

PREDICTIVE ROLES OF SUBJECTIVE WELL-BEING, OPTIMISM,
RESILIENCE ON SELF-EFFICACY LEVELS OF ADOLESCENCE

BY

MİNE GÜNDOĞDU



DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER

IN

PROGRAM OF GUIDANCE AND PSYCHOLOGICAL COUNSELING

YEDİTEPE UNIVERSITY

JUNE, 2022



**YEDITEPE UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES DIRECTORATE**

THESIS SUBMISSION and APPROVAL FORM

SUBJECT: Predictive Roles of Subjective Well-Being, Optimism, Resilience on Self-Efficacy Levels of Adolescence

APPROVAL:

Prof. Dr. Nilüfer Şehriban ÖZABACI

(Advisor)

(Signature)

Dr. Öğr. Üyesi Burcu AYKAÇ

(Member)

(Signature)

Dr. Öğr. Üyesi Zerrin BÖLÜKBAŞI MACİT

(Member)

(Signature)

SUBMITTED BY : Mine GÜNDOĞDU
DATE OF THESIS DEFENSE : 16.09.2022
DATE OF THESIS APPROVAL : 16.09.2022

In accordance with academical rules and ethics, I declare that I demonstrated all resources, studies and papers I referred and also all data, information and cases I used.

I also declare that I cited and references all material and studies.



Signature:

Name, Last Name: Mine GÜNDOĞDU

ABSTRACT

The purpose of this research is to investigate how subjective well-being, optimism and resilience affect adolescences' levels of self-efficacy. The second purpose of this research is also to investigate the difference between demographic variables in terms of gender, grade and fields of study. 502 chosen students by convenient sampling method, aged 14 to 19, studying in Istanbul for the 2021-2022 academic year and enrolled in the 9th, 10th, 11th and 12th grades constitute the study group. Measurement instruments have utilized in the research were the Personal Information Form, General Self-Efficacy Scale, Adolescent Subjective Well-Being Scale, Optimism Scale and Adolescent Psychological Resilience Scale. The Independent Sample T-Test has used to determine whether there are any gender-related differences in the relationship self-efficacy, subjective well-being, optimism and resilience. To determine whether there is a significant correlation between self-efficacy, subjective well-being, optimism and resilience among grades and fields of study, One-Way Analysis of Variance (ANOVA) has used. Additionally, Post Hoc Scheffe Test has used among grades and fields of study. Pearson Moments Multiplication Correlation Analysis has used to determine between relationship self-efficacy, subjective well-being, optimism and resilience among age. In order to answer the main question of the research, Hierarchical Regression Analysis has applied to determine whether the self-efficacy of the participants has predicted by subjective well-being, optimism, resilience and whether the self-efficacy with optimism total scores of the participants has predicted by subjective well-being and resilience subscale scores. According to the research findings, there was no statistically significant difference between the adolescences' self-efficacy, subjective well-being, optimism and resilience based on the gender variable. Findings showed that self-efficacy, subjective well-being, optimism and

resilience have differed significantly according to the class based on the grade. It has also showed that students in the 12th grades has been considerably higher test scores than those in the 10th grades for self-efficacy and subjective well-being based on the grade. Addition to this, it has showed that the difference between the groups has not found as significant for optimism and resilience based on the grade. According to the class based on the fields of study, there have been considerable differences in self-efficacy and subjective well-being. Nevertheless, optimism and resilience have not considerably varied by class based on the fields of study. It has demonstrated that based on the fields of study there was no significant difference between the groups in terms of self-efficacy and subjective well-being. Age of the adolescents has positively and substantially connected with subjective well-being, subjective well-being sub-dimensions, self-efficacy and resilience sub-dimension. Self-efficacy has positively and substantially connected with subjective well-being, subjective well-being sub-dimensions, optimism, resilience sub-dimensions and resilience based on the age. The findings also showed that self-efficacy has been significantly predicted by subjective well-being, optimism and resilience. The findings has demonstrated that subjective well-being sub-dimension of life satisfaction has significantly predicted self-efficacy. Subjective well-being sub-dimension of life satisfaction and optimism have significantly predicted self-efficacy. Subjective well-being, optimism and resilience sub-dimension of persistence have significantly predicted self-efficacy. The limitations of this research has noted and the results have discussed within the context of the literature.

Keywords: *adolescence, self-efficacy, subjective well-being, optimism, resilience*

ÖZET

Bu araştırmanın amacı, öznel iyi oluş, iyimserlik ve dayanıklılığın ergenlerin öz-yeterlik düzeylerini nasıl etkilediğini araştırmaktır. Bu araştırmanın ikinci amacı ise demografik değişkenler arasındaki farkı cinsiyet, sınıf düzeyi ve çalışma alanı bakımından araştırmaktır. Çalışma grubunu 2021-2022 Eğitim-Öğretim yılında ve İstanbul'da 9., 10., 11. ve 12. sınıflarda öğrenim gören 14-19 yaşları arasında uygun örnekleme yöntemiyle seçilen 502 öğrenci oluşturmaktadır. Araştırmada ölçme aracı olarak Kişisel Bilgi Formu, Genel Öz-Yeterlik Ölçeği, Ergen Öznel İyi Oluş Ölçeği, İyimserlik Ölçeği ve Ergen Psikolojik Dayanıklılık Ölçeği kullanılmıştır. Öz-yeterlik, öznel iyi oluş, iyimserlik ve dayanıklılık ilişkisinde cinsiyete bağlı farklılık olup olmadığını belirlemek için Bağımsız Örneklem T-Testi kullanılmıştır. Sınıflar ve çalışma alanları arasında öz-yeterlik, öznel iyi oluş, iyimserlik ve dayanıklılık arasında anlamlı bir ilişki olup olmadığını belirlemek için Tek Yönlü Varyans Analizi (ANOVA) kullanılmıştır. Ayrıca, sınıflar ve çalışma alanları arasında Post Hoc Scheffe Testi kullanılmıştır. Yaşlar arasında öz-yeterlik, öznel iyi oluş, iyimserlik ve dayanıklılık arasındaki ilişkiyi belirlemek için Pearson Moments Çarpma Korelasyon Analizi kullanılmıştır. Araştırmanın ana sorusuna cevap bulmak için katılımcıların öz-yeterliklerinin öznel iyi oluş, iyimserlik ve dayanıklılık ile yordayıp yordamadıklarını ve katılımcıların öz-yeterlik ile iyimserlik toplam puanlarının öznel iyi oluş ve dayanıklılık alt ölçek puanları ile yordayıp yordamadıklarını belirlemek için Hiyerarşik Regresyon Analizi uygulanmıştır. Araştırma bulgularına göre, cinsiyete bağlı olarak ergenlerin öz-yeterliği, öznel iyi oluşu, iyimserliği ve dayanıklılığı arasında istatistiksel olarak anlamlı bir fark yoktur. Bulgulara göre, sınıf düzeyine bağlı olarak öz-yeterlik, öznel iyi oluş, iyimserlik ve dayanıklılık sınıfa göre anlamlı farklı olduğu görülmektedir. Ayrıca, 12. sınıflardaki öğrencilerin sınıf düzeyine bağlı olarak öz-

yeterlik ve öznel iyi oluş için 10. sınıflara göre oldukça yüksek test puanları olduğu görülmektedir. Buna ek olarak, gruplar arası farklılıklar sınıf düzeyine bağlı olarak iyimserlik ve dayanıklılık için anlamlı bulunmadığı görülmektedir. Öz-yeterlik ve öznel iyi oluşta sınıfa göre çalışma alanına bağlı olarak önemli farklılıklar olmuştur. Bununla birlikte, iyimserlik ve dayanıklılık sınıfa göre çalışma alanına bağlı olarak önemli ölçüde değişmemiştir. Gruplar arasında öz-yeterlik ve öznel iyi oluş bakımından çalışma alanına bağlı olarak anlamlı bir farklılık olmadığı ortaya konmuştur. Ergenlerin yaşı ile öznel iyi oluş, öznel iyi oluş alt boyutları, öz-yeterlik ve dayanıklılık alt boyutu olumlu ve anlamlı olarak ilişkilidir. Öz-yeterlik ile öznel iyi oluş, öznel iyi oluş alt boyutları, iyimserlik, dayanıklılık alt boyutları ve dayanıklılık yaşa bağlı olarak olumlu ve anlamlı olarak ilişkilidir. Ayrıca bulgulara göre, öz-yeterliğin öznel iyi oluş, iyimserlik ve dayanıklılık tarafından önemli ölçüde yordandığı görülmektedir. Bulgular, öznel iyi oluş yaşam doyumu alt boyutunun öz-yeterliği anlamlı olarak yordadığını ortaya koymuştur. Öznel iyi oluş yaşam doyumu alt boyutu ve iyimserlik öz-yeterliği anlamlı olarak yordamaktadır. Öznel iyi oluş, iyimserlik ve dayanıklılık sebat alt boyutu öz-yeterliği anlamlı olarak yordamaktadır. Bu çalışmanın sınırlılıkları belirtilmiş ve sonuçlar literatür bağlamında tartışılmıştır.

Anahtar Kelimeler: *ergen, öz-yeterlik, öznel iyi oluş, iyimserlik, dayanıklılık*



To my precious life partner...

ACKNOWLEDGMENTS

This research has been one that has significantly impacted my professional life. It has also been beneficial for me to continue this research, especially when I was in a situation that affects the whole world. I was able to complete this research because I had individuals around who were constantly encouraging to me when I was feeling nervous and exhausted.

I want to express my sincere gratitude to my advisor, Prof. Dr. Nilüfer Şehriban ÖZABACI, who worked for me for a very long period and never shied away from sharing her expertise and experience with me over the course of my research.

Throughout this process, I want to express my gratitude to my parents for how they raised me, encouraged me and allowed me to take important milestones in my life.

Another person has been incredibly emotionally supportive and motivating to me throughout every step of this research, at least in terms of myself. I would want to express my gratitude to my life partner Yücel NADİROĞLU, who plays a crucial role in both my personal and professional life.

TABLE OF CONTENTS

ABSTRACT.....	v
ÖZET.....	vii
ACKNOWLEDGMENTS.....	x
TABLE OF CONTENTS.....	xi
LIST OF TABLES.....	xv
CHAPTER I - INTRODUCTION.....	1
1.1. Research Problem.....	1
1.2. Purpose of Research.....	5
1.3. Importance of Research.....	6
1.4. Assumptions.....	7
1.5. Limitations.....	7
1.6. Definitions.....	8
1.7. Abbreviations.....	8
CHAPTER II - LITERATURE REVIEW.....	10
2.1. Identity Formation of Adolescence.....	10
2.2. Perceived Self-Efficacy.....	11
2.2.1. Definitions of Self-Efficacy.....	11
2.2.2. Classifications of Self-Efficacy.....	12
2.2.3. Affecting Factors and Sources of Self-Efficacy.....	13
2.2.4. Theoretical Background of Self-Efficacy.....	14

2.3. Subjective Well-Being.....	17
2.3.1. <i>Definitions of Subjective Well-Being.....</i>	<i>17</i>
2.3.2. <i>Classifications of Subjective Well-Being.....</i>	<i>17</i>
2.3.3. <i>Affecting Factors and Sources of Subjective Well-Being.....</i>	<i>18</i>
2.3.4. <i>Theoretical Background of Subjective Well-Being.....</i>	<i>21</i>
2.4. Optimism.....	26
2.4.1. <i>Definitions of Optimism.....</i>	<i>26</i>
2.4.2. <i>Classifications of Optimism.....</i>	<i>26</i>
2.4.3. <i>Affecting Factors and Sources of Optimism.....</i>	<i>27</i>
2.4.4. <i>Theoretical Background of Optimism.....</i>	<i>28</i>
2.5. Resilience.....	30
2.5.1. <i>Definitions of Resilience.....</i>	<i>30</i>
2.5.2. <i>Classifications of Resilience.....</i>	<i>31</i>
2.5.3. <i>Affecting Factors and Sources of Resilience.....</i>	<i>31</i>
2.5.4. <i>Theoretical Background of Resilience.....</i>	<i>32</i>
2.6. Related Researches.....	40
2.6.1. <i>Domestic Literature Review.....</i>	<i>40</i>
2.6.2. <i>Foreign Literature Review.....</i>	<i>42</i>
CHAPTER III - METHODOLOGY.....	47
3.1. Model of the Research.....	47
3.2. Participants.....	47
3.3. Instruments.....	49
3.3.1. <i>Personal Information Form.....</i>	<i>49</i>

3.3.2. <i>General Self-Efficacy Scale</i>	49
3.3.3. <i>Adolescent Subjective Well-Being Scale</i>	50
3.3.4. <i>Optimism Scale</i>	50
3.3.5. <i>Adolescent Psychological Resilience Scale</i>	51
3.4. Data Collection Process	51
3.5. Analysis of the Data	52
CHAPTER IV - FINDINGS	54
4.1. Descriptive Findings	54
4.1.1. <i>Is There a Significant Difference between Adolescents' Levels of Self-Efficacy, Subjective Well-Being, Optimism and Resilience among Gender?</i>	54
4.1.2. <i>Is There a Significant Difference between Adolescents' Levels of Self-Efficacy, Subjective Well-Being, Optimism and Resilience among Grade?</i>	55
4.1.3. <i>Is There a Significant Difference between Adolescents' Levels of Self-Efficacy, Subjective Well-Being, Optimism and Resilience among Fields of Study?</i>	58
4.2. Correlation and Regression Findings	61
4.2.1. <i>Is There a Significant Relationship between Perceived Self-Efficacy Levels, Subjective Well-Being, Optimism and Resilience of Adolescence?</i>	61
4.2.2. <i>Do Adolescents' Subjective Well-Being, Optimism and Resilience Predict Perceived Self-Efficacy Levels Significantly?</i>	64
CHAPTER V - DISCUSSION, RESULTS AND SUGGESTIONS	67
5.1. Discussion	67

5.1.1. <i>Comparison between Adolescents' Levels of Self-Efficacy, Subjective Well-Being, Optimism and Resilience in Terms of Gender, Grade and Fields of Study.....</i>	67
5.1.2. <i>Correlation Relationship between Perceived Self-Efficacy Levels, Subjective Well-Being, Optimism and Resilience of Adolescence.....</i>	69
5.1.3. <i>Predictive Relationship between Perceived Self-Efficacy Levels and Subjective Well-Being, Optimism, Resilience.....</i>	70
5.2. Results.....	71
5.3. Suggestions.....	73
5.3.1. <i>Suggestions for Field Researchers.....</i>	73
5.3.2. <i>Suggestions for Psychological Counselors.....</i>	74
REFERENCES.....	75
APPENDICES.....	97
Appendix 1: KİŞİSEL BİLGİ FORMU.....	97
Appendix 2: GENEL ÖZ-YETERLİK ÖLÇEĞİ.....	98
Appendix 3: ERGEN ÖZNEL İYİ OLUŞ ÖLÇEĞİ.....	99
Appendix 4: İYİMSERLİK ÖLÇEĞİ.....	100
Appendix 5: ERGEN PSİKOLOJİK DAYANIKLIK ÖLÇEĞİ.....	101

LIST OF TABLES

Table 1. Sample Characteristics.....	49
Table 2. Findings to Difference between Adolescents' Levels of Self-Efficacy, Subjective Well-Being, Optimism and Resilience among Gender.....	55
Table 3. Descriptives to Age for Main Variables.....	56
Table 4. Findings to Difference between Adolescents' Levels of Self-Efficacy, Subjective Well-Being, Optimism and Resilience among Grade.....	57
Table 5. Findings to Difference between Adolescents' Levels of Self-Efficacy, Subjective Well-Being, Optimism and Resilience among Grade.....	58
Table 6. Findings to Difference between Adolescents' Levels of Self-Efficacy, Subjective Well-Being, Optimism and Resilience among Fields of Study.....	59
Table 7. Findings to Difference between Adolescents' Levels of Self-Efficacy, Subjective Well-Being, Optimism and Resilience among Fields of Study.....	61
Table 8. Findings to Relationship between Perceived Self-Efficacy Levels, Subjective Well-Being, Optimism and Resilience of Adolescence.....	62
Table 9. Findings to Predictive Relationship of Self-Efficacy with Adolescent Subjective Well-Being Scale, Optimism and Adolescent Psychological Resilience Scale Scores.....	65
Table 10. Findings to Predictive Relationship of Self-Efficacy with Adolescent Subjective Well-Being Scale, Optimism Total Scores and Adolescent Psychological Resilience Scale Subscale Score.....	66

CHAPTER I

INTRODUCTION

In this chapter; the research problem and its objectives, the reasons for the research's significance, the research's assumptions and limitations and the definitions of the variables and abbreviations will be explained.

1.1. Research Problem

Human development process brings demands, challenges and opportunities for personal growth with its new competencies. Adolescence is posing a host of new challenges as a significant transitional period of life course. Adolescents must simultaneously navigate substantial transitions of the biological, educational and social roles. Adolescents need to control their personal relationships and satiate their sexual inclinations throughout this period of development. Because of this, Schunk and Meece (2006) claimed that this time is an important developmental stage for adolescents. Many of the circumstances that adolescents live in change throughout time and these changes can have a big impact on how they feel and how they want to do in education life (as cited in Urdan and Pajares, 2006).

The most fundamental components of coping abilities, according to Bandura (1997), are people's ideas about their own activities, behaviours that others perceive as similar to them and feeling successful (Maddux, 2002). People's perceptions of their own efficacy are expressed among perceived self-efficacy. It describes how people feel about themselves and how these sentiments influence their conduct (Bandura, 1994). High self-esteem and adolescence will have to deal with negative feelings via more good experiences and their social self-efficacy increases as a result of these experiences. Increases in perceived emotional self-efficacy often seem to

have been correlated positively with increases in verbal abuse and aggression (Willemse, 2008). In self-regulation systems, perceived self-efficacy has been very important both in specifically influencing behaviour and by its effect on emotional, motivational, decisional and affective determinants. Regarding the connections between self-efficacy beliefs, adolescents' expectations for the outcomes they experienced were connected to their levels of self-efficacy toward both oneself and others. In fact, adolescents' ability to express and share positive thoughts about themselves as well as deal with unpleasant memories while expressing those feelings in a social setting was linked to their family's relational self-efficacy. Additionally, the adolescents' opinions of their surroundings and future intentions were influenced by each type of self-efficacy value (Caprara & Steca & Gerbino & Paciello & Vecchio, 2006).

Evaluations of a person's attitudes and ideas based on a life assessment include subjective well-being. As a result, subjective well-being contributes to positive emotions, life quality and satisfaction. The adolescent years, when people go through the process of forming their identities, are crucial for having positive experiences that result in high subjective well-being (Diener & Lucas & Oishi, 2002). High life satisfaction and a preponderance of optimistic feelings and moods compared to negative consequences are recorded by people with positive subjective well-being (Suldo and Huebner, 2006). More, the highest levels of subjective well-being are recorded by students who view all areas of school positively. The poor attachment configuration, low instructor support and lack of openness to conversations tend to be a marker of low subjective well-being at the other end. It should be remembered that adolescents who are not attached to school display similarly poor levels of subjective and social well-being (Pilkauskaitė-Valickienė and Gabrielaviciute, 2015).

In terms of variation in well-being, few experiments have explored how hope and purpose in life work together. Evidence exists to consider a model of mediation through which optimism impacts subjective well-being by meaning in life. It is possible that optimism will cause people to build meaning in life and feel it and these reactions could increase their well-being (Ju & Shin & Kim & Hyun & Park, 2013). The ideas of optimism include the aspirations of persons for the future. And also, since optimists predict strong performance, a more positive combination of emotions is likely to be encountered (Boden, 1966). In addition, it should be noted that negative as well as positive activities that arise on a regular basis are connected to optimistic attitudes in the school community. These effects are particularly interesting in boys, whose good relationships with peers are linked to optimism (Orejudo & Puyuelo & Fernández-Turrado & Ramos, 2012). Moreover, parental encouragement has been discovered to increase the optimism and internality of teenagers for the future (Nurmi, 1991).

Optimism, on the other hand, contributes greatly to the prediction of resilience in adolescents. In unfavourable circumstances, determination and endurance tend to complement each other (Pathak and Lata, 2018). Resilience was the state of a person to successfully manage various social conditions, weaknesses, or other larger adverse situations. According to this, resilient children and adolescents tend to fulfill the demands of developing mental activities despite having encountered major obstacles to life performance. In resilient child and adolescent studies, the individual's academic performance, level of self-control, social context adaption and hobbies are assessed as typical signs of success (Masten and Reed, 2002).

Adolescents' interactions with coping mechanisms seem to be particularly related to subjective well-being. Personal traits are influenced by things like optimism, self-esteem and the capacity to handle difficult situations (Nevin & Carr & Shevlin & Dooley & Breaden, 2005). In addition to this, the resilience sub-dimensions of high school students (family support, peer support, school support, adjustment, persistence and empathy) with their average scores; it is concluded that a positive and meaningful relationship exists between the sub-dimensions of subjective well-being (family happiness, happiness with contact with other important people, life satisfaction and positive emotions). It was assumed that adolescents' levels of resilience were predicting their subjective health (Akdoğan and Yalçın, 2018). Moreover, the researchers indicate that the individual's self-efficacy level is correlated with an improvement in academic achievement (Aktürk and Aylaz, 2013; Çetin, 2013; Yılmaz et al., 2012). The other researchers indicate that a favorable predictor of self-efficacy overall subjective health (Certel et al., 2015; Telef and Ergün, 2013). As part of this research; students with high self-efficacy will often have high success at school; it is assumed that even if they encounter challenges from teachers, classes or school mates, they will seek to solve the problem rather than feelings of depression, hopelessness or unhappiness, thus raising their subjective feelings of well-being about school (Asıcı and İkiz, 2019). Optimism and resilience are linked by unpleasant prior experiences, with optimism fostering resilience and resilience fostering optimism. Optimism plays a major role in forecasting resilience among students. In unfavourable circumstances, optimism and resilience tend to complement each other (Pathak and Lata, 2018). Self-efficacy helps people think more positively, regardless of their level of optimism (Liu et al., 2018). Optimism has acted as a mediator of welfare measures and self-efficacy and social care. This approach proposed that environmental support

affected self-efficacy and optimism by promoting the person's positive emotions and influencing their well-being. Optimism plays a balancing function and exposes its connection to social support and self-efficacy. Social support was foretold by self-efficacy and optimism. Self-efficacy expected by optimism and social support (Karademas, 2006). Self-efficiency values control human functioning by cognitive, motivational, emotional and decision-making mechanisms. They impact when people think in self-improving way; how much they inspire and persevere in the face of difficulties; the consistency of their mental life and susceptibility to tension and depression; the resistance to adversity and the decisions they make at critical decision-making points that set life courses. Individuals' ability to cope with stressful situations fosters resistance to them in these complex ways (Benight and Bandura, 2004). Based on the above information, it is seen that subjective well-being, optimism, resilience are especially important in perceived self-efficacy levels of adolescence. It will be possible with the related research that the psychological counselors, educational psychologists and counselors working in the field to increase the psycho-emotional harmony of adolescences will pay attention to these personal variables via individual and group counseling programs. The primary purpose of this research was to examine predictive roles of subjective well-being, optimism, resilience on self-efficacy levels of adolescence. The second purpose of this research was also to examine the difference between gender, grade and fields of study.

1.2. Purpose of Research

The primary research questions are listed below:

1. Is there a significant difference between adolescents' levels of self-efficacy, subjective well-being, optimism and resilience in terms of

- (a) gender,
 - (b) grade,
 - (c) fields of study (Turkish-Maths, Maths-Science, Turkish-Social Sciences, Foreign Language)?
2. Is there a significant relationship between perceived self-efficacy levels, subjective well-being, optimism and resilience of adolescence?
 3. Do adolescents' subjective well-being, optimism and resilience predict perceived self-efficacy levels significantly?

1.3. Importance of Research

The level of perceived self-efficacy of adolescences regarding themselves is becoming increasingly a subject of interest and is being investigated. In addition to physical, mental, cognitive and behavioural changes, particularly in adolescence, there are differences in the relationship with family members, friends and society of the adolescences. Adolescents' emotions, thoughts and behaviours are affected by these differences, which causes changes in the adolescents' levels of self-efficacy.

The variables of this research are some additional elements that help people have a high level of self-efficacy. Based on the relationships of the factors used in the research, it would provide evidence for the studies that will be conducted to improve adolescence period. Consequently, this research will contribute to the studies to be done in this field with the research findings.

A cognitive quality that supports people's processes is self-efficacy. Their levels of self-efficacy are influenced by their interactions with peers, the home and school environment. Adolescent years are a time when students often have bad experiences

and low levels of self-efficacy. Students who build their feeling of self-efficacy during adolescence become resilient to these challenging events and transition into adulthood more successfully (Schunk and Meece, 2006). Thus, it is critical to enhance high school students' psycho-emotional health in order to determine their perceived self-efficacy levels and positive psychology factors such as subjective well-being, optimism and resilience. Academic researchers will benefit from this research's insights into these positive psychology characteristics. This research will make it simple to get in touch with variable theorists and their research. The findings of this research will help educators understand students' degrees of self-efficacy and guide future research on the topic. Students' growth and self-belief will be encouraged in this way. And also, they analyze these levels and get to know students more as a result of this research. Counselors in schools can help adolescents by offering both individual and family support, especially to those who need it. In this way, a better education will be provided by taking into account the needs, wishes and developmental characteristics of high school students in adolescence.

1.4. Assumptions

1. The scales used in the research (Personal Information Form, General Self-Efficacy Scale, Adolescent Subjective Well-Being Scale, Optimism Scale and Adolescent Psychological Resilience Scale) are valid and reliable.
2. It is assumed that people participating in the research answered the questions sincerely and impartially.

1.5. Limitations

1. This research is limited to the variables on self-efficacy, subjective well-being, optimism and resilience.

2. This research is limited to the answers given by high school students and the questions on the scales.
3. This research is limited to the qualities measured by the Personal Information Form, General Self-Efficacy Scale, Adolescent Subjective Well-Being Scale, Optimism Scale and Adolescent Psychological Resilience Scale.

1.6. Definitions

Perceived Self-Efficacy: It is defined as the mental states of people about their performance related abilities that affect the negative experiences they have in their lives (Bandura, 1994).

Subjective Well-Being: Cognitive and affective evaluations of one's life experiences (Diener & Lucas & Oishi, 2002).

Optimism: It is a function of individual differences that represents the degree to which individuals have generally positive expectations for their future (Carver & Scheier & Segerstrom, 2010).

Resilience: Lee and Conford (2008) determined resilience as people's ability to handle social change, hardships and difficult situations successfully (as cited in Pathak and Lata, 2018).

1.7. Abbreviations

ANOVA: One-Way Analysis of Variance

APRS: Adolescent Psychological Resilience Scale

ASWBS: Adolescent Subjective Well-Being Scale

MRI: Magnetic Resonance Imaging

RQ: Research Question

SCT: Social Cognitive Theory



CHAPTER II

LITERATURE REVIEW

In this chapter; identity formation of adolescence, perceived self-efficacy, subjective well-being, optimism, resilience, related researches will be explained.

2.1. Identity Formation of Adolescence

Adolescence, the period between childhood and adulthood, is one of great upheaval, change and opportunity for development. The adolescent is faced with a body that extends, alters and develops in all directions, as well as with a mind that does the same: he is no longer who he once was (Wise, 2004).

Identity has been variously described as a "sense", an "attitude", a "resolution" and so on. The sense of industry attained in latency is the most direct psychosocial precursor to identity in adolescence. Intimacy is the most direct descendant of identity. The most pressing issue of adolescence. There are compelling psychological reasons for this industry-identity-intimacy progression, in addition to good social and physiological reasons. It has been related that *Identity Formation*, including the success of a person's identity, person's interest in profession, person's attributes and the abilities associated with these qualities, as well as the worth a person attaches to his or her career, identity "crisis"; *Identity Structure*, coping mechanisms for late adolescent identity issues; *Identity Achievements*, how people move closer to their objectives after making a decision; *Foreclosures*, person's who adhere to certain ideologies and professions but are selected by their parents instead of themselves; *Identity Diffusions*, whether or not young people are making decisions, those who lack a distinct professional or ideological direction; *Moratoriums*, currently used by those who are addressing ethical or political issues (Marcia, 1980).

According to Erikson, the last phase of childhood is called adolescence. However, the process of adolescence continues until the person transfers her social and childhood experiences to a new configuration. These new identities no longer reflect the youthful exuberance and playfulness of youth; rather, they pressurize the young person into decisions and choices that will, over time, inevitably result in "for life" commitments. Additionally, the object relationship is felt when the mother-baby interaction serves as *The Introjection Mechanism*. The process of developing one's identity also involves identification and is linked to adolescents' acceptance in society. As a result, an individual's definition of themselves in relation to others and how the community defines them generally line up. The extent to which a child's lengthy, complex childhood restricts the young person's ability to make additional identity choices and the extent to which the community, if it did-could still help determine a young person's fate within these possibilities-is frequently underestimated by the community. Late in adolescence, identity develops and encompasses all significant identifications while also modifying them to produce a single, fundamentally interrelated whole (Erikson, 1968).

2.2. Perceived Self-Efficacy

2.2.1. Definitions of Self-Efficacy

Perceived self-efficacy leads to expectations in one's ability to plan and implement the action courses needed to handle future circumstances. Emotional, cognitive and behavioural characteristics of people are affected by self-efficacy. These various results are produced by cognitive, emotional, affective and selection systems (Bandura, 1994).

In addition, It also has to do with self-efficacy, what one knows they can accomplish with their capabilities and their capacity to arrange their skills and abilities in difficult circumstances. Not what I think I can do, but what I believe I will do, is the focus of self-efficacy. Self-efficacy convictions are not attributions of causation. Self-efficacy does not imply a need to act or achieve a certain purpose, nor does it imply self-esteem, motivation, drive or a need for dominance (Maddux, 2002).

2.2.2. Classifications of Self-Efficacy

There are obstacles that must be overcome between the selection of a significant, self-relevant objective and its eventual accomplishment. These difficulties might primarily be cognitive or behavioural in nature. Emotion-focused or problem-focused coping strategies are useful for handling these difficulties. Behaviours including avoidance, intellectualization, isolation, repression and magical thinking are examples of emotion-focused coping. Information searching, cognitive problem-solving, inhibition of action and direct action are all examples of problem-focused coping. Perceived cognitive control capacity and perceived behavioural coping ability, respectively, refer to the belief that one can successfully apply emotion-focused or problem-focused coping (Schwarzer, 1992).

The four main psychological processes by which self-beliefs in effectiveness influence human functioning have gotten a lot of attention. It has related that *Cognitive Processes*, the effect of self-assessment of skills on personal goal selection; *Motivational Processes*, the expectations that individuals set for themselves, the amount of work they put in, persistence; *Affective Processes*, the amount of stress and depression in dangerous situations, their belief in coping skills; *Selection Processes*, the types of behaviour and environments people choose (Bandura, 1994).

2.2.3. Affecting Factors and Sources of Self-Efficacy

Mastery Experience. Negative conditions must be overcome with tenacity if people are to avoid disappointment when they fail. People who have confidence in their abilities endure in trying circumstances and recover from failures (Bandura, 1994).

Vicarious Experiences. This concept suggests that watching has an impact on adolescent behaviour. People evaluate themselves based on what they see in others. Experience-based self-efficacy is more trustworthy than that learned through observation. In this instance, there are no unfavorable effects because of the success one's work produces. One method to develop self-efficacy and learn to deal with failure is to acknowledge it. Another strong influence is self-modeling, where adolescences see themselves succeed (Hasan & Hossain & Islam, 2014).

Verbal Persuasion. The third method that supports in adolescences' development of self-efficacy beliefs is social persuasion. Feedback about a person's performance or information provided by a representative are both considered forms of evaluation that have an impact on learning and achievement. Positive comments regarding initial achievement may reaffirm that low self-efficacious adolescences have shortcomings that need to be fixed, which can trigger a range of behaviours (Hattie and Timperley, 2007).

Physiological Arousal. Anxiety, stress reactions, tension and excitement are just a few examples of symptoms and feelings that might be mistaken for signs of weakness and failure. Physiological arousal is the last source on which self-efficacy beliefs are built. Many times, anxiousness is portrayed as having sweaty hands or a dry mouth. Such indications may make adolescences believe they are incapable of

completing a task successfully. On the other hand, pupils might be conscious of feeling at ease before facing a novel circumstance and get a greater sense of effectiveness toward the challenge they must overcome (Bandura and Adams, 1977).

2.2.4. Theoretical Background of Self-Efficacy

Along with possessing both high and low self-efficacy for various tasks, a person's ability to properly complete a task is crucial for self-efficacy. Compared to self-confidence or self-esteem, it is a concept that is simpler to grasp (Heslin and Klehe, 2006).

Beliefs of efficacy influence thoughts, feelings and coping strategies. Mastery knowledge is the most effective technique to establish a distinct sense of effectiveness. People expect immediate results and are often disillusioned by disappointment if they only encounter major accomplishments. The indirect expertise that social models provide is the second significant method for establishing and bolstering effectiveness expectations. The acts and results of models have less of an impact on people who have significantly different personal efficacy beliefs from themselves. Social persuasion is a third strategy that symbolizes thinking about what is necessary to achieve success (Bandura, 1995).

Social Cognitive Theory. Albert Bandura, a renowned Stanford psychologist, coined the term "Social Cognitive Theory" to describe his years of fundamental research incorporating a behaviourist and social learning theory. Self-regulatory processes, for example, are used in SCT and go into issues of understanding and/or changing behaviour (Stajkovic and Luthans, 1998). According to Bandura (1991) and Locke and Latham (1990), in SCT, perceived self-efficacy is important because it influences behaviour indirectly through its influence on other determinants. A

significant cognitive function of inspiration and self-directedness is the ability to practice self-influence through personal challenge through target setting and evaluative response to one's own performances. Self-investment in the activity is encouraged by goal adaptation. When people commit to worthwhile goals, they seek self-satisfaction from achieving them and increase their efforts by being dissatisfied with subpar results. The motivating results come from the self-evaluation that is made based on the goals being met, not from the goals themselves (as cited in Bandura, 1999).

Social Learning Theory. It is a theory that develops through communication with others. According to Bandura in 1997, persons who pick up routine behaviours by observing how others behave will mimic those actions as a result of their encouraging observations. According to the Bandura hypothesis, self-efficacy does not cause predicted behavioural consequences; rather, it modifies them causally. Self-efficacy perspectives, according to Mark and Campbell (2011), have a variety of implications on the decision-making, social, cognitive and motivational systems. Effectiveness values represent an upbeat or downbeat outlook, a strong or weak opinion. They are crucial in the self-regulation of motivation when there are performance objectives and goal barriers (as cited in Nabavi, 2012).

Self-Concept Theory. Self-Concept Theory is a body of study that focuses on the importance of the self-concept in human functioning. Both self-efficacy and self-concept are important motivating constructs that predict academic success at different levels and across disciplines, but they perform better when analytical rules and procedures governing domain precision and correlation are followed (Pajares and Schunk, 2005).

Attribution Theory. There are many meanings for attributions, but one general one is the internal (thinking) and external (talking) method of interpreting and explaining what is behind our own and others' behaviour. Subsequently, although there are many forms of attribution theory, they are both concerned with the "how" and "when" from which individuals interpret evidence in order to perceive, evaluate, and respond on incidents (Manusov and Spitzberg, 2008). And also, self-efficacy has been found to be a key factor in determining behaviour and changing behaviour. In behaviour improvement strategies, self-efficacy goals forecast potential achievement or disappointment (Kok et al., 2014).

Positive Psychotherapy Approach (Positive Psychotherapy of Seligman and Friends). Three scientifically manageable components were suggested by Seligman and his friends that could be used to dissect the unwieldy concept of "happiness". Hedonic Theories of happiness focus on *The Pleasant Life*. It entails feeling a lot of good things about the past, present, future and developing the abilities to increase the strength and persistence of these feelings. Second, according to *The Engaged Life*, one method to increase flow and engagement is to assist people find chances to employ their greatest abilities and strengths. In Seligman's idea, *The Meaningful Life*, the search for meaning is a component of the third "happy" life. This entails using one's unique qualities and talents to support and serve an endeavor that one considers to be greater than oneself. There are many such "positive institutions": including those in politics, religion, families, communities and nations. Furthermore, positive psychotherapy clients are assisted and encouraged to recognize their distinctive abilities throughout therapy: Clients are invited to identify themselves by sharing a true story about their greatest character strength near the beginning of therapy (Seligman & Rashid & Parks, 2006).

2.3. Subjective Well-Being

2.3.1. Definitions of Subjective Well-Being

The subjective well-being research is involved with how and why individuals, through both cognitive decisions and affective responses, view their lives in positive ways. Even so, it includes research that have used concepts as varied as happiness, satisfaction, morality and positive effects. External standards such as virtue or holiness have described well-being (Diener, 1984).

The concept of subjective well-being is explained by the person's satisfaction with his or her life and assessments of that person's own life. Cognitive assessments of satisfaction and completion, along with emotional responses to events, are used to measure self-efficacy, a concept that is essential for a happy life. As a result, subjective well-being is a complex term that encompasses positive feelings, a moderate level of depressive moods and a high level of life satisfaction. Since they make life enjoyable, meaningful experiences reflected in elevated subjective well-being are a central concept of positive psychology (Diener & Lucas & Oishi, 2002).

2.3.2. Classifications of Subjective Well-Being

The theory of psychological well-being may best be interpreted as a result of the positive and negative effect of two separate dimensions (Bradburn, 1969). Life satisfaction, satisfaction with essential realms, positive affect and low levels of negative affect are all separable components of subjective well-being (Diener, 2000). In addition to this, the field of subjective well-being has three hallmarks in literature as well. It is, first of all, subjective. And second, positive indicators include subjective well-being. As is true of most mental health interventions, this is not just the lack of negative influences. Third, subjective well-being interventions generally require a

global examination of all aspects of the life of an individual. While impact or satisfaction may be measured within a certain domain, the importance is generally put on an integrated judgment of the life of the individual (Diener, 1984).

2.3.3. Affecting Factors and Sources of Subjective Well-Being

There are a lot of affecting factors and sources of subjective well-being:

Personality. There are associations between subjective well-being and the Big Five personality characteristics (Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness to Experience). It measured the weighted association for each facet of subjective well-being for each feature of personality to investigate the relationship between personality and subjective well-being. According to the study, Neuroticism, Extraversion, Agreeableness and Conscientiousness are also attributed to various aspects of subjective well-being. Happiness, positive affect and quality of life were all positively linked to openness to experience, but not life satisfaction, negative affect or overall affect. Neuroticism is by far the most powerful predictor of subjective well-being, particularly in terms of negative affect, satisfaction, overall affect and quality of life. Extraversion, including positive affect, satisfaction, total affect and quality of life, is a good indicator. Conscientiousness is a powerful indicator of life satisfaction (Steel & Schmidt & Schultz, 2008).

Social Influences. People's happiness is influenced by the happiness of those with whom they interact. This lends credence to the idea that pleasure, like fitness, is a social phenomenon. People who are surrounded by a large number of positive people and who are at the center of the network are most likely to be happy in the future. Longitudinal observational models indicate that happiness clusters are the

product of happiness spreading rather than a desire for people to identify with related people (Fowler and Christakis, 2008).

Family. Almost all longitudinal research on the relationship between parenthood and subjective well-being have found that parents with minor children are no happier or even less successful than adults who do not have children. The three main outcomes are: (a) having children has significant and long-lasting positive effects on life satisfaction, (b) these benefits are offset by the time and financial costs of being a parent and (c) the magnitude of these costs varies greatly depending on family factors like the age and number of children, marital status and the parents' employment situations (Pollmann-Schult, 2014).

Wealth. Demonstrating that the connection between sociometric status and subjective well-being was greater than the link between socioeconomic status and subjective well-being. And also, individuals with a higher sociometric status reported greater subjective well-being because they felt more powerful and welcomed in their communities. In addition, people with a high sociometric status had a higher subjective well-being than those with a low sociometric status. Individuals with a high sociometric status, on the other hand, did not have a higher subjective well-being than people with a low sociometric status. As a result, these results support a greater causal impact of sociometric status on subjective well-being than the effect of socioeconomic status on subjective well-being (Anderson & Kraus & Galinsky & Keltner, 2012).

Health. Subjective well-being affects well-being and survival in a variety of ways, including subsequent health and longevity, metabolic mechanisms, moods and feelings, according to a number of converging lines of evidence focused on various methodologies. Then, human laboratory experiments, as well as studies in which mood fluctuations are recorded over time and physiological changes are controlled,

provide evidence that subjective well-being can affect physiology and well-being. Moods and emotions are linked to physiological reactions as well as health effects, according to a growing body of evidence (Diener and Chan, 2011). At the same time, according to research on both physical and psychological health, people get stronger as they age and the efficacy of treatments rises in direct proportion to patients' faith in life. Thus, the relevance of well-being starts to increase (Steptoe & Deaton & Stone, 2015).

Physical Characteristics. The ultimate aim of all humans is happiness, which is a personal experience. The structural MRI (Magnetic Resonance Imaging) data was analyzed with the subjective happiness score to classify the brain regions associated with subjective happiness. There was a significant correlation between subjective happiness and gray matter (outer most region of the brain) volume in the right precuneus (medial parietal cortex in brain), according to the findings (Sato et al., 2015).

Leisure. The degree to which people enjoy or are satisfied by their recreational experiences is referred to as leisure satisfaction. The existing research does conclude that leisure is important for subjective well-being over a broad variety of cultures and life stages are especially important for subjective well-being (Kuykendall & Boemerman & Zhu, 2018).

Cultural Variations. Vertical individualism (emphasis on power and competition) and vertical collectivism (a focus on duty and sacrificing personal needs) were negatively linked to life satisfaction, while horizontal individualism (emphasis on preserving individual autonomy) and horizontal collectivism (placing a priority on cordial interactions with others) were positively related to life satisfaction on average. In other words, horizontal individualism or autonomy, was favorably correlated with

life satisfaction in most strongly individualist countries like the United States, Australia and Germany, but not in collectivist countries like China, Columbia or Taiwan (Oishi and Diener, 2009).

Positive Psychology. Subjective well-being is a broad term that involves having feelings of happiness, low levels of depressive moods and high satisfaction with life. Since they make life enjoyable, the positive experiences reflected in high subjective well-being are a fundamental theme in positive psychology (Diener & Lucas & Oishi, 2002).

2.3.4. Theoretical Background of Subjective Well-Being

Theories of needs and activity theorists claim that with the circumstances of people's lives, subjective well-being can change. Positive well-being should be experienced when people accomplish their goals or are involved in interesting activities. Other scientists, however, claim that there is an aspect of consistency in the levels of well-being of people that can not be explained by stability in people's living conditions. These researchers argue that stable personality provisions are heavily affected by subjective well-being (Diener & Lucas & Oishi, 2002).

Telic Theories. The word "happiness" is often used to describe a variety of states of mind, including positive affect, overall assessments of one's life, such as life satisfaction and subjective well-being. According to Telic, pleasure can only be attained by having wants or goals. What exactly that particular endpoint entails is where these theories disagree. For instance, philosophers have debated whether satisfying one's wishes results in well-being or whether some desires are harmful to well-being. Is it preferable to sate a momentary want at the risk of long-term repercussions and what happens when a person's desires clash? Others have

questioned if working toward a goal actually results in greater fulfillment than obtaining the goal itself (Diener and Ryan, 2009).

The Top-Down and The Bottom-Up Approach. *The Top-Down Approach* suggests that there is a global proclivity toward meaningful experiences and that this proclivity affects an individual's moment-to-moment encounters with the environment. In other words, people love pleasures when they are comfortable, not the other way around. Causation, in this more Kantian view, flows down from higher-order elements to lower or more elemental forms. Global personality traits are thought to affect how an individual responds to events in The Top-Down Approach to happiness. A individual with a sanguine disposition, for example, might perceive a large number of events as optimistic. Furthermore, there is a connection between subjective well-being and The Top-Down Approach that happiness is a tendency to respond in a happy manner rather than happy feelings per se. This Top-Down perspective implies that a happier person can be sad right now. According to *The Bottom-Up Approach*, as positive events multiply in a person's life, they should cultivate a cheery demeanor and sanguine view. He advises, for instance, that if one carefully chooses and accumulates pleasures, one can be happy. The distinction between Top-Down and Bottom-Up Approaches is the subject of two discussions in the field of subjective well-being. The first discussion is on whether happiness is a quality or a state. Those who insist that it is a predisposition or trait argue that happiness is more of a propensity to react in a pleasant way than actual happy feelings. This Top-Down Approach ensures that a joyful person might actually be sad right now. According to The Bottom-Up or State Approach, a happy person is one who experiences a lot of pleasant moments (Diener, 1984).

Cognitive Theory: Attention, Interpretation, Memory. In the last few decades, cognitive theories of happiness and misery have been established within the behavioural sciences. The attributional theory of depression, for instance, is well recognized. People who are depressed are more inclined to think that bad things happen to them because of broad, constant reasons, which increases the likelihood that bad things will keep happening to them. Furthermore, individuals with high subjective well-being appear to perceive events more favorably, possibly in addition to experiencing objectively more good occurrences (Diener & Suh & Oishi, 1997).

Happy people prefer to remember and perceive ambiguous experiences as positive, according to this (Attention, Interpretation, Memory) theory. In other words, people having subjective well-being are more likely to respond favorably to good stimuli, view events favorably and recall the past favorably. They are also more likely to have high levels of external attention. Among these, the most important factor in determining subjective well-being level is the tendency to interpret neutral or ambiguous situations as positive (Dursun, 2021).

Evolutionary Theory. Most frequently, two ideas are used to explain subjective well-being. According to *The Broaden-and-Build Theory of Positive Emotions*, some distinct positive emotions have the power to expand people's fleeting thought-action repertoires and develop their enduring personal resources (Fredrickson, 2001).

Secondly, *The Hedonic Treadmill Model* proposes that both positive and negative experiences momentarily alter happiness, but that people quickly return to hedonic neutrality. The widely accepted view contends that attempts by both individuals and society as a whole to boost happiness are doomed to failure. According to the initial treadmill idea put forward by Brickman and Campbell in 1971, humans react

favorably or negatively for a brief period of time before returning to neutrality.

Therefore, happiness and misery are essentially transient responses to alterations in people's circumstances. Because they mistakenly think that greater happiness is just around the corner in the next task completed, new friendship made, or issue resolved, people continue to seek happiness. One always strives to be happy because new goals keep catching one's attention, but one never realizes that such efforts are ultimately fruitless (as cited in Diener & Lucas & Scollon, 2009).

Positive Psychotherapy Approach (Psychological Well-Being

Psychotherapy). According to this model, people experience a sense of personal growth as they overcome challenges. Six factors affect how people contribute to their personal well-being. These factors cover a wide range of wellness, such as having positive opinions of oneself and one's past, feeling as though one is still growing and developing as a person, believing that one's life has meaning and purpose, having good relationships with others, having the ability to effectively manage one's life and the environment and having a sense of purpose (Ryff and Keyes, 1995).

A key component of mental health, as well as a trait of self-actualization, optimal functioning, and maturity, is *Self Acceptance*. Life span theories emphasize the importance of accepting oneself and one's former lives. So, a key aspect of effective psychological functioning emerges as having favorable thoughts toward oneself. Secondly, it is believed that a key element of mental health is the capacity for love. Self-actualizers are said to approach individuals around them with feelings of empathy and compassion and to have a more complete emotional identification with their interactions. Thus, in these notions of psychological well-being, the significance of having *Positive Relations with Others* is often emphasized. Thirdly, self-actualizers

are an example of someone who demonstrates *Autonomy* and resistance to enculturation. It is also said that a properly functioning person has an internal locus of evaluation, meaning that they judge themselves according to their own standards rather than seeking acceptance from others. It is believed that individuation entails a release from convention, whereby the person no longer clings to the common fears, convictions and rules. Next, for *Environmental Mastery*, it is the ability to assess a person's mental health in light of their unique mental features. It is believed that maturity necessitates involvement in a substantial area of activities outside of oneself. The ability to manipulate and regulate complex settings is another requirement for life span development. These beliefs place a strong emphasis on a person's capacity to improve themselves and the environment around them through mental or physical endeavors. Moreover, a clear understanding of one's life's purpose (*Purpose In Life*) and intentionality are all stressed in the definition of maturity. Life-span development theories contend that for individuals to succeed, they must exercise creativity and uphold the harmony of their emotions. Therefore, in order to find meaning in life, positive people require a purpose. Lastly, the therapeutic ideas on *Personal Growth* are centered on the need to actualize oneself and reach one's potential. For instance, being open to new experiences is a crucial quality of the fully functional person. Such a person is always evolving and growing rather than arriving at a set point where all issues have been resolved. Thus, a central feature in the aforementioned ideologies is the pursuit of ongoing personal development and self-realization (Ryff, 1989).

2.4. Optimism

2.4.1. *Definitions of Optimism*

Optimists are individuals who, in the future, expect positive experiences. In comparison to this, people who expect bad experiences are pessimists. These terms' colloquial definitions turn on the expectations of people for the future, positively and negatively, respectively. Studies related to these concepts often switch to hopes for the future (Carver and Scheier, 2001). In addition to this, people who are optimists expect positive things to happen to them (Carver and Scheier, 2002).

2.4.2. *Classifications of Optimism*

Dispositional Optimism. One of the types of optimism is *Dispositional Optimism*. According to Scheier and Carver in 1992 and 1993, Dispositional Optimism, also known as expectancy, is linked to a number of psychological and physical health indicators. Individuals with elevated levels of dispositional confidence have less depressive symptoms, more successful coping mechanisms and less physical symptoms than depressed people. Furthermore, optimism and pessimism are often presented as two poles of the same spectrum in the literature on Dispositional Optimism. Optimism, pessimism, expectation and hopelessness are all words that are often used interchangeably. The fundamental theory is that the more people expect good things, the less they expect bad things to happen (as cited in Gillham & Shatte & Reivich & Seligman, 2001).

Unrealistic Optimism. Statistical data contradicts behavioural optimism assumptions about the likelihood of life events occurring. It also refers to the alleged conflict between expecting to have more positive experiences in life than negative ones and accepting that hardships are inevitable (Weinstein, 1989).

Comparative Optimism. Comparative Optimism is the conviction that one's risk is lower than average, regardless of whether this conviction is true. Additionally, Comparative Optimism, or the impression of low risk in comparison to peers, was connected with dispositional optimism, but not with a factor evaluating the participants' comparative risk assessments' correctness (Radcliffe and Klein, 2002).

Situational Optimism. Situational Optimism, or broad expectations of a positive result in a particular scenario, can be realistic or irrational. A person may think they will profit more from taking part in a study than others and they may think this for a variety of valid reasons. In that case, his or her situational optimism would be reasonable (Jansen, 2011).

Strategic Optimism. Comparative optimism, which involves contrasting individuals' own risk with that of others, is not a part of strategic optimism (Ruthig et al., 2007). In performance scenarios, strategic optimists do not feel uneasy or out of control, they establish high expectations and they steer clear of worrying too much about what might occur, whether it be for the better or worse. They act on their instincts and without exerting themselves to analyze all of the potential possibilities (Norem, 2001).

Realistic Optimism. Realistic Optimism entails striving for the best outcomes while acknowledging our limitations and accepting what we cannot know. Working through unresolved uncertainty with little to no effort while anticipating particular outcomes is Realistic Optimism (Schneider, 2001).

2.4.3. Affecting Factors and Sources of Optimism

There are some other structures that are related to optimism but are not similar to optimism. *Self-Efficacy* is a philosophy that emphasizes the self as a causal entity.

People with strong self-efficacy expectations are likely to assume that their own efforts (or personal skills) can decide the result. If you assume, for example, that you have the personal fortitude to resolve the side effects of chemotherapy, you would be more motivated to do so (Boden, 1966).

Hope, according to Snyder has been defined in 1991, is an optimistic psychological state dependent on an interactively derived sense of good agency and pathways (Snyder, 2002).

Finally, negative affectivity, also known as *Neuroticism*, is a broad, stable facet of personality that includes persistent negative emotions including sadness, fear, shame and frustration, as well as related cognitive and behavioural traits including low self-esteem, preoccupation and insecurity. It is thought that the existing symptom report and coping mechanism correlates of optimism represent the more pervasive, well-established personality component of neuroticism (Smith & Pope & Rhodewalt & Poulton, 1989).

2.4.4. Theoretical Background of Optimism

Approach to optimism depends on the premise that the belief that no intervention can regulate effects in the future is often affected by explanations and explanatory types. Explanations involving global factors appear to establish the impression that certain effects can not be regulated by intervention, which in turn causes the symptoms of helplessness in precisely that wide range of circumstances. In parallel, if stable causes clarify the cause of a bad incident, the expectation continues to take place in the future for a long time and thus, the signs of helplessness are long-lasting. If the cause for a bad event is internal, then the indication of diminished self-esteem appears to be shown (Peterson and Seligman, 1984).

Optimism about signs of reduced depression. More specifically, even when correcting for the initial levels, optimism expected lower levels of postpartum depressive symptoms. Optimism also was linked to lower depression and greater psychological well-being levels. Additionally, optimism and problem-focused coping were linked, particularly when it came to how well people could handle and accept a stressful circumstance. Optimism, on the other hand, was negatively linked to the use of denial and the attempt to remove themselves from the problem (Carver and Scheier, 2002).

Explanatory Style. Some uncontrollable situations are more influenced by an individual's explanatory style than others. Sometimes a person's interpretations of an event's meaning and motivation are shaped by the scenario itself. Explanatory Style affects how a person reacts when they are faced with an uncontrollable event and the issue itself does not determine how they interpret the uncontrollability (Peterson and Steen, 2019). In addition to this, the most crippling justification for negative events is one that has an internal, stable and global causal explanation. On the other hand, the least problematic interpretation of negative events is one that has an external, unstable and specific causal explanation. By minimizing one's expectation of future negative events, one minimizes the explanation for a terrible event (Peterson and Seligman, 1987).

Positive Psychotherapy Approach (Peseschkian's Positive Psychotherapy).

Positive Psychotherapy is, according to Peseschkian (1991), a form of Humanistic Psychodynamic Psychotherapy created by Nossrat Peseschkian during the 1970s and 1980s (Peseschkian and Remmers, 2020). Positive Psychotherapy is a modern type of psychotherapy that pursues some specific goals. This not only focuses on human,

accidental parts of how conflicts occur, but also tries to comprehend the patient in a systematic manner as much as possible. The most critical thing about doing is to resolve theoretical bias through which the therapist merely rediscovers in the patient what he has invested in him, through his theory. This approach includes an answer to two fundamental questions: how do people vary from each other and what do all individuals have in common? Positive Psychotherapy, which focuses on the study of difference, does not aim to provide a positive prognosis about all. It makes it possible to distinguish relatively conflict-free or constructive behavioural elements from the symptom itself, which provides the patient and his environment with a framework for better coping with his issues (Peseschkian, 2012).

2.5. Resilience

2.5.1. *Definitions of Resilience*

Resilience is a capacity that allows individuals, locations and structures to survive, adapt and thrive (Folke, 2016). And the another one, the ability of a system to endure disruption and reorganize when experiencing transition while maintaining basically the same purpose, design, identity and feedbacks is known as resilience (Walker & Holling & Carpenter & Kinzig, 2004). According to some researchers, resilience is a term used to describe a group of phenomena marked by patterns of positive adaptation in the face of adversity or danger. Since two main decisions are needed to classify persons as belonging to this class of phenomenon, resilience must be assumed. First, there is an assessment that individuals are “doing okay” or “better than okay” in terms of a collection of behavioural standards. Second, there is a conclusion that there were extenuating conditions that jeopardized positive results. As a result, specifying the criterion or procedure for determining good adaptation and the

existence of conditions that threaten good adaptation in the past or present is needed for the analysis of this class of phenomena (Masten and Reed, 2002).

2.5.2. Classifications of Resilience

The study on growth resilience has been distinguished by two main approaches. When vulnerability or adversity is high, *Variable-Focused Approaches* look at the connections between human traits, situations and behaviours to see what accounts for positive results on adaptation metrics. The influence of the whole survey or the whole risk population, as well as the benefits of multivariate statistics, are effectively used in this approach. It's ideal for finding unique defensive factors for specific forms of adaptation. *Person-Focused Approaches* want to explain how resilient individuals vary from others who do not fare well in the face of adversity or who have not been confronted with challenges to growth. Individuals are regarded as resilient since they are performing better in many respects, rather than just one. This approach represents the viewpoint that resilience is configural. This method is well adapted to observing a variety of lives over time (Masten and Reed, 2002).

2.5.3. Affecting Factors and Sources of Resilience

Positive Emotions are one of the sources of resilience. *Positive Emotions* were shown to be moderately linked to resilience. The direct correlation between optimistic emotions and endurance remained important, meaning that coping mechanisms did not fully mediate this link (Gloria and Steinhardt, 2016). Moreover, positive emotion experience aids high-resilient people and their ability to recover quickly from everyday stress (Ong & Bergeman & Bisconti & Wallace, 2006).

External Supports (I have); Established Inner Talents (I am); and Learned Behavioural and Problem-Solving Abilities are all sources of resilience (I can). The sum and kind of resilience is unaffected by socioeconomic class (Grotberg, 2001).

Healthy attachment relationships, competent caring, controlling emotions, self-awareness, the ability to envision the future and a mastery motivation system that encourages learning, development and environment adaptation are all protective factors. Additionally, there is research that suggests resilience is linked to the capacity to use a range of coping mechanisms in a flexible way, depending on the particular challenge and then to adapt those mechanisms in response to corrective feedback. Moreover, the factors that determine resilience may change based on an individual's age and level of maturity. For instance, having overly protective parents may promote resilience in infancy and the early years but not in later childhood and adolescence. Furthermore, it's critical to recognize that the factors that determine resilience in one culture may not apply to another and that some coping mechanisms for one stressor or trauma may not be appropriate for another (Southwick et al., 2014).

2.5.4. Theoretical Background of Resilience

Resilience is multifaceted: infrastructure, citizens, environmental or economic environment and organisations may be referred to (Aldrich, 2018). In the face of change, resilience has the potential to survive, to continue to evolve in ever changing environments. In the face of dynamic change, resilience thought is about how cycles of incremental changes connect with sudden changes and the ability of individuals, and social environments to adapt new conditions. In relation to different routes and thresholds and turning points between them, it is about how to navigate the journey. Adaptation refers to human behaviour in resilience thought, while transformation is

about moving growth into other evolving pathways and even developing new ones (Folke, 2016).

On the other hand, when change occurs, a system's resilience is its capacity to absorb the worsened state and reorganize it in order to maintain the same goal or feedback (Walker & Holling & Carpenter & Kinzig, 2004). At the same time, as an interconnected dynamic mechanism that improves resilience relative to adversity, different variables and processes contribute; and resilience may be contextual and time-specific and may not be present in all domains of existence. According to Herrman et al. (2011) characteristics of personality (openness, extraversion and agreeableness), internal control locus, mastery, self-efficacy, self-esteem, cognitive evaluation (positive occurrence perception and coherent incorporation of adversity into self-narrative) and optimism all obviously lead to resilience. In addition, depending on the research methodology and concept of resilience, demographic variables (age, gender, race and ethnicity), social relationships and population characteristics variably contribute to resilience. Some factors that enhance resilience may be unique to the life stage and others may function throughout the lifespan (Herrman & Stewart & Diaz-Granados & Berger & Jackson & Yuen, 2011).

Hardiness. A combination of attitudes known as hardiness gives people the fortitude and drive to work hard and strategically to transform stressful situations from potential disasters into growth opportunities. The inherent tension of life is considered in this context. The specific characteristics of excellence in performance and health that hardiness is important to are further addressed and it has been suggested that toughness is a crucial element of Positive Psychology. Through conceptual and empirical work, the concept of "hardiness" has come to be understood

as a collection of interconnected attitudes and interaction strategies that work together to give people the courage, motivation and strategies to transform developmental and imposed stresses from potential disasters into growth opportunities. Performance excellence as well as improved physical and mental wellness are the results of this procedure (Maddi, 2006).

The hardy attitudes provide one the confidence and inspiration to carry out the challenging but necessary tasks of transformative coping, socially helpful relationships and successful self-care. Stress may be controlled by tenacious self-care, which makes it easier to plan and execute the required coping and social engagement activities. By utilizing resilient coping mechanisms, one may lessen the stress of situations by making the most of changes and resolving disagreements. One can build relationships with significant persons via tenacious social encounters by providing and receiving support and encouragement. Achieving one's full potential, learning from both happy and negative events and advancing in vitality, fulfillment and knowledge are all long-term effects of such a tough approach (Maddi, 2007).

Resiliency. For characterizing the effect of stress and individual characteristics on the caliber of adaptation, three general models are put forth. The compensatory model, the first of them, is the most straightforward. Personal characteristics and stress variables are thought to combine additively to predict competence; hence, when personal characteristics are maintained constant, competence may covary adversely with stress level. The challenge model might be used to describe the second model. By allowing for a curvilinear relationship between stress and competence, this model treats stress as a possible enhancer of competence, provided the level of stress is not severe. According to the third model, there is a conditional link between stress and

personal traits in terms of adaptation, meaning that personal attributes may either enhance or diminish the effects of stress as a variable (Garmezy & Masten & Tellegen, 1984).

Resilience. Resilience is characterized by taking some form of action with a specific goal in mind and developing a plan to reach the goal that appears to incorporate a number of connected factors. Furthermore, promoting resilience doesn't include avoiding stress; rather, it involves dealing with it at a moment and in a way that allows for the development of social skills and self-assurance via competence and appropriate responsibility. Finally, every piece of data supports the significance of developmental linkages. Protection does not primarily consist of a supporting component working intermittently or even for an extended period of time to provide a buffering effect. Instead, how people respond to changes in their circumstances and how they deal with them is what defines resilience. Early experiences, events that occurred in later childhood and adolescence and conditions that occurred in adulthood all have an impact on this trait (Rutter, 1985).

On the other hand, resilience in terms of psychopathological circumstances necessitates resolving human physical, emotional and neurological processes (Ribeiro et al., 2005).

Metatheory of Resilience and Resiliency. The resilience process is a life-enriching paradigm that contends that development and stronger protective factors are provided by stress and change. The "up-and-down" lives of the majority of people is described by the disruptive and reintegrative process. According to Resilience Theory, which transcends academic and professional borders, energy is necessary for reintegration and growth to take place. The human spirit or collective unconscious of

the person, as well as external social, ecological and spiritual forces, are where resilience or energy originates. Resiliency and resilience can be perceived as straightforward and useful applications to daily life. And also, three waves of resiliency inquiry are used to present Resiliency and Resilience Theory. What distinguishes those who will flourish in the face of risk factors or adversity from those who would succumb to harmful habits is the question that prompted the first wave of resilience research. The majority of the work on resiliency focuses on identifying the internal and environmental characteristics that enable people to deal with high-risk circumstances and setbacks and to "bounce back." The results of the initial wave of resilient inquiry were summarized in the list of resilient traits. The goal of the second wave of resiliency inquiry was to determine how to develop the identified resilient attributes. The process of dealing with adversity, change or opportunity in a way that leads to the discovery, fortification and enrichment of resilient traits or protective factors came to be known as resiliency. The notion of resilience emerged from the third wave of resiliency inquiry. It soon became apparent that some kind of motivated force was necessary for the process of reintegrating after life disturbances (Richardson, 2002).

Physiological Toughness. With resistance to brain catecholamine depletion and inhibition of pituitary adrenal-cortical responses, such exposure results in low Sympathetic Nervous System arousal base rates but high and sensitive challenge-or stress-induced Sympathetic Nervous System-adrenal-medullary arousal. When combined with psychological coping, this pattern of arousal characterizes physiological toughness and is correlated with improved immune function, favorable performance on even the most challenging activities and emotional stability. Successful treatments and stress-relieving lifestyles may be affected by the toughness

concept's antagonism between effective short-term and long-term coping (Dienstbier, 1989).

Constructivist Self-Development Theory. It critiques existing post-traumatic growth conceptualizations and approaches and proposes an alternative paradigm based on clinical trauma theory, notably Constructivist Self-Development Theory. Trauma also deals with destruction and resilience. According to this theory, disruptions in cognitive schemas in five domains (safety, trust, control, esteem and intimacy) reflect basic psychological needs. Constructivist Self-Development Theory's frame of reference and five main psychological needs (safety, esteem, intimacy, trust and control) constructions lay the groundwork for significant modifications in schemas or beliefs that play a key role in posttraumatic development (Saakvitne & Tennen & Affleck, 1998).

Physical Thriving. The term "Physical Thriving" refers to any physiological changes brought about by stresses that result in a person having more physiological resilience than they had prior to confronting adversity. Thriving may also occur when a sickness or other health hazard is the stressor and the person continues to be healthier than would be expected given the physiological challenge. Physical Thriving may therefore relate to both improved health as well as a health condition that is over the normal baseline as a result of stress (Epel & McEwen & Ickovics, 1998).

Adaptation. Researchers claim that some conceptualizations of adaptation exist. Cultural attitudes and values that encourage violence in families and communities are encapsulated by the macrosystem. The neighborhood, official and informal social networks, service and employment availability, ubiquitous socioeconomic position and the presence of both are all represented by the exosystem. The maltreatment itself

is one of several elements that make up the microsystem. Family dynamics, parenting practices, the maltreating parents' developmental history and psychological resources are all taken into consideration. The final one is that the ontogenic level of the model—that is, internal individual factors that affect the attainment of competence and adaptation—has received the majority of attention in the existing research pertinent to an ecological theory of violence and child abuse (Cicchetti and Lynch, 1993).

Posttraumatic Growth. Positive development that results from overcoming really difficult life crises is known as Posttraumatic Growth. It takes many many forms, such as a greater appreciation for life in general, deeper bonds with others, a stronger sense of self, rearranged priorities and a richer existential and spiritual existence. The concept that tremendous good may result from enormous pain is old even if the word is new. A model is put out to explain how posttraumatic development occurs and it emphasizes the importance of individual traits, support and disclosure, as well as considerable cognitive processing involving cognitive processes that were endangered or rendered useless by the traumatic experiences. Moreover, the experience of people whose development, at least in some areas, has exceeded what was existent before the fight with crises happened is known as Posttraumatic Growth. The person has not only survived, but has also gone through changes that are seen as significant and differ from the pre-existing situation. Posttraumatic development is a feeling of improvement that, for some people, is profoundly moving. It is not merely a return to baseline (Tedeschi and Calhoun, 2004).

Tedeschi and Calhoun (1996) also developed *The Posttraumatic Growth Inventory*, a tool for evaluating good outcomes reported by people who have survived traumatic situations. The scale seems to be useful in assessing how successfully

survivors of trauma rebuild or reinforce their understandings of themselves, others and the significance of events.

Growth Through Adversity. A hypothesis of Growth Through Adversity from Positive Psychology is put forth. The growth urge, cognitive-emotional processing and avoidance from infancy are all explained by the organic valuation hypothesis of growth through adversity. This processing, according to the theory, involves assimilation, negative attunement and positive attunement. The theory demonstrates how, provided that the social context is capable of supporting this process of positive accommodation, the process will naturally result in the actualization of good improvements in psychological well-being (Joseph and Linley, 2005).

Positive Psychotherapy Approach (Quality of Life Therapy). The level to which one's existence (or lifestyle) satisfies some sixteen standards that has been established or inferred, such as the majority of people in a particular society. A person's total quality of life is composed of various aspects of their daily lives. These are regions that are connected to the person's beliefs, physical health, employment situation and social setting (Frisch, 1998).

Furthermore, the "Five Paths" model, which forms the basis for five adaptive paths to happiness intervention and sixteen standards of living, is a crucial part of Quality of Life Therapy Theory. The "Five Paths" life satisfaction paradigm, which fosters pleasure and well-being in people, is supplemented by the theory of "Positive and Negative Affect". The Quality of Life Therapy theory incorporates well-being, all of life's good aspects and is therapeutic (Frisch, 2013).

2.6. Related Researches

2.6.1. *Domestic Literature Review*

Looking at the literature, there are many domestic researches on self-efficacy. In one research, it has been demonstrated that academic, social and emotional self-efficacy all significantly predict subjective well-being (Telef and Ergün, 2013). Additionally, the factor that best predicts adolescents' subjective well-being levels is optimistic inclination. Positive and substantial correlations exist between optimism propensity and subjective well-being (Eryılmaz and Hasan, 2014).

Participation in recreational activity, subjective well-being and social, emotional, and general self-efficacy do not differ significantly by the students' grade levels. The academic self-efficacy of students in the ninth and tenth grades was shown to be substantially greater than that of students in the twelfth grades. Academic success: While there was no difference in students' engagement in extracurricular activities, subjective well-being, social and emotional self-efficacy, a difference between academic and general self-efficacy was discovered (Kaplan, 2016). Another research has demonstrated the connection between attitude and self-worth and the direct, substantial and positive association between optimism and subjective well-being. Subjective well-being is observed to be positively, significantly and directly correlated with optimism and self-esteem (Tagay and Baltacı, 2017).

It has been determined that there is an correlation between the subjective well-being sub-dimensions and psychological resilience sub-dimensions among adolescences. It has also been determined that adolescents' psychological resilience levels predict their subjective well-being. The degree of psychological resilience rises together with an individual's subjective well-being (Akdoğan and Yalçın, 2018). One

investigation with students also showed that there is a link between optimism and academic self-efficacy that is favorable (Yılmaz, 2019). The sub-dimensions of positive emotion, feeling of closeness and negative emotion are revealed to have favorable and moderately significant associations with adolescents' self-efficacy for resisting drug addiction. The results showed that there were positive and moderately significant connections between the adolescents' self-efficacy for preventing drug addiction and the sub-dimensions of adjustment, resolve to struggle and empathy (Tilim and Murat, 2019).

The favorable significant associations between optimism and subjective well-being are also seen in other research (Duy and Yıldız, 2019). Furthermore, adolescences' subjective well-being is highly predicted by self-efficacy and perceived parental conflict. Self-efficacy, a component that is both personal and family, as well as the impression of parental conflict, have been found to have a positive impact on subjective well-being (Sayın, 2020).

Students in the ninth, tenth, eleventh and twelveth grades of high school have excellent psychological resilience, a positive sense of oneself and a moderate level of self-efficacy. Resilience, self-esteem and self-efficacy were shown to be closely correlated across all age groups, indicating that age did not significantly differentiate individuals (Sinop, 2020). Additionally, psychological resilience and subjective well-being had a strong connection (Eldeleklioğlu and Yıldız, 2020). Between optimism and resilience scores, there is a significant positive association (Parmaksız, 2020).

It is evident that subjective well-being is favorably and significantly predicted by their self-efficacy beliefs in adolescence. It is believed that by maintaining a strong friendship connection, the adolescent feels socially competent, does not experience

loneliness and incompatibility and can have happy feelings. This is because of the importance of peer relationships in adolescence. Therefore, self-efficacy belief can be seen as a factor that makes it easier for an individual to cope with adolescent changes. Additionally, factors related to parental conflict perception and self-efficacy make a major contribution to the explanation of the variation in subjective well-being (Sayın Çakar and Altun, 2021).

Perseverance, resiliency, academic self-efficacy and intrinsic motivation characteristics combined predicted 55% of the change in well-being, according to the studies. The suggested and tested model suggests that internal motivation and academic self-efficacy beliefs in adolescents predict effort persistence and psychological resilience, both of which have an impact on well-being. Adolescents who are innately driven and believe they will succeed in school continue to work toward long-term objectives and they exhibit more psychological resilience when faced with challenges (Yıldız and Kardaş, 2021). Another finding is that having future objectives and being able to connect them to present studies help adolescences' psychological well-being and capacity to deal with challenges (Süleyman and Çakır, 2021).

A study discovered a strong correlation between the resilience of preschool teachers and their levels of self-efficacy (Bağcı, 2022). According to the another study, subjective well-being and optimism are correlated in university students (Cuğ, 2022).

2.6.2. Foreign Literature Review

At the literature, there are many foreign researches on self-efficacy. In literature, people with high levels of self-efficacy and optimism had a stronger informational

bias toward stimuli that promote well-being. The low self-efficacy group showed more bias toward cues that suggested threat. Individuals with high levels of optimism and self-efficacy showed more interference for well-being-related terms than for threat-related and neutral phrases. It has been demonstrated that perceived stress is adversely predicted by both self-efficacy and optimism, which are favorably predicted by well-being color-naming latencies and negatively predicted by threat-related latencies, respectively. Thus, self-efficacy was a strong predictor of optimism (Karademas & Kafetsios & Sideridis, 2007). And also, a major predictor of subjective well-being indicators was optimism (Vacek & Coyle & Vera, 2010).

Another research showed that optimism only had a modest mediating effect on the association between resilience and psychological well-being. According to this, individual characteristics like resilience have an impact on psychological well-being and optimism, regardless of how resilient a person is, may in some cases contribute to psychological well-being (Souri and Hasanirad, 2011). The findings of the research demonstrated that adolescents who reported high levels of resilience felt more capable of adjusting to novelty in a variety of contexts, particularly in the academic setting and tended to utilize practically all thinking patterns more frequently. There were significant relationships that the more adolescents believed they could handle stressful situations, including those at school, the more they exhibited practically all patterns of thought (Sagone and De Caroli, 2013).

Researchers should pinpoint the causal relationships between gender, self-efficacy and subjective well-being in order to better comprehend the developing process. It has showed that the analysis revealed substantial gender in general self-efficacy and general well-being scores, as was expected. It demonstrates that

adolescents' general self-efficacy and general well-being were higher among males than among females. Subjective well-being is predicted by gender and general self-efficacy. When gender was taken into account, the studied results revealed a strong negative relationship between subjective well-being and overall self-efficacy (Ma & Zeng & Ye, 2015). Another study found that shyness had large indirect impacts on optimism, life satisfaction and both positive and negative affect via self-efficacy. It also had strong indirect effects on positive affect and life satisfaction via optimism (Liu et al., 2018).

Between optimism and resilience scores, there is a significant positive association (Pathak and Lata, 2018). Additionally, it was discovered that optimism affected professional indecision both directly and indirectly through self-efficacy in making career decisions (Charokopaki and Argyropoulou, 2019). Furthermore, positive relationships between optimism and subjective and psychological well-being were found. In the links between purpose in life and subjective and psychological well-being, optimism behaved as a partial mediator. Late adolescents' experiences of optimism based on self-concordant aspirations were enhanced by significance in life, which in turn improved their subjective and psychological well-being (Krok and Telka, 2019). It has been shown that shy persons tend to have low affective self-regulatory efficacy, which lowers their interpersonal self-efficacy, which lowers their subjective well-being. This is in addition to the direct association between shyness and subjective well-being (Li et al., 2020).

Career optimism among adolescences was adversely connected with perceived career obstacles and substantially and favorably with adolescences' self-efficacy and felt support from lecturers. Career optimism among adolescences is inversely

connected with perceived career hurdles and semester, but favorably correlated with self-efficacy and perceived support. For male adolescents, reported support from lecturers and self-efficacy are favorably connected with career optimism, but perceived career restrictions and age are adversely correlated (Aymans & Kortsch & Kauffeld, 2020). Moreover, the findings showed that the resilience factors were strongly and moderately related to perceived self-efficacy in the examined domains (Sagone & De Caroli & Falanga & Indiana, 2020).

Resilience was shown to be substantially and favorably correlated with subjective well-being in the regression analysis and it also moderated the relationship between poly-bullying victimization and subjective well-being (Villora et al., 2020). According to gender and age, the effects of emotions and self-regulation on adolescents' self-efficacy and subjective well-being were also investigated. Strong relationships between self-efficacy in controlling happy emotions and optimism as well as between self-efficacy in controlling negative emotions and hedonic balance have been identified. Only when it came to controlling negative emotions did researchers find a direct link between self-efficacy beliefs and effective coping mechanisms (Cattelino et al., 2021).

The authoritative parental teaching style has an impact on adolescents' of self-efficacy and subjective well-being. High levels of warmth and control from authoritative parents provide the adolescence the best environment possible for growth (Pavicevic, 2021). Addition to this, it has showed that multilateral education may increase adolescents' resilience and self-efficacy and reduce their propensity to act aggressively or to be bullied (Greco, 2021).

The research showed that there is a substantial relationship between poor academic performance and low optimism, low resilience and high perceived stress (Popa-Velea & Pirvan & Diaconescu, 2021). Self-efficacy also contributed to the impact of self-compassion on resilience (Li and Preziosi, 2022). Furthermore, Wu et al. (2022) showed that with an improvement in subjective well-being, learning burnout among people with strong resilience considerably decreased.



CHAPTER III

METHODOLOGY

In this chapter; model of the research, participants, instruments, data collection process, analysis of the data will be explained.

3.1. Model of the Research

In this research, The Correlational Model has employed. Without manipulating the variables, Correlational Research is a type of nonexperimental research that is used to anticipate and explain the relationship between variables as well as to determine how closely two or more variables are related. There are three different types of correlational study designs, according to Grove et al. (2014): descriptive or explanatory, predictive and model testing. An attempt is made to clarify the connections between and among variables in a descriptive design. Using the measured values of the independent variable, a predictive design seeks to forecast the level of the dependent variable. Testing theoretically postulated relationships is a significant for the model testing design (as cited in Seeram, 2019).

The correlations and predictive functions involving self-efficacy, subjective well-being, optimism and resilience levels have investigated in the context of this research. Furthermore, the dependent variable was self-efficacy that was investigated in this research. The independent variables were subjective well-being, optimism and resilience that were influenced the outcome in this research.

3.2. Participants

The research's participants were composed of adolescence aged 14 to 19 years old who have been selected by convenient sampling method. The sample of research; 9-

10-11-12 classes students were consisted in Istanbul during the academic year 2021-2022. A total of 502 respondents were taken part in the survey.

Table 1 shows the frequency distributions regarding the sociodemographic characteristics of the participants in terms of gender, grade and fields of study:

Table 1.

Sample Characteristics

<i>Sociodemographic Variables</i>	<i>Groups</i>	<i>f</i>	<i>%</i>
Gender	Male	271	54.0
	Female	231	46.0
Grade	9th grade	84	16.7
	10th grade	203	40.4
	11th grade	115	22.9
	12th grade	100	19.9
Fields of Study	Not Selected	225	44.8
	Turkish-Maths	83	16.5
	Maths-Science	111	22.1
	Turkish-Social Sciences	44	8.8
	Foreign Language	39	7.8
Total		502	100.0

When the frequency distributions of sociodemographic variables were analyzed in Table 1, 54% (n=271) of the participants were male and 46% (n=231) were female. According to the class variable of the participants, 9th grade students were 16.7% (n=84), 10th grade students were 40.4% (n=203), 11th grade students were 22.9% (n=115) and 12th grade students were 19.9% (n=100). According to the fields of study variable, those who did not choose a field yet 44.8% (n=225), Turkish-Maths 16.5% (n=83), Maths-Science 22.1% (n=111), Turkish-Social Sciences 8.8% (n=44), and Foreign Language 7.8% (n=39).

3.3. Instruments

In this research, “Personal Information Form”, “General Self-Efficacy Scale”, “Adolescent Subjective Well-Being Scale”, “Optimism Scale” and “Adolescent Psychological Resilience Scale” have applied.

3.3.1. *Personal Information Form*

A Personal Information Form was developed by the researcher as consists of open and close-ended questions. The form consisted of questions that were related to participants gender, grade, fields of study, grade levels and general information.

3.3.2. *General Self-Efficacy Scale*

The General Self-Efficacy Scale was developed by Schwarzer and Jerusalem (1995) and translated into more than twenty five languages. Aypay (2010) was adapted the General Self-Efficacy Scale into Turkish and assessed its reliability and validity in a Turkish population. The original scale consists 10 items and it is 4 Likert Type (not at all true=1, hardly true=2, moderately true=3, exactly true=4). The General Self-Efficacy Scale's correlation with emotion, optimism and work satisfaction supports its validity. For depression, stress, health complaints, burnout and anxiety, negative coefficients were discovered. Cronbach Alpha internal consistencies were determined to be between .76 and .90 (Schwarzer & Jerusalem, 1995). The adapted scale consists 10 items and it is 4 Likert Type (completely wrong=1, somewhat correct=2, moderately correct=3, completely correct=4). The General Self-Efficacy Scale is converted into Turkish using translation-back form. Principal study of components with varimax rotation were used for the construct validity. A two-factor structure with own values were greater than 1 arose as a consequence of the factor analysis. Coping with the Stress Scale and Rosenberg's

Self-Esteem Scale were used to test criterion validity of the General Self-Efficacy Scale. For the two components, Cronbach Alpha internal consistencies were determined to be between .79 and .63, respectively (Aypay, 2010). This research has indicated that Cronbach's Alpha had an internal consistency of .91.

3.3.3. Adolescent Subjective Well-Being Scale

The Adolescent Subjective Well-Being Scale was developed by Eryılmaz (2009) to measure dimensions such as satisfaction in relationships with friends and family, satisfaction with school life, self-satisfaction and satisfaction from the place where they live. The scale consists 15 items and it is 4 Likert Type (definitely disagree=1, disagree =2, agree=3, completely agree=4). In this scale, it has four sub-dimensions as satisfaction with family relationships (4 items), satisfaction with significant others relationships (4 items), life satisfaction (3 items) and positive feelings (4 items). The scale was found valid and reliable. The Cronbach Alpha internal consistency was found for satisfaction with family relationships as .83, satisfaction with significant others relationships as .73, life satisfaction as .81 and positive feelings as .66. The Cronbach Alpha total internal consistency was found as .86 and the value of Spearman Brown is found as .83 (Eryılmaz, 2009). This research has indicated that Cronbach's Alpha had an internal consistency of .95.

3.3.4. Optimism Scale

The Optimism Scale was developed and applied to university students by Balcı and Yılmaz (2002) was aimed to measure the levels of optimism. This scale consists 24 items and it is 4 Likert Type (not for me at all=1, not for me=2, sometimes for me=3, exactly for me=4). The scale was found valid and reliable. Internal consistency, test-retest, and half-test approaches evaluated the reliability of the

optimism scale. In addition, The Cronbach Alpha internal consistency was found as .96 and the reliability coefficient was found as .61 (Balcı and Yılmaz, 2002). This research has indicated that Cronbach's Alpha had an internal consistency of .90.

3.3.5. Adolescent Psychological Resilience Scale

The Adolescent Psychological Resilience Scale was developed and applied to high school students by Bulut, Doğan and Altundağ (2013) was aimed to assess the level of psychological resilience in high school students. The scale consists 29 items and it is 4 Likert Type (not exactly suitable for me=1, not suitable for me=2, suitable for me=3, exactly suitable for me=4). In this scale, it has six factors as family support (7 items), confidant-friend support (5 items), school support (5 items), adjustment (4 items), sense of struggle (5 items), empathy (3 items). The Cronbach Alpha internal consistency was found for family support as .89, confidant-friend support as .84, school support as .81, adjustment as .70, sense of struggle as .67, empathy as .61. In the validity test of the criterion, it is identified to relate -.47 with The Problem Solving Inventory, -.61 with The Beck Hopelessness Scale and -.46 with The Locus of Control Scale. The Cronbach Alpha total internal consistency was found as .81 (Bulut & Doğan & Altundağ, 2013). This research has indicated that Cronbach's Alpha had an internal consistency of .89.

3.4. Data Collection Process

First of all, the Provincial Directorate of National Education (see Appendix 6) and the Yeditepe University Ethics Committee (E.50532705-302.14.01-995) have granted the necessary approvals. School Principal and School Psychological Counseling and Guidance Unit have informed about the research. Permission has taken from the classroom teachers. The purpose of the research and the scales have

explained to the students after the informed consent. Participation has completely voluntary. Before the application, Informed Consent Form has given to the students. After then, data has obtained via written questionnaires through Personal Information Form, General Self-Efficacy Scale, Adolescent Subjective Well-Being Scale, Optimism Scale and Adolescent Psychological Resilience Scale by researcher. The completion of the survey packet has taken about 35 minutes.

3.5. Analysis of the Data

The data in this research has analyzed using IBM SPSS (International Business Machines Statistical Package for Social Sciences) version 26. Students in the sample group who were older than 19 but younger than 14 were not included in the analysis of the data because of out of the high school period. The data demonstrated normal distribution, as indicated by the Kurtosis and Skewness values obtained as a result of the normality test, which was used to ascertain whether the data were normally distributed. Due to the normal distribution, Parametric Tests have performed in the analysis. It has determined what the scales and variables for gender, grade and fields of study's descriptive statistical values were. The scales' internal consistency coefficient has computed using Cronbach's Alpha. Whether the scores of research dependent and independent variables differ significantly according to gender has examined by Independent Sample T-Test. One-Way Analysis of Variance (ANOVA) has used to test whether there was a significant relationship between research dependent and independent variables among grades and fields of study. Additionally, Post Hoc Scheffe Test has used among grades and fields of study. Pearson Moments Multiplication Correlation analysis has used to determine between relationship self-efficacy, subjective well-being, optimism, resilience among age. In order to answer

the main question of the research, Hierarchical Regression Analysis has applied to determine whether the self-efficacy of the participants has predicted by subjective well-being, optimism and resilience. And also, Hierarchical Regression Analysis has applied to determine whether the self-efficacy with optimism total scores of the participants has predicted by subjective well-being and resilience subscale scores. Since series of ANOVAS conducted, in order to avoid inflated Type 1 error rate a Bonferroni adjustment procedure has applied. Thus, the p-value was set at .01 instead of .05 in the research.



CHAPTER IV

FINDINGS

In this chapter; statistical findings of the research including scores obtained from measurement instruments and analyses will be explained. With the purpose of the following research questions, the research has also attempted to determine whether there was a correlation between self-efficacy, subjective well-being, optimism and resilience.

4.1. Descriptive Findings

4.1.1. Is There a Significant Difference between Adolescents' Levels of Self-Efficacy, Subjective Well-Being, Optimism and Resilience among Gender?

In order to compare the self-efficacy, adolescent subjective well-being, optimism and adolescent resilience levels of the participants, The Independent Sample T-Test has applied in paired group comparisons.

Table 2.

Findings to Difference between Adolescents' Levels of Self-Efficacy, Subjective Well-Being, Optimism and Resilience among Gender

Variables	Gender	N	M	SD	t	p
Self-Efficacy Scale Total	Male	271	31.044	6.5635	-.796	.426
	Female	231	31.524	6.9073		
ASWBS Total	Male	271	47.535	11.288	-1.599	.110
	Female	231	49.048	9.6438		
Optimism Scale Total	Male	271	71.192	12.065	-1.477	.140
	Female	231	72.811	12.440		
APRS Total	Male	271	89.57	13.103	-.920	.358
	Female	231	90.64	12.953		

ASWBS=Adolescent Subjective Well-Being Scale. APRS=Adolescent Psychological

*Resilience Scale. **p<0.01 *p<0.05*

According to The Independent Sample T-Test findings conducted to compare the total scores among gender variable In Table 2, the self-efficacy scores ($t(500)=-.79$; $p>0.05$) of male and female students have not showed a statistically significant difference. And also, subjective well-being total scores have not differed statistically between male and female students ($t(500)=-1.59$; $p>0.05$). Optimism total scores have not showed a statistically significant difference between male and female students ($t(500)=-1.47$; $p>0.05$). Finally, resilience total scores have not showed a statistically significant difference between male and female students ($t(500)=-.92$; $p>0.05$).

4.1.2. Is There a Significant Difference between Adolescents' Levels of Self-Efficacy, Subjective Well-Being, Optimism and Resilience among Grade?

Table 3.

Descriptives to Age for Main Variables

<i>Variables</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Skewness</i>	<i>Kurtosis</i>
Age	502	16.19	1.195	1.397	12.220
Self-Efficacy Scale Total	502	31.26	6.721	-.447	-.475
ASWBS Total	502	48.23	10.580	-1.206	1.230
ASWBS Satisfaction from Family Relationships	502	13.56	2.983	-1.548	2.109
ASWBS Positive Affect	502	12.71	3.029	-.966	.427
ASWBS Life Satisfaction	502	8.79	2.931	-.537	-.928
ASWBS Satisfaction from the Relationship with Significant Others	502	13.15	3.234	-1.223	.907
Optimism Scale Total	502	71.93	12.253	-.490	.165
APRS Family Support	502	22.70	4.785	-.968	.536
APRS Peer Support	502	16.46	3.669	-1.132	.962
APRS School Support	502	15.06	4.256	-.696	-.156
APRS Adjustment	502	11.00	1.846	-.066	-.065
APRS Persistence	502	14.93	2.905	-.318	-.360
APRS Empathy	502	9.89	1.734	-.489	-.329
APRS Total	502	90.06	13.03	-.441	-.086

ASWBS=Adolescent Subjective Well-Being Scale. APRS=Adolescent Psychological Resilience Scale. ** $p<0.01$ * $p<0.05$

According to the descriptive statistics in Table 3, information about the age of the participants and the scale score averages have given. According to the findings, the mean age of high school students has found to be 16.19 ± 1.19 . The Skewness and Kurtosis values were checked in the examination of the distributions in the mean score of the scale. In line with the findings, it has seen that the value ranges were in the range of ± 2 . Accordingly, the data has showed a normal distribution. In this direction, parametric measurements have made in the research.

In order to compare the self-efficacy, subjective well-being, optimism and resilience levels of the participants, One-Way ANOVA has used to compare grade variable involving more than two groups.

Table 4.

Findings to Difference between Adolescents' Levels of Self-Efficacy, Subjective Well-Being, Optimism and Resilience among Grade

<i>Variables</i>	<i>Grade</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>sd</i>	<i>p</i>	<i>Post Hoc</i>
Self-Efficacy Scale Total	9th Grade	84	31.643	6.8945	8.482	3/498	.000***	3>1
	10th Grade	203	29.734	6.5202				
	11th Grade	115	31.557	6.2956				
	12th Grade	100	33.720	6.7286				
	Total	502	31.265	6.7214				
ASWBS Total	9th Grade	84	48.417	10.2783	4.828	3/498	.003**	3>1
	10th Grade	203	46.498	10.8177				
	11th Grade	115	48.452	11.1475				
	12th Grade	100	51.340	8.9468				
	Total	502	48.231	10.5803				
Optimism Scale Total	9th Grade	84	73.143	13.8043	3.550	3/498	.014*	3>1
	10th Grade	203	70.267	11.2686				
	11th Grade	115	71.452	12.9189				
	12th Grade	100	74.870	11.5292				
	Total	502	71.937	12.2538				
	9th Grade	84	90.15	14.536				

	10th Grade	203	88.16	12.179				
APRS	11th Grade	115	90.90	13.452				
Total	12th Grade	100	92.89	12.449	3.215	3/498	.023*	3>1
	Total	502	90.06	13.032				

ASWBS=Adolescent Subjective Well-Being Scale. APRS=Adolescent Psychological

*Resilience Scale. ** $p < 0.01$ * $p < 0.05$*

According to The One-Way ANOVA findings conducted to compare total scores of the students among grade variable in Table 4, there were differences between them. Then, The Post Hoc Scheffe Test has used to determine the direction of the difference. First of all, homogeneous has examined with The Levene's Test. The Levene's Test values of the self-efficacy, subjective well-being, optimism and resilience total scores have found to be greater than 0.05 and the variance was homogeneous. Therefore, The One-Way ANOVA findings have accepted as valid. According to The One-Way ANOVA findings, self-efficacy [$F(3/498)=8.48$; $p < 0.05$], subjective well-being [$F(3/498)=4.82$; $p < 0.01$], optimism [$F(3/498)=3.55$; $p < 0.01$] and resilience [$F(3/498)=3.21$; $p < 0.01$] total scores have differed significantly according to the class.

Table 5.

Findings to Difference between Adolescents' Levels of Self-Efficacy, Subjective Well-Being, Optimism and Resilience among Grade

<i>Dependent Variable</i>	<i>(I) Grade</i>	<i>(J) Grade</i>	<i>Mean Difference (I-J)</i>	<i>SH</i>	<i>p</i>
Self-Efficacy Scale Total	10th Grade	10th Grade	-1,898	,767	,107
		11th Grade	-4,025*	,801	,000**
		12th Grade	-2,051	,846	,119
ASWBS Total	10th Grade	10th Grade	-2,091	1,221	,403
		11th Grade	-4,916*	1,274	,002**
		12th Grade	-2,034	1,347	,516
Optimism Scale Total	10th Grade	10th Grade	-1,359	1,424	,823
		11th Grade	-4,739*	1,486	,018*
		12th Grade	-3,023	1,571	,296

APRS Total	10th Grade	9th Grade	-2,093	1,724	,688
		11th Grade	-3,126	1,564	,264
		12th Grade	-5,043*	1,632	,024*

ASWBS=Adolescent Subjective Well-Being Scale. APRS=Adolescent Psychological

*Resilience Scale. ** $p < 0.01$ * $p < 0.05$*

According to The Post Hoc Scheffe Test findings performed to determine the source of the difference in Table 5, Bonferroni correction has conducted for examining the significance value of difference. To conduct the Bonferroni correction alpha level / number of comparison calculation has made. Based on the results, the significance value has found as 0.012. When reviewing The Post Hoc Scheffe Test findings, it has found that the score difference of the 12th grade students have found to be significantly higher than the 10th grade students for self-efficacy and subjective well-being total scores. And also, it has found that the difference between the groups has not found as significant for optimism and resilience total scores.

4.1.3. Is There a Significant Difference between Adolescents' Levels of Self-Efficacy, Subjective Well-Being, Optimism and Resilience among Fields Of Study?

Table 6.

Findings to Difference between Adolescents' Levels of Self-Efficacy, Subjective Well-Being, Optimism and Resilience among Fields of Study

Variables	Fields	N	M	SD	F	sd	p	Post Hoc
Self-Efficacy Scale Total	Not Selected	225	29.69	6.767	6.386	4/497	.000**	3>1
	Maths-Science	111	32.88	6.436				
	Turkish-Maths	83	32.85	6.032				
	Turkish-Social Sciences	44	31.13	6.950				
	Foreign Language	39	32.59	6.588				
	Total	502	31.26	6.721				
	Not Selected	225	46.57	10.798				

ASWBS Total	Maths-Science	111	50.17	10.288	3.410	4/497	.009**
	Turkish-Maths	83	49.88	8.972			
	Turkish-Social Sciences	44	46.88	12.536			
	Foreign Language	39	50.25	9.546			
	Total	502	48.23	10.580			
Optimism Scale Total	Not Selected	225	70.61	12.756	2.239	4/497	.064
	Maths-Science	111	72.48	11.485			
	Turkish-Maths	83	74.61	12.318			
	Turkish-Social Sciences	44	70.31	10.700			
	Foreign Language	39	74.15	12.106			
	Total	502	71.93	12.253			
APRS Total	Not Selected	225	89.04	13.642	1.262	4/497	.284
	Maths-Science	111	89.73	12.372			
	Turkish-Maths	83	92.47	12.799			
	Turkish-Social Sciences	44	90.00	10.967			
	Foreign Language	39	91.87	13.671			
	Total	502	90.06	13.032			

ASWBS=Adolescent Subjective Well-Being Scale. APRS=Adolescent Psychological Resilience Scale. ** $p < 0.01$ * $p < 0.05$

According to The One-Way ANOVA findings conducted to compare total scores of the students among fields of study variable in Table 6, there were differences between them. Then, The Post Hoc Scheffe Test has used to determine the direction of the difference. First of all, homogeneous has examined with The Levene's Test. The Levene's Test values total scores have found to be greater than 0.05 and the variance was homogeneous. Therefore, The One-Way ANOVA findings have accepted as valid. According to The One-Way ANOVA findings, self-efficacy [$F(4/497)=6.38$; $p < 0.05$] and subjective well-being [$F(4/497)=3.41$; $p < 0.05$] total scores have differed significantly according to the class. On the other hand, optimism [$F(4/497)=2.23$; $p > 0.01$] and resilience [$F(4/497)=1.26$; $p > 0.01$] total scores have not differed significantly according to the class.

Table 7.

Findings to Difference between Adolescents' Levels of Self-Efficacy, Subjective Well-Being, Optimism and Resilience among Fields of Study

Dependent Variable	(I) Fields	(J) Fields	Mean Difference (I-J)	SH	p
Self-Efficacy Total	Not Selected	Not Selected	-3,097*	,765	,003**
		Turkish-Maths	-1,395	1,088	,801
		Maths-Science	-2,859*	,840	,022*
		Turkish-Social Sciences	-2,849	1,145	,188

**p<0.01 *p<0.05

According to The Post Hoc Scheffe Test findings performed to determine the source of the difference in Table 7, Bonferroni correction has conducted for examining the significance value of difference. To conduct the Bonferroni correction alpha level / number of comparison calculation has made. Based on the results, the significance value has found as 0.01. When reviewing The Post Hoc Scheffe Test findings, it has found that the difference between the groups has not found as significant self-efficacy and subjective well-being total scores based on the fields of study.

4.2.1. Is There a Significant Relationship between Perceived Self-Efficacy Levels, Subjective Well-Being, Optimism and Resilience of Adolescence?

Findings to Relationship between Perceived Self-Efficacy Levels, Subjective Well-Being, Optimism and Resilience of Adolescence

[illegible]

7. Self-Efficacy Scale Total	31.26	6.70	.136**	.500**	.364**	.446**	.539**	.395**	1								
8. Optimism Scale Total	71.93	12.53	.085	.567**	.424**	.474**	.590**	.484**	.523**	1							
9. APRS Family Support	22.70	4.78	.043	.571**	.584**	.416**	.479**	.504**	.300**	.578**	1						
10. APRS Peer Support	16.46	3.66	.011	.364**	.308**	.251**	.252**	.445**	.167**	.359**	.429**	1					
11. APRS School Support	15.06	4.25	.062	.277**	.286**	.221**	.197**	.258**	.220**	.387**	.316**	.237**	1				
12. APRS Adjustment	11.00	1.84	.020	.328**	.257**	.281**	.305**	.296**	.257**	.486**	.372**	.215**	.294**	1			
13. APRS Persistence	14.93	2.90	.092*	.476**	.365**	.394**	.509**	.390**	.499**	.650**	.516**	.341**	.384**	.466**	1		
14. APRS Empathy	9.89	1.73	.011	.290**	.219**	.242**	.274**	.272**	.253**	.345**	.332**	.319**	.067	.186**	.318**	1	
15. APRS Total	90.06	13.0	.064	.594**	.541**	.455**	.504**	.560**	.410**	.699**	.803**	.665**	.645**	.563**	.742**	.464**	1

ASWBS=Adolescent Subjective Well-Being Scale. APRS=Adolescent Psychological Resilience Scale. ** $p < 0.01$ * $p < 0.05$

According to The Pearson Moments Multiplication Correlation findings conducted to determine between relationship self-efficacy, subjective well-being, optimism, resilience among age variable in Table 8, age of the participants and Adolescent Subjective Well-Being Scale total ($r=.10$; $p<0.05$), ASWBS sub-dimension of positive affect ($r=.11$; $p<0.05$), ASWBS sub-dimension of life satisfaction ($r=.11$; $p<0.05$), ASWBS sub-dimension of satisfaction from the relationship with significant others ($r=.10$; $p<0.05$), self-efficacy total ($r=.13$; $p<0.01$), Adolescent Psychological Resilience Scale sub-dimension of persistence ($r=.10$; $p<0.05$) have positively and significantly correlated.

On the other hand, self-efficacy total scores and Adolescent Subjective Well-Being Scale total ($r=.50$; $p<0.01$), ASWBS sub-dimension of satisfaction from family relationships ($r=.36$; $p<0.01$), ASWBS sub-dimension of positive affect ($r=.44$; $p<0.01$), ASWBS sub-dimension of life satisfaction ($r=.54$; $p<0.01$), ASWBS sub-dimension of satisfaction from the relationship with significant others ($r=.39$; $p<0.05$), Optimism Scale total ($r=.52$; $p<0.01$), Adolescent Psychological Resilience Scale sub-dimension of family support ($r=.30$; $p<0.01$), APRS sub-dimension of peer support ($r=.16$; $p<0.01$), APRS sub-dimension of school support ($r=.22$; $p<0.01$), APRS sub-dimension of adjustment ($r=.25$; $p<0.01$), APRS sub-dimension of persistence ($r=.49$; $p<0.01$), APRS total ($r=.41$; $p<0.01$) have positively and significantly correlated.

4.2.2. Do Adolescents' Subjective Well-Being, Optimism and Resilience Predict Perceived Self-Efficacy Levels Significantly?

Table 9.

Findings to Predictive Relationship of Self-Efficacy with Adolescent Subjective Well-Being Scale, Optimism and Adolescent Psychological Resilience Scale Scores

	<i>Model</i>	<i>β</i>	<i>t</i>	<i>p</i>	<i>F</i>	<i>R²</i>
1	(Constant)		13.125	.000		
	ASWBS Total	.500	12.909	<0.001**	166.645***	.248
2	(Constant)		5.403	.000		
	ASWBS Total	.300	6.767	<0.001**	125.484***	.331
	Optimism Scale Total	.353	7.968	<0.001**		
3	(Constant)		4.948	.000		
	ASWBS Total	.309	6.570	<0.001**	83.664***	.331
	Optimism Scale Total	.370	6.988	<0.001**		
	APRS Total	-.032	-.592	.554		

Dependent Variable: Self-Efficacy Scale Total

*ASWBS=Adolescent Subjective Well-Being Scale. APRS=Adolescent Psychological Resilience Scale. **p<0.01 *p<0.05*

According to The Hierarchical Regression Analysis findings conducted to determine whether the self-efficacy of the participants has predicted by subjective well-being, optimism and resilience in Table 9, subjective well-being has added to the first model and it has found to be statistically significant [$F(1,498)=166.645$; $p<0.01$]. According to the findings, Adolescent Subjective Well-Being Scale total scores ($\beta=.50$; $p<.01$) have significantly predicted self-efficacy scores. The created model has explained 24.8% of the variance ($R^2=.24$). Optimism scores have added to the second model and it has found to be statistically significant [$F(2,497)=125,484$; $p<0.01$]. According to the findings, ASWBS total scores ($\beta=.30$; $p<.01$) and optimism scores ($\beta=.35$; $p<.01$) have significantly predicted self-efficacy scores. The created

model has explained 33.1% of the variance ($R^2=.33$). Adolescent resilience scores have added to the third model and it has found to be statistically significant [$F(3,496)=83,664$; $p<0.01$]. According to the findings, ASWBS total scores ($\beta=.30$; $p<.01$), optimism scores ($\beta=.37$; $p<.01$) and Adolescent Psychological Resilience Scale total scores ($\beta=.32$; $p<.01$) have significantly predicted self-efficacy scores. The created model has explained 33.1% of the variance ($R^2=.33$).

Table 10.

Findings to Predictive Relationship of Self-Efficacy with Adolescent Subjective Well-Being Scale, Optimism Total Scores and Adolescent Psychological Resilience Scale Subscale Score

	<i>Model</i>	<i>β</i>	<i>t</i>	<i>p</i>	<i>F</i>	<i>R²</i>
1	(Constant)		14.558	.000		
	ASWBS Satisfaction from Family Relationships	.008	.122	.903		
	ASWBS Positive Affect	.122	1.992	.047	53.549***	.296
	ASWBS Life Satisfaction	.429	7.819	<0.001**		
	ASWBS Satisfaction from the Relationship with Significant Others	.034	.536	.592		
2	(Constant)		6.551	.000		
	ASWBS Satisfaction from Family Relationships	.001	.022	.982		
	ASWBS Positive Affect	.107	1.815	.070	55.849***	.354
	ASWBS Life Satisfaction	.291	5.175	<0.001**		
	ASWBS Satisfaction from the Relationship with Significant Others	-.012	-.192	.848		
	Optimism Scale Total	.306	6.765	<0.001**		
3	(Constant)		4.583	.000		
	ASWBS Satisfaction from Family Relationships	.053	.835	.404		
	ASWBS Positive Affect	.079	1.372	.171	29.917***	.388
	ASWBS Life Satisfaction	.247	4.374	<0.001**		
	ASWBS Satisfaction from the Relationship with Significant Others	.022	.353	.724		
	Optimism Scale Total	.249	4.510	<0.001**		
	APRS Family Support	-.144	-2.797	.005**		

APRS Peer Support	-.065	-1.529	.127
APRS School Support	.012	.303	.762
APRS Adjustment	-.043	-1.040	.299
APRS Persistence	.245	4.872	<0.001**
APRS Empathy	.060	1.534	.126

Dependent Variable: Self-Efficacy Scale Total

*ASWBS=Adolescent Subjective Well-Being Scale. APRS=Adolescent Psychological Resilience Scale. ** $p < 0.01$ * $p < 0.05$*

According to The Hierarchical Regression Analysis findings conducted to determine whether the self-efficacy with optimism total scores of the participants has predicted by subjective well-being and resilience subscale scores in Table 10, subjective well-being sub-dimensions have added to the first model and it has found to be statistically significant [$F(4,495)=53.549$; $p < 0.01$]. According to the findings, Adolescent Subjective Well-Being Scale sub-dimension of life satisfaction ($\beta=.43$; $p < .01$) has significantly predicted self-efficacy scores. The created model has explained 29.6% of the variance ($R^2=.29$). Optimism scores have added to the second model and it has found to be statistically significant [$F(5,494)=55.849$; $p < 0.01$]. According to the findings, ASWBS sub-dimension of life satisfaction ($\beta=.29$; $p < .01$) and optimism scores ($\beta=.31$; $p < .01$) have significantly predicted self-efficacy scores. The created model has explained 35.4% of the variance ($R^2=.35$). Adolescent resilience subscale scores have added to the third model and it has found to be statistically significant [$F(10,489)=29,917$; $p < 0.01$]. According to the findings, ASWBS total scores ($\beta=.25$; $p < .01$), optimism scores ($\beta=.25$; $p < .01$) and Adolescent Psychological Resilience Scale sub-dimension of persistence ($\beta=.24$; $p < .01$) have significantly predicted self-efficacy scores. The created model has explained 38.8% of the variance ($R^2=.38$).

CHAPTER V

DISCUSSION, RESULTS AND SUGGESTIONS

In this chapter; it has been discussed within the context of the literature that the effects of subjective well-being, optimism and resilience on adolescences levels of self-efficacy according to obtained findings in this section. The research's hypotheses have concluded and suggestions for field researchers and psychological counselors have offered.

5.1. Discussion

5.1.1. Comparison between Adolescents' Levels of Self-Efficacy, Subjective Well-Being, Optimism and Resilience in Terms of Gender, Grade and Fields of Study

In the light of the first research question, the results of the adolescences' self-efficacy, subjective well-being, optimism and resilience among gender variable indicated that the self-efficacy of male and female students have not differ statistically significantly. Some studies in the literature have shown that self-efficacy has no influence and factor on gender (Pajares, 1996; McKenzie, 1999; Vardarlı, 2005; Keskin and Orgun, 2006; Telef, 2011). Contrary to these findings, Einarson (1983), Shelton (1989), Pintrich and De Groot (1990), Çetin (2007) showed that gender differences in self-efficacy have revealed that male' self-efficacy is higher than female' self-efficacy. When the findings of subjective well-being with the adolescent gender variable were compared, it was discovered that there were no significant differences in subjective well-being by gender (Çevik, 2010; Eryılmaz and Ercan, 2011; Güney, 2017; Alim, 2018; Avcı, 2019; Kılınç and Uzun, 2020; Demirbilek, 2021). Aydın and Tezer (1991), Boman et al. (2003), Huan et al. (2006) showed that

there was no difference between optimism and gender. In some research gender and resilience showed substantial differences (Hannah and Morrissey, 1987; Bahadır, 2009; Turgut, 2015), however in other studies, there was no gender-related difference (Özcan, 2005; Aydoğdu, 2013). The fact that the levels of variables have not differ according to being a male or a female can be interpreted as each of these variables being a crucial component of personal development and the importance of focusing on them during a time of crisis.

In the light of the first research question, the results of the adolescences' self-efficacy, subjective well-being, optimism and resilience among grade variable indicated that the levels of self-efficacy has significantly differentiated. The 12th grade students has found to be considerably higher than the 10th grade students. In literature, it has discovered that the students who took part in the research had different academic self-efficacy levels depending on what grade they were in. It can be showned that students in the 12th grades have better levels of academic self-efficacy than students in the 9th grades (Ekinici, 2011; Oktaş, 2019). In literature, contrast to this research it has discovered that there was no discernible difference in high school grade levels (Özen, 2005; Çelik, 2008; Canbay, 2010). As levels of self-efficacy, subjective well-being, optimism and resilience differed with age, it can be interpreted that each of these factors has a significant role in the development of adolescents at various ages and contributes to their high level of awareness.

In the light of the first research question, the results of the adolescences' self-efficacy, subjective well-being, optimism and resilience among fields of study variable indicated that the levels of self-efficacy has varied significantly. Subjective well-being has varied greatly by fields of study. The optimism measure was not

substantially differed by fields of study. According to the fields of study, the results for resilience was not considerably different. One investigation about self-efficacy with high school students showed that the self-efficacy perception scores of students majoring in Turkish-Maths and Maths-Science has predicted their performance in English. In order to explain their performance in English, it has been found that students studying the field of Turkish-Maths have greater self-efficacy beliefs than do students learning the field of Maths-Science (Duman, 2007). Moreover, no further literature research has been found about the fields of study. These results indicate that adolescents who have chosen a fields of study are significantly affected as their levels of self-efficacy and subjective well-being when making long-term plans for their careers and personal lives. Due to the impact of the adolescents' career planning as well as the fact that they have other life-related goals (such as family, friendships), the levels of optimism and resilience do not alter depending on the selected field.

5.1.2. Correlation Relationship between Perceived Self-Efficacy Levels, Subjective Well-Being, Optmism and Resilience of Adolescence

In light of the second research question, according to the correlation results, age of the adolescents and subjective well-being, subjective well-being sub-dimensions (positive affect, life satisfaction, satisfaction from the relationship with significant others), self-efficacy and resilience sub-dimension (persistence) have positively and significantly correlated. Self-efficacy with subjective well-being, subjective well-being sub-dimensions (satisfaction from family relationships, positive affect, life satisfaction, satisfaction from the relationship with significant others), optimism, resilience sub-dimensions (family support, peer support, school support, adjustment, persistence) and resilience have positively and significantly correlated. In literature,

empathy and family support were the two most important sub-dimensions of psychological resilience (Sinop, 2020). Additionally, according to Akdoğan and Yalçın (2018), there was a strong and favorable association between the subjective well-being sub-dimensions (positive affect, life satisfaction, satisfaction from the relationship with significant others) and the sub-dimensions of the resilience (family support, peer support, school support, adjustment, persistence). It can be interpreted that the strength of the people around them and their extrinsic sources are the most significant aspects that positively affect adolescents' subjective well-being.

5.1.3. Predictive Relationship between Adolescents' Perceived Self-Efficacy Levels and Subjective Well-Being, Optimism, Resilience

In light of the third research question, the results have showed to predict the adolescents self-efficacy based on their subjective well-being, optimism and resilience. In this research, subjective well-being has discovered to be statistically significant. The results have showed that the subjective well-being and life satisfaction sub-dimension have substantially predicted the self-efficacy. According to the literature, there is a high correlation between adolescents' subjective well-being and self-efficacy, as their self-efficacy levels rise, so do their subjective well-being levels, and these two variables consequently predict one another (Telef and Ergün, 2013; Certel et al., 2015; Asıcı and İkiz, 2019; Ciminli, 2022). It was also determined that the subjective well-being's life satisfaction component and self-efficacy beliefs were substantially correlated (Mishra, 2022). Optimism has discovered that this was statistically significant according to this research. The results showed that the subjective well-being, life satisfaction sub-dimension and optimism strongly have predicted self-efficacy. In literature, the studies revealed a strong correlation between

subjective well-being, optimism and self-efficacy (Liu et al, 2018; Hajek and König, 2019). According to this research, it was expanded to include for adolescent resilience and it was determined that the model was statistically significant. The results showed that the subjective well-being, optimism, resilience and perseverance sub-dimension strongly predict self-efficacy. There is evidence from the literature that self-efficacy and resilience are related (Sagone et al., 2020; Sinop, 2020; Yıldız and Kardaş, 2021). It can be interpreted that in order for adolescents to be self-efficacy, their well-being, positive thoughts and coping skills levels must be increased. More research on these variables is needed due to a lack of literature on the subject.

5.2. Results

The following results have drawn from the research's findings, which focused on how adolescents' levels of self-efficacy have influenced.

1. When the research has examined based on the gender variable (male and female), the self-efficacy of male and female students have not differ statistically significantly in the adolescences' self-efficacy, subjective well-being, optimism and resilience.
2. Test results showed that self-efficacy, subjective well-being, optimism and resilience have differed significantly according to the class based on the grade variable.
3. It has showed that 12th grade students have found to be significantly higher than the 10th grade students for self-efficacy and subjective well-being. And also, it has found that the difference between the groups has not found as significant for optimisim and resilience based on the grade variable.

4. Self-efficacy and subjective well-being have differed significantly according to the class based on the fields of study. However, optimism and resilience have not differed significantly according to the class based on the fields of study.
5. It has showed that the difference between the groups has not found as significant self-efficacy and subjective well-being based on the fields of study.
6. Age of the adolescents has positively and substantially connected with subjective well-being, subjective well-being sub-dimensions (positive affect, life satisfaction, satisfaction from the relationship with significant others), self-efficacy and resilience sub-dimension (persistence).
7. Self-efficacy has positively and substantially connected with subjective well-being, subjective well-being sub-dimensions (satisfaction from family relationships, positive affect, life satisfaction, satisfaction from the relationship with significant others), optimism, resilience sub-dimensions (family support, peer support, school support, adjustment, persistence) and resilience based on the age.
8. The results has demonstrated that subjective well-being has significantly predicted self-efficacy. Subjective well-being and optimism have significantly predicted self-efficacy. Subjective well-being, optimism resilience have significantly predicted self-efficacy.
9. The results has demonstrated that subjective well-being sub-dimension of life satisfaction has significantly predicted self-efficacy. Subjective well-being sub-dimension of life satisfaction and optimism have significantly predicted

self-efficacy. Subjective well-being, optimism scores and resilience sub-dimension of persistence have significantly predicted self-efficacy.

10. As a result, it has discovered in this research that self-efficacy, subjective well-being, optimism, and resilience are all connected with one another.

5.3. Suggestions

On the basis of the research's findings and results, some suggestions have been made in this section. Field researchers and psychological counselors who offer counseling and guidance are handled by these suggestions.

5.3.1. *Suggestions for Field Researchers*

1. Adolescents who were high school students were the focus of this research. However, based on this research, it is impossible to conclude if the self-efficacy, subjective well-being, optimism and resilience of individuals who are in other ages differ and change. Because of this, it would be beneficial to compare people of different ages in future studies in order to obtain more accurate and comprehensive results.
2. Understanding high school students will be supported further by taking into account their future employment, families or peer groups in relation to other demographic factors. Additionally, the impact of adolescents' self-esteem and self-confidence on their academic performance may be researched.
3. The fact that research on the idea of self-efficacy has needed in our country demonstrates the necessity for unique studies to examine this in an experimental and relational manner. Researches on self-efficacy, which are commonly encountered and prevented from unpleasant occurrences like peer bullying, violence and addiction that are starting to become substantial issues

for adolescents and society, might make important contributions, particularly in the recent time.

4. Adolescent researchers may contribute to the literature for students to create healthy family and friend relationships, work conditions, self-awareness and explore competencies.
5. Later researches can look at how disparities impact high school students' efforts to adapt, their needs for belonging and loneliness, their desire for peer contacts, their usage of cigarettes and alcohol and their identity confusion.

5.3.2. *Suggestions for Psychological Counselors*

1. Because of the high school students' subjective well-being, optimism and resilience are all impacted by their level of self-efficacy, there may be more group and classroom guidance programs and activities that can support in building self-efficacy.
2. In order to understand the reasons for poor self-efficacy, raise subjective well-being and boost levels of optimism and resilience, group guidance programs would be helpful.
3. The main objective of developing self-efficacy adolescents is to ensure that they have a sufficient understanding of both themselves and other people. The psychological counselors can conduct research for corrective, developmental and directional guidance.

REFERENCES

- Akdoğan, B., & Yalçın, S. B. (2018). Lise öğrencilerinin psikolojik dayanıklılık ve çatışma çözme davranışlarının öznel iyi oluşlarını yormaması. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, 1(46), 174-197.
- Aktürk, Ü., & Aylaz, R. (2013). Bir ilköğretim okulundaki öğrencilerin öz yeterlilik düzeyleri. *Dokuz Eylül Üniversitesi Hemşirelik Fakültesi Elektronik Dergisi*, 6(4), 177-183.
- Aldrich, R. S. (2018). *Resilience (Library Futures Series, Book 2) (Vol. 2)*. American Library Association.
- Alim, E. (2018). *Ergenlerde mükemmeliyetçilik, öznel iyi oluş ve depresyon* [Yüksek lisans tezi, Fatih Sultan Mehmet Vakıf Üniversitesi].
- Anderson, C., Kraus, M. W., Galinsky, A. D., & Keltner, D. (2012). The local-ladder effect: Social status and subjective well-being. *Psychological Science*, 23(7), 764-771.
- Asıcı, E., & İkiz, F. E. (2019). Okulda öznel iyi oluşun okul iklimi ve öz-yeterlik açısından yordanması (Turkish). *Hacettepe University Journal of Education*, 34(3), 621.
- Avcı, M. (2019). *Lise öğrencilerinin olumsuz değerlendirilme korkusu düzeyleri öznel iyi oluş düzeyleri ile sanal zorbalık düzeyleri arasındaki yordayıcı ilişkiler* [Yüksek lisans tezi, Sabahattin Zaim Üniversitesi].
- Aydin, G., & Tezer, E. (1991). İyimserlik, sağlık sorunları ve akademik başarı ilişkisi. *Psikoloji Dergisi*.

- Aydoğdu, T. (2013). *Bağlanma stilleri, başa çıkma stratejileri ile psikolojik dayanıklılık arasındaki ilişkinin incelenmesi* [Yüksek lisans tezi, Gazi Üniversitesi Eğitim Bilimleri Enstitüsü]. Ankara
- Aymans, S. C., Kortsch, T., & Kauffeld, S. (2020). Gender and career optimism-The effects of gender-specific perceptions of lecturer support, career barriers and self-efficacy on career optimism. *Higher Education Quarterly*, 74(3), 273-289.
- Aypay, A. (2010). Genel öz yeterlik ölçeği'nin göyö türkçe'ye uyarlama çalışması. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 11(2), 113-131.
- Bağcı, M. (2022). *Okul öncesi öğretmenlerinin psikososyal özellikleri ile öz yeterlilikleri arasındaki ilişkinin çeşitli değişkenler açısından incelenmesi* [Yüksek lisans projesi, Pamukkale Üniversitesi]. Denizli.
- Bahadır, E. (2009). *Sağlıkla ilgili fakültelerde eğitime başlayan öğrencilerin psikolojik sağlamlık düzeyleri* [Yüksek lisans tezi, Hacettepe Üniversitesi Sağlık Bilimleri Enstitüsü]. Ankara
- Balcı, S. ve Yılmaz, M. (2002). İyimserlik ölçeğinin geçerlilik ve güvenilirlik çalışması. *On Dokuz Mayıs Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 14, 54-60.
- Bandura, A. (1994). *Self-efficacy*. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behaviour* (Vol. 4, pp. 71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of mental health*. San Diego: Academic Press, 1998).

- Bandura, A. (1995). *Değişen toplumlarda öz-yeterlik*. New York: Cambridge University Press.
- Bandura, A. (1999). Social cognitive theory of personality. *Handbook of personality*, 2, 154-96.
- Bandura, A., & Adams, N. E. (1977). Analysis of self-efficacy theory of behavioural change. *Cognitive therapy and research*, 1(4), 287-310.
- Benight, C. C., & Bandura, A. (2004). Social cognitive theory of posttraumatic recovery: The role of perceived self-efficacy. *Behaviour research and therapy*, 42(10), 1129-1148.
- Boden, M. (1966). Optimism. *Philosophy*, 41(158), 291-303.
doi:10.1017/S0031819100058848.
- Boman, P., Smith, D. C., & Curtis, D. (2003). Effects of pessimism and explanatory style on development of anger in children. *School Psychology International*, 24(1), 80-94.
- Bradburn, N. M. (1969). *The structure of psychological well-being*. Aldine.
- Bulut, S., Doğan, U., & Altundağ, Y. (2013). Adolescent psychological resilience scale: validity and reliability study. *Suvremena Psihologija*, 16(1), 21-32.
- Canbay, H. (2010). *Lise öğrencilerinin öznel iyi oluş düzeyleri ile sosyal beceri düzeyleri arasındaki ilişkinin incelenmesi* [Yayımlanmamış yüksek lisans tezi, Dokuz Eylül Üniversitesi]. İzmir
- Caprara, G. V., Steca, P., Gerbino, M., Paciello, M., & Vecchio, G. M. (2006). Looking for adolescents' well-being: Self-efficacy beliefs as determinants of

positive thinking and happiness. *Epidemiologia E Psichiatria Sociale*, 15(1), 30.

Carver, C. S., & Scheier, M. F. (2001). *Optimism, pessimism and self-regulation*. In E. C. Chang (Ed.), *Optimism & pessimism: Implications for theory, research, and practice*. (p. 31-51). American Psychological Association.

Carver, C. S., & Scheier, M. F. (2002). *Optimism*. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology* (p. 231–243). Oxford University Press.

Cattelino, E., Testa, S., Calandri, E., Fedi, A., Gattino, S., Graziano, F., ... & Begotti, T. (2021). Self-efficacy, subjective well-being and positive coping in adolescents with regard to Covid-19 lockdown. *Current Psychology*, 1-12.

Certel, Y. D. D. Z., Bahadır, Z., Saracaloğlu, A. S., & Varol, S. R. (2015). *Lise öğrencilerinin öz-yeterlikleri ile öznel iyi oluş düzeyleri arasındaki ilişkinin incelenmesi*.

Charokopaki, A., & Argyropoulou, K. (2019). Optimism, Career Decision Self-Efficacy and Career Indecision among Greek Adolescents. *Education Quarterly Reviews*, 2(1), 185-197.

Cicchetti, D., & Lynch, M. (1993). Toward an ecological/transactional model of community violence and child maltreatment: Consequences for children's development. *Psychiatry*, 56(1), 96-118.

Ciminli, A. (2022). Okulda öznel iyi oluşun yordayıcıları olarak akademik öz-yeterlik ve umut. *Uluslararası Türk Kültür Coğrafyasında Sosyal Bilimler Dergisi*, 7(1), 37-50.

- Cuğ, F. D. (2022). Öz duyarlık, iyimserlik ve öznel iyi oluş arasında öznel zindeliğin aracı rolü. *Kocaeli Üniversitesi Eğitim Dergisi*, 5(1), 19-32.
- Çalık, E. (2008). *İlköğretim öğrencilerinin iyimserlik düzeylerinin ve okula ilişkin algılarının incelenmesi* [Yüksek lisans tezi, Ankara Üniversitesi Eğitim Bilimleri Enstitüsü]. Ankara.
- Çelik, Ş. (2008). *Lise öğrencilerinin öznel iyi oluşlarının duygusal zeka açısından incelenmesi* [Yayımlanmamış yüksek lisans tezi, Selçuk Üniversitesi]. Konya.
- Çetin, B. (2007). *Yeni ilköğretim programı (2005) uygulamalarının ilköğretim 4. ve 5. sınıf öğrencilerinin çalışma alışkanlıkları ile öz-yeterliklerine etkisi ve öğrencilerin program hakkındaki görüşleri* [Yayımlanmamış doktora tezi] Marmara Üniversitesi.
- Çetin, B. (2013). Çocuklar için öz-yeterlik ölçeğinin ilköğretim 4. ve 5. sınıf öğrencilerinin akademik başarısını yordaması. *Kastamonu Eğitim Dergisi*, 21(3), 1117-1132.
- Çevik, N. (2010). *Lise öğrencilerinin öznel iyi oluşlarını yordayan bazı değişkenler* [Yüksek lisans tezi, Gazi Üniversitesi]. Ankara
- Demirbilek, H. (2021). *Lise öğrencilerinde bilişsel esneklik, öznel iyi oluş, affetme ve öz-şefkat arasındaki ilişkilerin yapısal eşitlik modellemesi ile incelenmesi* [Yüksek Lisans Tezi, Van Yüzüncü Yıl Üniversitesi]. Van
- Diener, E. (1984). Subjective Well-Being, *Psychological Bulletin*, Vol. 95, No. 3, 1984, Available at SSRN: <https://ssrn.com/abstract=2162125>

- Diener, E. (2000). Subjective well-being: The science of happiness and a proposal for a national index. *American Psychologist*, 55(1), 34.
- Diener, E., & Chan, M. Y. (2011). Happy people live longer: Subjective well-being contributes to health and longevity. *Applied Psychology: Health and Well-Being*, 3(1), 1-43.
- Diener, E., & Ryan, K. (2009). Subjective well-being: A general overview. *South African Journal of Psychology*, 39(4), 391-406.
- Diener, E., Lucas, R. E., & Oishi, S. (2002). *Subjective well-being: The science of happiness and life satisfaction*. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology* (p. 463-73). Oxford University Press.
- Diener, E., Lucas, R. E., & Scollon, C. N. (2009). Beyond the hedonic treadmill: Revising the adaptation theory of well-being. In *The science of well-being* (pp. 103-118). Springer, Dordrecht.
- Diener, E., Suh, E., & Oishi, S. (1997). Recent findings on subjective well-being. *Indian Journal of Clinical Psychology*, 24, 25-41.
- Dienstbier, R. A. (1989). Arousal and physiological toughness: implications for mental and physical health. *Psychological Review*, 96(1), 84.
- Duman, B. (2007). *Lise öğrencilerinin İngilizceye yönelik öz yeterlik algı puanlarının cinsiyete, alanlara ve farklı düzeylere göre İngilizce başarısını yordama gücü* [Yüksek lisans tezi, Yıldız Teknik Üniversitesi]. İstanbul

- Dursun, P. (2021). Optimism, hope and subjective well-being: a literature overview. *Çatalhöyük Uluslararası Turizm ve Sosyal Araştırmalar Dergisi*, (6), 61-74.
- Duy, B., & Yıldız, M. A. (2019). The mediating role of self-esteem in the relationship between optimism and subjective well-being. *Current Psychology*, 38(6), 1456-1463.
- Einarson, E. T. (1983). Self-Efficacy and Academic Task Performance of Test Anxious High School Student. Unpublished Master's Thesis, Simaon Fraser University.
- Ekinci, E. (2011). *Ortaöğretim öğrencilerinin akademik özyeterlik düzeyleri ve akademik erteleme davranışlarının öğrenilmiş çaresizlik düzeylerini yordama gücü* [Yüksek lisans tezi, Gaziosmanpaşa Üniversitesi Sosyal Bilimler Enstitüsü]. Tokat.
- Eldeleklioğlu, J., & Yıldız, M. (2020). Expressing Emotions, Resilience and Subjective Well-Being: An Investigation with Structural Equation Modeling. *International Education Studies*, 13(6), 48-61.
- Epel, E. S., McEwen, B. S., & Ickovics, J. R. (1998). Embodying psychological thriving: Physical thriving in response to stress. *Journal of Social Issues*, 54(2), 301-322.
- Erikson, E. (1968) *Identity, youth and crisis*. NewYork: Norton.
- Eryılmaz, A. ve Ercan, L. (2011). Öznel iyi oluşun cinsiyet, yaş grupları ve kişilik özellikleri açısından incelenmesi. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 4(36), 139-151.

- Eryılmaz, A., & Hasan, A. T. A. K. (2014). Ergen öznel iyi oluşunun, öz saygi ve iyimserlik eğilimi ile ilişkisinin incelenmesi. *Elektronik Sosyal Bilimler Dergisi*, 10(37), 170-181.
- Eryılmaz, A. (2009). Ergen öznel iyi oluş ölçeğinin geliştirilmesi. *Türk Eğitim Bilimleri Dergisi*, 7(4), 975-989.
- Folke, C. (2016). Resilience (Republished). *Ecology and Society* 21(4):44.
<https://doi.org/10.5751/ES-09088-210444>
- Fowler, J. H. & Christakis, N. A. (2008). "Dynamic spread of happiness in a large social network: longitudinal analysis over 20 years in the Framingham Heart Study". *BMJ*. 337.
- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56(3), 218.
- Frisch, M. B. (1998). Quality of life therapy and assessment in health care. *Clinical Psychology: Science and Practice*, 5(1), 19-40. <https://doi.org/10.1111/j.1468-2850.1998.tb00132.x>
- Frisch, M.B. (2013). Evidence-Based Well-Being/Positive Psychology Assessment and Intervention with Quality of Life Therapy and Coaching and the Quality of Life Inventory (QOLI). *Social Indicators Research*, 114, 193-227.
- Garmezy, N., Masten, A. S., & Tellegen, A. (1984). The Study of Stress and Competence in Children: A Building Block for Developmental Psychopathology. *Child Development*, 55(1), 97–111. <https://doi.org/10.2307/1129837>

- Gillham, J. E., Shatt  , A. J., Reivich, K. J., & Seligman, M. E. (2001). *Optimism, pessimism, and explanatory style*.
- Gloria, C. T., & Steinhardt, M. A. (2016). Relationships among positive emotions, coping, resilience and mental health. *Stress and Health*, 32(2), 145-156.
- Greco, G. (2021). Multilateral teaching in physical education improves resilience and self-efficacy in adolescents and could help reduce bullying behaviours. *Physical Culture and Sport*, 90(1), 1-9.
- Grotberg, E. H. (2001). Resilience programs for children in disaster. *Ambulatory Child Health*, 7(2), 75-83.
- G  ney, M. A. (2017). *Ergenlerde duygusal   zerklik, sosyla destek ve   znel iyiy olu   arasındaki ili  kinin incelenmesi* [Y  ksek lisans tezi, Necmettin Erbakan   niversitesi]. Konya
- Hajek, A., & K  nig, H. H. (2019). The role of optimism, self-esteem, and self-efficacy in moderating the relation between health comparisons and subjective well-being: Results of a nationally representative longitudinal study among older adults. *British Journal of Health Psychology*, 24(3), 547-570.
- Hannah, T. E. and Morrissey, C. (1987). Correlates of Psychological Hardiness in Canadian Adolescents. *Journal of Personality and Social Psychology*, 52(4), pp. 339-344.
- Hasan, M. Z. B., Hossain, T. B., & Islam, A. (2014). Factors affecting self-efficacy towards academic performance: A study on polytechnic students in Malaysia. *Advances in Environmental Biology*, 695-706.

- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77, 81–112. doi:10.3102/003465430298487
- Herrman, H., Stewart, D. E., Diaz-Granados, N., Berger, E. L., Jackson, B., & Yuen, T. (2011). What is Resilience? *The Canadian Journal of Psychiatry*, 56(5), 258-265. <https://doi.org/10.1177/070674371105600504>
- Heslin, P.A., & Klehe, U.C. (2006). Self-efficacy. In S. G. Rogelberg (Ed.), *Encyclopedia of Industrial/Organizational Psychology* (Vol. 2, pp. 705-708). Thousand Oaks: Sage.
- Huan, V. S., Yeo, L. S., Ang, R. P., & Chong, W. H. (2006). The Influence Of Dispositional Optimism And Gender On Adolescents' perception Of Academic Stress. *Adolescence*, 41(163).
- Inge Wise. (2004). *Adolescence*. Routledge.
- Jansen L. A. (2011). Two concepts of therapeutic optimism. *Journal of Medical Ethics*, 37(9), 563–566. <https://doi.org/10.1136/jme.2010.038943>
- Joseph, S., & Linley, P. A. (2005). Positive Adjustment to Threatening Events: An Organismic Valuing Theory of Growth through Adversity. *Review of General Psychology*, 9(3), 262–280. <https://doi.org/10.1037/1089-2680.9.3.262>
- Ju, H., Shin, J. W., Kim, C. W., Hyun, M. H., & Park, J. W. (2013). Mediatlional effect of meaning in life on the relationship between optimism and well-being in community elderly. *Archives of Gerontology and Geriatrics*, 56(2), 309-313.

- Kaplan, K. (2016). *Serbest zaman egzersiz katılımı, öznel iyi oluş, öz-yeterlik: Lise öğrencileri üzerinde bir inceleme* [Yüksek lisans tezi, Akdeniz Üniversitesi].
Antalya
- Karademas, E. C. (2006). Self-efficacy, social support and well-being: The mediating role of optimism. *Personality and Individual Differences*, 40(6), 1281-1290.
- Karademas, E. C., Kafetsios, K., & Sideridis, G. D. (2007). Optimism, self-efficacy and information processing of threat-and well-being-related stimuli. *Stress and Health: Journal of the International Society for the Investigation of Stress*, 23(5), 285-294.
- Keskin, G. Ü., Orgun, F. (2006). Öğrencilerin öz-yeterlik Düzeyleri ile Başa çıkma Stratejilerinin incelenmesi. *Anatolian Journal of Psychiatry*. 7, 92–99.
- Kılınç, M. ve Uzun, K. (2020). Ergenlerin öznel iyi oluşlarının yordayıcıları olarak akran zorbalığı ve akran mağduriyeti. *Kırşehir Eğitim Fakültesi Dergisi*, 21(3), 1400-1439.
- Kok, G., Den Boer, D. J., De Vries, H., Gerards, H. J. H., & Mudde, A. N. (2014). Self-efficacy and attribution theory. *Self-efficacy: Thought Control of Action*, 245.
- Krok, D., & Telka, E. (2019). Optimism mediates the relationships between meaning in life and subjective and psychological well-being among late adolescents. *Current Issues in Personality Psychology*, 7(1), 32-42.
- Kuykendall, L., Boemerman, L., & Zhu, Z. (2018). The importance of leisure for subjective well-being. *Handbook of well-being*. Salt Lake City, UT: DEF Publishers.

- Li, C., Wang, Y., Liu, M., Sun, C., & Yang, Y. (2020). Shyness and subjective well-being in Chinese adolescents: Self-efficacy beliefs as mediators. *Journal of Child and Family Studies*, 29(12), 3470-3480.
- Li, M. H., & Preziosi, D. (2022). Developing Resilience from Attachment Anxiety/Avoidance: The Roles of Self-Compassion and Self-Efficacy in An Adolescent Sample in the US. *International Journal for the Advancement of Counselling*, 44(2), 318-336.
- Liu, C., Cheng, Y., Hsu, A. S., Chen, C., Liu, J., & Yu, G. (2018). Optimism and self-efficacy mediate the association between shyness and subjective well-being among Chinese working adults. *PloS One*, 13(4), e0194559.
- Ma, Z. W., Zeng, W. N., & Ye, K. Y. (2015). Gender differences in Chinese adolescents' subjective well-being: the mediating role of self-efficacy. *Psychological Reports*, 116(1), 311-321.
- Maddi, S. R. (2006). Hardiness: The courage to grow from stresses. *The Journal of Positive Psychology*, 1(3), 160-168.
- Maddi, S. R. (2007). Relevance of hardiness assessment and training to the military context. *Military Psychology*, 19(1), 61-70.
- Maddux, J. E. (2002). Self-efficacy: The power of believing you can. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology* (p. 277–287). Oxford University Press.
- Manusov, V., & Spitzberg, B. (2008). *Attribution theory*. na.
- Marcia, J. E. (1980). Identity in adolescence. *Handbook of adolescent psychology*, 9(11), 159-187.

- Masten, A. S., & Reed, M. G. J. (2002). Resilience in development. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology* (p. 74-88). Oxford University Press.
- McKenzie, J. K. (1999). Correlation between self-efficacy and self-esteem in students. A Research Paper, University of Wisconsin.
- Mishra, K. K. (2022). Exploring the association between curiosity and subjective well-being: the mediating role of self-efficacy beliefs in Hindi-speaking youth. *Current Psychology*, 1-10.
- Nabavi, R. T. (2012). Bandura's Social Learning Theory & Social Cognitive Learning Theory.
- Nevin, S., Carr, A., Shevlin, M., Dooley, B., & Breaden, C. (2005). Factors related to well-being in Irish adolescents. *The Irish Journal of Psychology*, 26(3-4), 123-136.
- Norem, J. K. (2001). Defensive pessimism, optimism, and pessimism. In E. C. Chang (Ed.), *Optimism & pessimism: Implications for theory, research, and practice* (pp. 77–100). American Psychological Association. <https://doi.org/10.1037/10385-004>
- Nurmi, J.E. (1991). How Do Adolescents See Their Future? A Review of the Development of Future Orientation and Planning. *Developmental Review*, 11, 1-59.
[https://doi.org/10.1016/0273-2297\(91\)90002-6](https://doi.org/10.1016/0273-2297(91)90002-6)
- Oishi, S., & Diener, E. (2009). Goals, culture, and subjective well-being. In *Culture and well-being* (pp. 93-108). Springer, Dordrecht.

- Oktaş, A. (2019). *Lise öğrencilerinde beden eğitimi ve spor dersine yönelik tutum ile akademik öz yeterlik incelenmesi* [Yüksek lisans tezi, Sakarya Uygulamalı Bilimler Üniversitesi]. Sakarya.
- Ong, A. D., Bergeman, C. S., Bisconti, T. L., & Wallace, K. A. (2006). Psychological resilience, positive emotions, and successful adaptation to stress in later life. *Journal of Personality and Social Psychology*, 91(4), 730–749. <https://doi.org/10.1037/0022-3514.91.4.730>
- Orejudo, S., Puyuelo, M., Fernández-Turrado, T., & Ramos, T. (2012). Optimism in adolescence: A cross-sectional study of the influence of family and peer group variables on junior high school students. *Personality and Individual Differences*, 52(7), 812–817. <https://doi-org.lproxy.yeditepe.edu.tr/10.1016/j.paid.2012.01.012>
- Özcan, B. (2005). *Anne-babaları boşanmış ve anne-babaları birlikte olan lise öğrencilerinin yılmazlık özellikleri ve koruyucu faktörler açısından karşılaştırılması* [Yüksek lisans tezi, Ankara Üniversitesi Eğitim Bilimleri Enstitüsü]. Ankara.
- Özen, Ö. (2005). *Ergenlerin öznel iyi oluş düzeyleri* [Yayımlanmamış yüksek lisans tezi, Hacettepe Üniversitesi]. Ankara.
- Pajares, F. (1996). Self-Efficacy Beliefs in Academic Settings. *Review of Educational Research*, 66(4), 543-578.
- Pajares, F., & Schunk, D. (2005). Self-efficacy and self-concept beliefs. *New Frontiers for Self-Research*, March H. Craven R, McInerney D (eds.). Greenwich, CT: IAP.

Parmaksız, İ. (2020). İyimserlik, özgecilik ve medeni durumun psikolojik dayanıklılık üzerindeki etkileri. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 48, 285-302.

Pathak, R., & Lata, S. (2018). Optimism in relation to resilience and perceived stress. *Journal of Psychosocial Research*, 13(2), 359-367.
doi:<https://doi.org/10.32381/JPR.2018.13.02.10>

Pavicevic, M. S. (2021). Parenting Styles as Predictors of Adolescents' Self-Efficacy and Subjective Well-Being. *The New Educational Review*, 65, 29-39.

Peseschkian H., Remmers A. (2020) Positive Psychotherapy: An Introduction. In: Messias E., Peseschkian H., Cagande C. (Eds) *Positive Psychiatry, Psychotherapy and Psychology*. Springer, Cham.
https://doi.org/10.1007/978-3-030-33264-8_2

Peseschkian, N. (2012). *Positive psychotherapy: Theory and practice of a new method*. Springer Science & Business Media.

Peterson, C., & Seligman, M. E. (1987). Explanatory style and illness. *Journal of Personality*, 55(2), 237-265.

Peterson, C., & Seligman, M. E. P. (1984). Causal explanations as a risk factor for depression: Theory and evidence. *Psychological Review*, 91, 347–374.

Peterson, C., Steen, T. A. (2019). Optimistic Explanatory Style. The Oxford *Handbook of Positive Psychology*, 3rd Edition Edited by C.R. Snyder, Shane J. Lopez, Lisa M. Edwards, and Susana C. Marques Subject: Psychology, Social Psychology Online Publication Date: Jan 2019 DOI: 10.1093/oxfordhb/9780199396511.013.70

- Pilkauskaite-Valickiene, R., & Gabrialaviciute, I. (2015). The role of school context on subjective well-being and social well-being in adolescence. *Procedia-Social and Behavioural Sciences*, 191, 2588-2592.
- Pintrich, P. R., De Groot, E. V. (1990). Motivational and Self-Regulated Learning Components of Classroom Academic Performance. *Journal of Educational Psychology*, 82(1), 33-40.
- Pollmann-Schult, M. (2014). "Parenthood and Life Satisfaction: Why Don't Children Make People Happy?". *Journal of Marriage and Family*. 76 (2): 319–336. doi:10.1111/jomf.12095. ISSN 0022-2445.
- Popa-Velea, O., Pîrvan, I., & Diaconescu, L. V. (2021). The Impact of Self-Efficacy, Optimism, Resilience and Perceived Stress on Academic Performance and Its Subjective Evaluation: A Cross-Sectional Study. *International Journal of Environmental Research and Public Health*, 18(17), 8911.
- Radcliffe, N. M., & Klein, W. M. (2002). Dispositional, unrealistic, and comparative optimism: Differential relations with the knowledge and processing of risk information and beliefs about personal risk. *Personality and Social Psychology Bulletin*, 28(6), 836-846.
- Ribeiro, S. C., Kennedy, S. E., Smith, Y. R., Stohler, C. S., & Zubieta, J. K. (2005). Interface of physical and emotional stress regulation through the endogenous opioid system and μ -opioid receptors. *Progress in Neuro-Psychopharmacology and Biological Psychiatry*, 29(8), 1264-1280.
- Richardson, G. E. (2002). The metatheory of resilience and resiliency. *Journal of Clinical Psychology*, 58, 307-321.

Ruthig, J. C., Chipperfield, J. G., Perry, R. P., Newall, N. E., & Swift, A. (2007).

Comparative risk and perceived control: Implications for psychological and physical well-being among older adults. *The Journal of social psychology, 147*(4), 345-369.

Rutter, M. (1985). Resilience in the Face of Adversity: Protective Factors and

Resistance to Psychiatric Disorder. *British Journal of Psychiatry, 147*(6), 598-611. doi:10.1192/bjp.147.6.598

Ryff, C.D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology, 57*, 1069-1081.

Ryff, C.D., & Keyes, C.L. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology, 69* 4, 719-727.

Saakvitne, K. W., Tennen, H., & Affleck, G. (1998). Exploring thriving in the context of clinical trauma theory: Constructivist self development theory. *Journal of Social Issues, 54*(2), 279-299.

Sagone, E., & De Caroli, M. E. (2013). Relationships between resilience, self-efficacy, and thinking styles in Italian middle adolescents. *Procedia-Social and Behavioural Sciences, 92*, 838-845.

Sagone, E., De Caroli, M. E., Falanga, R., & Indiana, M. L. (2020). Resilience and perceived self-efficacy in life skills from early to late adolescence. *International Journal of Adolescence and Youth, 25*(1), 882-890.

- Sato, W., Kochiyama, T., Uono, S., Kubota, Y., Sawada, R., Yoshimura, S., & Toichi, M. (2015). The structural neural substrate of subjective happiness. *Scientific Reports*, 5(1), 1-7.
- Sayın Çakar, Y., & Altun, F. (2021). Ergenlerin öznel iyi oluş düzeylerinin ebeveyn çatışması, öz-yeterlik ve demografik değişkenler açısından incelenmesi. *Mersin University Journal of the Faculty of Education*, 17(2).
- Sayın, Y. (2020). *Ergenlerin öznel iyi oluş düzeylerinin algılanan ebeveyn çatışması ve öz-yeterlik inançlarıyla ilişkisi* [Yüksek lisans tezi, Biruni Üniversitesi Lisansüstü Eğitim Enstitüsü]. İstanbul
- Schneider, S. L. (2001). In search of realistic optimism: Meaning, knowledge, and warm fuzziness. *American Psychologist*, 56(3), 250.
- Schunk, D. H., & Meece, J. L. (2006). Self-efficacy development in adolescence. *Self-efficacy beliefs of adolescents*, 5(1), 71-96.
- Schwarzer, R. (Ed.). (1992). *Self-Efficacy: Thought Control Of Action* (1st ed.). Taylor & Francis. <https://doi.org/10.4324/9781315800820>
- Schwarzer, R., & Jerusalem, M. (1995). Generalized Self-Efficacy scale. In J. Weinman, S. Wright, & M. Johnston, *Measures in health psychology: A user's portfolio. Causal and control beliefs* (pp. 35-37). Windsor, UK: Nfer-Nelson.
- Seeram, E. (2019). An overview of correlational research. *Radiologic Technology*, 91(2), 176-179.
- Seligman, M. E., Rashid, T., & Parks, A. C. (2006). Positive psychotherapy. *American Psychologist*, 61(8), 774.

- Shelton, S. H. (1989). General Self-Efficacy Inventory: a Construct Validity Study. Fuller Theological Seminary, School of Psychology.
- Sinop, M. (2020). *Ergenlerde psikolojik dayanıklılığın yordayıcısı olarak kendini sevme ve öz yeterliliğin rolü* [Yüksek lisans tezi, İstanbul Sabahattin Zaim Üniversitesi Sosyal Bilimler Enstitüsü]. İstanbul.
- Smith, T. W., Pope, M. K., Rhodewalt, F., & Poulton, J. L. (1989). Optimism, neuroticism, coping, and symptom reports: an alternative interpretation of the Life Orientation Test. *Journal of Personality and Social Psychology*, 56(4), 640.
- Snyder, C. R. (2002). Hope theory: Rainbows in the mind. *Psychological Inquiry*, 13(4), 249-275.
- Souri, H., & Hasanirad, T. (2011). Relationship between resilience, optimism and psychological well-being in students of medicine. *Procedia-Social and Behavioural Sciences*, 30, 1541-1544.
- Southwick, S. M, Bonanno, G. A., Masten, A. S., Panter-Brick, C., & Yehuda, R. (2014) Resilience definitions, theory, and challenges: interdisciplinary perspectives, *European Journal of Psychotraumatology*, 5:1, DOI: 10.3402/ejpt.v5.25338
- Stajkovic, A. D., & Luthans, F. (1998). Social cognitive theory and self-efficacy: Goin beyond traditional motivational and behavioural approaches. *Organizational Dynamics*, 26(4), 62-74.
- Steel, P., Schmidt, J., & Shultz, J. (2008). Refining the relationship between personality and subjective well-being. *Psychological Bulletin*, 134(1), 138.

- Steptoe, A., Deaton, A., & Stone, A. A. (2015). Subjective wellbeing, health, and ageing. *The Lancet*, 385(9968), 640-648.
- Suldo, S. M., & Huebner, E. S. (2006). Is extremely high life satisfaction during adolescence advantageous? *Social Indicators Research*, 78(2), 179–203. <https://doi.org/10.1007/s11205-005-8208-2>
- Süleyman, A. V. C. I., & Çakır, M. (2021). Lise öğrencilerinde akademik dayanıklılık ve başarının belirleyicileri olarak ebeveynlerin duygusal desteği, öznel iyi oluş, ustalık hedef yönelimleri ve okula aidiyet duygusu. *Türkiye Sosyal Araştırmalar Dergisi*, 25(1), 235-252.
- Tagay, Ö., & Baltacı, H. Ş. (2017). Ergenlerde öznel iyi oluş ve zaman tutumu: Benlik saygısı ve iyimserliğin aracı rolü. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 41(41), 131-144.
- Tedeschi, R., & Calhoun, L. (1996). The Posttraumatic growth inventory: Measuring the positive legacy of trauma: *Journal of Traumatic Stress*, 9, 455-471.
- Tedeschi, R., & Calhoun, L. (2004). Posttraumatic growth: Conceptual foundations and empirical evidence. *Psychological Inquiry*, 15, 1-18.
- Telef, B. B. (2011). *Öz-yeterlikleri farklı ergenlerin psikolojik semptomlarının incelenmesi* [Doktora tezi, DEÜ Eğitim Bilimleri Enstitüsü]. İzmir.
- Telef, B. B., & Ergün, E. (2013). Self-efficacy as a predictor of high school students' subjective well-being. *Journal of Theoretical Educational Science*, 6(3), 423-433.

- Telef, B. B., & Ergün, E. (2013). Self-efficacy as a predictor of high school students' subjective well-being. *Journal of Theoretical Educational Science*, 6(3), 423-433.
- Tilim, E., & Murat, M. (2019). Ergenlerde madde bağımlılığından korunmaya ilişkin özyeterlik ile akran baskısı, kendini ifade edebilme becerisi ve psikolojik sağlamlık arasındaki ilişki. *OPUS International Journal of Society Researches*, 14(20), 929-955.
- Turgut, Ö. (2015). *Ergenlerin psikolojik sağlamlık düzeylerinin, önemli yaşam olayları, algılanan sosyal destek ve okul bağlılığı açısından incelenmesi* [Yayınlanmış yüksek lisans tezi, Anadolu Üniversitesi]. Eskişehir.
- Urdan, T. C., & Pajares, F. (2006). *Self-efficacy beliefs of adolescents*. Greenwich, Conn: Information Age Publishing.
- Vacek, K. R., Coyle, L. D., & Vera, E. M. (2010). Stress, self-esteem, hope, optimism, and well-being in urban, ethnic minority adolescents. *Journal of Multicultural Counseling and Development*, 38(2), 99-111.
- Vardarlı, G. (2005). *İlköğretim ikinci kademe öğrencilerinin öz-yeterlik düzeylerinin yordanması* [Yayınlanmamış yüksek lisans tezi]. Ege Üniversitesi.
- Víllora, B., Larrañaga, E., Yubero, S., Alfaro, A., & Navarro, R. (2020). Relations among poly-bullying victimization, subjective well-being and resilience in a sample of late adolescents. *International Journal of Environmental Research and Public Health*, 17(2), 590.

- Walker, B., Holling, C. S., Carpenter, S. R., & Kinzig, A. (2004). Resilience, adaptability and transformability in social-ecological systems. *Ecology and Society*, 9(2).
- Weinstein, N. D. (1989). Optimistic biases about personal risks. *Science*, 246(4935), 1232-1233.
- Willemse, M. (2008). *Exploring the relationship between self-efficacy and aggression in a group of adolescents in the peri-urban town of Worcester* [Doctoral dissertation, University of Stellenbosch]. Stellenbosch.
- Wu, W., Liu, Y., Yu, L., Guo, Z., Li, S., Guo, Z., Li, S., Guo, Z., Cao, X., Tu, F., Wu, X., Ma, X., Long, Q., Zhao, X., Li, X., Chen, Y., Zeng, Y. (2022). Relationship between family socioeconomic status and learning burnout of college students: The mediating role of subjective well-being and the moderating role of resilience. *Frontiers In Psychology*, 13.
- Yıldız, F. N. Y., & Kardaş, F. (2021). Ergenlerde akademik öz-yeterlik, içsel motivasyon, azim ve psikolojik dayanıklılığın iyi oluş ile ilişkisinin incelenmesi. *Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, 18(1), 1073-1099.
- Yılmaz, E., Yiğit, R., & Kaşarcı, İ. (2012). İlköğretim öğrencilerinin özyeterlilik düzeylerinin akademik başarı ve bazı değişkenler açısından incelenmesi. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, 1(23), 371-388.
- Yılmaz, T. (2019). *Kendini sabotajın yordayıcısı olarak iyimserlik ve akademik öz yeterlik* [Yüksek lisans tezi, Süleyman Demirel Üniversitesi]. Isparta.

APPENDICES

Appendix 1: KİŞİSEL BİLGİ FORMU

Sevgili Öğrenciler,

Aşağıdaki formda kişisel bilgilerinize ait birtakım sorular bulunmaktadır. Soruları dikkatlice okuyup size en uygun seçeneği (X) işaretleyiniz.

DEMOGRAFİK BİLGİLER					
Yaş					
Cinsiyet	Kadın ☐			Erkek	
Sınıf	9.Sınıf ☐	10. Sınıf ☐	11. Sınıf ☐	12. Sınıf ☐	
Alan	TM ☐	MF ☐	TS ☐	YD ☐	
Okulun İsmi					
GENEL BİLGİLER					
Herhangi bir kronik rahatsızlığınız var mı?	Evet (belirtiniz)		Hayır ☐		
Herhangi bir ilaç kullanıyor musunuz?	Evet (belirtiniz)		Hayır ☐		

NOT: Belirtmiş olduğum bilgilerin doğru olduğunu kabul ediyorum.

☐

Appendix 2: GENEL ÖZ-YETERLİK ÖLÇEĞİ

Bu ölçek, bireylerin stresli yaşantılarla başa çıkabilme ve bunlara uyum sağlayabilme becerilerine yönelik algılarını belirlemek amacıyla geliştirilmiştir. Aşağıda bazı düşünceleri içeren ifadeler yer almaktadır. Bu ifadelere katılma derecenizi “Tamamen Yanlış”, “Biraz Doğru”, “Orta Düzeyde Doğru”, “Tamamen Doğru” seçeneklerinden size en uygun olanı işaretleyerek göstermeniz beklenmektedir. Lütfen her bir ifadede belirtilen düşüncenin size ne kadar uyduğunu düşününüz. Her bir ifadeye katılma derecenizi kendinize en uygun gelen seçeneğin altındaki kutucuğu işaretleyerek gösteriniz. Lütfen hiçbir maddeyi yanıtsız bırakmayınız. Değerli katkılarınız için teşekkür ederim.

	Tamamen Yanlış	Biraz Doğru	Orta Düzeyde Doğru	Tamamen Doğru
1. Yeterince çaba harcarsam, zor sorunları çözümlerin bir yolunu daima bulabilirim.	☐	☐	☐	☐
2. Bana karşı çıktığımda, istediğimi elde etmemi sağlayacak bir yol ve yöntem bulabilirim.	☐	☐	☐	☐
3. Amaçlarıma bağlı kalmak ve bunları gerçekleştirmek benim için kolaydır.	☐	☐	☐	☐
4. Beklenmedik olaylarla etkili bir biçimde başa çıkabileceğime inanıyorum.	☐	☐	☐	☐
5. Yeteneklerim sayesinde beklenmedik durumlarla nasıl başedebileceğimi biliyorum.	☐	☐	☐	☐
6. Gerekli çabayı gösterirsem, birçok sorunu çözebilirim.	☐	☐	☐	☐
7. Baş etme gücüne güvendiğim için zorluklarla karşılaştığımda soğukkanlılığımı koruyabilirim.	☐	☐	☐	☐
8. Bir sorunla karşılaştığımda, genellikle Birkaç çözüm yolu bulabilirim.	☐	☐	☐	☐
9. Başım dertte olduğunda, genellikle bir çözüm düşünebilirim.	☐	☐	☐	☐
10. Önüme çıkan zorluk ne olursa olsun, üstesinden gelebilirim.	☐	☐	☐	☐

Appendix 3: ERGEN ÖZNEL İYİ OLUŞ ÖLÇEĞİ

Aşağıda yer alan ifadelerin karşısında bulunan seçeneklerden size uygun olanını işaretlemeniz gerekmektedir. Her ifadeyi bir kez değerlendirmelisiniz. Değerlendirmelerinizde hiç boş bırakmayınız.

		Kesinlikle Katılmıyorum	Katılmıyorum	Katılıyorum	Tamamen Katılıyorum
1	Ailem beni sever.				
2	Ailem beni destekler.				
3	Ailem bana saygı duyar.				
4	Ailem sağlıklı.				
5	İnsanlara karşı sabırlıyım.				
6	İnsanlara karşı hoşgörülüyüm.				
7	Genellikle neşeliyim.				
8	Genellikle güler yüzlüyüm.				
9	Hayatın tadını çıkartarak yaşarım.				
10	Hayatı doya doya yaşarım.				
11	Hayatı dilediğim gibi yaşarım.				
12	Sevdiklerimle beraberim.				
13	Sevdiklerimle yan yanayım.				
14	Arkadaşarımla beraber vakit geçiririm.				
15	Dostlarımla beraberim.				

Appendix 4: İYİMSERLİK ÖLÇEĞİ

Değerli Katılımcı,

Aşağıda bazı ifadelere yer verilmiştir. Her bir ifadeyi dikkatlice okuduktan sonra size en uygun seçeneği (X) işaretleyiniz. Bu bir sınav değildir. Doğru veya yanlış cevap yoktur.

Yardımlarınız için teşekkür ederiz.

	Bana Göre Hiç Değil	Bana Göre Değil	Bazen Benim Gibi	Tam Benim Gibi
1. Yaşama devam edeceğimi sanmıyorum.	()	()	()	()
2. Zaman zaman yapamadığım şeyler oluyorsa da bundan dolayı umutsuzluğa kapılmam.	()	()	()	()
3. Nedense bütün aksilikler beni bulur.	()	()	()	()
4. Hayatta karşılaştığım her kötü olaydan mutlaka iyi bir sonuç çıkarırım.	()	()	()	()
5. Hangi yaşta olursam olayım yaşamın ilginç ve güzel yanlarını görmeye çalışırım.	()	()	()	()
6. Hiçbir şeyden kolay kolay mutlu olamıyorum, genellikle karamsar bir insanım.	()	()	()	()
7. Bazı konularda başarısız olduğumda, başarılı olacağım alanlarda olacağımı düşünüyorum.	()	()	()	()
8. Bir kez başarısız olduğumda hep başarısız olacağımı düşünürüm.	()	()	()	()
9. Başıma bir şey geldiğinde kimsenin benimle ilgilenmeyeceğini düşünürüm.	()	()	()	()
10. Her ne kadar başarısız olsam bile kendimi başarısız bir insan gibi görmüyorum.	()	()	()	()
11. Başkalarından daha kötü olduğumu düşünüyorum.	()	()	()	()
12. Zorluklarla karşılaştığımda mutlaka alternatif bir çıkış noktası bulacağıma inanırım.	()	()	()	()
13. Olumsuz yaşantılarımın ve düşüncelerimin günlük yaşamımı bozmasına izin vermem.	()	()	()	()
14. Her zaman kendime ikinci bir şans tanırım.	()	()	()	()
15. Her şeye rağmen hayatın yaşamaya değer olduğuna inanırım.	()	()	()	()
16. Üzüntülerimi sahip olduğum güzellikleri düşünerek unutmaya çalışırım.	()	()	()	()
17. Benim için başlayan her şey yeni bir umut demek.	()	()	()	()
18. Kendimi olduğum gibi kabul ediyorum.	()	()	()	()
19. Genelde benden daha az imkânı olan insanlara bakarak ne kadar şanslı olduğumu düşünürüm.	()	()	()	()
20. Her inişin bir çıkışı olduğunu düşünür ve umutsuzluğa kapılmam.	()	()	()	()
21. Ufak şeylerden bile haz duyarım.	()	()	()	()
22. Kötü olan her olay karşısında, dilimdeki sussa bile içimdeki umut ışığını söndürmemeye çalışırım.	()	()	()	()
23. Her acının sonunda mutluluk olduğuna inanırım.	()	()	()	()
24. Her şeye karşım yaşama evet diyebiliyorum.	()	()	()	()

Appendix 5: ERGEN PSİKOLOJİK DAYANIKLIK ÖLÇEĞİ

Sevgili Öğrenciler,

Lütfen aşağıdaki maddeleri dikkatle okuyarak her maddede yer alan ifadenin size ne derece uygun olduğuna (sizi ne derece tanımladığına) karar veriniz. Vereceğiniz cevapların doğru ya da yanlış yoktur. Verdiğiniz karara göre aşağıdaki ifadeleri dikkate alarak yanındaki boşluklardan bir tanesine çarpı (X) işareti koyunuz. Lütfen boş bırakmadan hepsini işaretlemeye çalışınız. Samimi olarak cevap vereceğinize inanıyor ve katılımınızdan dolayı teşekkür ediyorum.

		Bana Çok Uygun	Bana Uygun	Bana Uygun Değil	Bana Hiç Uygun Değil
1	Ailem benimle gerçekten ilgilenir.				
2	Ailem başarılı olacağıma inanır.				
3	Ailemle eğlenceli zaman geçiririm.				
4	Aile içinde alınan kararlarda fikirlerim dikkate alınır.				
5	Yaşam zorluklarına karşı dayanıklıyım.				
6	Zor şartlarda dahi serin kanlı davranabilirim.				
7	Genelde olaylara kötümser bakarım.				
8	Ailem paylaşacak bir şeyim olduğunda beni dinler.				
9	Ailem sorunlarım olduğunda bunu fark eder.				
10	Öğretmenlerimden benimle gerçekten ilgilenen kimse yok.				
11	Öğretmenlerim içinde yaptığımı takdir eden kimse yok.				
12	Ailemin yanında bulunmaktan mutluluk duyarım.				
13	Şartlar değiştiğinde ne yapmam gerektiğini çabucak anlarım.				
14	Kendimde hedeflerime ulaşacak kararlılığı göremiyorum.				
15	Sorumluluk almak bana zor geliyor.				
16	Hayat, bana pek yaşanılabilir gelmiyor.				
17	Öğretmenlerim arasında beni dinleyecek kimse yok.				
18	Hayal ettiğim geleceğe ulaşabileceğime inanıyorum.				
19	Bir kişinin bir olay ya da durum karşısında nasıl hissedeceğini anlamakta iyiyimdir.				
20	Diğer insanlara ilgi göstermekten hoşlanırım.				
21	Karşımdaki kişinin o anda neler hissettiğini anlayabilirim.				
22	Okulda olmasam hiçbir öğretmenim bunu fark etmez.				
23	Okulda güzel bir şey yaptığımda kimse bunu takdir etmez.				
24	Yokluğumu fark edecek arkadaşlarım vardır.				
25	Sorunlarımı anlatabileceğim arkadaşlarım vardır.				
26	Yaşamımın alacağı yön üzerinde yeterince kontrolümün olmadığını hissediyorum.				
27	Zor zamanlarımda kendisine güvenebileceğim arkadaşlarım vardır.				
28	Zor durumda kaldığımda arkadaşlarım bana yardım ederler.				