

STUDY OF WELL-BEING AMONG ADOLESCENTS IN RELATION TO SELF-EFFICACY

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ABSTRACT

This present investigation was undertaken to study well-being among adolescents in relation to self-efficacy. The sample consisted of 100 senior secondary school students, randomly drawn from the Ludhiana district. Descriptive research method was employed for the collection of data and descriptive and inferential statistics was used for the analysis of data. Results were contrary to the proposed hypotheses. No significant mean difference was found for well-being and self-efficacy measures on the basis of gender. Similarly no significant relation was found between well-being and self-efficacy measures for the total population as well as on the basis of gender.

Keywords: Well-being, Self-efficacy.

Education is conceived as a powerful agency which is instrumental in bringing about the desired changes in an individual's life. Education helps us in developing all the aspect of personality namely physical, mental, moral, emotional, social and spiritual. Much of transformation in the personality is experienced at the age of adolescence. Personality development is largely dependent upon our state of well-being. An adolescent who is well adjusted with his surroundings develops a healthy attitude towards life and attains a sense of healthy well-being. Along with a good state of wellbeing one must have a faith in his abilities in other words a sense of self efficacy. Thus with self-competency belief an individual can attain success in all spheres of life including his physical and psychological well-being.

Well-being as a construct refers to the harmonious functioning of the physical as well as psychological aspects of the personality, giving satisfaction to the self and benefit to the society. Well-being may be defined as the subjective feeling of contentment, happiness satisfaction with life's experiences and one's role in the world of work, sense of achievement, utility belongingness and no distress, dissatisfaction or worry etc. Rytt (1955) put forth "a multi-dimensional model of Well Being

which includes dimensions of self-acceptance, positive relations with others, sense of autonomy, environmental mastery, purpose in life and personal growth.

The term Self-Efficacy was first coined around forty years ago by Bandura (1997). Since Bandura published his seminal paper on Self-efficacy toward unifying theory of behavioral change", in 1997, the subject has become the most studied topic in psychology. Bandura (1986) defined self-Efficacy as people's judgment of their capabilities to organize and execute courses of action required to attain designated types of performance. It is not concerned with the skills one has but with judgments of what one can do with whatever skills one possesses.

According to Wenzel (1993) Self Efficacy has been found to be intimately associated with capacity to change one's situation and has been used as a predictor of behavior usually job seeking behavior. Eysenck (2000) defined self-efficacy as an individual's assessment of his or her ability to cope with given situations.

Objectives

1. To study well-being among adolescents.
2. To study self-efficacy among adolescents.

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3. To investigate the significance of mean difference among adolescent on well-being in relation to gender.
4. To investigate the significance of mean difference among adolescents on self- efficacy in relation to gender.
5. To investigate the significance of relationship between well-being and self-efficacy among adolescents.
6. To investigate the significance of relationship between well-being and self-efficacy among male adolescents.
7. To investigate the significance of relationship between well-being and self- efficacy among female adolescents.

Hypotheses

The present study was intended to test following hypotheses:

1. There will be a significant mean difference among adolescents on well-being in relation to gender.
2. There will be a significant mean difference among adolescents on self-efficacy in relation to gender.
3. There will be a significant relation between well-being and self-efficacy among adolescents.
4. There will be a significant relation between well-being and self-efficacy among male adolescents.
5. There will be a significant relation between well-being and self-efficacy among female adolescents.

Method

In the present study descriptive survey method of research was used for collection of data and various descriptive and inferential statistical techniques were used for the analysis and interpretation of data.

Sample

Sample of the present study consisted of 100 adolescents of senior secondary schools drawn randomly from different schools of Ludhiana District.

Measures

In the present study the following tools were used:

- General Well-Being Scale (2012) by Kalia and Deswal
- Self-Efficacy Scale (2012) by Mathur and Bhatnagar

Results and Discussions

Table 1: Showing Significance of difference between means scores of well-being for gender among adolescents. (N=100)

Group	N	Mean	S.D	SEd	t-value	Significant Level
Girls	50	205.66	27.52	0.959	1.45 ^{NS}	NS-Non-significant
Boys	50	207.06	18.52			

Table 1 revealed that the mean scores of well-being for gender among adolescents are 205.66 and 207.06 respectively and their standard deviation is 27.52 and 18.52 respectively. The SEd is 0.959 and the t-ratio is 1.45 which is insignificant at 0.05 level. This revealed that there is no significant difference between means scores on well-being among adolescents on the basis of gender. Therefore the hypothesis (1) there will be a significant mean difference among adolescents on well-being in relation to gender is not accepted. Present findings were well supported by the study conducted by Singh and Udainiya (2009).

Table 2: Significance of difference between means scores of self-efficacy for gender among adolescents. (N=100)

Group	N	Mean	S.D	SEd	t-value	Significant Level
Girls	50	71.56	5.82	0.469	1.66 ^{NS}	NS-Non-significant
Boys	50	70.78	5.21			

Table 2 revealed that the mean scores of well-being among adolescents are 71.56 and 70.78 respectively and their standard deviations are 5.82 and 5.21 respectively. The SEd is 0.469 and the t-ratio is 1.66 which is insignificant at 0.05 level. This revealed that there is no significant difference between means scores of adolescents in relation to

gender. Therefore the hypothesis (2) there will be a significant mean difference among adolescents on self-efficacy in relation to gender is not accepted. Present findings were well supported by the study conducted by Salimirad and Srimathi (2016).

Table 3: Showing Significance of relationship between well-being and self-efficacy among adolescents

Variables	N	r	Significant Level
Well-being	100	-0.048 ^{NS}	NS-Non-significant
Self-efficacy	100		

Table 3 reveals that, the value for correlation between well-being and self-efficacy among adolescents comes out to be -0.048 which is negative and not significant at 0.05 level. Thus, the hypothesis (3) there will be a significant relation between well-being and self-efficacy among adolescents is not accepted.

Table 4: Showing Significance of relationship between well-being and self-efficacy among male adolescents

Variables	N	r	Significant Level
Well-being	50	0.0684 ^{NS}	NS-Non-significant
Self-efficacy	50		

Table 4 reveals that, the value for correlation between well-being and self-efficacy among male adolescents comes out to be 0.684 which is not significant at 0.05 level. Thus the hypothesis (4) there will be a significant relationship between well-being and self-efficacy among male adolescents is not accepted.

Table 5: Showing Significance of relationship between well-being and self-efficacy among female adolescents

Girls	N	r	Significant Level
Well-being	50	-0.1172 ^{NS}	NS-Non-significant
Self-efficacy	50		

Table 5 reveals that, the value for correlation between well-being and self-efficacy among female adolescents comes out to be -0.1172 which is negative and not significant at 0.05 level. Thus the hypothesis (5) there will be significant relationship

between well-being and self-efficacy among female adolescents is not accepted.

Conclusions

On the basis of data collected, analysis and interpretation some conclusions were drawn, which are given as below.

- There is no significant mean difference on well-being scores among adolescents on the basis of gender.
- There is no significant mean difference on self-efficacy scores among adolescents on the basis of gender.
- There is no significant relation between well-being and self-efficacy among adolescents.
- There is no significant relation between well-being and self-efficacy among male adolescents.
- There is no significant relation between well-being and self-efficacy among female adolescents.

Educational Implications

Findings of the study clearly reveals that male and female adolescent's population do not differ significantly in terms of their general well-being scores. Both male and female adolescents are equally affected by different well-being indicators, so equal attention should be given for the development of healthy well-being among them.

Similar findings were reported for self-efficacy measures. Boys and girls are not differing in their self-efficacy expressions. Both have similar self-efficacy beliefs. So study necessitates the need to enhance the self-efficacy belief among adolescents irrespective of their gender difference.

The study finds no significant relation between well-being and self-efficacy for the total population as well as on the basis of gender. This clearly shows that general well-being of an adolescent is not affected by his self-beliefs. So, a need arises to study other variables that may have a contributory role in the well-being of adolescents.

To conclude finding of the current research has presented a new focus on the construct of well-being and self-efficacy. It will help the teacher

educators and administrators to have more in depth grasp of the intricacies related to well-being of people in general and adolescents in particular, so that a foundation of healthy society can be laid down.

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