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Perceived self-efficacy and the psychological well-being of adolescents

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Abstract---Background: Adolescence is a critical developmental phase in a person's life during which the transition move from childhood to adulthood. The changes and challenges that most adolescents experience in their development to adulthood could influence their self-efficacy as a necessary element that contribute to their psychological well-being. Aims: This study aims to measure the level of perceived self-efficacy of adolescents, as well as determining the relationship between perceived self-efficacy and the psychological well-being of adolescents. Methodology: A descriptive-correlational design guided this study to achieve the stated objectives. Participants were recruited using the snowball sampling technique through an online form. The study sample was composed a total of 320 adolescents (120 males and 200 females); aged between 12 and 19 years old. Two different scales (General Self-Efficacy Scale -10 items, and the psychological well-being scale 42-items) were used to obtain the study data. Descriptive statistics and correlational analysis were run for data analyses process. Results: The majority of adolescents had a fair level of perceived self-efficacy (47.8%), as well as fair level of psychological well-being (68.1%). There is a positive correlation between perceived self-efficacy and their psychological well-being ($r = .370$, $P = 0.01$). Also, the findings display that some socio-demographic variables influence adolescent self-efficacy, such as marital status and number of the family. Conclusion: Self-efficacy is an important determinant in the lives of adolescents of both genders without discrimination. How adolescents perceived their personal efficacy can determine their level of psychological well-being as it is proved statistically in this study.

Keywords---adolescents, perceived self-efficacy, psychological well-being.

Introduction

Adolescence is a phase in a person's life during which he or she develops from childhood to adulthood. This transition includes biological, cognitive, and socioemotional changes. Preparing for adulthood is a major task for adolescents; the effectiveness of this preparation determines the future of any culture (Singh & Udainiya, 2009). Different development stages present typical challenges and require a degree of efficiency in successful performance. People vary greatly in how well they manage their lives and in the beliefs they hold about their ability to achieve results through their actions (Massoud, 2021). As a result, adolescence is seen as the best time to achieve a high level of self-exploration as it begins in this same period commitment to more mature roles. Having confidence in abilities is very necessary to control the environment of the individual, which is known as self-efficacy (Armum & Chellappan, 2016). A sense of self-efficacy is a significant determinant of an individual's success or failure in the various tasks they undertake (Maamoun & Bensaci, 2019).

Self-efficacy refers to a positive conviction in one's ability to deal with a variety of circumstances. People who have a high sense of self-efficacy choose to take on more hard tasks. Depression, anxiety, and helplessness are common symptoms of a low level of self-efficacy, as well as lower levels of subjective well-being. Positive well-being, stress regulation, higher self-esteem, better physical condition, and better adaptability to and recovery from diseases are strongly linked to high self-efficacy. As a result, it became evident that there was a need to study different aspects of its effects on human development and psychological well-being at different stages of life, from childhood to adulthood. Self-efficacy has an impact on psychological well-being. It shows that adolescents with high levels of self-efficacy are more likely to have better psychological well-being; whereas, low self-efficacy results in poor psychological well-being (Siddiqui, 2015).

The psychological well-being theory states that an individual's psychological health is influenced by how well he or she performs in various aspects of his life. Individuals with positive self-efficacy are more likely to should have positive interpersonal interactions, be in control of their environment, accept themselves and their pasts, have a sense of purpose and meaning in their life, be able to make their own decisions, and have personal development. Psychological well-being is important in personality and development theories, both theoretically and practically (Pravitha & Sembian, 2017). One of the most significant parts of effective psychological functioning is psychological well-being, which is explained as happiness, life satisfaction, and self-growth. A lot of research shows that happy people have a lot of benefits ranging from better physical health to better relationships to high-level performance. Psychological well-being is commonly imagined as a combination of happiness and optimal performance in personal and social life (Parveen et al., 2016). Therefore, this study aims to measure the relationship between adolescent's levels of self-efficacy and their psychological well-being.

Study Design and Sampling Plan

This quantitative study performed using a descriptive-correlational design to determine the relationship between study variables, perceived self-efficacy of adolescents and their mental well-being. The total study sample were 320 adolescents (120 males and 200 females), aged between 12 and 19 years old. Participants were recruited using snowball sampling technique using an online form. In this technique every individual had the equal probability of being selected.

Study Instrument

Two different scales were used to meet the study objectives. The first scale is the General Self-Efficacy Scale-10 items. The original scale was developed in German by Matthias Jerusalem and Ralf Schwarzer in 1979, with a variety of coauthors later revised and translated to about 30 other languages. The Arabic version was translated by Radhwan (as cited in Abo Asaad, 2011). Scale items are measures on a 4-point Likert scale, ranging from (not at all true =1, hardly true =2, moderately true =3, and exactly true =4). Total score ranged from 10 to 40 points. Higher scores indicate higher level self-efficiency. The overall levels of perceived self-efficiency were calculated depending on the sum of items scores as follow: scores of 10-20 are considered low level of perceived self-efficiency; scores of 21 - 30 are considered fair level of perceived self-efficiency; scores of 31 -40 are considered high level of perceived self-efficiency. The second scale is Ryff's Psychological Well-Being Scales (PWBS-42). Twenty two items are positively worded and twenty items are negatively worded (3, 5, 10, 13, 14, 15, 16, 17, 18, 19, 23, 26, 27, 30, 31, 32, 34, 36, 39, 41). The PWBS was developed by Carol Ryff in (1989) for the purpose of assessing the psychological well-being of individuals (Perez, 2012).

The scale includes six dimensions, which are autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. Scale items are measure on a 6-point Likert scale as follow: strongly disagree= 1, disagree= 2, disagree slightly= 3, agree slightly= 4, agree= 5, strongly agree= 6. Adolescents with higher scores indicate having higher level of psychological well-being. Levels of psychological well-being were measure using the sum of score method as follow: scores of 42- 112 poor psychological well-being, 113- 182 fair level of psychological well-being, 183- 252 are considered good level of psychological well-being.

Scale Validity and Reliability

The original psychological well-being scale was translated to Arabic by two independent bilingual (researcher and the supervisor). To determine the content validity of the translated scale, the Arabic version was reviewed by a group of 10 experts in mental health and community health. The scale content validity index score was (SCVI =0.97). Compared to the acceptable range of SCVI scores, The Arabic version of the psychological well-being score is considered highly valid. Regarding, the perceived self-efficacy scale, the scale has been translated to about 30 different languages, including Arabic. Therefore, the Arabic version of the scale

was used and no translation or validation process was needed for the self-efficacy scale. The reliability of both scales (general self-efficacy and psychological well-being scales) was determined by Cronbach's Alpha values of internal consistency. The reliability analysis was tested on data of 30 adolescents. The results demonstrated a Cronbach's Alpha value ($\alpha = 0.86$) for the general self-efficacy scale and a value of ($\alpha = 0.74$) on the psychological well-being scale, which are reasonably reliable tools for assessing the self-efficacy and psychological well-being of adolescents.

Ethical consideration

After obtaining an approval from the Research Ethics Committee at the College of Nursing adolescents was informed that their participation in the study is voluntary. They also been informed that their information will be kept in full confidentiality and that it will only be used for the study purposes. Before responding to the scale items, adolescents were asked to obtain guardians' approval to participate before filling the online form and must check the box in the online form as an informed consent to be a part of the study.

Results and Discussion

The results of this study showed that most adolescents have a fair level of self-efficiency (47.8%) and (43.4%) and a small percentage (8.8%) have a low level of self-efficiency which requires attention as it creates a negative feeling in an individual that influence their lives (Barrows et al., 2013). For the majority of adolescents, the main influences in their social environment are parents; adolescents acquire much of their information about self-efficiency from their family environments (Andretta & McKay, 2020). Parents encourage their children to work hard, overcome difficulties, and transfer high expectancies for their success, they are engaging in one of the sources of self-efficacy (social persuasion). Children interpret their parent's encouragement as an assertion that their parents believe in their capacity to succeed, thus increasing their sense of self-efficiency. parental warmth may affect adolescents' achievement motivation by its influence on academic self-efficiency (Suizzo et al., 2017). Teenagers who had warm family relationship and supportive fathers had higher sense of confidence in their capabilities and efficiency as students (Lowe & Dotterer 2013). On the other hand, negative parental behavior has adverse effects on the children and the well-being of adolescents (Leung & Fung 2021). Self-efficacy is lower among adolescents who experience conflict between their parents. The conflict between parents may lead to negative psychosocial consequences in adolescents, including depression, low self-efficacy, and low self-esteem. Teenagers with low self-efficiency take this inefficiency to a new stage of their development (Parsa et al., 2014).

Moreover, conflict between parents plays a key role in children having low self-efficacy; it also affects the children's psychological adjustment in living their lives (Brummert and Bussey, 2017). The second element of the social factor that effect self-efficacy is peers. Peer relationship plays an important social and emotional role in adolescents' lives and can help to guide individuals on different paths for overall adjustment, as they mature (Ragelienė & Grønhoj, 2020). Observing

parents, siblings, and peers can help build self-efficacy (Parsa et al., 2014). A person's beliefs about his or her own abilities are also shaped by observing what others do, especially those similar to oneself. By seeing a peer succeed, observers may gain confidence that they too can overcome similar challenges (Peura et al., 2021). Also, an individual's self-efficacy can be raised or lowered by verbal and social persuasions from teachers in schools. When teachers give positive feedback and encourage students, this increases their confidence in their abilities (Butz & Usher, 2015).

In respect to levels of psychological well-being of adolescents, the results displayed that (68.1%) had fair psychological well-being; while, a quite few percentages of adolescents had poor psychological well-being (2.2%). Despite that the majority of adolescents involved in this study had acceptable levels of psychological well-being, this small percentage of teenagers needs attention and because they may be prone to many problems. Factors that may affect adolescents' psychological well-being are their relationships with their parents and friends, internet addiction, self-esteem, early marriage of adolescents, and their personality. The quality of parent-teenagers relationships is a significant factor affecting psychological well-being. High-quality parent-teenage relationships are correlated with better mental health, and contrarily, poor-quality relationships are related to poorer psychological health, like a raised risk of depression. As a result, it is evident that parental relationships, and their quality, are important for adolescents' psychological well-being (McMahon et al., 2020).

Furthermore, adolescents' health and well-being are greatly affected by friendship. A close friendship with peers provides psychological well-being and strategies for dealing with stress, avoiding the sense of being alone can increase adolescents' satisfaction about life (Tomé et al., 2014). Also, it can still affect adolescents in many contexts, like relationships with parents or attitudes towards school. Social support plays a crucial role in enhancing adolescents' psychological well-being (Guo et al., 2018). The psychological well-being was influenced by internet addiction, and there is a negative correlation between psychological well-being and internet addiction (Sharma & Sharma 2018). In addition, a study by John et al. (2019) highlights an inverse relationship between early marriage and overall psychological health. Similarly, the study of Latipun (2013) showed that marriage (before the age of 20 years) are subjected to poor psychological health compared to married after age at 20 years. Female who is married before 20 age years have a lower tendency of aspect of environmental mastery, autonomy, and purpose in life.

A statistically significant correlation was determined between perceived self-efficiency and psychological well-being of adolescents as it is indicated in table (4); in which those adolescents with a high level of self-efficiency are more likely to have better psychological well-being. Several studies have highlighted that there is a positive significant correlation between self-efficacy and psychological well-being (Abdelkarim, 2021; De Caroli & Sagone, 2014; Jain & Desai, 2020; Siddiqui, 2015). Adolescents with higher level of self-efficiency can cope with corresponding pressures and frustrations and have confidence in their ability to perform the required tasks and tend to learn more than those with low self-

efficiency and make greater efforts when trying to accomplish certain tasks, and are more determined when confronted with what hinders their progress and success and enjoy life due to their interaction with others and their success in establishing positive relationships with others, and their sense of efficiency makes them feel happy and satisfied with their lives and thus become more accepted about themselves and others and the environment in which they live, thus their sense of psychological well-being (Bahadori & Hashemi, 2012).

Conclusions

This study aimed to measure the level of self-efficiency perceived by adolescents and the relationship with their psychological well-being. The results indicate that self-efficacy is an important determinant in the lives of adolescents in order to achieve success and deal with the different challenges and situations. Adolescents believe toward self has a notable influence on their mental wellbeing. The recent findings have confirmed that despite the effects of some demographic variables on the development of self-efficacy, there is still a positive significant correlation between perceived self-efficacy and psychological well-being of adolescents; in which that adolescents with higher level of self-efficiency are less likely to have poor psychological well-being comparing to adolescents with low self-efficacy.

Table 1
Descriptive statistics of adolescents' sociodemographic variables

Age Group	F	%
12 – 15 Years old	103	32.2
16 – 19 Years old	217	67.8
Total	320	100.0
Gender	F	%
Male	120	37.5
Female	200	62.5
Total	320	100.0
Educational level	F	%
Does not read or write	2	.6
Primary Education	13	4.1
Intermediate school education	101	31.6
High school education	204	63.8
Total	320	100.0
Occupation	F	%
Employed (Government or Private)	42	13.1
Not Working	266	83.1
Housewife	12	3.8
Total	320	100.0
Income	F	%
Not Enough	32	10.0
Enough to some extent	127	39.7
Enough	161	50.3
Total	320	100.0
Living address	F	%
Rural	75	23.4

Urban	245	76.6
Total	320	100.0
living status	F	%
Live with both parents	267	83.4
Live with father only	11	3.4
Live with mother only	42	13.1
Total	320	100.0
Marital status	F	%
Single (Unmarried)	299	93.4
Married	10	3.1
Divorce / separated	11	3.4
Total	320	100.0
No. of Family Members	F	%
2 – 4	33	10.3
5 – 8	226	70.6
9 – 13	61	19.1
Total	320	100.0
Participant Order in Family	F	%
1 – 3	221	69.1
4– 6	77	24.1
7 – 9	22	6.9
Total	320	100.0

Table 2
Descriptive statistics of perceived self- efficacy levels

Perceived Self-efficacy Level	f.	%
Low Level of Perceived Self-Efficacy	28	8.8
Fair Level of Perceived Self-Efficacy	153	47.8
High Level of Perceived Self-Efficacy	139	43.4
Total	320	100.0

Table 3
Descriptive statistics of psychological well-being of adolescents

Psychological well-being	f.	%
Poor Psychological well-being	7	2.2
Fair Psychological well-being	218	68.1
Good Psychological well-being	95	29.7
Total	320	100.0

Table 4
Relationship between perceived self-efficacy and psychological well-being of adolescents

Perceived Efficacy	Self- Efficacy	Pearson Correlation Sig. (2-tailed)	Perceived Efficacy	Self- Psychological Health
			1	.370** .000

	N	320	320
Psychological	Pearson Correlation	.370**	1
Health	Sig. (2-tailed)	.000	
	N	320	320

** . Correlation is significant at the 0.01 level (2-tailed).

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