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# **Perceived Self-Efficacy and the Psychological Well-Being of Adolescents**

A Thesis Submitted

By

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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سورة الكهف اية 109

## **Supervisor certificate**

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## *Dedications*

*For the one who strive for my comfort and safety; who gave me endless support to succeed; who taught me to ride up the ladder of the life wisely and patiently, my father.*

*To the source of endless given; who woven my happiness with worm heart; my mother*

*To those of beautiful spirits from which I derive the meaning of life, my brothers and sisters*

*To myself; as a reward of success.*

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## **Abstract**

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 affect their self-efficacy as a necessary element that contribute to their psychological well-being. This study aims to measure the level of perceived self-efficacy of adolescents and to determine the relationship between perceived self-efficacy and the psychological well-being of adolescents. A descriptive correlational design is guided this study to achieve its research objectives. Were the voluntary response sampling was used a technique using an online form. The study sample was composed 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 meet the study objectives. 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 significant positive correlation between perceived self-efficiency and their psychological well-being at the ( $P=0.01$ ). Also, the findings display that some socio-demographic variables influence adolescent self-efficacy, such as marital status and number of the family. However, living status of adolescents and number of the family members are found to have relationship with their mental psychological well-being. 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. Therefore, activating the role of schools and mentoring programs is essential in building the self-efficiency of adolescents and maintain their well-being.

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## Table of Abbreviations

Abbreviation	Full Term
GSES	General Self-Efficacy Scale
PSE	Perceived Self-Efficacy
PWB	Psychological Well-Being
SCVI	Scale Content Validity Index
SPSS	Statistical Package for the Social Sciences
WHO	World Health Organization

# *Chapter One*

## *Introduction*

## Chapter One

### Introduction

#### 1.1 Background

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). Adolescence, from a different perspective, is described biologically as the physical transition marked by the beginning of puberty and the end of physical growth; cognitively, as changes about how to think abstractly and multi-dimensionally, and stage of development characterized by socially preparation for adult roles (Pravitha & Sembiyan, 2017).

Curtis and Alexa (2015) stated that the onset of puberty, entry into high school, and reaching adulthood; using these three important transitions in adolescence is determined the timeline for the sub-stages of adolescence. where early adolescence is known as the period between (11-14 years), middle adolescence (14 to 17 years), and late adolescence (after 17 years) 17 to 20 years (Zehra, 2010). Although adolescence is typically associated with the teenage years, its physical, psychological, and cultural aspects may happen early and end later. Puberty is now more commonly started during preadolescence, especially in girls (Pravitha and Sembiyan, 2017). Males' physical and cognitive growth can last well into their early twenties. As a result, age is only an approximate indicator of adolescence. Young teenagers are also more concerned about their physical appearance and health, social ties at home, relationships with members of the opposite sex, school, employment, future ambitions, and other concerns (Zehra, 2010).

According to the World Health Organization (2019) indicates that people between the ages of 10 and 19 are considered adolescent. Csikszentmihalyi (2021) reported that adolescence is a stage of development that usually leads to physical changes and maturity. Adolescence, on the other hand, is often associated with puberty and the cycle of physical changes that lead to reproductive maturity. Adolescence is characterized in broader terms in other cultures, including psychological, social, and moral aspects of growth as well as the strictly physical parts. Adolescence, which is roughly equal to the phrase teens in these societies, refers to the era between the ages of 12 and 20.

### **Self-efficacy of adolescents**

Different lifespans 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 undertakes (Maamoun & Bensaci, 2019). Where as, Kang et al. (2020) said that the belief that individuals can successfully perform a specific task indicates self-efficacy. Self-efficacy, an essential aspect of Bandura's social cognitive theory (Crandall et al., 2015). One's belief in their innate ability or competency to organize and execute the action required for obtaining results that make the self-determination more valid (Tsang et al., 2012).

Another perspective highlights that self-efficacy of adolescents differs based on their gender. Men and women have varying levels of self-efficacy. Female adolescents have a lower level of overall self-efficacy and emotional self-efficacy than their male counterparts. Similarly, other studies revealed that male adolescents have a higher level of self-efficacy in managing negative emotions compared with females. Differences in cultural origins and social traditions are likely to be at the root of the gender disparity (Armum and Chellappan, 2016). In contrary, the study of Tenaw (2013) showed that the females and males have no significant difference in the levels of self-efficacy. Academic, social, and emotional self-efficacy are examples of self-efficacy domains. Academic self-efficacy refers to the conviction that one can achieve self-valued standards or goals in the classroom. Personal ideas about one's ability to develop and maintain desirable connections are referred to as social self-efficacy, whereas emotional self-efficacy refers to people's beliefs about their ability to regulate their emotions (Habibi et al., 2014).

### **Linking self-efficacy to psychological well-being**

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 (Siddiqui, 2015). Armum and Chellappan (2016) reported that self-efficacy is seen as a necessary element that contributes to the well-being of

the adolescents. Moreover, self-efficacy is mentioned as a psychological mediator of adolescents' health. Self-efficacy has an impact on psychological well-being. It shows that individuals 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). Personality and social support also proved to have a role in psychological well-being, as well as, income, age, marriage, and religion. These demographic variables also affect subjective well-being of adolescents (Singh and Udainiya, 2009).

The psychological well-being theory states that an individual's psychological health is influenced by how well he does in various aspects of his life. Individuals 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 & Sembayan, 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).

## **1.2. Importance of the study:**

The sense of self plays a vital role in human beings' psychological well-being, physical health, and interpersonal relationships. Individuals have a self-system with the capabilities to control over their thoughts, feelings, and behaviors, "What people think, believe, and feel it effects how they behave". The level of social confidence helps to play an active role in

every area of life. These self-efficacy beliefs in a social context have the power to improve performance in academic tasks lead to generate optimism that eventually diminish the thoughts of hopelessness which is the prominent symptom of psychological status (Malik et al., 2010). low self-efficacy caused feelings of depression and anxiety as well as an overall feeling of helplessness (Rhew et al., 2018).

Ahmad et al. (2018) reported that depression is a widespread disorder specifically among adolescents, and is one of the disorders, which can develop in any period of life and affect the cognitive, affective and behavioral aspects of life. Psychological distress is linked to lowered self-esteem, lack of interest in usual activities, weight loss or gain, insomnia or hypersomnia, fatigue, diminished ability to think or concentrate, indecisiveness, and suicidal ideation or attempt. Depressive symptoms were also found to be the one of the strongest predictor of suicidal ideation. According to a study was done in Iraq by Al-Shawi et al. (2019) reported that 19% of adolescents age 13 to less than 18 years who have mental depressive disorders attempt suicide. While, in developed countries, suicide was the third leading cause of death among youth and young adults aged 10-24 years.

Stressful and challenges situations generally elicit emotional arousal, a constituent source of information that can affect perceived self-efficacy in coping with these situations. Consequently, stress, when combined with depressive symptoms may reach a level where a suicide attempt is viewed as a means to cope with perceived insurmountable difficulties and emotional arousal. Depression has been linked to a low sense of emotional self-efficacy, an aspect of self-efficacy that pertains to the perceived capability of coping with negative emotions. Specifically, emotional self-efficacy beliefs are operationalized as an individual's ability to avoid negative emotional states (e.g., preventing nervousness, suppressing

negative thoughts) or restore a normal emotional state when experiencing a negative emotional state (e.g., self-talk to regain a positive attitude, calming your- self once scared or anxious). Those who cease their coping efforts prematurely will retain self-debilitating expectations and fears for longer durations which may place these individuals at an increased risk for suicide ideation or worse, especially when suicidal behaviors may be considered as a means of escape when other mechanisms fail (Valois et al., 2015).

Therefore, the present study is an attempt to highlights formations for understanding the concept of self-efficacy and its relationship with psychological well-being of adolescents in Iraq. It also highlights the important role that perceived self-efficacy plays in the process of a person's psychological development and future personality-building. In addition to the importance of the role of the school, which is one of the most important educational institutions, where the forces and social influences and their effective nature are concentrated in the formation of the student's personality and influence on his behavior and the development of his ability to build a clearer concept of himself. The results of the current study can be used to develop guidance programs aimed at raising the level of self-efficacy and psychological well-being among adolescents.

### **1.3. Problem statement**

Individual is confronted with lots of issues in their daily life that threaten their stability and compatibility, and then tries to deal with them in different ways to reduce the risk and rebalance their lives. Individuals differ in many ways according to their personal characteristics or the nature of the situation itself. Some people are able to deal with these situations efficiently, while others avoid and evade them. The decision of dealing or

avoiding such situation related to how much confidence one's have in their ability to deal with such situations. This confidence is known as self-efficacy (Abdelkarim, 2021).

Self-efficiency is a significant factor in predicting suicidal thoughts among adolescents. It is a cognitive element to believe that someone can deal with a wide variety of stressors. Adolescents with a lower level of self-efficacy are unable to communicate with their social environment, leading to an increased risk of suicide. Individuals with a lower level of self-efficiency, on the other hand, are unable to overcome stresses that lead to suicidal thoughts (Wu & Yaacobb, 2017). This was further supported by Kobayashi et al. (2015), who indicated that low self-efficacy is often associated with higher levels of anxiety and depressive symptoms. It is also associated with suicidal thoughts and suicide attempts. Zullig et al. (2014) also mentioned that the self-efficacy of individuals is associated with substance use. A lower self-efficacy level is related to tobacco, alcohol, and other drug use.

There are approximately 800,000 people who die by suicide each year, an average of one person every 40 seconds (Wu & Yaacobb, 2017; Kobayashi et al. (2015); WHO, 2020). Based on data from the WHO, for adolescents between the ages of 15 and 19 years old, the 4th reason for their death is suicide (WHO, 2021). In this sense, we note that our study of self-efficacy is a particularly productive area for adolescents because they are the significant age group for building the foundations of society. The first reason for its study is to better understand what self-efficacy means in adolescents, as well as its association and how it affects psychological well-being.

**1.4. Study objectives:**

1. To assess perceived self-efficacy level and the psychological well-being of adolescents.
2. To determine the relationship between perceived self-efficacy and the psychological well-being of adolescents.
3. To measure the relationship between self-efficacy and the sociodemographic variables of adolescents.
4. To measure the relationship between psychological well-being and the sociodemographic variables of adolescents.

**1.5. Research questions:**

1. What is the level of perceived self-efficacy among adolescents?
2. What is the level of psychological well-being among adolescents?
3. Is there a difference between male and female adolescents regarding their.

Self-efficacy levels?

4. Is there a relationship between perceived self-efficacy and psychological well-being of adolescents?

**1.6. Research hypotheses:**

1. There will be a positive relationship between self-efficacy and psychological well-being of adolescents.
2. There will be a gender difference in terms of the level of self-efficacy and the level of the psychological well-being.

## 1.7. Definition of study concepts

### 1. Perceived self-efficacy

**Theoretical definition:** is the belief that one can perform new or difficult tasks and achieve desired outcomes successfully (Schwarzer & Warner, 2013).

**Operational definition:** it's a personality trait that the teenagers see themselves and is measured by the general self-efficacy scale.

### 2. Psychological well-being

**Theoretical definition:**

Is the ability to feel complacent and be able to work effectively and believes that feeling good does not necessarily mean positive feelings such as contentment and happiness, but also the existence of affection, trust, interest, participation, and the ability to work effectively such as the feeling of the individual controlling his life and the ability to exploit his or her potential and sense of life and establish positive relationships with the others (Muhammadi, 2019).

**Operational definition:**

A set of behavioral indicators that illustrate the positive evaluation of the different life manifestations of adolescents, the degree to which a teenager receives for responding to the psychological well-being scale (Ryff's Psychological Well-Being Scale).

# *Chapter Two*

## *Review of Literature*

## Chapter Two

### Review of Literature

#### 2.1 Theoretical Framework: Social Cognitive Theory

The conceptual framework of this chapter is based on the Social Cognitive Theory (SCT). Bandura's theory of social learning began in 1960. It was one of the most commonly used theories in the studying and searching for psychological and social determinants of human behaviour. The authors of this theory focus on the attitude in which an individual behaves. Attitudes help individuals seeing the importance of environmental and positional determinants of their behaviors. These behaviour are performed as the result of an ongoing interaction between personal and environmental variables; since, environmental conditions form behaviour during learning. In other words, the invention of the theory of social learning was to focus on the way individuals interpret their behaviours in different situations according to their beliefs, abilities, and personal competence (Maamoun & Bensaci, 2019).

In 1986, Albert Bandura altered (renamed) his theory of social learning into the social cognitive theory to show that the way of children's thinking and learning is bigger and more complex. Bandura observed that social factors are the way to help others understanding how children learn. He believes that changes in behaviour don't always include children's education, changes occur through their observation of others around them. He also highlighted that motivation is necessary for children's education and that levels of motivation for children impact the way they observe other people's behaviours (Bandura & Hall, 2018).

Human motivation and action are broadly regulated by forethought, as stated in social cognitive theory. This anticipant control mechanism

includes expectations about the outcomes of striving for a specific action. The theory delineates several critical factors that impact behaviour. perceived self-efficiency is the first factor that means people's beliefs about their abilities to accomplish a specific task required to achieve the desired outcome. Another factor of SCT is outcome expectations, which are concerned with one's beliefs around the possible aftermath of their actions. Social cognitive theory has become an essential resource in determining for academic achievement, physical and mental health, and emotional disorders (Luszczynska & Schwarzer, 2005).

Abu Hashhash (2018) stated that the theory of self-efficiency derived from the social cognitive theory referred to by Bandura in his book "Social foundation of thought and action", where he stressed that humanitarian performance can be interpreted through the interrelation between behavior, various cognitive, personal, and environmental factors. The following are the theoretical assumptions and methodological determinants underlying social cognitive theory (Figure 1):

- First, the ability to coding which a person uses symbols in aspects of his life and in his way of adapting to and changing the environment.
- Second, most types of behavior have a particular goal, as they are directed by the ability to think about the future, predicting, or expectations, and they depend heavily on the ability to make symbols.
- Third, individuals have self-reflect, and the ability to analyze and evaluate ideas and expertise. These capabilities allow for self-control of both ideas and behavior.
- Fourth, individuals have the ability to self-regulate by influencing direct control of their behaviors, and choosing or changing environmental conditions, which in turn affect behavior. Individuals put personal standards of their behaviors and evaluate their behavior based on these

criteria. Therefore, can build a self-motivation that drives and guides behavior.

- Fifth, individuals learn about the ways of observing the behavior of others and their results, and learning by observation significantly reduces reliance on learning by trying and error and allows quick acquisition of complex skills, which is not only gained through practice.

- Sixth, environmental events, internal subjective factors (cognitive, emotional, and biological), and behavior interact reciprocally. Individuals are responding cognitively, emotionally, and behaviorally to environmental events, throughout cognitive abilities to exercise control over their self-behavior, which in turn affects not only the environment but also cognitive, emotional, and biological situations.

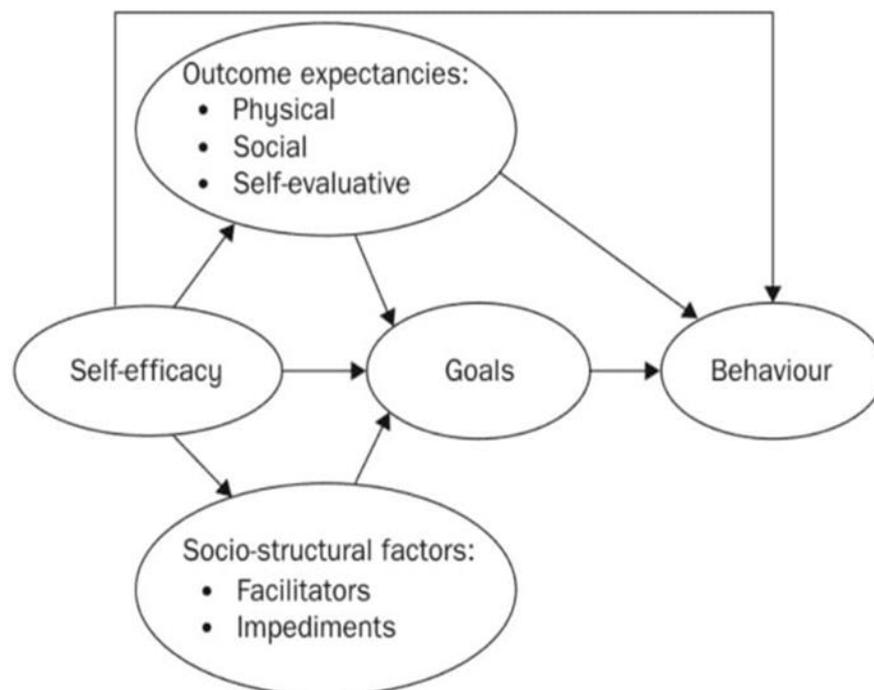


Figure 1: Social Cognitive Theory (Luszczynska & Schwarzer, 2005).

## 2.2. Overview about self-efficacy and perceived self-efficacy

In 1977, the concept of self-efficacy was first developed by Bandura as part of a larger social cognitive theory (Wuepper and Lybbert, 2017). Self-efficacy is a psychological concept that refers to a person's belief in his or her ability to reach achievement, such as making the right decisions regarding specific behavioral choices. Based on a successful performance strategy, those who are very self-competent form strong beliefs about their ability to build a change in the environment (Belhsini & Hadan, 2017).

Perceived self-efficacy is one of the important factors that play a major role in reducing the degree of stress and anxiety in an individual. People who have competency in a variety of fields can face life challenges, and failure is more effective. The term "perceived self-efficacy" refers to an individual's beliefs about his ability to organize and implement scientific plans required to achieve the desired goal. This means that if the individual believes that has the power to achieve the desired goals, he/she tries to make these things happen (Khudair, 2016).

### Sources of self-efficacy

Geifman and Raban (2015), Khudair (2016), and Tsang et al. (2012) indicate that people's beliefs regarding their efficiency can be developed through four primary sources of influence. These are described below:

The first source is mastery experience, this source is more influential in the self-efficiency of the individual as it depends on the experiences that the person has. reexperiencing an event without negative outcomes increases sense of self-efficiency among individuals, while repeated failure reduces sense of self-efficacy. Second, vicarious experiences, also called alternative experiences, obtained by individuals from the social models surrounding adolescents like parents, grandparents, teachers, older siblings, and peers. Observing others deal with and overcome challenges can lead to

an individual's belief that the activities themselves can be successfully carried out, which generates a strong sense of self-efficacy. Thirdly, social persuasion self-efficacy is influenced by the persuasion that an individual receives from people who are trusted to perform a task. In other words, the verbal persuasion that individuals receive from others plays an important role in developing self-belief about their potential; verbal persuasion deals with all ages, but if we try to work on it from the beginning, we could reinforce self-efficacy among teens. The last source of self-efficacy is emotional and physiological states or emotional arousal such as fear, anxiety, and stressful situations negatively affecting self-efficacy, while positive mood improves performance and increases self-efficiency, which means that emotional states enhance perceived self-efficiency (Khudair, 2016).

According to Lopez-Garrido (2020), the psychologist James Maddux proposed a 5th route to self-efficacy, which is imaginal experiences (Visualization). The art of visualizing enable an individual behaving successfully or effectively in a given situation. Imaginal experiences are mainly the individual attempting to image their goals as attainable. That is, drawing the individual to himself in a favorable position will increase his or her self-efficacy.

Based on social cognitive theory, there are multiple ways for people to acquire self-efficacy. The first step toward building self-efficiency is overcoming difficulties and experiencing success, the success that often comes about as a result of personal actions. Another factor contributing to self-efficiency is seeing other people overcome obstacles and succeed. The third method is to promote self-efficacy through social persuasion, in which someone is told that he or she is competent. It is important to recognize that self-efficacy is almost entirely independent of a person's skills, but

those with high self-efficacy beliefs demonstrate a high level of perseverance when they face obstacles (Bandura, 2012).

### **Dimensions of self-efficacy:**

According to the psychologist Albert Bandura, three dimensions were identified according to which self-efficacy changes as follows:

The first magnitude: Refers to the individuals' judgment about their own ability to perform several tasks, and varies depending on the nature or difficulty of the situation. As effectiveness is more evident when tasks are arranged according to the level of difficulty and differences between individuals in the expectations of effectiveness. The second dimension is the number of functional areas in which an individual can judge their competence and thus become more significant in clarifying the extent to which effectiveness in the performance of conduct is enhanced. The third dimension is the level of confidence of the individual in the performance of difficult tasks, and is determined in the light of the individual's experience and suitability for the situation. Individuals with high expectations of self-efficacy can persevere in their work and make a greater effort in the face of similar experiences (Hamida, 2011).

### **Types of self-efficacy:**

According to Cheng (2016), Self-efficacy is important for human adaptation because of its impact on individual choices and emotional regulation. Self-efficacy includes academic self-efficacy, social self-efficacy, and emotional self-efficacy.

### **Academic self-efficacy:**

Hamida (2011) stated that identifying the level of self-efficacy of the individual is important as an influence on his or her motivation and achievement of the tasks he performs, as well as largely identifying actions

in the situations an individual faces. Consequently, self-efficacy is one of the most important motivational beliefs in students' academic achievement that relates to their beliefs about their abilities associated with performing tasks and activities.

Academic self-efficacy represents the confidence that one can achieve personal goals or standards in the classroom; individuals who can manage and plan their time efficiently and well in the use of knowledge and skill also consider difficult tasks challenges should be mastered and confronted not threats to be avoided and they tend to get back their confidence rapidly. Those individuals have a high and strong sense of self-sufficiency. In contrast, adolescents with low academic self-competence also have poor academic achievement and feel failed and incapacitated, which negatively affects their psychological well-being. As a result, individuals with low self-efficacy are more likely to experience stress, anxiety, depression, and a lack of problem-solving abilities (Cheng, 2016).

### **Social self-efficacy:**

Cheng (2016) views social self-efficiency as a significant factor for individuals to appraise themselves as successful in their social life and personal evolution. It is an individual's faith about capabilities to make and keep up social relates, collaborate with others and manage different assorts of interpersonal conflicts. The ability to create close interpersonal relationships during adolescence leads to more advanced professional development and decision-making later in life. Berte et al. (2021) stated that a high level of social self-efficacy is associated with effective social behavior, and has been shown low social self-efficacy is positively associated with social anxiety, social dissatisfaction, and loneliness. Compared with low self-efficacy, high self-efficacy is consistently

correlated with high self-esteem, positive life satisfaction, and social and vocational success.

### **Emotional Self-Efficacy:**

Dogan et al. (2013), The ability to use emotions effectively is referred to as emotional self-efficacy. Emotional self-efficacy is a broad term that encompasses emotion regulation, understanding one's own and others' emotions, the perceptiveness of emotions, and employing emotions to back up one's ideas. While Galla and Wood (2012) stated that a person's conviction in their ability to control unpleasant feelings when triggered by stressful or unfavorable circumstances is called emotional self-efficacy. Also, stated that even after controlling for personality traits like neuroticism, emotional self-efficacy is strongly and adversely linked to anxiety and depressive symptoms.

### **2.3. Development of self-efficacy during childhood stages**

According to Schunk and Pajares (2009), self-efficiency does not arise spontaneously; several factors affect one's self-efficacy, and self-efficacy begins to develop in infancy stage

#### **Family influences**

A person's family environment is the first influence on his or her self-efficacy (Parsa et al., 2014). As with other aspects of children learning and development. A child's self-efficiency is affected by his or her family capital, which involves financial and material resources (such as income and assets), nonmaterial (human resources) such as education levels, and resources attained through social ties and networks (social resources). Children learn best when their homes contain activities and materials that stimulate their curiosity and offer challenges they can meet. Parents with higher levels of education and vast networks of social connections are more

able to stress education to their children and register them in programs (like schools and camps) that promote their self-efficiency and education (Schunk & Pajares, 2009).

Family play a significant role in developing self-efficacy of children through enabling them to engage successfully with their environment and have a positive impact in the environment. Parents accelerate the intellectual growth of their children by providing loved, supportive, and responsive home environment. In addition to encouraging exploration, stimulating curiousness, and providing them with playing and learning materials. The most potent source of self-efficiency information comes from mastery experiences, so parents who provide their children with a variety of mastery experiences are more likely to raise effective children than those who provide fewer opportunities (Schunk & DiBenedetto, 2016). In homes that are rich with activities as well as those in which children can freely explore, such experiences occur. Also, family members are significant models for children. Parents that model ways to deal with difficulties, endurance, and effort beef up their children's self-efficacy; family members also provide compelling information. Parents contribute to the development of their children by encouraging them to try new activities and supporting them in their efforts contribute so that they are more efficient in the face of challenges (Schunk & DiBenedetto, 2016; Zehra, 2010).

### **Social and cultural influences**

As children grow, the importance of peers increases (Wentzel et al., 2009). When parents direct their children to effective peers, there are opportunities to increase vicarious self-efficacy. When children see peer success, they tend to feel more self-efficient and motivated to attempt the task on their own. Peer influence is also achieved through peer networks,

which are large peer groups with which students associate with each other. Network students tend to be quite similar, which reinforces the probability of influencing through modeling. The networks help identify opportunities for interaction and observation of student interactions and access to activities. Over time, members of a network tend to become more like one another (Schunk & DiBenedetto, 2016). The process of motivational socialization occurs in peer groups (Wentzel et al., 2009). Peer group membership at the beginning of the school year predicts well how children's motivation changes throughout the year. In less motivated groups, children change negatively while those in highly motivated groups change positively (Schunk & DiBenedetto, 2016). Researchers highlighted that when tracking students from the beginning of high school to their senior year helps navigate the normal growth of adolescents' self-esteem. Academic socialization among peers is an important factor influencing self-efficacy among individuals and group (Schunk and Pajares, 2009).

#### **2.4. Self-efficacy and psychological well-being**

According to Tsang et al. (2012), the theory of self-efficacy affirms that belief about self operates across four main psychological processes to produce actual performance. Cognitive processes involve self-assessment of skills, abilities, and the selection of goals, putting a scenario of success and failure in goal-achieving processes. Find and choose options to solve problems, and maintain the attention and performance needed to accomplish tasks. Motivational processes: Human motivation is created from the cognitively recognized ability. People utilize forethought to motivate themselves and shape their actions in advance are more positive toward themselves. They establish beliefs around their abilities and foresee what will happen if certain acts are taken. They develop goals for themselves and devise strategies to realize valued futures (Zehra, 2010).

Self-efficacy beliefs have an impact on motivation of self-regulation. Self-efficacy beliefs have been found to influence three cognitive motivators: "attribution, value of expected outcomes, and clarity and value of goals." A person's self-perception affects their ability to adapt and tolerate emotional threats such as depression and anxiety. The final selection processes is a person's decisions regarding his or her place of residence, his job, how to raise his family, and how to spend time can affect performance. People who have high self-efficacy are more proactive in choosing and constructing a physical and social environment that matches their perceived talents and resources to accomplish the outcomes they want (Tsang et al., 2012).

Psychological well-being and life satisfaction are significant factors in a young's growth. According to Tommasi et al. (2018), perceived self-efficiency can impact the quality of the relations between parents and children. Accordingly, measuring psychological well-being and identifying elements that have an impact on it is a significant matter in psychological research related to adolescents. The main elements of psychological well-being are the grade of life satisfaction and positive feeling. There are other sides of psychological well-being that some research focuses on (e.g., skills in self-fulfillment and positive psychological performance). Psychological well-being is firmly associated with personality traits. Specifically, extraversion (is characterized by a generic motivation to deal with new situations, elevated levels of energy, and sociability besides positive emotionality (Kokko et al., 2013).

## **2.5. Self-efficacy-related concepts**

### **Self-concept and self-efficacy**

According to Al-assal and Ahmed (2015), the concept of self-efficacy differs from the concept of self, where self-efficacy refers to an individual's assessment of individual efficiency or ability to perform a particular task in a specific context. On the other hand, the concept of self-concept is considered more general and less influential in the context and includes the assessment of this efficiency and the sense of self-worth. The two concepts may not be related to each other. Self-concept also depends on the criteria of the socio-cultural environment, while self-efficacy has no cultural consequences. I Inquires about self-efficacy beliefs with a question, Can I? The answer determines the extent of self-confidence in accomplishing a particular task, while the self-concept raises questions about being ("who am I?"). Maddux and Gosselin (2012) highlighted that one's self-concept is consists of all of one's attitudes and beliefs about oneself, including what kind of person one is, what one likes and hates, and what one is able or not able of doing effectively.

### **Self-esteem and self-efficacy**

Abu Hashhash (2018) defined the concept of self-esteem as the judgment that the individual makes on himself, whether it is a positive or negative judgment, and this judgment entails the nature and activity of the individual, his competence, and the extent to which he/she compatible with self and with the society around . Self-esteem is also described as affective process through which an individual can evaluate the image in which he or she looks at self. It is considered as a belief, values, feelings, thoughts, and trends that include self-acceptance or non-acceptance of one's self. On the other hand, Minev et al. (2018) mentioned that self-

esteem, differs from self-efficacy and self-confidence, which are concerned with personal characteristics and future performance.

### **Confidence and self-efficacy**

Cramer et al. (2009), The overall definition of confidence is a degree of certitude about perception, happening, or consequence. Whereas, self-efficacy is a particular perception of one's capacity to complete a task, whereas self-confidence is a broad perception of one's capability to carry out a given activity. Another difference is that self-efficacy is the assertion of capability and might of belief. In other words, self-efficacy is a specific perceptivity about an individual's capability to administrate particular behavior. Whereas, self-confidence refers to the only degree of certainty in outcome or performance. Individuals observed that self-efficacy targets perceived ability in a given specific behavior before doing. While, the term confidence targets of outcome certainty, which is judgments resulting from the action. Confidence is fragmented and is used without a theoretical basis. It is seen primarily as a general construct and lacks a target of certainty. While self-efficacy was grounded in Bandura's theory of social cognitive theory and biggish experiential data.

### **Self-motivation and self-efficacy**

Kian et al. (2014) Define motivation as the cause that invigorates one's to take action and which is concerned with the selections that one's take as part of his or her goal-oriented behavior. Motivation is predicated on one's urge to achieve certain objectives; while, self-efficacy is predicated on one's belief in their capacity to achieve these goals. Self-efficacy is one of the major cognitive variables impacting motivation and engagement, defining how well a person believes and motivated that they can learn or perform specific tasks (Schunk & Mullen, 2012).

**Characteristics of individuals with high and low self-efficacy:**

Maamoun and Bensaci (2019) mentions that there are general characteristics of individuals with high self-efficacy, who have a strong belief in their abilities, and characteristics of individuals with low self-efficacy who do not trust their abilities, which are summarized as follows:

**Individuals with high self-efficacy**

- They have a high level of self-confidence
- They take the responsibility very seriously
- They have superior social skills and an increased ability to communicate with others and address the obstacles they face with high perseverance
- They have a high level of ambition, they set difficult goals and do not fail to achieve them
- They attribute failure to insufficient effort and they are optimistic about all things
- They plan for the future with great power and they can handle life's stresses.

**Individuals with low self-efficacy**

- Deal with hard missions by uncertainty to be successful.
- Focus on their weakness instead of determine their strength
- Busy themselves by thinking of failures' results
- They find difficult to start from what they face before.

## **2.6. Applications of self-efficacy in health and academic aspects**

### **First: Healthy habits**

Lopez-Garrido (2020) stated that when people believe in their ability to carry out healthy behaviors successfully, they are more likely to do so. Higher levels of self-efficacy, can help a person stick to an exercise he/she do as a daily routine. This is advantageous on several ends, where higher self-efficacy allows you to complete the workout, and completing the exercise routine enhances your physical and mental well-being. Self-efficacy is also a characteristic that encourages people to make other healthy lifestyle choices, such as eating a balanced diet or quitting smoking. Self-efficacy predicts success in quitting smoking and preventing it. Regardless of its use, health psychologists feel that self-efficacy can be employed to promote a healthy lifestyle (Morton & Montgomery, 2011; Lopez-Garrido, 2020).

### **Second: Academic success**

Tilfarlioglu and Ciftci (2011) reported that self-efficiency is valued not for the reason of dignify personality, but also for the reason that a high feeling of self-efficiency is vital for successful adjustment and alteration. Individuals' perceptions of self-efficacy can be utilized to predict academic achievements. It can be said that self-efficiency is higher among successful students and even predicts better academic success Morton & Montgomery (2011). There is a link between the beliefs of self-competence and the academic performance of students. Where self-efficiency beliefs positively affect students' academic achievement, this shows that students with higher levels of self-efficacy are more able to succeed academically and are more organized. It is clear that academic self-efficacy beliefs affect academic performance, also non-academic

factors such as individual psychosocial factors (like self-regulation and motivation), which can have a direct or indirect effect on academic achievement. Individuals perform an assignment acceptably when depending on their sense of self-efficacy. Self-efficacy beliefs give the basis for personal accomplishment, individual motivation, and well-being. Individuals' feelings of efficacy play a crucial role in their academic goals. In brief, educators, researchers, and teachers should not neglect adolescents' beliefs about their capacity because their beliefs are essential elements of motivation and academic success (Tilfarlioglu and Ciftci, 2011).

### **2.7. Promotion of self-efficacy in adolescents**

Positive self-efficacy cultivation is significant and achievable in early adolescence when done in time appropriately and strategically (Tsang et al., 2012; Klassen and Usher, 2010). There is increasing evidence that promotion programs must be tailored to the age, gender, culture, and task of the individual in order to show the best results. Measuring self-efficacy evaluation tailored according to the skill set needed for mastery was also prove to be an effective method for determining the effectiveness of an intervention. For example, in Chinese school, some strategies are found useful for children face challenges for vicarious learning in writing assignments. Supplying individualized and formative appraise reactions help promote self-efficiency in children. As well as efforts focusing on individual adolescents, there is an increased emphasis on cultivating collective self-efficacy. If it is a class, group, or school-based assignment, a whole class, group, or school can also be used as a collective unit. It is also useful to include the belief in efficacy from the team leader, the responsible teacher or trainer, or a fellow student, to appreciate the full range of self-efficacy sources and dynamics (Klassen and Usher, 2010)

Based on the assumption of social cognitive theory, parents and teachers should be included as contextual agents since most children reside at home and then go to primary and secondary schools for education. Placing a high value on supporting children's academic success, and home-school cooperation are useful in supporting adolescent development, therefore self-efficacy studies should draw upon these two significant contextual factors (Tsang et al., 2012).

## **2.8. The role of self-efficacy in adolescents psychological health**

Wahyuningsih et al. (2020) stated that during the teenage years, individuals face many changes in their cognitive and physical, and development, such as increases in height, the distribution of body fat and acquisition of muscle mass. Social changes, such as relationships with family and peers, as well as emotional maturity. Additionally, dealing with these changes. Teenagers must live up to the expectations of their parents, school, and friends. So dealing with these kinds of changes difficulties can be a source of challenge (Mofrad & Mehrabi, 2015). Also, during these years, teenagers develop their capabilities to think abstractly, draw future plans, and compare themselves to their peers, which in turns can either have positive or negative influence on adolescents' mental health depending on their confidence in their abilities of success (Wahyuningsih et al., 2020).

Psychological health is not only the absence of psychopathological symptoms, but also is the optimal state of the general sense of well-being and psychological functioning (Schönfeld et al., 2016). Adolescent well-being has been shown to link with individual and contextual factors. During adolescence, mental and physical well-being is integrally formed

via the daily activities that are children grow and develop. Self-efficacy was considered both a risk factor impacting social functioning and behavioral problems, contributing to a range of mental health problems in adolescence. And as a protective factor, inhibiting psychological problems and enhancing general well-being. Body dissatisfaction is greatly common among adolescents and is regarded as a risk factor for subsequent lower psychological well-being, decreased self-esteem, and increased symptoms of eating disorders, dieting behaviors, depression, and obesity. Research typically supports the view that strong parental ties during early childhood linked to positive self-efficiency and self-esteem. The quality of the relationships established by young people with their peers as well as the behavior of the peers have important teenagers outcomes, such as psychological, academic, and social performance (Žukauskienė, 2014).

Students with high self-competence are more likely to have positive attitudes towards self. Similarly, students with high level of psychological well-being are more satisfied with their lives and more efficient in the face of what hinders their success. Also pointed out that there is a positive relationship between self-competence and psychological well-being and that self-competence is predictive of psychological well-being. Individuals with a high level of self-competence can cope with pressures and enjoy a high level of psychological well-being (Abdelkarim, 2021). Teenagers with high self-efficiency enjoy higher degrees in psychological well-being, particularly in personal growth, situations mastery, and self-acceptance, compared to adolescents with low self-efficiency. In summary, psychological well-being of adolescents and their self-efficacy are correlated significantly and their psychological well-being can be predicted based on how they perceived themselves (De Caroli & Sagone, 2014).

Anxiety among adolescents negatively impacts their performance in life and schools, but self-efficacy can moderate its negative impact.

Students' academic performance is improved when they believe in their capabilities, which is affected by self-efficacy. A student with worry is typically distracted or preoccupied with various stressors they face such as the outcome. Consequently, students with high self-efficacy might not worry so much about their outcomes. An accurate predictor of academic achievement could be self-efficacy (Barrows et al., 2013).

Furthermore, in coping with stress, self-efficacy is an important resource. It refers to how we perceive stress as a challenge rather than a loss or threat and tend to feel less negative emotions. Self-efficacy is considered an important factor in terms of enhancing resilience during times of difficulty. The ability to cope with stress is not the only benefit of self-efficacy, goals and motivation to attain them are also a benefit of self-efficacy. Individuals with a high sense of self-efficacy will not only treat the stressor as a challenge rather than a threat, but also feel competent to deal with difficulties; stress may be reduced when perceived as a challenge. Having a sense of competence makes effective coping strategies more likely to be chosen. Feeling competent may also lead to lower stress (Piekarska, 2020). Schönfeld et al. (2016) it has been found that self-efficacy acts as a buffer against daily stress. As part of the cognitive appraisal process, self-efficacy plays an essential role in stress regulation. As well as, it is a positive resistance resource. Based on this stress regulatory capacity, Sandín et al. (2015) suggest that there is a correlation between self-efficacy and aspects of psychological disorders and mental health.

Additionally, self-efficiency has positively affected self-esteem. Having a positive or negative attitude towards oneself is defined as self-esteem, which is a holistic and specific perspective. Therefore, when we enhance the self-efficiency of individuals' we can improve their self-esteem. In order to form a holistic assessment, it is possible to evaluate

many of one's characteristics. So, self-esteem serves as a kind of evaluation of how individuals feel about themselves, and it is a very significant factor for predicting healthy behavior (Ouyang et al., 2020).

## **2.9. The psychological consequences of having low self-efficacy**

Mental illnesses such as anxiety and depression dominate the lives of adolescents. In addition to anxiety and depression, adolescents can also experience emotional disorders. There are many early signs and symptoms of depression, such as irritability, anger, frustration, mood changes, and insomnia. Physical symptoms may develop in young adolescents, including nausea, headaches, and constant abdominal pain. With age, emotional stability is increasing, and it is possible that an increase in perceived self-efficacy in managing negative emotions might predict the rate of emotional stability growth (Farley, 2020; Caprara et al., 2013).

Individuals may have varying levels of self-efficacy in different domains. For example, a person might have high levels of self-efficiency regarding academic functioning but low levels of self-efficacy in social behaviors. Often, adolescents who complain of depressive symptoms also report impairments in social, academic, and emotional functioning (Jaycox et al., 2009). Furthermore, teenagers suffering from depressive symptoms have greater difficulties interacting with their peers and feel less supported by both their peers and parents. They report lower quality of life (Tak et al. 2017).

When an individual believes that they are not competent, they become less motivated to complete difficult tasks and instead focus on possible negative outcomes. When students have low self-efficacy, they focus on all of the ways their failure on a task may affect their lives in other ways. Furthermore, people with low self-efficacy avoid opportunities to acquire

skills or knowledge that would increase their chances of success, which includes building self-confidence. The reason for this may be because individuals don't put enough effort as they think they are incompetent, which hinders their motivation. The results of poor performance may be attributed by students who fail to cope with difficult experiences. This perception of incompetence causes test anxiety, which in turn negatively affects their academic performance (Barrows et al., 2013).

The study of Flynn and Rudolph (2011) showed that lower levels of effortful engagement lead to levels of interpersonal problems rising. Individuals feel they lack the capabilities to deal with interpersonal problems when they confront interpersonal stressors. It is because they have low levels of emotional and social self-efficacy, which could increase their depressive symptoms. As a result, low self-efficacy leads to more anxiety, depression, and distress (Kwasky and Groh, 2014). In addition, a decline in the self-esteem of individuals increases the risk of stress (Ouyang et al., 2020). Similarly, lower levels of self-efficacy predict higher levels of depression and alcohol use in young people (Morton & Montgomery, 2011).

Mental illness and suicide among young people are also sometimes linked to the internet and social media. In addition to cyberbullying, problematic social media use can have adverse effects on mental health (Farley, 2020). Internet addiction, for example, may result from adolescents and young people having low self-efficacy. People with low self-efficacy may have difficulty communicating and interacting with others; as a result, they may choose to interact with others in alternative ways that seem less threatening, such as social media. There is a negative association between self-efficacy and internet addiction, as reported in previous studies (Berte et al., 2021).

Valois et al. (2015) found that increases in suicidal ideation and suicidal attempts are associated with a decline in levels of emotional self-efficiency. On the other hand, the study by Feng and Chen (2015) highlighted that suicidal thoughts were less likely to occur in people with a high level of self-efficacy. This was further supported by McNamara (2013), who indicated that adolescents with higher self-efficacy have better connections with their social environments and are less likely to attempt suicide. Similarly, Kobayashi et al. (2015) showed that increasing self-efficacy may prevent suicide ideation.

### **2.10. The effect of perceived self-efficacy on the personal life of adolescents**

The adolescent years are characterized by social, emotional, and academic challenges. It is at this time that peers and friends become a primary source of their social interaction, as well as significant changes occur in their relationship with parents. In addition, adolescents are faced with more stressful life events than children, but their cognitive ability and the emotional control to deal with these stressors are still developing. Additionally, academic achievement and development are crucial developmental assignments with which many teenagers struggle. The belief in their own capability to overcome those challenges is a crucial factor in adolescents' emotional well-being. These beliefs are described in the literature as self-efficacy beliefs (Tak et al., 2017).

A person's ability to perform successfully under challenging conditions is called self-efficacy (Schönfeld et al., 2016). Persons with consistently and generally high self-efficacy are prone to adopt a positive problem-solving technique and are better at handling both their behavior and emotional state. This means that they are less affected by stressful situations. On the other hand, individuals who have low self-efficacy tend

to use negative coping techniques and engage in negative self-talk, so they are more reactive to stressful situations (Berte et al., 2021).

Having higher self-efficacy changes adolescents' perception of themselves. The confidence they have in their capacity to overcome adversity and enhance performance allows them to spend their time and energy in an effective way. As a result, increased self-efficiency leads to the best behavior (MarthaSari et al., 2021).

### **2.11. Mental health and self-efficacy**

According to Abdelkarim (2021), The concept of psychological well-being is a major concept of positive psychology, as it has a prominent place in different societies and cultures. Everyone sought psychological well-being as a higher goal of life because it was linked to mood and positive status, life satisfaction and self-esteem. Negative emotions such as anxiety, depression, psychological and introverted pressures, pessimism, and others have remained the most common mental health problems. Psychological well-being means the progress of life well. It is a combination of satisfaction and effectual performance that requires not only well-being to feel comfortable all the time, but painful feelings such as frustration, failure, and sadness. Confidence in one's ability is essential to manage negative or painful feelings for well-being. The concept of psychological health not only includes a sense of comfort and positive feelings, but also includes emotions, participation, trust, affection, development of the individual's potential, and control of the individual's life to achieve invaluable goals and experience positive relationships (Maaulot et al., 2015).

An individual's self-efficacy is defined as their belief that they can achieve a certain set of goals in a certain manner. And it is believed that our personal ideas about self-efficacy affect every aspect of our social

relations. Positivity psychology understands the importance of fostering self-efficiency development so that one can live a more productive and joyful life (Moradi Sheykhjan, 2017). According to Gull (2016), an individual's mental health refers to his or her ability to balance their desires, feelings, ambitions and ideas in their daily lives. Mental health is a psychological mode which is fairly free of stress and anxiety. In addition, mental health includes a nature of positive performance, which includes, for example, self-acceptance, self-direction, positive communication with others, dominance over the environment, and setting some personal goals. Furthermore, a mentally healthy individual can communicate effectively with others and deal with stressful situations. Also, reported that the level of self-efficiency plays an important role in mental health.

Self-efficacy is a significant factor in maintaining an adolescent's mental health. High self-efficacy is quite correlated to controlling one's feelings and avoiding sad emotions. Both psychological health and self-efficacy are connected. As well as, low levels of anxiety and depressive symptoms were strongly associated with high levels of emotional self-efficacy. Thus, maintaining good mental health could be dependent on the higher emotional self-efficiency of individuals. Individuals' mental health and self-efficacy must be adequate to cope with various types of stress and adjust to their current situation. Self-efficacy can help to reduce loneliness, avoidance of social risks, depression, low self-esteem, shame, and a lack of social skills. In turn, enhancing the psychological health of individuals (Moradi Sheykhjan, 2017).

Parto (2011) found that a positive relationship between what one believe about the abilities, positive attitudes, and strategies for stress reduction. In addition, a negative relationship between those expectations and psychological symptoms, self-solitude, and techniques for passive

emotional acceptance or avoidance. He also pointed out that high self-efficiency enables individuals to modify their negative mental states.

### **2.12. The role of psychiatric nurse in enhancing self-efficacy and psychological health of adolescents**

Individuals in childhood and adolescence require stable, supportive, and stimulating relationships to help them reach their full potential. But in reality, many children do not grow up in a safe and nurturing environment; when young people find themselves living in an environment that is full of war, poverty, violence, and another shape of instability, early intervention becomes essential. Young people are at risk of developing anxiety, depression, eating disorders, drug and alcohol abuse, self-harm, and suicide. Unless youth receive appropriate intervention, they may develop chronic psychological disorders that interfere with their dreams (McAllister, 2019).

Burriss et al. (2011) reported that psychiatric nursing for child and adolescent emphasize working with young people, families, and societies to provide suitable assessment, diagnosis, treatment, and provide nursing care to youth and families; the nurse can help by providing recommendations, guidance, and referrals for physical activities that enhance the well-being of individuals and combine mental health and physical health. Considering that physical activity is essential for adolescents' development, it can be seen as a strategy that promotes their mental health. Furthermore, regular exercise practices soothe stress, anxiety, and distress. It can also reduce tension, regenerate energy, and provide comfort and relaxation, as well as well-being for the practitioner. In addition, facilitating socialization, communication, expression processes, and knowledge-building (Teixeira et al., 2020).

Behavioral assessment of adolescents is one of the essential duty of mental health nurses. Several health behaviors are influenced by self-efficacy, such as weight control, management of diabetes, and improved outcomes for a variety of addictive behaviors. Assessing factors that influence self-efficiency of adolescents could help nurses to identify those people who are especially at risk and helps create age appropriate nursing intervention and psychotherapy plan (Kobayashi et al., 2015; Czyz et al., 2014).

*Chapter Three*

*Methods and Materials*

## Chapter Three

### Methods and Materials

The methods chapter demonstrates the design of the study, administrative arrangements, place of the study, sample selected for the study, ethical consideration. It also gives a detailed description of the study instrument, and their validity, reliability of study instrument, as well data collection methods, pilot study.

#### 3.1. Study design

This quantitative study performed using a descriptive correlational design to determine the relationship between study variables; perceived self-efficacy of adolescents and their psychological well-being. This study conducted through the period of 1<sup>st</sup> November 2021 to 17<sup>th</sup> of May 2022.

#### 3.2. Administrative arrangements

The research proposal and study tool was approved by the Research Ethics Committee at the University of Babylon, College of Nursing (Appendix A) to ensure that the study is planned to be free of any ethical issues. No other administrative approvals was required; since, the data was collected online.

#### 3.3. Ethical consideration

After obtaining an approval "from the Research Ethics Committee" at the College of Nursing, adolescents were 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 (Appendix B).

### **3.4. Setting of the study**

The study was conducted in Middle-Euphrate region includes five provinces (AL-Najaf, Karbala, Babylon, AL-Diwaniyah, and AL-Muthana provinces) using an online approach to insure that adolescents with different educational background were included.

### **3.5. Study sample**

The study sample composed of 320 adolescents (120 males and 200 females), aged between 12 and 19 years old. Participants were recruited using voluntary response sampling technique using an online form. In this technique every individual had the equal probability of being selected.

#### **Inclusion criteria:**

1. Both male and female adolescents
2. Adolescents between the age of 12 – 19, due to that generalized self-efficacy scale cannot be used on individuals under the age of 12 years old.
3. Adolescents with no history of mental health problems.

### **3.6. Study instrument**

The instrument used in this study composed two different scales, perceived self-efficacy scale and psychological well-being scale (Appendix C). Some adolescents sociodemographic information were included as a separated part.

## **Part One: Adolescents socio-demographic variables**

The demographic variables included adolescents' age, gender, their educational level, occupation, income, living address, living status, marital status, number of family members, and participant order in the family.

## **Part two: General self-efficacy scale (GSES)**

### **Instrument description**

The self-efficacy scale was designed to be used for adults and adolescents; however, it is not recommended to be tested by persons under the age of 12. The purpose of creating this scale was to evaluate the general feeling of perceived self-efficiency with an intention to predict dealing life circumstances recarer after being in types of life experiences. This scale consisted of ten items; the items all indicate how well they cope with stressful events. 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 (Schwarzer and Jerusalem,1995). The Arabic version was translated by Radhwan (as cited in Abo Asaad, 2011).

Scale items are measures on a “4-point Likert scale, beginning from (not at all true=1, hardly true=2, moderately true=3, and exactly true=4).” Generalized self-efficacy scale is unidimensional. 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.

## **Part Three: Ryff's Psychological Well-Being Scale (PWB)**

### **Instrument description**

The “Ryff's psychological well-being” scales (PWB) consists of 42 items. 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; first dimension is the autonomy (a person's ability to make decisions independently without waiting for approval from others, and measure oneself based on their own beliefs instead of others' beliefs); which includes seven items (1, 7, 13, 19, 25, 31, 37). The second dimension is environmental mastery (it is the ability to manage the environment and to choose environments that align with an individual's values and needs), which includes “items (2, 8, 14, 20, 26, 32, 38)”. Third dimension is personal growth (working towards optimizing an individual's full potential and having continued personal growth), which includes items (3, 9, 15, 21, 27, 33, 39). Fourth dimension focuses on positive relations with others (Having the ability to form warm, satisfying relationships with others; and demonstrate empathy towards others), which includes “items (4, 10, 16, 22, 28, 34, 40).” Fifth dimension is purpose in life (having life goals and a sense that an individual's life is meaningful), which includes items (5, 11, 17, 23, 29, 35, 41). The last dimension is self-acceptance (Having a realistic perception of self, which includes the good and bad qualities, and accepting oneself at the same time), which includes items (6, 12, 18, 24, 30, 36, 42).

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.

### **3.7. Validity of the questionnaire**

A valid tool reduces the likelihood of making a type 2 error. 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. (Appendix D). 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.

### **3.8. Pilot study**

This study was conducted on (30) adolescents (about 10% of the total study sample) recruited online using (google form questionnaire) that was shared on social media platforms to include adolescents with different educational backgrounds. It was conducted during the period from January 27 to February 11, 2022, the participants in this preliminary study were not included in the research sample.

**The purposes of the pilot study are:**

- 1) To analyze stability of the Arabic version reliability for the current study scales (generalized self-efficacy scale and the psychological well-being scale).
- 2) Estimate how long it usually takes the researcher to collect data.
- 3) To determine the clarity of the scale items.
- 4) To identify the challenges of using online snowball technique to gather study data.

**Results of the pilot study:**

- 1) There were acceptable reliability values for both scales.
- 2) It was not possible to determine how much time each adolescent spent answering the survey, as it was distributed online.
- 3) Online form of the questionnaire was easily accessible by adolescents and was beneficial in addressing the study intention, which is including adolescents who is not in school.

**3.9. Reliability of study instruments**

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 (see table 3.1).

**Table 3.1***Reliability Analysis of the Study Instrument*

Scale	Number of the questions	Cronbach's Alpha value	Assessment
GSE	10	0.866	Reliable
SWB	42	0.745	Reliable

**3.10. Data collection methods**

To ensure that large group of adolescents have an equal chance to participate in this study regardless of their educational background, an online form of questionnaire was used to collect study data from adolescents of Middle-Euphrates region of Iraq. The online questionnaire was designed as a (google forms) and shared with adolescents using a voluntary strategy. Data collection began on February 20, 2022 and finished on April 22, 2022. About 340 individuals completed the questionnaire. About 20 filled forms was excluded for missing information, such as age or residence or not meeting the inclusion criteria, such as not living in Middle-Euphrates region. Finally, 320 forms were included.

**3.11. Statistical data analysis:**

“The Statistical Package for Social Sciences (SPSS) version 26” was used to analyze the collected data.

Correlational analysis was performed to measure the relationship between adolescents' self-efficacy and their psychological well-being

T-test was used to know the extent of the difference between male and female adolescents with respect to their perceived self-efficacy. Also, it

was used to find the difference between male and female adolescents concerning their psychological well-being as presents in tables 5, 6.

A non parametric test of association (Chi-Square) was used to measure the relationship between perceived self-efficacy and age of adolescents as presents in table 7.

Fisher exact test was also used to measure the relationship between dependent variable (psychological well-being) and adolescent' sociodemographic variables. Also, it was used to measure the relationship between independent variable (self-efficacy) and sociodemographic variables of adolescents as presents in tables 7 and 8.

### **3.12. Limitations of the study**

1. This study uses a descriptive -correlational study design, which helps determine the statistical relationship between variables, but not determining the causality relationship, which may decrease the generalizability value for the study results on all adolescents.
2. Online forms were beneficials in recruiting study subjects who is in school or not in school, but still have limitation for those who are unable to read or not having smart electronic devices.

# *Chapter Four*

## *Results of the study*

## Chapter Four

### Results of the study

#### Part 1: Descriptive statistics

**Table 1**

*Descriptive Statistics of Adolescents Sociodemographic Variables*

Demographic Data	f.	%
<b>Age Group</b>		
12 – 15 Years old	103	32.2
16 – 19 Years old	217	67.8
Total	320	100.0
<b>Gender</b>		
Male	120	37.5
Female	200	62.5
Total	320	100.0
<b>Educational level</b>		
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
<b>Occupation</b>		
Employed (Government or Private)	42	13.1
Not Working	266	83.1
Housewife	12	3.8
Total	320	100.0
<b>Income</b>		

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Not Enough	32	10.0
Enough to some extent	127	39.7
Enough	161	50.3
Total	320	100.0
Living address		
Rural	75	23.4
Urban	245	76.6
Total	320	100.0
living status		
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		
Single (Unmarried)	299	93.4
Married	10	3.1
Divorce / separated	11	3.4
Total	320	100.0
No. of Family Members		
2 – 4	33	10.3
5 – 8	226	70.6
9 – 13	61	19.1
Total	320	100.0
Participant Order in Family		
1 – 3	221	69.1
4– 6	77	24.1
7 – 9	22	6.9
Total	320	100.0

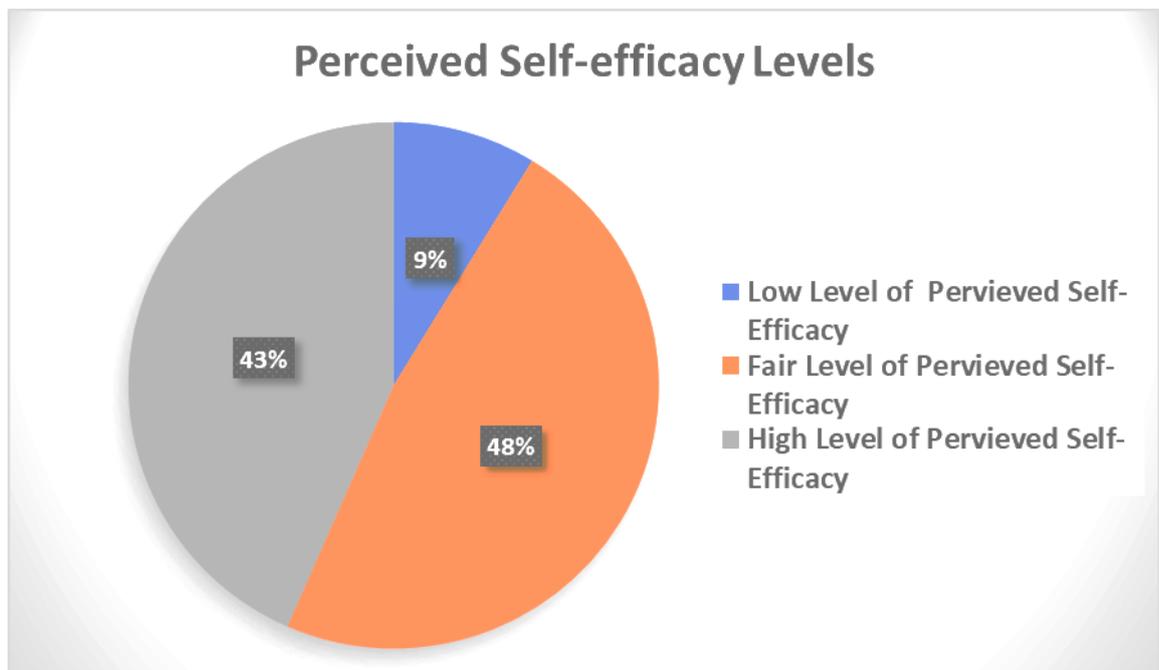
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Table (1) displays the socio-demographic variables of participants with a total number of 320 male and female adolescents. Regarding adolescents' age, the majority (67.8%) of adolescents were aged (16 - 19) years old, and the lowest percentage is (32.2%) for the group aged (less than 15) years old. Gender-related findings, female adolescents who participated in the study constitute (62.5%), while male adolescents who participated in the study constitute (37.5%). Regarding the education level, high school education was predominated (63.8%), followed by those who are in intermediate school (31.6%). In terms of occupation, more than three quarters of the participants are not working (83.1%). In regard to monthly income, adolescents reported enough monthly income (50.3%), as compared with those who had enough not enough (10.0%). Concerning the living address, (76.6%) of adolescents reported living in urban places and (23.4%) reported living in rural areas. Concerning the living status, most of the studied sample was living with both parents (83.4%), followed by those who are living with a mother only (13.1%). Marital status-related findings, most adolescents are single (Unmarried) (93.4%). Concerning the number of family members, the highest percentage (70.6%) were living with a family of (5-8) individuals, followed by those who live with a family have more than 8 individuals (19.1%). Most of the adolescents (69.1%) reported their order in their families between (1<sup>st</sup> – 3<sup>rd</sup>).

**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

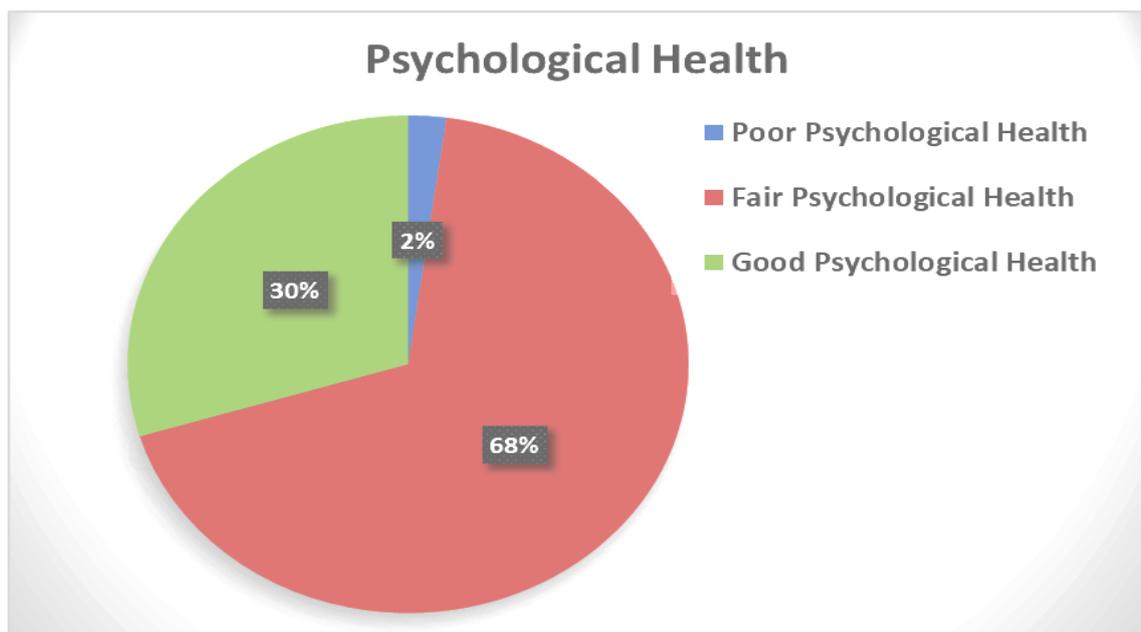
Table (2) demonstrates the levels of perceived self-efficacy of adolescents. The results show that the majority of adolescents (47.8 %) have a fair level of perceived self-efficacy, followed by (43.4 %) have a high level of perceived self-efficacy.

**Figure 1***Descriptive Statistics of Perceived Self-Efficacy Levels*

**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 (3) shows the psychological well-being level of the adolescents. The results show that the majority of adolescents (68.1 %) have a fair level of psychological well-being, followed by (29.7 %) who have a good level of psychological well-being, and very low percentage had a poor level of psychological well-being (2.2 %).

**Figure 2***Descriptive Statistics of Psychological Well-Being of Adolescents.*

**Table 4**

*Relationship between Perceived Self-Efficacy and Psychological Well-Being of Adolescents*

		Perceived Self-Efficacy	Psychological well-being
Perceived Self-Efficacy	Pearson Correlation	1	.370**
	Sig. (2-tailed)		.000
	N	320	320
Psychological well-being	Pearson Correlation	.370**	1
	Sig. (2-tailed)	.000	
	N	320	320

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

Pearson Correlation analysis was used to measure the relationships between perceived self-efficacy and the psychological well-being of adolescents. It clarifies that there is a statistically significant association between perceived self- efficacy and the psychological well-being of adolescents, by which adolescents with a high level of perceived self-efficacy are more likely to have better psychological well-being ( $r=.370^{**}$ ,  $p=.0001$ ).

**Table 5***Gender Difference in Respect to Adolescents Perceived Self-Efficacy*

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference
Self-Efficacy	Equal variances assumed	0.755	0.386	1.264	318	0.207	0.0898
	Equal variances not assumed			1.246	239.11	0.214	0.0898

Independent sample t-test was run to find the difference between male and female adolescents in respect to their perceived self-efficacy. The findings show that there is no statistical difference between male and female adolescents ( $t = 1.264$ ,  $p = 0.207$ ).

**Table 6***Gender Difference in Respect to Adolescents Psychological Well-Being*

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference
Psychological well-being	Equal variances assumed	0.755	0.386	0.791	318	0.429	0.049167
	Equal variances not assumed			0.803	262.708	0.423	0.049167

Independent sample t-test was also used to measure the difference between adolescents (male and female) in respect to their psychological well-being. The findings show that there is no statistical difference between teenager males and females, ( $t=0.791$ ,  $p = 0.429$ ).

**Table 7**

*Relationship between Perceived Self-Efficacy and Adolescents' Sociodemographic Information*

	Tests	Perceived Self-Efficacy	
		Value	Significance (2-sided)
Age Groups	Pearson Chi-Square	1.138	.566
	N of Valid Cases	320	
Educational Levels	Fisher's Exact Test	7.528	.224
	N of Valid Cases	320	
Occupation	Fisher's Exact Test	3.232	.493
	N of Valid Cases	320	
Income	Fisher's Exact Test	6.829	.138
	N of Valid Cases	320	
Living Address	Fisher's Exact Test	1.305	.554
	N of Valid Cases	320	
Living Status	Fisher's Exact Test	1.607	.807
	N of Valid Cases	320	
Marital Status	Fisher's Exact Test	11.234	.015
	N of Valid Cases	320	
Number of Family Members	Fisher's Exact Test	10.707	.026
	N of Valid Cases	320	
Participant Order in a Family	Fisher's Exact Test	2.120	.722
	N of Valid Cases	320	

Table (7) displays the relationship between perceived self-efficacy and adolescents' sociodemographic information. The results this table indicate a statistical significant relationships were found only between adolescents' perceived self-efficacy and their marital status ( $X^2= 11.234$ ,  $P =.015$ ) and between perceived self-efficacy and the number of family members of adolescents ( $X^2=10.707$ ,  $P=.026$ ).

**Table 8**

*Relationship between Psychological Well-Being and Adolescents' Sociodemographic Information*

	Fisher's Exact Test	Psychological Well-Being	
		Value	Significance (2-sided)
Age Groups	Fisher's Exact Test	2.341	.306
	N of Valid Cases	320	
Educational Levels	Fisher's Exact Test	9.776	.132
	N of Valid Cases	320	
Occupation	Fisher's Exact Test	1.786	.717
	N of Valid Cases	320	
Income	Fisher's Exact Test	2.960	.541
	N of Valid Cases	320	
Living Address	Fisher's Exact Test	1.795	.432
	N of Valid Cases	320	
Living Status	Fisher's Exact Test	13.372	.007
	N of Valid Cases	320	
Marital Status	Fisher's Exact Test	1.429	.754
	N of Valid Cases	320	
Number of Family Members	Fisher's Exact Test	11.415	.015
	N of Valid Cases	320	
Participant Order in a Family	Fisher's Exact Test	2.921	.537
	N of Valid Cases	320	

Fisher's Exact Test was used to measure the relationship between psychological well-being and adolescents' socio-demographic information. The results in this table indicate that statistically significant relationships were found only between adolescents' psychological well-being and their living status ( $X^2 = 13.372$ ,  $P = .007$ ), and between psychological well-being and the number of family members of adolescents ( $X^2 = 11.415$ ,  $P = 0.015$ ).

# *Chapter Five*

## *Discussion*

## Chapter Five

### Discussion

The purpose of this chapter was to discuss the main findings of this study; including the level of adolescents' perceived self-efficacy and the extent to which it affects their lives and well-being, and what kind of relationship between self-efficiency and psychological well-being of 320 adolescents (120 boys and 200 girls). As well as the association between perceived self-efficacy and adolescents' sociodemographic variables.

#### **Part I: Descriptive statistics of study variables**

##### **Adolescents' socio-demographic information**

Regarding adolescents' gender, the findings of the current study showed that adolescents female represent the majority percent of the participants (62.5%) with urban residency (76.6%) and aged between (16-19), compared to the number of males (37.5%). The results in table one also indicate that adolescents with high school education represent the majority (63.8%) of the study sample, and also the majority of adolescents were not working (83.1%). Based on the recent findings, the majority of the study sample (93.4%) were single (unmarried), and the majority (83.4%) lived with both parents. Most of the adolescents reported that their financial income was enough.

##### **Self-efficacy of adolescents**

The results of this study showed that most adolescents have a fair level of self-efficiency (47.8%) and (43.4%) had a high level, and found a small percentage (8.8%) of adolescents 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 and overcome difficulties, and transfer high expectancies for their success, they are engaging in one of the sources of self-efficacy (social persuasion). When children hear these encourage, they interpret them 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).

In the previous study by Lowe and Dotterer (2013), researchers highlighted that teenagers who had warm, supportive fathers had a higher sense of confidence about their capabilities and efficiency as students. On the other hand, negative parental behavior has adverse effects on the children and the well-being of adolescents (Leung & Fung 2021). Parsa et al. (2014) Showed that 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.

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 & Grønhøj, 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). Cattelino et al. (2019) stated that family and school help teenagers develop self-efficiency and self-regulation.

### **Psychological well-being of adolescents**

In respect to levels of psychological well-being of adolescents, the results displayed that majority of adolescents had fair psychological well-being (68.1%) and (29.7%) had good psychological well-being, while a quite few percentages of adolescents had poor psychological well-being (2.2%). This small percentage of teenagers need attention and surveillance 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).

Also, Tomé et al. (2014) in their study "Friendships quality and classmates support: How to influence the well-being of adolescents" showed that 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 feelings of loneliness, and keeping young people more satisfied with life. 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).

Sharma and Sharma (2018) reported that psychological well-being was influenced by internet addiction, and there is a negative correlation between Psychological well-being and internet addiction. In addition, a study by John et al. (2019) found significant negative relationships between marriage at 15 years or earlier and overall psychological well-being. The majority domains of psychological well-being were negatively associated with very early marriage. Similarly, the study of Latipun (2013) showed that women who are married early (before the age of 20 years) have low levels of psychological well-being compared to married adult women; a female who is married before 20 age years have a lower tendency of aspect of environmental mastery, autonomy, and purpose in life. Also, Gage (2013) stated that child marriage was associated with elevated odds of suicidality. One of these factors may be the reason why so few adolescents with low psychological well-being appear in this study.

## **Part II: Relationship between perceived self-efficacy and psychological well-being**

A statistically significant correlation was determined between perceived self-efficiency and psychological well-being of adolescents at the p. value (0.01) as it is indicated in the table (4); in which that adolescents with a high level of self-efficiency are more likely to have better psychological well-being. 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).

Studies by Abdelkarim (2021); Siddiqui (2015) highlighted that there is a positive significant correlation between self-efficiency and psychological well-being. Also, the study conducted by De Caroli and Sagone (2014) indicated that there was a positive association between general self-efficiency and psychological well-being. Moreover, Jain and Desai (2020) reported that self-efficiency influences adolescents' general well-being.

### **Part III: Differences between gender in respect to their perceived self-efficacy**

In the current study, the independent sample t-test demonstrate is no difference that is statistically significant among both genders of adolescents (male and female) concerning their self-efficacy levels p-value ( $>0.05$ ), which can be seen in the table-5. Similarly, other studies revealed that no significant difference between adolescent's gender was found regarding levels of self-efficacy (Iskender, 2009; Jain & Desai, 2020; Tenaw, 2013); In contrast, the results of the study by Shkullaku (2013) reported that the females and males have significant differences in respect to levels of self-efficiency; males have a higher level of self-efficiency compared to females, this could be related to their cultural factors. while Salavera et al.

(2017) reported that gender did not affect self-efficiency. likewise, Dempsey and Comeau (2019) stated that there was no significant major influence of age or gender on self-efficiency.

#### **Part IV: Differences between gender in respect to their psychological well-being**

Based on independent sample t-test results, the current study found no statistically significant difference between male and female adolescents with respect to their psychological well-being levels ( $p$ -value  $>0.05$ ), which can be seen in the table-6. Pravitha and Sembian (2017) studied "Psychological Well-Being among Adolescents in the Current Scenario" and showed that socio-demographic variables, such as gender do not affect psychological well-being of adolescents. Also, Vinayak and Judge (2018) indicated that no differences between male and female adolescents in respect to their psychological well-being. Similarly, Visani et al. (2011) studied the "Gender differences in psychological well-being and distress during adolescence." Researchers also did not find a significant gender differences among adolescents; girls and boys show similar scores on psychological health scales like (environmental mastery, autonomy, and positive relationships). Adolescent girls may benefit from these aspects as resources or significant strengths that may act as protective factors against future adversity and stress and reduce their higher risk of depression.

#### **Part V: Association between perceived self-efficacy and marital status of adolescents**

Findings illustrated that there was a significant relationship between perceived self-efficacy and marital status of adolescents at ( $p$ -value  $=0.015$ ). It was found that unmarried adolescents perceived their selves more positively than married or divorced adolescents. The reason may be related to the physical, emotional, and social changes they experience

during adolescence, marital responsibilities that they may be unprepared for will affect their self-confidence to meet these challenges and thus affect their physical and psychological health, and reducing their self-efficiency. According to Montazeri et al. (2016) girls teenage who are marriage are naturally forced to take on new responsibilities for which they are often not physically and psychologically prepared. Psychologically, girls who are married as teenagers are more susceptible to anxiety, depression, and other mood disorders. Early marriage was correlated with decreased levels of self-efficacy and autonomous decision making, which could explain the significant findings of the recent study (Santhya et al., 2010).

## **Part VI: Association between perceived self-efficacy and number of family members of adolescents**

Study shows that having more siblings can help increase self-efficacy among adolescents, this could be related to the support of siblings (brothers and sisters). In addition, a family with a few individuals may have over-protection from the parents of their children, which leads to the child's lack or decrease in their self-efficacy. To justify that, East (2009) indicated that one of the most lasting interpersonal relationships is a brother or sister relationship, which serves as a context for a person's development. Due to their shared history, frequently having the same parents, as well as the same families, neighborhoods, and communities, siblings can be influenced by the same influences. Furthermore, Krejcová et al. (2019) spot alight that children and adolescents' relationships with siblings have a deep effect on their development and experiences inside the family. Siblings (sisters and brothers), for example, have been known to influence behaviors, school success, and even friendships between one another. Furthermore, if both parents are working or divorcing, the children may be more likely to act as

care providers for one another and form a support system. Fact having siblings or not having siblings affected on self-efficacy of individuals

### **Part VII: Association between psychological well-being and living status of adolescents**

Study shows that adolescents living with both parents have more psychological well-being than adolescents living with a father or mother only.

Adolescents' psychological well-being is affected by their parent's marital status and their relationship with them. Children whose parents divorced showed lower psychological well-being in adolescence than those whose parents stayed together (Hadžikapetanović et al., 2017). Similarly, one factor that impacted the well-being of children is the father's absence; in mother-only families, children have lower well-being (Flouri and Buchanan, 2003).

### **Part VIII: Association between psychological well-being and number of family members of adolescents**

The result of the recent study highlighted a significant relationship between psychological well-being and the number of family members of adolescents; it shows that having more siblings can help increase psychological well-being among adolescents this could be related to the sibling relationships with high warmth; respect and support from brothers help increase self-confidence and self-esteem and overcome difficult stages in life. In addition to this, a small family with one or two children is overly protected by parents, where they are associated with the external environment little and have little experience of life, so they are quickly affected by any problem or situation they face and cannot deal with, which would affect their psychological well-being.

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Thomas and Umberson (2017) indicated that siblings play a more influential role in well-being than is commonly understood, positive and close relationships with siblings are associated with higher levels of well-being. While, conflict and lack of closeness between siblings have been associated with lower well-being as measured by major depression in adulthood and increased drug use. Like other family relationships, the relationships of siblings can have both positive and negative characteristics that may influence elements of the stress process, providing certain resources as well as stressors that influence well-being.

# *Chapter Six*

## *Conclusions and Recommendations*

## Chapter Six

### Conclusions and Recommendations

#### 6.1: Conclusions

This study aims to measure the level of self-efficiency perceived by adolescents and to identify the affect on 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 correlation between perceived self-efficiency 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.

#### 6.2: Recommendations

1. Provide parental guidance programs on how to help their children build their self-confidence and improve their psychological well-being
2. Promoting self-efficacy among adolescents by activating the role of educational guide in schools and using mentoring programs based on further improvement of self-efficiency.
3. Activation of psychological counseling units in schools and health centers to provide support to adolescents.
4. A qualitative study is needed to identify the challenges of building self-confidence from the perspective of adolescents.

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# *Appendices*

**Appendix \_A: Ethical Approval**

**Appendix \_B: Informed Consent Form**

**Appendix \_C: Questionnaire of The Study**

**Appendix \_D: Content Validity Ratio and Content  
Validity Index of the Psychological Well-Being Scale**

**Appendix \_E: Panel of Experts**

**Appendix \_F: Linguistic Certification**

## Appendix A: Ethical Approval

### The official Ethical approval from College of Nursing/ University of Babylon:

University of Babylon  
College of Nursing  
Research Ethics Committee

جامعة بابل  
كلية التمريض  
لجنة اخلاقيات البحث العلمي

Issue No:  
Date: / / 2021

Approval Letter

To,  
Alyaa Aamir Kamil Albsharah

The Research Ethics committee at the University of Babylon, College of Nursing has reviewed and discussed your application to conduct the research study entitled " Perceived Self-Efficacy and the Psychological Well-Being of Adolescents

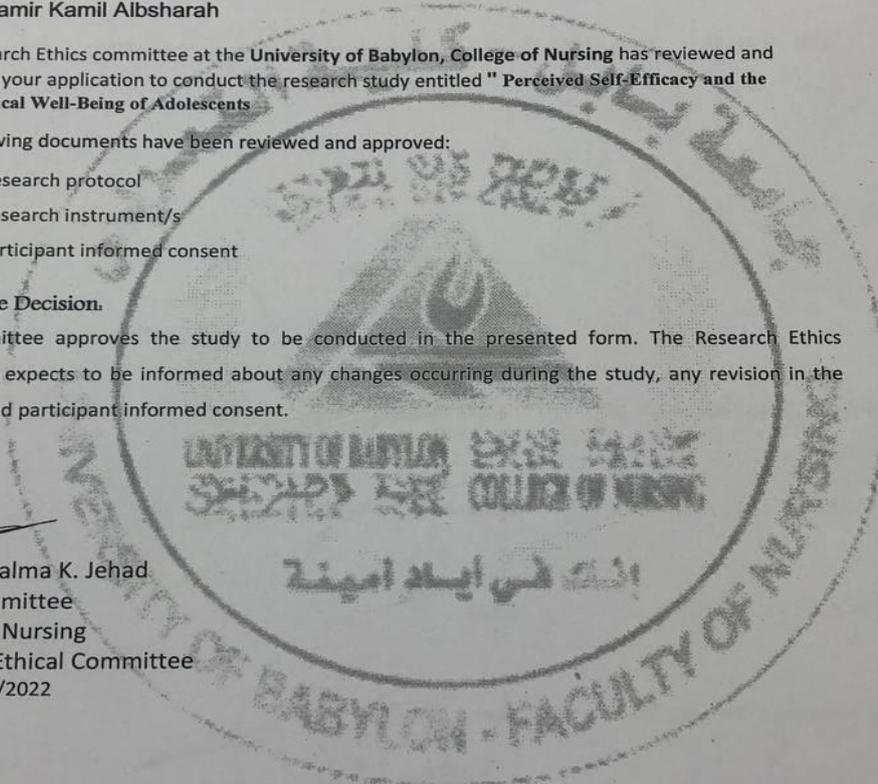
The Following documents have been reviewed and approved:

1. Research protocol
2. Research instrument/s
3. Participant informed consent

Committee Decision.

The committee approves the study to be conducted in the presented form. The Research Ethics committee expects to be informed about any changes occurring during the study, any revision in the protocol and participant informed consent.

Prof. Dr. Salma K. Jehad  
Chair Committee  
College of Nursing  
Research Ethical Committee  
18 / 01 / 2022



## **Appendix A: Ethical Approval**

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## Appendix A: Ethical Approval

### The official Ethical approval from College of Nursing/ University of Babylon:

السيدة المعاون العلمي المحترمة  
السيد رئيس فرع تمريض الصحة النفسية المحترمة  
اللجنة العلمية واخلاقيات البحث العلمي المحترمون

ما اخلاقيات البحث

يرجى التفضل بالموافقة على عرض موضوع ( الماجستير ) على اللجنة العلمية واخلاقيات البحث العلمي عن موضوع رسالتي الموسومة باللغة العربية ( إدراك الكفاءة الذاتية والرفاهية النفسية لدى المراهقين )

واللغة الإنكليزية  
perceived Self-Efficacy and the Psychological Well-Being of Adolescents

مع التقدير

توقيعه اسم المشرف : أ.م.د. حيدر حمزة علي

توقيعه اسم الطالبة : علياء عامر كامل

توقيعه رئيس الفرع : أ.د. سلمى كاظم جهاد

توقيعه المعاون العلمي: أ.م.د. نهاد محمد قاسم

ملاحظة: ترفق جميع الاستمارات الخاصة بلجنة اخلاقيات البحث مع الطلب. (Ethical form 1, Ethical form2, Ethical Form3)

## Appendix B: Informed Consent Form

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اخى الكريم / اختي الكريمة

بين يديك استبانة لدراسة الماجستير والتي من خلالها تروم الباحثة الى دراسة إدراك الكفاءة الذاتية والرفاهية النفسية لدى المراهقين، كونكم تمثلون هذه الفئة التي تعتبر أساس المجتمع وبما ان مشاركتكم في هذه الدراسة ذات قيمة كبيرة، فالرجاء اختيار الإجابة التي تحدد ما تشعر به بالفعل، علما انه لا توجد إجابة صحيحة وأخرى خاطئة، وانما اجاباتكم تعد صحيحة فقط طالما تعبر عن حقيقة شعورك تجاه المعنى الذي تحمله العبارة.

الرجاء عدم وضع أكثر من علامة امام عبارة واحدة مع التأكد من عدم ترك أي عبارة بدون إجابة، علما ان الاستبانة بدون اسم وسوف تحض اجابتك بخصوصية وسرية مطلقة ولن تستعمل الا لأغراض البحث العلمي.

ملاحظة: يرجى التحقق من أنك اجبت على كافة الاسئلة.

تأكد من أنك أخذت موافقة ولي أمرك قبل البدء بمليء الاستبانة

مع خالص الشكر والامتنان لتعاونكم معنا خدمة لأهداف الدراسة

## Appendix C: Questionnaire of The Study

### Arabic version of questionnaire:

#### الجزء الأول: المواصفات الديموغرافية

في حال اخذت موافقة ولي امرك ضع علامة (✓) في المستطيل المقابل

العمر :  سنة

الجنس : ذكر  أنثى

المستوى التعليمي : لا يقرأ ولا يكتب  الدراسة الابتدائية  الدراسة المتوسطة

الدراسة الاعدادية

المهنة : يعمل / تعمل (وظيفة حكومي او قطاع خاص)  لا يعمل / لا تعمل  ربة بيت

الدخل الشهري للأسرة : يكفي  يكفي الى حد ما  لا يكفي

السكن : ريف  مدينة

السكن مع الابوين : يسكن مع كلا الابوين  يسكن مع الاب فقط  يسكن مع الام فقط

الحالة الزوجية : اعزب  متزوج  منفصل او مطلق

عدد افراد الاسرة :

تسلسلك بين اخواتك واخواتك :

هل سبق وتم تشخيصك بأحد الامراض النفسية : نعم  كلا

هل تسكن في احدى مناطق الفرات الأوسط (النجف، كربلاء، الديوانية، بابل، والمثنى): نعم  كلا

## Appendix C: Questionnaire of The Study

### الجزء الثاني: إدراك الكفاءة الذاتية

صمم هذا المقياس للتعرف على قدرات الأشخاص كما يتوقعونها بأنفسهم، حول قدرة الفرد في التغلب على المواقف المختلفة والتعامل مع المهام بصورة ناجحة.

ضع إشارة (✓) مقابل العبارة في العمود المناسب

الرقم	فقرات المقياس	لاينطبق علي	ينطبق علي قليلا	ينطبق علي بصورة متوسطة	ينطبق علي كثيرا
1	عندما تواجهني صعوبة في تحقيق هدف أسعى إليه فاني قادر على إيجاد الوسائل المناسبة لتحقيق الهدف.				
2	إذا بذلت جهدا كافيا، فاني سأنجح في حل المشكلات الصعبة				
3	من السهل على تحقيق أهدافي ونواياي.				
4	أعرف كيف اتصرف مع المواقف غير المتوقعة.				
5	أعتقد بأني قادر على التعامل مع الأحداث حتى لو كانت هذه الاحداث مفاجئة لي.				
6	أتعامل مع الصعوبات بهدوء لأنني أستطيع دائما الاعتماد على قدراتي الذاتية.				
7	استطيع التعامل مع جميع الاحداث التي تواجهني				
8	أجد حلا لكل مشكلة تواجهني.				
9	إذا ما واجهني أمر جديد فاني أعرف كيفية التعامل معه.				
10	أمتلك أفكارا متنوعة حول كيفية التعامل مع المشكلات التي تواجهني				

## Appendix C: Questionnaire of The Study

### الجزء الثالث: الرفاهية النفسية

يهدف هذا المقياس للتعرف على العلاقات الإيجابية مع الآخرين والرضا عن الذات وشعور الفرد بالاستقلالية في تحديد وجهة ومسار حياته، كذلك الكفاءة والقدرة على مواجهة المشكلات.

ضع إشارة ( ✓ ) مقابل العبارة في العمود المناسب:

الرقم	فقرات المقياس	بشدة أرفض	أرفض	قليلة بدرجة أرفض	أوافق	بشدة أوافق
1	أعبر عن رأيي وان كانت معارضة لآراء الآخرين					
2	أشعر أنني مسؤول عن الوضع الذي أنا عليه الآن					
3	لا أهتم بالنشاطات التي ترفع من شأنى					
4	معظم الناس يروني شخصا ودودا وعطوفا					
5	أعيش حياتي يوماً بيوم ولا أفكر بالمستقبل					
6	عندما أراجع إنجازاتي، يسعدني ما حققته لحد الآن					
7	لا تتأثر قراراتي بما يفعله الآخرون					
8	غالباً ما تحبطني متطلبات الحياة اليومية					
9	اعتقد انه من المهم أن نعيش تجارب جديدة نتحدى بها طريقة تفكيرنا تجاه انفسنا وتجاه الآخرين					
10	الحفاظ على علاقات وثيقة وامنة امر صعب ومحبط بالنسبة لى					
11	لدي شعور بالسعي الى تحقيق هدي بالحياة					
12	أشعر بالثقة والايجابية حول نفسي					
13	أشعر بالقلق بشأن ما يعتقدده الآخرون عني					
14	لا أشعر بالاندماج جيداً مع الناس والمجتمع					
15	عندما أفكر في أمور حياتي، أجد اني لم أتحسن كثيراً ك شخص على مدى السنوات					

## Appendix C: Questionnaire of The Study

					غالبا ما أشعر بالوحدة بسبب قلة أصدقائي المقربين الذين أشاركهم اهتماماتي	16
					تبدو نشاطاتي اليومية غالبا تافهة وغير مهمة بالنسبة لي	17
					أشعر أن الكثير من الناس الذين أعرفهم قد استفادوا من تجارب الحياة أفضل مني	18
					أميل الى التأثر بالأشخاص اصحاب الآراء القوية	19
					أشعر باني جيد كفاية لإدارة مسؤولياتي اليومية المتعددة	20
					أشعر بأنني تطورت كثيرا كشخص مع مرور الوقت	21
					أستمتع بالمحادثات المتبادلة مع أفراد العائلة أو الأصدقاء	22
					ليس لدي شعور جيد تجاه ما أحاول إنجازه في حياتي	23
					أنا أحب معظم جوانب شخصيتي	24
					لدي ثقة في ارائي حتى وان كانت مخالفة لوجهات نظر الاخرين	25
					غالبا أشعر ان مسؤولياتي ترهقني	26
					لا أستمتع بالمواقف الجديدة التي تتطلب مني تغيير أسلوب تعاملي مع الأشياء	27
					الناس يصفونني بأنني شخص معطاء ومستعد للتضحية بوقتي من أجل الآخرين	28
					أستمتع بوضع خطط مستقبلية والعمل على تحقيقها وجعلها واقعا	29
					أشعر بعدم الرضا عن ما انجزته في حياتي لحد الان	30
					أجد صعوبة في التعبير عن آرائي المتعلقة بالأمور الجدلية	31
					أجد صعوبة في ترتيب أمور حياتي بالطريقة التي ارغب بها	32
					الحياة بالنسبة لي هي عملية مستمرة من التعلم والنمو	33
					لم أحظى بعلاقات تتسم بالثقة مع الاخرين	34
					انا لست من ضمن بعض الناس الذين يعيشون حياتهم بلا هدف	35
					تقديري لذاتي ليس إيجابي مقارنة بما يشعر به الآخرون تجاه أنفسهم	36
					أحکم على نفسي بما أعتقده مهم، وليس بما يعتقده الآخرون	37
					لدي القدرة على بناء نمط حياة خاص بي يتماشى كثيرا مع طموحاتي	38
					منذ وقت طويل لم احاول اجراء أي تحسينات او تغيرات ايجابية في حياتي	39

## Appendix C: Questionnaire of The Study

					أدرك بأنه يمكنني إيجاد ثقة متبادلة بيني وبين اصدقائي المقربين	40
					أشعر أحيانا كما لو كنت فعلت كل ما يلزم فعله في الحياة	41
					عندما أقارن نفسي مع الأصدقاء والمعارف، أشعر بالرضا عن نفسي	42

## Appendix C: Questionnaire of The Study

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### English version of questionnaire:

#### Part 1: Demographic data:

Age :  years

Gender: Male  Female

Educational level: Does not read and write  Primary school

Intermediate school  High school education

Occupation: Employed (Government or private)  Not working

Housewife

Income : Enough  Enough to some extent  Not enough

Residency: Urban  Rural

Living status: Live with both parents  Live with father only

Live with mother only

Marital status: Single (Unmarried)  Married

Divorced /Separated

Number of family members:

participant order in family:

Have you ever been diagnosed with a mental illness?  Yes  No

Do you live in one of the Middle-Euphrates region (Al-Najaf, Karbala, Al-Diwaniyah, Babylon and Al-Muthana)?  Yes  No

## Appendix C: Questionnaire of The Study

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### Part 2: Perceived Self-Efficacy

	Items	Not at all true	Hardly true	Moderately true	Exactly true
1	I can always manage to solve difficult problems if I try hard enough.				
2	If someone opposes me, I can find the means and ways to get what I want.				
3	It is easy for me to stick to my aims and accomplish my goals				
4	I am confident that I could deal efficiently with unexpected events.				
5	Thanks to my resourcefulness, I know how to handle unforeseen situations.				
6	I can solve most problems if I invest the necessary effort.				
7	I can remain calm when facing difficulties because I can rely on my coping abilities.				
8	When I am confronted with a problem, I can usually find several solutions.				
9	If I am in trouble, I can usually think of a solution.				
10	I can usually handle whatever comes my way.				

## Appendix C: Questionnaire of The Study

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### Part 3: Psychological Well-Being

	Items	Strongly disagree	Disagree	Disagree slightly	Agree slightly	Agree	Strongly agree
1	I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.						
2	In general, I feel I am in charge of the situation in which I live.						
3	I am not interested in activities that will expand my horizons.						
4	Most people see me as loving and affectionate.						
5	I live life one day at a time and don't really think about the future						
6	When I look at the story of my life, I am pleased with how things have turned out.						
7	My decisions are not usually influenced by what everyone else is doing.						
8	The demands of everyday life often get me down.						
9	I think it is important to have new experiences that challenge how you think about yourself and the world.						
10	Maintaining close relationships has been difficult and frustrating for me.						
11	I have a sense of direction and purpose in life.						
12	In general, I feel confident and positive about myself.						

## Appendix C: Questionnaire of The Study

<b>13</b>	I tend to worry about what other people think of me.						
<b>14</b>	I do not fit very well with the people and the community around me.						
<b>15</b>	When I think about it, I haven't really improved much as a person over the years.						
<b>16</b>	I often feel lonely because I have few close friends with whom to share my concerns.						
<b>17</b>	My daily activities often seem trivial and unimportant to me.						
<b>18</b>	I feel like many of the people I know have gotten more out of life than I have.						
<b>19</b>	I tend to be influenced by people with strong opinions.						
<b>20</b>	I am quite good at managing the many responsibilities of my daily life.						
<b>21</b>	I have the sense that I have developed a lot as a person over time.						
<b>22</b>	I enjoy personal and mutual conversations with family members or friends.						
<b>23</b>	I don't have a good sense of what it is I'm trying to accomplish in life.						
<b>24</b>	I like most aspects of my personality.						
<b>25</b>	I have confidence in my opinions, even if they are contrary to the general consensus.						
<b>26</b>	I often feel overwhelmed by my responsibilities						

## **Appendix C: Questionnaire of The Study**

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<b>27</b>	I do not enjoy being in new situations that require me to change my old familiar ways of doing things.						
<b>28</b>	People would describe me as a giving person, willing to share my time with others.						
<b>29</b>	I enjoy making plans for the future and working to make them a reality.						
<b>30</b>	In many ways, I feel disappointed about my achievements in life.						
<b>31</b>	It's difficult for me to voice my own opinions on controversial matters.						
<b>32</b>	I have difficulty arranging my life in a way that is satisfying to me.						
<b>33</b>	For me, life has been a continuous process of learning, changing, and growth.						
<b>34</b>	I have not experienced many warm and trusting relationships with others.						
<b>35</b>	Some people wander aimlessly through life, but I am not one of them						
<b>36</b>	My attitude about myself is probably not as positive as most people feel about themselves.						
<b>37</b>	I judge myself by what I think is important, not by the values of what others think is important.						
<b>38</b>	I have been able to build a home and a lifestyle for myself that is much to my liking.						
<b>39</b>	I gave up trying to make big improvements or changes in my life a long time ago.						

## Appendix C: Questionnaire of The Study

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40	I know that I can trust my friends, and they know they can trust me.						
41	I sometimes feel as if I've done all there is to do in life.						
42	When I compare myself to friends and acquaintances, it makes me feel good about who I am.						

## Appendix D: Content Validity Ratio and Content Validity Index of the Psychological Well-Being Scale

### Content Validity Ratio and Content Validity Index of the Psychological Well-Being Scale

Items / Experts	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10	Experts in Agreement	CVR		
Item 1	1	1	1	1	1	1	1	1	1	0	9	0.8		
Item 2	1	1	1	1	1	1	1	1	1	1	10	1		
Item 3	1	1	1	1	1	1	1	1	1	1	10	1		
Item 4	1	1	1	1	1	1	1	0	1	1	9	0.8		
Item 5	1	1	1	1	1	1	1	1	1	1	10	1		
Item 6	1	1	1	1	1	1	1	1	1	1	10	1		
Item 7	0	1	1	1	1	1	1	1	1	1	9	0.8		
Item 8	1	1	1	1	1	1	1	1	1	1	10	1		
Item 9	1	1	1	1	1	1	1	1	1	1	10	1		
Item 10	1	1	1	1	1	1	1	1	1	1	10	1		
Item 11	1	1	1	1	1	1	1	1	1	1	10	1		
Item 12	1	1	1	1	1	1	1	0	1	1	9	0.8		
Item 13	1	1	1	1	1	1	1	1	1	1	10	1		
Item 14	1	1	1	1	1	1	1	1	1	1	10	1		
Item 15	1	1	1	1	1	1	1	1	1	1	10	1		
Item 16	1	1	1	1	1	1	1	1	1	1	10	1		
Item 17	1	1	1	1	1	1	1	1	1	1	10	1		
Item 18	1	1	1	1	1	1	1	1	1	1	10	1		
Item 19	1	1	1	1	1	1	1	1	1	1	10	1		
Item 20	1	1	1	1	1	1	1	1	1	1	10	1		
Item 21	1	1	1	1	1	1	1	0	1	1	9	0.8		
Item 22	1	1	1	1	1	1	1	1	1	1	10	1		
Item 23	1	1	1	1	1	1	1	1	1	1	10	1		
Item 24	1	1	1	1	1	1	1	1	1	1	10	1		
Item 25	1	1	1	1	1	1	1	1	1	1	10	1		
Item 26	1	1	1	1	1	1	1	1	1	1	10	1		
Item 27	1	1	1	1	1	1	1	1	1	1	10	1		
Item 28	1	1	1	1	1	1	1	1	1	0	9	0.8		
Item 29	1	1	1	1	1	1	1	1	1	1	10	1		
Item 30	1	1	1	1	1	1	1	1	1	1	10	1		
Item 31	1	1	1	1	1	1	1	1	1	1	10	1		
Item 32	1	1	1	1	1	1	1	1	1	1	10	1		
Item 33	1	1	1	1	1	1	1	1	1	1	10	1		
Item 34	1	1	1	1	1	1	1	1	1	0	9	0.8		
Item 35	1	1	1	1	1	1	1	1	1	1	10	1		
Item 36	1	1	1	1	1	1	1	1	1	1	10	1		
Item 37	1	1	1	1	1	1	1	1	1	1	10	1		
Item 38	1	1	1	1	1	1	1	1	1	1	10	1		
Item 39	1	1	1	1	1	1	1	1	1	1	10	1		
Item 40	1	1	1	1	1	1	1	1	1	1	10	1		
Item 41	1	1	1	1	1	1	1	1	1	1	10	1		
Item 42	1	1	1	1	1	1	1	1	1	1	10	1		
Proportion Relevance	0.98	1.00	1.00	1.00	1.00	1.00	1.00	0.93	1.00	0.93	<b>0.98</b>			
proportion of items judged as relevance across the 10														
											<b>CVI</b>	<b>0.97</b>		
Content validity ratio CVR												CVR=(Ne - N/2)/(N/2)		
Content validity Index CVI	<b>0.97</b>												Ne= Number of panel members indicating an item "essential," N= The number of panel CVI= Total Scale validity	

## Appendix E: Panel of Experts

### خبراء تحكيم استمارة الاستبيان

ت	الاسم	الدرجة العلمية	مكان العمل	الاختصاص الدقيق	سنوات الخبرة
1	د سجاى هاشم محمد	أستاذ متمرس	جامعة بابل/ كلية التمريض	تمريض الصحة النفسية والعقلية	41 سنة
2	د عبد المهدي عبد الرضا	أستاذ	جامعة بابل/ كلية التمريض	تمريض الصحة النفسية والعقلية	42 سنة
3	د سلمى كاظم جهاد	أستاذ	جامعة بابل/ كلية التمريض	تمريض صحة المجتمع	39 سنة
4	د قحطان فضل راهي	أستاذ	جامعة الكوفة/ كلية التربية للبنات	دكتوراه/ العلوم التربوية النفسية	18 سنة
5	د صافي داخل نوام	أستاذ مساعد	جامعة كربلاء/ كلية التمريض	تمريض الصحة النفسية والعقلية	15 سنة
6	د منصور عبد الله فلاح	أستاذ مساعد	جامعة الكوفة/ كلية التمريض	تمريض صحة المجتمع	15 سنة
7	د حسن علي حسين	أستاذ مساعد	جامعة بغداد/ كلية التمريض	تمريض الصحة النفسية والعقلية	13 سنة
8	د قحطان قاسم محمد	أستاذ مساعد	جامعة بغداد/ كلية التمريض	تمريض الصحة النفسية والعقلية	12 سنة
9	د اشوان عبد الزهرة هاشم	أستاذ مساعد	كلية الطب/ جامعة الكوفة	بوردر/ دكتوراه في الطب النفسي	8 سنة
10	د علي احمد كاظم طاهر	مدرس	جامعة بابل/ كلية التمريض	تمريض الصحة النفسية والعقلية	11 سنة

## Appendix F: Linguistic Certification

Ministry of Higher Education and Scientific Research  
جامعة بابل  
وزارة التعليم العالي والبحث العلمي  
جامعة بابل  
كلية التربية للعلوم الانسانية

Ref. No :  
Date: / /

العدد: ٤٩١٤  
التاريخ: ٢٠٢٢ / ١٥

جامعة بابل كلية التربية  
السيوارة  
العدد: ١٤٦٧  
التاريخ: ٢٠٢٢ / ٦ / ٥

الدراسة لسيدي  
الى / جامعة بابل / عمادة كلية التمريض / مكتب السيد معاون العميد للشؤون العلمية المحترم  
م/اعادة رسالة

تحية طيبة:  
نعيد اليكم رسالة طالبة الماجستير ( علياء عامر كامل البشارة ) في كليتكم بعد تقويمها لغويا من قبل ( أ.م.د. حسين حميد معيوف ) من قسم اللغة الانكليزية في كليتنا. نأمل من الباحثة الالتزام بالملاحظات المثبتة على متن الرسالة .

\*\*\* \*\*

أ.د. اسامة كاظم عمران  
معاون العميد للشؤون العلمية  
والدراسات والعليا

٢٠٢٢  
١٥  
١٤٦٧  
٢٠٢٢

نسخة منه الى  
- الدراسات العليا .  
- الصادرة .

07801010633 امنية  
البريد الالكتروني bad\_edu\_humsci@yahoo.com  
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## الملخص

المراهقة هي مرحلة تنموية حرجة في حياة الشخص ينتقل خلالها من الطفولة إلى مرحلة البلوغ. يمكن أن تؤثر التغييرات والتحديات التي يواجهها معظم المراهقين في نموهم حتى سن البلوغ على كفاءتهم الذاتية، والتي تعتبر كعامل ضروري يساهم في رفاهيتهم النفسية. تهدف هذه الدراسة إلى قياس مستوى إدراك الكفاءة الذاتية لدى المراهقين وتحديد العلاقة بين الكفاءة الذاتية والرفاهية النفسية لدى المراهقين. تم توجيه تصميم ارتباطي وصفي لهذه الدراسة لتحقيق أهدافها البحثية. حيث تم استخدام تقنية أخذ عينات الاستجابة الطوعية باستخدام نموذج عبر الإنترنت. تألفت عينة الدراسة من 320 مراهقا (120 ذكرا و200 أنثى)؛ تتراوح أعمارهم بين 12 و19 عاما. تم استخدام مقياسين مختلفين (مقياس الكفاءة الذاتية العام -10 بنود، ومقياس الرفاه النفسي 42 بندا) لتحقيق أهداف الدراسة. وأشارت نتائج الدراسة إلى أن غالبية المراهقين لديهم مستوى معتدل من إدراك الكفاءة الذاتية (47.8%)، بالإضافة إلى مستوى معتدل من الرفاه النفسي (68.1%). هناك علاقة إيجابية بين الكفاءة الذاتية لدى المراهقين ورفاههم النفسي عند  $P = 0.01$ ). أيضا، تظهر النتائج أن بعض المتغيرات الاجتماعية والديمغرافية تؤثر على الكفاءة الذاتية لدى المراهقين، مثل: الحالة الاجتماعية وعدد أفراد الأسرة. بالإضافة إلى ذلك وجد أن الحالة المعيشية للمراهقين وعدد أفراد الأسرة لها علاقة برفاهيتهم النفسية. الكفاءة الذاتية هي محدد مهم في حياة المراهقين لكلا الجنسين دون تمييز. كيف ينظر المراهقون إلى كفاءتهم الشخصية يمكن أن يحدد مستوى رفاهيتهم النفسية كما ثبت. لذلك، فإن تفعيل دور المدارس وبرامج التوجيه أمر ضروري لبناء الكفاءة الذاتية لدى المراهقين والحفاظ على رفاهيتهم.



جمهورية العراق  
وزارة التعليم العالي والبحث العلمي  
جامعة بابل  
كلية التمريض

## إدراك الكفاءة الذاتية والرفاهية النفسية لدى المراهقين

رسالة مقدمة من قبل

علياء عامر كامل

الى

مجلس كلية التمريض / جامعة بابل

وهي جزء من متطلبات نيل درجة الماجستير علوم في التمريض

بإشراف

أ.م.د. حيدر حمزة علي

أيار / 2022 ميلادية

شوال / 1443 هجرية