and deed of struggling towards them by performing righteous activities in aim of gaining one's bright future. (olrs, 2013). Second is the hedonic perspective, which states psychological well-being as enhanced rate of optimistic affect, decreased rate of adverse effect, and the assessment of life as valuable and pleasing. (Doler, et al., 1986).

Psychological well-being is determined as the existence of preventive measures besides the only deprivation of mentally ill health indicators, psychological distress is normally examined as the existence of psychological indicators that depicts poor psychological health. (Veoler et al., 2008). Various studies predicted relationship among resilience and self-awareness. For instance, Lightshey's (2004), study proposed that individual's self-efficacy is medial to their extent of resilience. Another study directed by Spplet (2008) that concluded that a direct correlation among resilience and self-efficacy in secondary school students. Moreover, many studies have predicted an association among resilience and self-efficacy, and also relationship between associated variables. (Lightshey, Speight et al, 2009).

Self-efficacy has considered to be essential for differentiating individuals with enhanced level of resilience from people with decreased level resilience (Hpws1, 2008).

McIwson and Rplad, (2004) calculated resilience in students, and the measures that helped them in their good performance in academics. Their study further concluded that resilience is based on four collaborating measures including individual attributes, punctuality, family and school activities. Of the individual characteristics, they concluded that among resilient students, a strong sense of self-efficacy and locus of control was important. (Hamid, 2004). McMiole and Rplad, (1998), suggests that belief in attaining goals in the life of resilient students that are also oriented towards practical goals and a sense of hope and confidence for the future, these thoughts of self-belief is the foundation of self-efficacy.

Findings of a study reported that higher self-efficacy is interconnected with good mental health and reduced level of self-efficacy leads to diminished mental health. (Capewsra, 2014). Great amount of positive associations between mental well-being and self-efficacy is also predicted in various studies. (Kamfer, 2012; Aresri et al, 2012; Awascg, 2014). Furthermore, according to Cwea et al, (2014), proficiency in variety of new experience is a leading indicator of self-awareness, in coping with any adverse event of life, this leads to be in the line with Bandura, (1982), results, that shows that proficiency in new experiences is the important indicator of self-efficacy.

One of the indivisible element of the liberty of adolescents is their beliefs of self-awareness, (Baerx, 2014), he also proclaimed that self-efficacy of adolescent determines their achievement, as it is afflicted by their thinking and inspiration, (Moajeda and Tasaetra, 2013), proposed a generally higher relationship among self-efficacy of adolescents and psychological well-being, recommending that strengthening the beliefs

of adolescents in their abilities will lead in a remarkable increase in adolescent's level of psychological well-being.

### **Literature Review**

Previous studies reported that resilient people can maintain their biological and mental well-being and can come back from all the difficult experiences and hardships (Ryff and Singer, 2012). According to Acciari et al., (2019) the extent and the degrees of psychological well-being and resilience are connected. Previous research reported to found an association between psychological well-being (environmental proficiency, personal development and self-awareness), resilience and self-efficacy (Pidgeon, 2015; and Sagone et al., 2014).

Some studies have discovered a direct link among psychological wellness and resilience (Kaydkhorde et al, 2014). In another study, Picardi et al. (2012) found a link between psychological wellness and resilience. This association among resilience, psychological-being and self-efficacy was confirmed in many previous knowledge (Beruard, 2012; Pouley, 2014) but fewer exists related to the relationship of these concepts; (Bandura, 2015; Kumjfer, 2013).

Karsawemas, (2006) predicted that when self-efficacy would be high, resilience and optimism would be enhanced which ultimately leads to the perfect mental state; thus, all these constructs are associated with each other (Karsawemas, 2012; Pewu et al., 2012).

Moreover, all the past knowledge predicts, self-efficacy leads to resilience (Kasarfmas, 2013; Ch Lese et al., 2014; Pewu et al., 2010), and resilience results in

Psychological well-being (Kewue and Pipgwon, 2012). Individual's higher belief in his/her abilities results in good health and reduced level of belief in his/her abilities result in poor health (Bawdesa et al., 2012; Capewra, 2010). Consequently, a direct association among self-efficacy, resilience and also psychological well-being is reported in previous studies (Nlemi Nsurt, 2014; Bawjadari, 2012).

The criterion of psychological well-being is being examined in association to other factors including self-awareness, resilience, self-efficacy, and sturdiness. (Roohi, et al, 2019). For instance, various studies concluded that the domains of psychological well-being (except for liberty) were directly linked with resilience examined using the measures of dedication, control and equilibrium. (Ryff, 2016).

Another significant correlation was predicted between psychological wellness, internal self-control, normal functioning, and enhanced levels of self-efficacy in adolescents, more newly, in college going students, it was concluded that greater the adolescents were able to recognize environments appropriate for their development of personal demands and necessities (environmental proficiency), to see themselves as developing and nurturing (personal growth), and to recognize themselves as self-contented (self-awareness), the greater they were predicted as resilient. (Ryff, 2015). Moreover, stable and direct association among specified self-efficacy and environmental proficiency, personal development, and self-awareness was established so, adolescents with greater level of self-efficacy showed enhanced scores in these domains than adolescents with decreased level of self-efficacy. (Eric S, 2021).

On the basis of past research, and their reviews a relationship between resilience, mental well-being, self-efficacy and its predicting factors is already established (Puleey



and Erica, 2012). Self-efficacy means information about one's belief on his/her capabilities that out-turn in valuation of the immediate outcomes as good and optimistic which ultimately results in good mental health. (Kawper, 2015 Bawdewra, 2005). More findings of already existing research and all the available information, depicts an association between resilience, self-efficacy, and psychological wellness that resilience contributes to self-efficacy, self-efficacy contributes to psychological wellness and both resilience and self-efficacy contributes to mental well-being. (Kaplwasas, 2006; Lpol et al, 2016).

Another study concluded that high self-efficacy and high resilience is linked with good psychological well-being, and reduced level of self-efficacy and low resilience is associated to decrease level of mental well-being. (Curapaw, 2008; Bwrapi et al., 2012). Remarkably, positive association among self-efficacy, mental well-being, and other associated factors has been observed. (Asghari et al., 2014; Priesack, 2013).

Haisk and Erisk, (2016), predicted that psychologists and psychiatrics in Germany would depict enhanced capital levels of mental well-being (optimism, increased self-confidence, self-efficacy, resilience and courage). Furthermore, they discovered that these people depict increased level of psychological well-being (personal growth, self-acceptance, purpose in life, interactions with others). (Ryff, 2014).

Another similar study of university students of Southwestern University in Australia predicted the association between resilience, self-efficacy and other predicting factors, (Casare, 2011). According to kudsean (2006), resilience and self-efficacy are two remarkable indicator of college going student's academic achievement. It was investigated that perception, self-efficacy, reaction to any stressor, consistency and

Coping techniques used among defective and flawed students and resilient students. (Hamieal, 2013). Results of this study concluded that the belief of an individual on his/her abilities, and the ability to effectively cope were two important characteristics that differentiates resilient and defective group of students. (Hamiael, 2013).

Based on the research background, psychological well-being is one of the variables influenced by structures such as cognitive emotional regulation strategies. Considering the findings of previous studies, the major weakness of them is no examining the mediatory role of self-efficacy and resilience in the association among mental well-being and cognitive emotion regulation in students. So, one of the innovative aspects of this research is the design of resilience and self-efficacy as a mediator variable and to examine other variables associated with it.

Variables have been investigated separately in previous researches without any relation to other variables. (Faksa, 2014). This matter prevents the formation of valid findings and the creation of coherent information in the minds of researchers. These weaknesses themselves can be the strength of this study because we will come up with an integrated model to examine the relationship between these components. (Braed, 2012)

Over the previous few years, there is a growth seen in such studies that are oriented to generate various constructs, including self-awareness, self-efficacy, innovative problem solving techniques, personal analysis, and the ability to take part in present activities have usually been shown to be linked with resilience (Thopoon, Arpoff, & Glpss, 2013; VanBasa, 2010). Recently, studies that shows that many of these

constructs are linked with resilience, are also linked with heedfulness (Vwa plsa, 2013) and self-efficacy (plkaedy, 2009).

According to the study conducted by Porey and Cojln (2013), self-efficacy remarkably predicts enhanced levels of resilience in school going individuals (Hpldl et al., 2009), also at the same time with social assistance and sense of affection (Gplsl, 1998). Also in high school environment, Saloe and Da Celoli (2015) predicted that individuals with enhanced degrees of resilience recognize themselves as more systematic in usual (especially, in academics) than those with decreased levels of resilience. In advance, more newly, the same researchers concluded that early school going individuals are remarkably efficient and trained in complex solving critical tasks, academic achievements, and compassion were predicted to have greater resilience in them than the individuals with decreased level of self-efficacy. (Saloe & Celoli, 2015).

Various studies predicted that adolescents with more resilience are capable of dealing with all the hurdles and stressors, and at adjusting the toughness in stressful situations and using problem solving techniques. (Conlor, Daplasn, & Lewe, 2019), showed enhanced levels of hope (Lwe et al., 2009), considered themselves as more loved by friends and their family (Kenny et al., 2002), and reported decreased amount of discouragement and isolation (Kaolas & Clar, 2016) than adolescents with decreased level of resilience. Furthermore, the greater the individuals notified increased extent of resilience, the more they considered themselves efficient (Sclasa & Wapler, 2018), also in academic set-up (Kaplsy, Cplk, & Fplcsr, 2009).

It is possible to differentiate the domain of “generalized self-efficacy” and the “specific self-efficacy”: the first one is defined as the belief in one’s capabilities to deal

with an extensive range of terrifying situations or challenging demands (Solars, 1998; plwar & daolsm, 1996), while the second one is stated as the confidence in one's ability to complete particular tasks (Capsra, 2012).

The initial studies of resilience emphasized on adolescents who are under greater risk, a best example is the longitudinal study by Wkaer and Snogs (1995) who investigated the resilience of 438 adolescents who were born in 1945, from Ksaii Island. They were imposed to various risky elements, indicating that there is a procedure that result in resilience at various ages regardless of risk. Splah (2013) proposed resilience as the victory with which a person deal with all the risk. Gaplwa's research (1983) concluded that the ability of adolescents to cope well to difficult circumstances regardless of the tough events they have encountered, moreover the natural process of their growth seemed intimidated, not only regarding optimistic personality characteristics, but also the secure family environment and support from the society. Laplass research (2012) indicate that adolescents are better oriented to deal with stressing events , being able to generate or work on effective stress-reducing interventions..

One more study directed by Ssdri and Hplcsairsd in 2016 focused in identifying the association among psychological well-being, resilience and other predicting factors. 420 students including (260 males and 160 females) were chosen through cluster sampling and were informed to fill the following scales the Ryff Scale of Psychological Welfare (RSPWB), the Connor-Davidson Resilience Scale (CDRISC) and on other test Scheier and Carver's Life Orientation (LOT). The findings indicated that increased levels of resilience leads to good mental well-being, and optimism also contributed in the association among mental well-being and resilience. Findings also depicts that mental

well-being is affected by personal traits, including confidence, resilience and individual hope, despite of the extent of resilience, providing some levels of mental well-being (oklri, & Holsad, 2018).

### **Theoretical Framework**

This research begins with an examination of the theoretical framework that guided this research. Bandura's self-efficacy theory (1997) and Flach's resilience theory (1989), are chosen as the best relevant theoretical framework for this research. These theories outlines how an individual can approaches his goals, tasks and challenges besides all the hardships and hurdles in his/her life.

### **Bandura's Self-efficacy Theory (SET)**

According to this theory, self-efficacy plays a necessary role in effecting an individual's motivation, behavior and thinking, it's the ability of an individual to accomplish his/her goals and tasks (Bandura, 1997). Albert Bandura, (1994) proposed that lower self-efficacy leads to lower self-esteem and lower success. According to Albert Bandura (1994), there are four main sources that effect an individual's self-efficacy that includes vicarious experiences, social persuasion, mastery experiences and emotional and somatic states in criticizing one's capabilities.

Based to the theoretical view, an individual's functioning is observed as a positive cooperation and interconnection among behavioral, ecological and effects related to individual's self-concerns (Bandura, 1987). Between every conception that stick with the core of self-efficacy construct, also the effects human well-being are basically the belief

of self-efficacy that includes: the discernment of adolescents on their proficiencies to perform and complete actions to accomplish any duty (Bandura, 1986).

According to this theory beliefs that are related to self-efficacy affect an individual's possible course of action that they implement on. Moreover, beliefs of self-efficacy helps in controlling the amount of attempts a person will use to accomplish any challenge in his/her life, the time period in which a person face any challenge or hurdles, and how these people will deal with such hurdles and difficult situations. A person gets more belief in his/her abilities and this comes from the more remarkable proficiency, inspiration, perseverance and resilience (Bwarse, 2013).

### **Flach's Resilience Theory:**

Theory of resilience proposed by Flach lies on the idea that short term challenges are good chance to cope with previous mishaps, develop new defense techniques, and to re-develop an individual's view point that they have about life (Flach, 1989). This theory states that resilience is developed from psychological strengths that are required for successfully proceeding the outcomes. Flach's (1989) theory of resilience is derived from the, "Law of Disruption and Re-integration," according to this actions of 'split-up' or being worried by outcomes, is basically an essential part of studying to deal with challenging life circumstances.

Flach explains disturbance as the outcome of life events, which eradicated people from their own personal equilibrium. As everyone is distinctive, they have different level of disturbance that they can deal with. Disruption is actually an irritating incident, also hurting, also Flach suggests that people dealing with disruptions have to work on themselves to deal with various challenges. When this disruption take place people focus

on moving forward and also they work on reconstructing their life, their equilibrium, by problem solving and looking at the situation from a different perspective. All individual have a distinctive time requirement for the process of re-assimilation which is based not only on the amount of stress caused by the life-circumstances, and by the ability of that person and the characteristics they contain (Flach, 1999).

## **Rationale**

The purpose of this study is to examine the association among self-efficacy, resilience and psychological well-being of adolescents. Adolescents is an age where individuals face new challenges and new experiences (Ryff, 2012). All the previous research done on the association between resilience, self-efficacy, mental well-being and its predicting factors (Ares et al., 2012; Sawai and Hrasawd, 2013; Hasricha and Gasile, 2010; Cawey, 2015; Mwesaeli et al., 2013; Yawset al., 2010; Woalareawl et al., 2015), depicts that some type relationship is preset between these variables. The reasons behind doing this study are: a) reduced number of researches that focused on the relationship between resilience, self-efficacy and psychological well-being during the age of school and college going; and b) the requirement to study the impact of optimistic developmental factors in life period of adolescent

Different studies related to these variables have been conducted, but these researchor studies didn't gathered all these variables in any single study, and there is no idea whether these studies are applicable in Eastern countries especially in Pakistan. That's why, this topic is chosen for study for covering all the gaps in previous studies that didn'tinclude the quantitative exploration of the relationship among all these variables includingresilience and its predicting factors in Pakistan.

## **Objectives**

- i.To explore the association between Self-efficacy and Psychological Well-being among adolescents.
- ii.To explore the association between Resilience and Psychological Well-being among adolescents.



- iii. To explore the association between resilience, self-efficacy and psychological well-being among adolescents.

### **Hypotheses**

1. There would be a positive relationship between resilience and Psychological well-being among adolescents.
2. There would be a positive relationship between self-efficacy and psychological well-being among adolescents.
3. There would be a positive relationship between self-efficacy, resilience and psychological well-being among adolescents.

## Chaper-2 Methodology

In this chapter the details of the methodology used in thesis are presented including research design, sampling techniques, inclusion and exclusion criteria, instruments used and the procedure of the study.

### Research Design

A correlation research design was used in this study.

### Population and Sample

This study was conducted on adolescents, sample consists of, N=400 adolescents were selected from different colleges and schools of Islamabad/Rawalpindi. Participants selected were both male and female adolescents with the age range of 10-19 years.

### Sampling Technique

Convenient sampling was used to recruit participants for this study.

#### *Inclusion criteria*

- Students within the age range 10-19 were included in this study, as this age range comes under adolescences according to WHO.
- Participants who are able to understand English language of scales being used were included in this study.

#### *Exclusion criteria*

- Students with any physical disability or experiencing severe psychological disorder were not be the part of this study.
- Participants with no signed parental informed consent were excluded from this study.

## **Instruments**

### ***Brief Resilience Scale (BRS)***

Brief Resilience Scale was constructed by Smith et al, (2006). This instrument was constructed to evaluate a unified concept of resilience that includes both positively and negatively worded items. BRS is expectedly linked to personal attributes, social interactions, surviving and well-being of and individual (Smith et al, 2008). Various studies showed that BRS possess adequate reliability (Cronbach alpha= 0.83), they also showed adequate evidence of the scale's convergent, concurrent and predictive validity (Smith et al, 2008).

### ***Ryff's Psychological Well-Being Scales (PWB)***

The brief form (18 items) of the Ryff's Psychological Well-being Scale, constructed by Ryff in 1988, and was revised in 2004. This scale has 18 items and has 6 dimensions (i.e., self-awareness, fine relationship with other family members, environmental proficiency, autonomy, cause in life, and private development). Items variety with inside the Likert Scale from 7 factors out of 1 (definitely disagree) to 6 (I absolutely agree) wherein the better rankings constitute better mental well-being. The reliability of this tool in this study become received through Cronbach's alpha (95%), which suggests its proper validity.

### ***General self-efficacy scale (GSES)***

In this study General self-efficacy scale (GSES) constructed by Schwarzer and Jerusalem, (1996) was used to assess the variable of self-efficacy that is the confidence of a person in his capabilities to successfully accomplish difficult and new tasks in a variety of different fields. The GSES includes 10 items and uses a likert response format with a 1 (absolutely not true) and 4 (exactly true) response range. Various studies have shown that the GSES has a stable structure, upholds construct validity and high reliability (Schwarzer,

Muelle 1999; Leganger, Kraft, 2000). Cronbach alpha values of GSES ranged from 0.76 to 0.90 (Schwarzer et al, 2000).

### **Procedure**

Participants of this study were both male and female students with age range 10-19 and they were selected from different colleges and schools of Islamabad/Rawalpindi through convenient sampling. Institutional approval was taken for data collection and informed consent was also be taken from the participants and their parents. After taking consent and approval data collection was started where there was the use of three scales, General self-efficacy scale (GSE), Ryff's Psychological well-being scale (PWB) and Brief Resilience scale (BRS). When data collection was completed data was interpreted and analyzed in Statistical Package for Social Sciences (SPSS). At last findings were drawn and discussed.

### **Ethical Considerations**

Participants consent and their parental consent was taken, participants were given the right to decline their participation in the study. They were informed about the purpose of collecting data. Data obtained was only used for research purpose. The information of the participants was kept confidential. Participants were given the opportunity to openly ask questions or withdraw from the study at any point in the process.

### **Data Analyses**

This study is quantitative in nature, and data was analyzed using Statistical Package for Social Science version (SPSS-22). Descriptive Statistics were used for the display of responses and distributions. Pearson correlational analysis was used to explore and identify the association among self-efficacy, resilience and psychological well-being among adolescents.

### CHAPTER 3 – RESULTS

For the categorical variables, frequency table was drawn. The frequency and their percentages were calculated in frequency table. For the continuous variables, skewness, kurtosis, mean, standard deviation and range was calculated. To check the normal distribution of data, normality test, histogram, skewness, and kurtosis were calculated. As the data was normally distributed, Pearson correlation was performed to test the hypothesis.

**TABLE: 1**

#### **Descriptive statistics of demographic variables**

Descriptive statistics of demographic variables are shown in table. 1.

<b>Variables</b>	<b>Categories</b>	<b><i>f</i></b>	<b>%</b>
Gender			
	male	185	46.3
	female	215	53.8
Level of education			
	Primary	121	30.3
	Middle	118	29.5
	Lower secondary	82	20.5
	Higher	77	19.3
	Secondary/Intermediate		
City			
	Rawalpindi	207	51.7
	Islamabad	193	48.3
Who do you live			
with	Both parents	303	75.8
	Only mother	10	2.7

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Only father	20	5.0
Other relatives	20	5.0
Others	47	11.8

---

*Table.1 demonstrates the frequency and the percentages of categorical variables of the demographic sheet.*

*The table shows that females were more than males for  $N = 400$ .*

**TABLE: 2****Psychometric Properties of the study variables (N=400)**

Measures	k	<i>a</i>	M	SD	Range		Skewness	Kurtosis
					Potential	Actual		
<b>TBRS</b>	6	.937	72.15	258.81	11	27	.295	-.137
<b>TGSES</b>	10	.702	51.65	6.545	14	44	-.910	1.177
<b>TRPWS</b>	18	.8210	83.33	12.83	50	103	-.510	-.047

*Table 2 shows the item numbers, Alpha reliabilities, Mean, Standard Deviation, Skewness and Kurtosis of all the scales used in the present study.*

All three scales are reliable according to Nunnally and Bernstein's (1994) criteria, that is 0.7 and above alpha value means highly reliable which indicates TBRS-6 (M = 72.15 , SD = 258.81 ), TGSES-10 (M = 51.65 , SD = 6.545) and TRPWS-18 (M = 83.33, SD = 12.83) to be highly reliable.

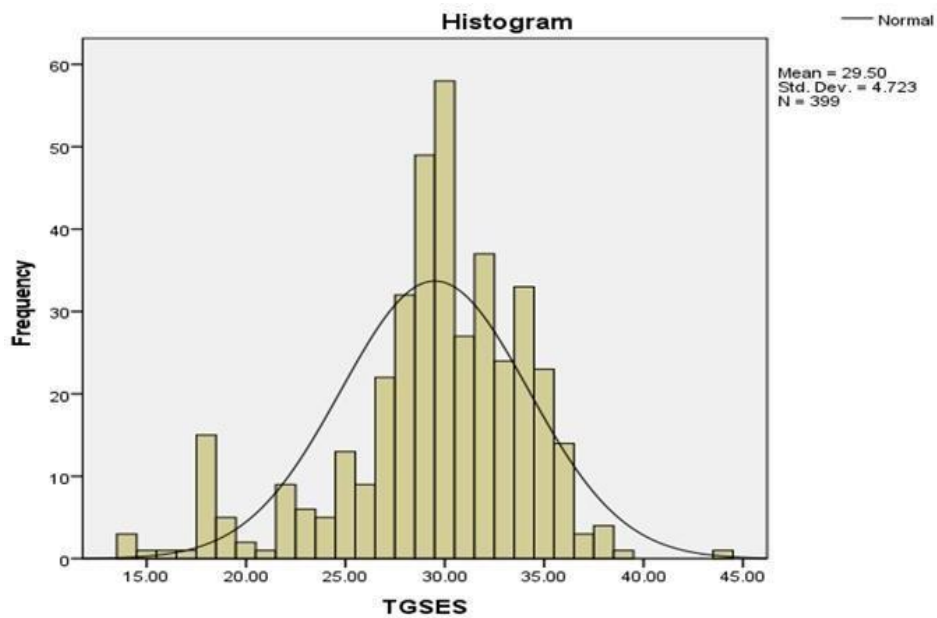
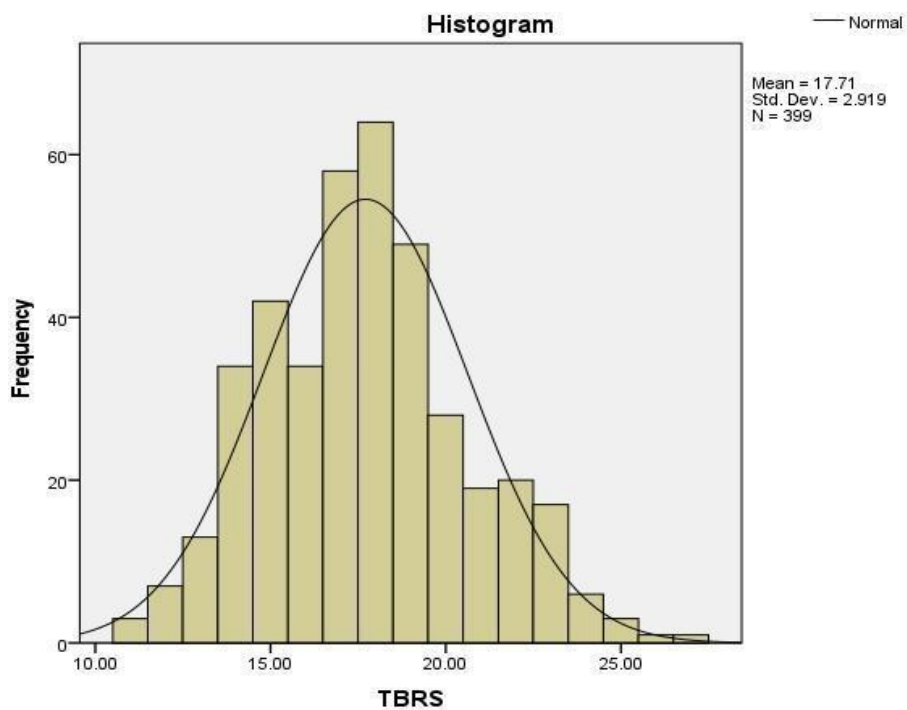
Table shows that according to skewness and kurtosis the data is normally distributed.

**Distribution curve**

Following are the figures representing the shape of distribution curve for General self-efficacy scale (TGSES), Brief Resilience scale (TBRS) and Ryff's Psychological Well-being scale (TRPWS) and where total number of participants (N) for all three measures is 400.

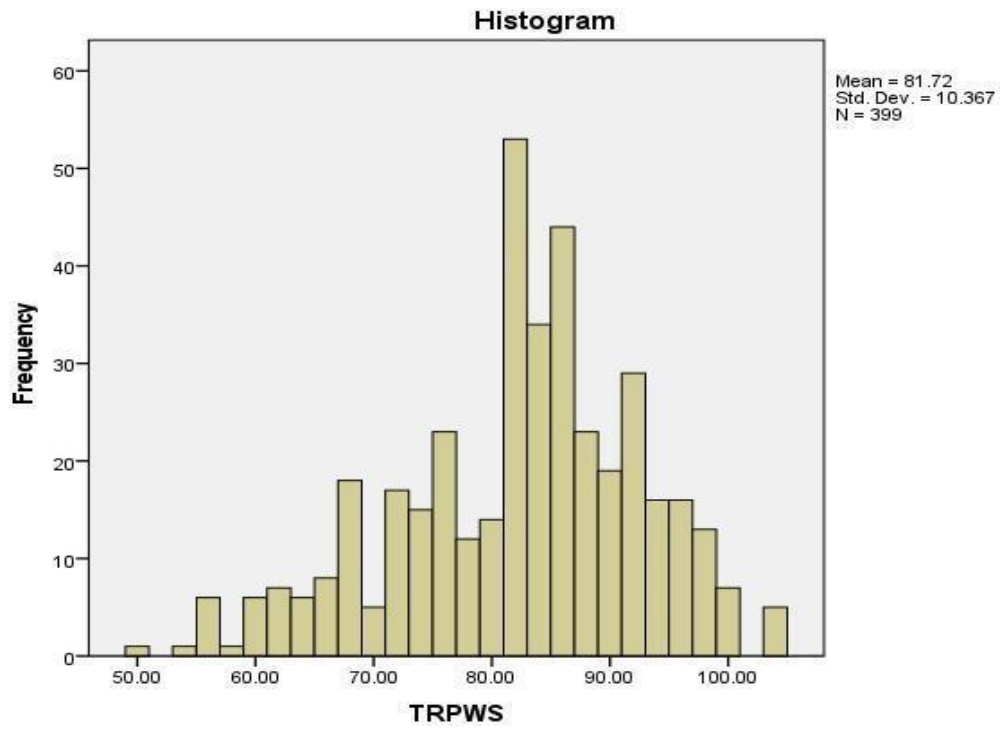
**Figure 1-Distribution of Self-efficacy measured by General Self-efficacy Scale (TGSES)**

(N=400)

**Figure 2-Distribution of Resilience measured by Brief Resilience Scale (TBRS) (N=400)**



**Figure 3-***Distribution of Psychological well-being measured by Ryff Psychological well-being scale (TRPWS) (N=400)*



### Correlation Analysis

Pearson correlation of Self-efficacy, Resilience and Psychological well-being (PWB) among adolescents.

Inter-correlation among the scales (N=400)

**TABLE: 3**

Variables	N	1	2	3
1. TGSES	6	-		
2. TRPWS	18	.266**	-	
3. TBRS	10	.124**	.108*	-

NOTE: \*\* Correlation is significant at the 0.01 level (1-tailed).

\* Correlation is significant at the 0.05 level (1-tailed).

Table 3 shows the correlation between self-efficacy, resilience and psychological well-being (PWB), all of these variables are positively correlated with each other.

**Table 4**

Variables	N	1	2
1. TGSES	6	-	
2. TRPWS	18	.266**	-

NOTE: \*\*Correlation is significant at the 0.01 level (1-tailed)

Table 4 explains the correlation between self-efficacy and psychological well-being and this table show strong positive relationship between self-efficacy and psychological well-being (PWB).

**TABLE: 5**

<b>Variables</b>	<b>N</b>	<b>1</b>	<b>2</b>
1. TBRS	10	-	
2. TRPWS	18	.108*	-

NOTE:\*. *Correlation is significant at the 0.05 level (1-tailed)*

Table 5 shows the correlation that exists between resilience and psychological well-being, both of these variables have the positive correlation between them. When resilience increases, psychological well-being is also enhanced.

## Chapter-4 Discussion

This research was done to discover the association of Self-efficacy, Resilience and Psychological wellbeing (PWB) among adolescents. This chapter will include discussion of the tables, figures used in results.

Table 1 demonstrates the demographic variables of the study, their frequency, and percentages. The variables include the gender, educational level, city, and family structure. Total participants of the study were 400 male and female students. The table shows that in 400 samples, females (215) were more than the male (185) with the percentage of 53.8% and 46.3% respectively.

The data showed that there were students from different educational levels, out of 400 students, more students were from primary educational level (121) with the percentage of 30.3 %, 118 students from middle educational level with the percentage of 29.5, 82 students from lower secondary schools with the percentage of 20.5 and 77 students were from higher secondary /Intermediate level with the percentage of 19.3.

Most (51.7%) of the students (207) were from Rawalpindi and rest 193 were from Islamabad with the percentage of 48.3. 303 (75.8) students were those who live with both parents, there were only 10 (2.7) students who live with only mother and 20 (5.0) students who live with only father also 20 (5.0) students were there who live with their relatives and 47 (11.8) were those included in others like hostels etc.

Table 2 demonstrate the descriptive statistics and the psychometric properties of the scales used in this research. The General Self-efficacy scale has the mean of 51.65 and standard deviation of 6.545 with skewness and kurtosis of -.910 and 1.177, Brief Resilience Scale has the mean of 72.15 and standard deviation of 258.81 with skewness and kurtosis of .295 and -.137 then comes the Ryff Psychological Well-being scale which has the mean of 83.33 and the standard deviation of 12.83 with skewness and kurtosis of -.510 and -.047.

The value of alpha reliabilities of these three scales are TBRS is .937, cronbach alpha value for TGSES is .702 and cronbach alpha value for TRPWS is .8210.

The normal distribution was checked by normality testing (see Figure 1, Figure 2 & Figure 3). Skewness, kurtosis, mean and SD were calculated and figures show that the data was normally distributed so that Pearson's correlation test was done to test the hypothesis.

### **Hypothesis 1**

Adolescents who are more resilient have increased psychological well-being because they have the ability to bounce back from difficult and challenging situations of life. Student with high resilience are at less risk of getting any psychological disorder. (Smokh et al., 2016)

Table 5 shows the positive relationship between resilience and psychological well-being, when resilience increases, psychological well-being also increases that means both are positively correlated. Adolescents who can stay calm in any difficult situation can deal with problems easily rather than those who start reacting and taking stress on little things. (Hfu et al., 2015).

### **Hypothesis 2**

Adolescents with higher self-efficacy reported to have increased psychological well-being, because these individuals have belief in their abilities and they feel satisfied with all the elements of their life and they are very clear about their goals and destination. (Sidqki et al., 2018)

Table 4 shows the self-efficacy is positively correlated with psychological well-being, when adolescents have belief on their abilities they can achieve whatever they want in their life due to which their psychological health is also good because they don't take stress they have increased belief in themselves and in their abilities. (hals et al., 2016)

### **Hypothesis 3**

Table 3 shows that relationship between all these three variables, self-efficacy, Resilience and Psychological well-being is positive, all these variables are positively correlated with each other. High resilience, increased self-efficacy leads to increased psychological well-being.

Adolescents who have belief in their abilities and are able to bounce back from difficult situations of life are reported to have good psychological health and less chances of getting any psychological disorder, they are very clear about their purpose of life and existence. (Zimmerman et al., 2000).

### **Limitations**

This study include following limitations. Firstly, as in this study correlational design was utilized so, it would be possible that various confounding variables (levels of resilience, age, peer pressure and socio-economic status, etc.) can play greater role in adolescent's psychological well-being than resilience. Secondly, all the scales that were used for data collection are self-report measures, it would be possible that adolescents self-reported levels of self-efficacy and resilience will not accurately reflect their true self-efficacy and resilience. It would also be possible that various questions on the PWBS would not be related to schools and college level (e.g., "I generally do a good job of taking care of my personal finances and affairs," "I have been able to build a home and lifestyle for myself that is much to my liking") The results may have high external validity by increasing the sample size and gathering data from more colleges and schools of various cities of Pakistan.

## **Implications**

The results that obtained from this study might have some important applied implications. Optimistically, the results of this study gives a brief sketch of the basic problems that adolescents face in their daily life and also to help them. These constructs of resilience and self-efficacy have essential applications in the domain of educational psychology in five major areas: evaluation, research, training, treatments, and counseling. As a result these constructs including resilience, self-efficacy, and their predicting factors are so beneficial for adolescents that there is a need to teach them in their institutions about the importance of believing in their abilities and having self-confidence.

## CONCLUSION

The present study explore the association between self-efficacy, Resilience and Psychological well-being (PWB) among adolescents. This is very important to highlight self-efficacy, Resilience and Psychological well-being in adolescents because this is the age period when they make important decisions regarding their life, so they need to be clear about what they want in their life.

Resilience and Psychological well-being are positively correlated, as the resilience increases it enhance the psychological well-being and self-efficacy is also positively correlated with psychological well-being and all of these three variables resilience, self-efficacy and psychological well-being are positively correlated with each other.



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## **Appendix A**

### **Informed Consent**

**Title:** Relationship between Self-efficacy, Resilience and Psychological Well-being (PWB) among Adolescents.

#### **Principle Investigator**

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Dear participant, you are being asked to take part in this research study. Before you decide to be part of this study I have to let you know important details about this study:

- The main purpose of this study is to explore the relationship between self- efficacy, resilience and psychological well-being and to find out the mediating effect of self- efficacy in this relationship.
- When you participate in this study you will be asked questions in the form of questionnaires related to the topic.
- There are no such known risks factors of this study. If you don't want to answer any question then you may not besides that you are allowed to terminate your involvement at any time off if you chose

- There are no such direct benefits for you in our study by your participation but I assure you that the information we get through our study will help you make new strategies to accomplish your target goals.
- Being a researcher I assure you that your identity would be confidential, your name isn't going to be mentioned anywhere if you don't want it to be.
- If you need to ask any question regarding the study then the contact information is given on the first page you can use that.

This study is voluntary and if you want to take part in this study you are asked to sign the consent form while agreeing with all the terms and conditions. But still, you are free to withdraw the participation at any time you want to.

**I confirmed that (please tick box as appropriate)**

I have understood the information about the research	
I have been given the opportunity to ask questions about my participation.	
I voluntarily agree to participate in this review.	
The procedure regarding confidentiality has been clearly explained.	
The use of data in research, publications, sharing and archiving has been explained.	
I, along with the researcher agree to sign and date this informed consent form.	

**PARTICIPANT:**

Name of participant \_\_\_\_\_ Signature \_\_\_\_\_

Date \_\_\_\_\_

Researcher \_\_\_\_\_ Signature \_\_\_\_\_

Date \_\_\_\_\_

**PARTICIPANT:** \_\_\_\_\_



## Appendix B

### Demographic Sheet

Please respond to the following questions about yourself. If you are unsure, please give your best answer.

1. Gender (Tick appropriate): Male/ Female
2. Age: \_\_\_\_\_
3. Education level: \_\_\_\_\_
4. City: \_\_\_\_\_
5. Who do you live with at home?
  - a) Both parents ( )
  - b) Only mother ( )
  - c) Only father ( )
  - d) Other relatives ( )
  - e) Others ( )

## Appendix C

### Questionnaires

#### General Self-efficacy Scale (GSES)

**About:** This scale is a self-report measure of self-efficacy.

**Items:** 10

**Reliability:** Internal reliability for GSE = Cronbach's alphas between .76 and .90

**Validity:** The General Self-Efficacy Scale is correlated to emotion, optimism, and work satisfaction. Negative coefficients were found for depression, stress, health complaints, burnout, and anxiety.

**Scoring:** The total score is calculated by finding the sum of the all items. For the GSE, the total score ranges between 10 and 40, with a higher score indicating more self-efficacy.

	Not at all true	Hardly true	Moderately true	Exactly true
<b>All questions</b>	1	2	3	4

1. I can always manage to solve difficult problems if I try hard enough. (1) (2) (3) (4)
2. If someone opposes me, I can find the means and ways to get what I want. (1) (2) (3) (4)
3. It is easy for me to stick to my aims and accomplish my goals. (1) (2) (3) (4)
4. I am confident that I could deal efficiently with unexpected events. (1) (2) (3)

- (4)
5. Thanks to my resourcefulness, I know how to handle unforeseen situations. (1) (2)  
(3) (4)
6. I can solve most problems if I invest the necessary effort. (1) (2) (3) (4)
7. I can remain calm when facing difficulties because I can rely on my coping abilities. (1) (2) (3) (4)
8. When I am confronted with a problem, I can usually find several solutions. (1) (2)  
(3) (4)
9. If I am in trouble, I can usually think of a solution. (1) (2) (3) (4)
10. I can usually handle whatever comes my way. (1) (2) (3) (4)

**Brief Resilience Scale (BRS)**

Please respond to each item by marking one TICK per row,

Strongly Disagree	Disagree	Neutral Agree	Strongly Agree
1	2	3	4

Scoring: Add the responses varying from 1-5 for all six items giving a range from 6-30.

Divide the total sum by the total number of questions answered.

My score:      item average / 6

	Strongly Disagree	Disagree	Neutral agree	Strongly agree
I tend to bounce back quickly after hard times	1	2	3	4
It does not take me long to recover from a stressful event.	1	2	3	4
I have a hard time making it through stressful events.	1	2	3	4
It is hard for me to snap back when something bad happens	1	2	3	4
I usually come through difficult times	1	2	3	4

***Ryff's Psychological Well-being Scale (PWB)***

**Circle one response below each statement to indicate how much you agree or disagree.**

1. Strongly agree      2. Somewhat agree      3. A little agree  
 4. Neither agree nor disagree      5. A little disagree      6. Somewhat disagree  
 7. Strongly disagree

1.	I like most parts of my personality.	
2.	When I look at the story of my life, I am pleased with how things have turned out so far.	
3.	Some people wander aimlessly through life, but I am not one of them.	
4.	The demands of everyday life often get me down.	
5.	In many ways I feel disappointed about my achievements in life.	
6.	Maintaining close relationships has been difficult and frustrating for me.	
7.	I live life one day at a time and don't really think about the future.	
8.	In general, I feel I am in charge of the situation in which I live.	
9.	I am good at managing the responsibilities of daily life.	
10.	I sometimes feel as if I've done all there is to do in life.	
11.	For me, life has been a continuous process of learning, changing, and growth.	
12.	I think it is important to have new experiences that challenge how I think about myself and the world.	
13.	People would describe me as a giving person, willing to share my time with others.	
14.	I gave up trying to make big improvements or changes in my life a long time ago.	
15.	I tend to be influenced by people with strong opinions.	
16.	I have not experienced many warm and trusting relationships with others.	
17.	I have confidence in my own opinions, even if they are different from the way most other people think,	
18.	I judge myself by what I think is important, not by the values of what others think is important.	

## Appendix D

### report

#### ORIGINALITY REPORT

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