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The Investigation of Relations Among Self-Efficacy in Adolescents, Self-Perception of Parental Role and Adolescents' Subjective Well-Being

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Abstract

Self-efficacy refers to beliefs about one's capabilities to learn or perform behaviors at different areas such as academic, social and emotional. Thereby self-efficacy in adolescents can be related with their subjective well-being, defined as a person's cognitive and affective evaluations of his life. The second important factor that can be related with adolescents' subjective well-being is their parents' self-perception of their parental roles on the level of competence, role satisfaction, investment and role balance. On this basis the aim of this study is to investigate the relations among self-efficacy in adolescents, self-perception of parental role and adolescents' subjective well-being. The research group was conducted by 390 adolescents aged between 12 and 17 and their parents. Data was collected with Demographical Information Form, Self-Efficacy Scale for Children, Self-Perception of Parental Scale and Adolescent Subjective Well-Being Scale. The findings indicated that academic self-efficacy, social self-efficacy, emotional self-efficacy and competence of mother were predicting adolescents' subjective well-being significantly.

Keywords: Adolescent, self-efficacy, parental role, subjective well-being.

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1. Introduction

Adolescence is the one of the most important developmental period in which youth begin to form a stable personal identity for himself, which is the period of time stretching from puberty to the early 20s (Schunk & Meece, 2006). During this rapidly changing developmental period, adolescences attempt to gain their independency by having their own decisions. In other words this is the development of their autonomy, which was evolved from the separation from parents to the self-governance approach. At the end of this process, being an autonomous individual will maintain adolescents' well-being, too (Ozdemir & Cok, 2011). Subjective well-being might be affected by the resources that people have which were composed of cognitive and affective components (Ben-Zur, 2003). These resources can be material, social or personal characteristics that can be used by the person to achieve his personal goals such as achieving a status, having a companionship or having a good health etc. (Diener & Fujita, 1995). They can be also handled as the keys of the subjective well-being, which is a combination of a three-dimensional model consisting of three factors; life satisfaction (positive cognitive evaluation of a person's life), positive affect (feeling of positive emotions) and negative affect (feeling of negative emotions) (Huebner & Dew, 1996).

Subjective well-being involves a major life goal and it is an important tool for optimal functioning, especially in adolescents' lives. In adolescent period the youths have to face with many life facts due to physical, psychological, social and cognitive development. And they have to cope with cultural and environmental changes occur as a result of increased family responsibilities, rising academic and social demands, separation and individuation form the family, having new experiences with peers (Ronen, Hamama, Rosenbaum & Mishely-Yarlap, 2016). Regarding to life tasks that were expected from the adolescents, it is therefore important for them to believe in themselves about their capabilities to promote their academic, social and emotional capacities to attain higher level of subjective well-being (Fredrickson, 2009; Ronen, Hamama, Rosenbaum & Mishely-Yarlap, 2016).

Most of the studies indicated that components associated with distress such as self-efficacy, self-control and social support were related with subjective well-being (Ronen, Hamama, Rosenbaum & Mishely-Yarlap, 2016). Self-efficacy is the main point of Bandura's (1997) social cognitive theory and refers to the perceived ability of a person's resources. It is more than telling a person that he can succeed; it is a strong conviction of competence that is based on his own evaluation about his abilities (Bandura, 1986). In other words, self-efficacy refers to beliefs about one's capabilities to learn or perform behaviors at different areas such as academic, social and emotional. Self-efficacy influences academic motivation, the ability to manage one's self-learning, and to deal with negative emotions. Self-efficacy should be distinguished from outcome expectancy because people who are highly competent at a particular task but have little faith in their ability are unlikely to attempt the task. In other words, when a high skilful person has a low self-efficacy, there is little chance that the task will be successfully accomplished (Bandura, 1986). Furthermore a low sense of self-efficacy may give rise to feelings of depression and anxiety (Bandura, 1997). Thereby self-efficacy in adolescents can be related with their subjective well-being, defined as a person's cognitive and affective evaluations of his life. when adolescents are confronted with negative life events, a high sense of self-efficacy will protect them from becoming anxious and depressed by helping them to manage the threatening situation (Muris, 2002).

The second important factor that can be related with adolescents' subjective well-being is their parents' self-perception of their parental roles on the level of feelings of competence as a caregiver, role satisfaction gained from parenting, investment in child rearing and role balance between their role as parent with their other social roles such as being a spouse or an employee (MacPhee, Benson & Bullock, 1986). Parenting is a multidimensional challenging process that covers complex variables, not limited to caregiving activities. It involves a wide range of behaviours, relationships, instrumental and emotional tasks (Arendell, 1997; Luster & Okagaki, 2005; Aram-Fichman & Davidson-Arad, 2017). "Self-perceived parental role is generally defined as parent' confidence in their ability to carry out the tasks and their subjective perceptions of how well they perform." (Aram-Fichman & Davidson-Arad, 2017, p. 93). They are also effective on children's self-efficacy and subjective well-being.

Identifying factors associated with adolescent subjective well-being is important in order to understand adolescents' lives. Thus, the main purpose of this study is to investigate the relations among self-efficacy in adolescents, self-perception of parental role and adolescents' subjective well-being. The research model of the study is presented in Figure 1.

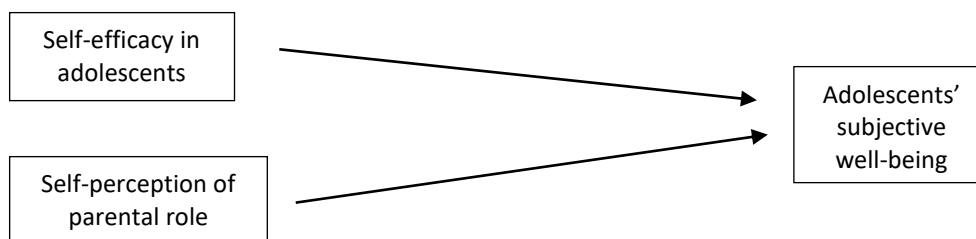


Figure 1. The research model of the study

Therefore, this study seeks to answer the following related research question:

Do self-efficacy in adolescents and self-perception of parental role predict the adolescents' subjective well-being?

By the way this study also examined the following problem statements depending on this main research question:

- Is there a difference between adolescents' subjective well-being according to their demographical features as their gender, sibling status and their parents' level of income, educational level, employment status.

2. Methodology

2.1. Sample

The research group consists of 390 adolescents who were selected randomly including 192 females and 198 males in the range of 12-17 ages with the mean of 14,84 (sd 1,79) (see Table 1).

Table 1. Descriptive statistics of participants according to gender

Groups	<i>f</i>	%
Female	192	49,2
Male	198	50,8
Total	390	100,0

13,6 % of the adolescents were only child, 49,7 % of them had one sibling and 36,7 % had two or more siblings (see Table 2).

Table 2. Descriptive statistics of participants according to sibling status

Sibling Status	<i>f</i>	%
Only child	53	13,6
Two children	194	49,7
Three or more children	143	36,7
Total	390	100,0

10,5 % of the participants had low level of monthly income, 42,1 % had medium level, 47,4 % had high level (see Table 3).

Table 3. Descriptive statistics of participants according to level of income

Level of Income	<i>f</i>	%
Low	41	10,5
Medium	164	42,1
High	185	47,4
Total	390	100,0

The range of education level of the parents was between primary school and university. 21,3 % of the mothers were graduated from primary school, 16,7 % were graduated from middle school, 35,1 % were graduated from high school, 26,9 % were graduated from university. 13,3 % of the fathers were graduated from primary school, 16,4 % were graduated from middle school, 45,6 % were graduated from high school, 35,6 % were graduated from university. (see Table 4).

Table 4. Descriptive statistics of parents' education levels

Groups	Mothers'		Fathers'	
	<i>f</i>	%	<i>f</i>	%
Primary school	83	21,3	52	13,3
Middle school	65	16,7	64	16,4
High school	137	35,1	135	34,6
University	105	26,9	139	35,6
Total	390	100,0	390	100,0

34,9 % of the mothers were working and 65,1 % were non-working or retired; 91,5 % of the fathers were working and 8,5 % were non-working or retired; (see Table 5).

Table 5. Descriptive statistics of parents' employment status

Employment Status	Mothers'		Fathers'	
	<i>f</i>	%	<i>f</i>	%
Working	136	34,9	357	91,5
Non-working/Retired	254	65,1	33	8,5
Total	390	100,0	390	100,0

2.2. Data collection tools

Demographical Information Form, Self-Efficacy Scale for Children, Self-Perception of Parental Role Scale and Adolescent Subjective Well Being Scale were used for collecting data from adolescents and their parents.

2.2.1. Demographical Information Form

Demographical Information Form was developed by researcher and it was used in order to get information about gender, age and sibling status of adolescents and economical, marital, educational and employment status of their parents.

2.2.2. Self-Efficacy Scale for Children

Self-efficacy scale for children is a 5-point Likert scale which consists of 21 items to measure the social, academic, and emotional self-efficacy of adolescents who are between 12 and 19. The scale was developed by Muris (2001, 2002) and adapted to Turkish by Telef and Karaca (2012). The scale was evaluated by overall score. The scores vary between 21 and 105. High score from the scale refers to a high level of self-efficacy while a low score points out a low level of self-efficacy for the adolescent. The Cronbach's Alpha internal consistency coefficient of the Turkish version of the whole scale was found to be .86; and for the subscales it was calculated as .84 for the academic self-efficacy, .64 for the social self-efficacy and .78 for the emotional self-efficacy (Telef & Karaca, 2012). In the current study, the Cronbach's Alpha internal consistency coefficient of the whole scale was found to be .78; and for the subscales they were .71, .72 and .71 respectively.

2.2.3. Self-Perception of Parental Role Scale

Self-Perception of Parental Role Scale was developed by MacPhee, Benson and Bullock (1986) in order to understand the parental self-perception related to four dimensions; competence, role satisfaction, investment and role balance. It was translated into Turkish by Guler and Yetim (2008). It is a 21 item scale and every dimension is calculated separately. The Cronbach's Alpha internal consistency coefficient of the Turkish version of the scale was .78 for the competence, .80 for the role

satisfaction, .72 for the investment and .76 for the role balance (Guler & Yetim, 2008). In the current study, the Cronbach's Alpha internal consistency coefficient of the subscales were .70, .72, .73 and .71 respectively for the mothers and .72, .70, .71 and .70 respectively for the fathers of the adolescents.

2.2.4. Adolescent Subjective Well Being Scale

Adolescent Subjective Well Being Scale was developed by Eryilmaz (2009) to measure the subjective well-being of adolescents. It is a 15-item scale involving a 4-point Likert. The scores of the whole scale vary between 15 and 60. The higher scores represents a higher level of subjective well-being. The original scale's Cronbach's Alpha internal consistency coefficient was .86 (Eryilmaz, 2009). In the current study, internal reliability for the total scale was .78.

3. Analysis and Findings

The analysis of data was performed on SPSS version 21.0 packaged software. Pearson Correlation, Independent Samples t-Test and Multiple Regression were used in the analysis of the data. For all these analyses, the results for $p < .05$ were deemed as statistically significant. Table 6 shows the means and standard deviations of self-efficacy in adolescents (NAdolescents=390), self-perception of parental role (NMother=390, NFather=390) and adolescents' subjective well-being (NAdolescents=390).

Table 6. Descriptive statistics of dependent and independent variables

	\bar{x}	ss
Self-efficacy in adolescents		
Total self-efficacy	68,48	11,70
Academic self-efficacy	22,66	6,39
Social self-efficacy	25,61	4,87
Emotional self-efficacy	20,22	5,07
Self-perception of parental role		
Competence of mother	18,96	3,87
Role satisfaction of mother	16,11	2,68
Investment of mother	15,28	3,71
Role balance of mother	20,25	4,76
Competence of father	19,12	3,87
Role satisfaction of father	16,32	2,60
Investment of father	16,47	3,62
Role balance of father	19,69	4,52
Adolescent Subjective Well Being	49,82	6,45

The correlations between adolescents' subjective well-being, self-efficacy in adolescents, self-perception of parental role of mothers and fathers were analyzed with Pearson Correlation. There was a significantly positive correlation found between adolescents' subjective well-being and total self-efficacy in adolescents ($r=.511$, $p<.01$). Related to subdimensions of self-efficacy there was a significantly positive correlation found between adolescents' subjective well-being and academic self-efficacy ($r=.363$, $p<.01$), social self-efficacy ($r=.453$, $p<.01$), emotional self-efficacy ($r=.286$, $p<.01$). In addition, regarding to self-perception of parental role there was only positive correlation between adolescents' subjective well-being and competence of mother ($r=.211$, $p<.01$), (see Table 7).

Table 7. Pearson correlation analysis between adolescents' subjective well-being, self-efficacy in adolescents, self-perception of parental role

	Adolescents' Subjective Well Being		
	N	r	p
Total self-efficacy in adolescents	390	.511*	.000
Academic self-efficacy	390	.363*	.000
Social self-efficacy	390	.453*	.000
Emotional self-efficacy	390	.286*	.000
Self-perception of parental role			
Competence of mother	390	.211*	.000
Role satisfaction of mother	390	.057	.260
Investment of mother	390	.098	.054
Role balance of mother	390	.064	.208
Competence of father	390	.062	.219
Role satisfaction of father	390	.006	.911
Investment of father	390	-.004	.938
Role balance of father	390	.085	.092

* $p < .01$

According to the results of multiple regression analysis, summarized in Table 8, academic self-efficacy was entered the equation first, accounting for % 13 of the variance in predicting adolescents' subjective well-being. Social self-efficacy was entered on the second step accounting for an additional % 13 variance. On the third step emotional self-efficacy was entered to the accounting for an additional % 2 variance. At last step competence of mother was entered to the accounting for an additional % 2 variance. The last regression model involved academic self-efficacy, social self-efficacy, emotional self-efficacy and competence of mother as predictors of adolescents' subjective well being, accounted for % 30 of the variance. The standardized beta coefficients indicated the relative influence of the variables in the last model with academic self-efficacy ($\beta=.23$, $p<.01$), social self-efficacy ($\beta=.34$, $p<.01$), emotional self-efficacy ($\beta=.12$, $p<.01$) and competence of mother ($\beta=.13$, $p<.01$). All of these variables predicting adolescents' subjective well-being significantly and social self-efficacy was the strongest predictor.

Table 8. Multiple regression analysis of subdimensions of self-efficacy in adolescents and competence of mother on adolescents' subjective well-being

Variables	B	Standart		t	R	Adjusted		F	p
		Error of B	β			R ²	R ²		
Step 1									
Constant	41,511	1,124		36,940	,363	,132	,130	59,04	,000
Academic self-efficacy	,367	,048	,363*	7,684					,000
Step 2									
Constant	30,923	1,624		19,046	,517	,267	,264	70,64	,000
Academic self-efficacy	,261	,046	,259*	5,726					,000
Social self-efficacy	,507	,060	,382*	8,456					,000
Step 3									
Constant	29,393	1,715		17,137	,529	,280	,275	50,07	,000
Academic self-efficacy	,247	,046	,245*	5,410					,000
Social self-efficacy	,458	,062	,346*	7,353					,000
Emotional self-efficacy	,153	,059	,121*	2,608					,009
Step 4									
Constant	25,923	2,034		12,742	,545	,298	,290	40,77	,000
Academic self-efficacy	,230	,045	,228*	5,056					,000
Social self-efficacy	,448	,062	,338*	7,249					,000
Emotional self-efficacy	,149	,058	,117*	2,553					,011
Competence of mother	,223	,072	,134*	3,089					,002

Dependent variable: Adolescents' subjective well-being

There was a significant difference between the adolescents' subjective well-being of women and men ($t(288)=-3,12$; $p<.01$). The results showed that the subjective well-being level of women ($\bar{x}=50,85$) was significantly higher than the subjective well-being level of men in adolescent ($\bar{x}=48,83$), (see Table 9).

Table 9. Independent sample t test analysis of adolescents' subjective well-being according to their gender

	Gender	N	\bar{x}	SS	t Test		
					t	Sd	p
Subjective well-being	Women	192	50,85	5,94	3,12	388	,002*
	Men	198	48,83	6,78			

*p < .01

Furthermore, there were no significant differences between the adolescents' regarding to their demographical facilities such as having a sibling, income level of their family, educational level and employment status of their parents.

4. Results and Discussion

The aim of this study was to investigate the relations among self-efficacy in adolescents, self-perception of parental role and adolescents' subjective well-being. The findings of the study indicated that there was a relationship between adolescents' subjective well-being and total level of self-efficacy in adolescents. Related to subdimensions of self-efficacy there were relationships among adolescents' subjective well-being and academic self-efficacy, social self-efficacy and emotional self-efficacy. Regarding to self-perception of parental role there was only a relationship between adolescents' subjective well-being and competence of mother. In further analysis it was found that academic self-efficacy, social self-efficacy, emotional self-efficacy and competence of mother were also predicting adolescents' subjective well-being significantly and accounted for % 30 of the variance. In addition to that social self-efficacy was the strongest predictor of the adolescents' subjective well-being.

In conclusion, the results of this study demonstrated that not only academic efficacy is enough for adolescents' subjective well-being, also social and emotional efficacies are important, too. The findings of the current study are in line with other studies about self-efficacy. In these studies the results indicated that efficacy beliefs regulate human functioning and well-being through cognitive, motivational, affective and selective processes (Bandura, 1997) and in addition to that low levels of both social and academic self-efficacy were predictive of long-term depression (Bandura, Pastorelli, Barbaranelli & Caprara, 1999). The studies that have examined the connection between self-efficacy and childhood anxiety it was found that low levels of self-efficacy are accompanied by high levels of social anxiety (Matsuo & Arai, 1998) and test anxiety (Yue, 1996).

As a one of the function of self-perception of parental role, competency is defined as the ability required for realizing activities for the child (Greenberg & Goldberg, 1989). A parent who is "sensitively attuned" to the child and accepting his/her parenting role, would be expected to find joy relating to the child and would have an empathic interaction with the child. So that it can be lead to success as a social and emotional competence of the child (Corwyn & Bradley, 1999). Despite of this evidence, in this study it was indicated that only mothers' feelings of competence in their role as a caregiver was related with adolescents' subjective well-being. When it was considered with literature, it was indicated that marital quality was one of the strongest predictor of paternal role and fathers who felt support from their wives had a higher sense of parental competence (Belsky, 1984). These findings can be also related with the limitations of the study. First of all, most of the mothers attending to the study were housewives so they spent more time with their children and therefore they were more involved in their children's lives than fathers.

The results indicated that the subjective well-being level of women was significantly higher than the subjective well-being level of men in adolescents. Furthermore, there were no significant differences between the adolescents' subjective well-being level regarding to their demographical facilities such as having a sibling, income level of their family, educational level of their parents and employment status of their parents.

When it was considered generally, parents' internal resources are related to the adolescents' perceptions of their relationships with their parents (Ben-Zur, 2003). Besides, in this study the roles of fathers were remained hidden however the families attended to this study were not divorced. In future studies the involvement of fathers can be worked with adolescents, because in previous studies

it was indicated that the children of caregiver fathers were more successful in academic, cognitive and socio-emotional development (Ben-Zur, 2003). And also in addition to that the study can be extended by working with divorced parents.

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