

Family Resilience and Adolescent Academic Achievement: The Mediating Role of Self-Efficacy Beliefs

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ABSTRACT

Objective: This study aimed to investigate the predictive relationship between family resilience and adolescent academic achievement, with a specific focus on the mediating role of self-efficacy beliefs.

Methods and Materials: The study employed a descriptive correlational design with a sample of 400 secondary school students from Egypt, selected according to the Morgan and Krejcie sample size table. Data on family resilience, self-efficacy beliefs, and academic achievement (GPA) were collected using validated scales and institutional records. Data analysis was conducted using SPSS-27 and AMOS-21. Pearson correlation coefficients were computed to examine bivariate relationships, and Structural Equation Modeling (SEM) was performed to test the mediating role of self-efficacy. Model fit indices, including χ^2/df , GFI, AGFI, CFI, TLI, and RMSEA, were used to evaluate the adequacy of the structural model.

Findings: Results revealed significant positive correlations between family resilience, self-efficacy beliefs, and academic achievement ($r = .41-.56$, all $p < .01$). The SEM demonstrated acceptable fit indices ($\chi^2/df = 2.05$, GFI = 0.93, AGFI = 0.90, CFI = 0.96, TLI = 0.95, RMSEA = 0.051). Family resilience significantly predicted self-efficacy ($B = 0.32$, $\beta = 0.56$, $p < .001$), while self-efficacy positively influenced academic achievement ($B = 0.28$, $\beta = 0.47$, $p = .002$). The direct path from family resilience to academic achievement was also significant ($B = 0.19$, $\beta = 0.29$, $p = .004$). Moreover, the indirect effect of family resilience on academic achievement through self-efficacy was significant ($B = 0.09$, $\beta = 0.18$, $p = .006$), confirming the mediating role of self-efficacy.

Conclusion: The findings highlight that family resilience contributes to adolescent academic achievement both directly and indirectly through self-efficacy beliefs. Strengthening family resilience and fostering adolescents' self-efficacy may serve as key strategies for enhancing academic outcomes.

Keywords: Family resilience; Self-efficacy beliefs; Academic achievement; Adolescents; Structural equation modeling; Egypt

1. Introduction

Family resilience, understood as a family system's ability to adapt positively to adversity, plays a vital role in buffering adolescents against challenges that threaten academic engagement. Research during the COVID-19 pandemic showed that family resilience facilitated adaptation by providing supportive communication, cohesion, and shared meaning-making processes (Chen & Yeung, 2024). Resilient family structures help adolescents regulate stress and maintain focus on educational tasks even under crisis. Empirical findings confirm that adolescents with higher perceived family resilience demonstrate stronger academic engagement and fewer behavioral difficulties (Yang et al., 2022).

At the same time, resilience is not evenly distributed, as it is influenced by environmental and contextual risk factors. A systematic review found that adolescents in institutional care face distinct vulnerabilities to reduced psychological resilience due to limited family support and heightened risk factors (Atak & Bebiş, 2024). Nevertheless, resilience can act as a protective factor even under such adverse conditions, suggesting its broad significance in adolescent adjustment and achievement. Similarly, studies of adolescents exposed to family adversity, such as child abuse, show that resilience moderates negative outcomes and shapes beliefs about justice and fairness in the social world (Tang et al., 2024). These findings position resilience not merely as an individual trait but as a family-embedded process with strong implications for academic success.

Bandura's theory of self-efficacy emphasizes individuals' beliefs in their ability to organize and execute tasks to achieve desired outcomes. In the educational domain, self-efficacy influences learning behaviors, persistence, and achievement levels. Adolescents with higher self-efficacy are more likely to engage in academic tasks, adopt adaptive learning strategies, and persevere despite difficulties (Uygur et al., 2023). Meta-analytic evidence demonstrates that social support enhances self-efficacy, which in turn predicts better engagement in health-promoting and academic behaviors (Lin et al., 2024).

Self-efficacy is closely tied to both family context and resilience. For example, resilience has been shown to predict self-efficacy during stressful conditions, such as the COVID-19 pandemic, highlighting how coping resources foster belief in one's abilities (Xu et al., 2022). Likewise, parental emotional support strengthens self-efficacy in adolescents, reducing the likelihood of mental health

problems and fostering positive academic outcomes (Qian et al., 2024). Self-efficacy also mediates the relationship between family socioeconomic status and academic achievement, underscoring its central role in the transmission of advantage or disadvantage (Xiao & Song, 2022). This mediating function has been replicated in diverse contexts, from Chinese university students (Ma et al., 2023) to Jordanian students learning English as a foreign language (Alogiliy, 2024).

Socioeconomic status (SES) remains a powerful determinant of academic achievement, but its impact is mediated by psychological resources such as resilience and self-efficacy. Studies from China, for instance, reveal that family SES predicts academic performance, with self-efficacy serving as a key mediator in this relationship (Ma et al., 2023; Yu, 2024). Childhood SES also influences broader developmental outcomes such as career adaptability, again through the mediating role of self-efficacy (Liu, 2024). This suggests that SES does not directly dictate academic success but exerts its influence through its shaping of adolescents' confidence and coping resources.

International evidence confirms the protective role of self-efficacy and resilience across socioeconomic divides. A longitudinal German study demonstrated that protective factors like resilience significantly reduce mental health problems during the transition to adulthood, even in low-SES groups (Maurer et al., 2023). Similarly, adolescent resilience and self-efficacy mediate the negative effects of child abuse and family hardship on educational and psychological outcomes (Wang & Liu, 2022). Studies in Uganda and South India likewise highlight how goal orientation, academic engagement, and life satisfaction are shaped by both external factors and internal self-efficacy beliefs (Ndyareeba et al., 2024; Rajendran et al., 2022).

Academic achievement remains a multifactorial outcome shaped by family, individual, and contextual variables. Parental involvement, for instance, significantly enhances academic performance in adolescents, even among those with ADHD, by providing external structure and emotional support (Musabelliu et al., 2022). Prosocial behaviors and creative self-efficacy similarly contribute to resilience in school contexts, which strengthens coexistence and supports academic outcomes (Moreno & María del Mar Molero, 2023). Adolescents from divorced families also benefit from resilience and self-efficacy as compensatory mechanisms for the disruption of family structures (Murniasih & Irvan, 2023).

Other research shows that family processes shape adolescents' psychological health, which indirectly supports learning. Adolescents who perceive their family and school status negatively experience higher risks of depression and suicidal ideation, but resilience acts as a protective mechanism (Shu et al., 2024). Moreover, psychological constructs such as beliefs about adversity and family SES moderate the relationship between child abuse and self-injurious behaviors, with implications for both psychological health and academic functioning (Wang & Liu, 2022). Together, these findings highlight the central role of resilience and self-efficacy in maintaining adolescent well-being and academic engagement in the face of diverse challenges.

The current body of research emphasizes the interconnectedness of resilience, self-efficacy, and academic achievement, while situating these within socioeconomic contexts. Studies have consistently shown that resilience not only protects against negative outcomes but also predicts self-efficacy, which in turn drives academic performance (Bağatarhan, 2025; Xu et al., 2022). This reciprocal relationship suggests that resilience and self-efficacy form a dynamic system supporting adolescents' learning and development.

However, there remain gaps in understanding the precise mechanisms by which family resilience influences academic achievement through self-efficacy. Although evidence from different countries has provided insights—for instance, the mediating effect of self-efficacy in China (Ma et al., 2023; Yu, 2024), Jordan (Alogiliy, 2024), and Germany (Maurer et al., 2023)—there is still a need for integrative models that test these pathways simultaneously. Furthermore, while studies have identified resilience as a mediator in relationships involving self-efficacy and other outcomes (Bağatarhan, 2025), fewer studies have explicitly positioned self-efficacy as the central mediator between family resilience and academic achievement.

Building on this evidence, the present study examines the mediating role of self-efficacy beliefs in the relationship between family resilience and academic achievement in adolescents.

2. Methods

2.1. Study Design and Participants

This study adopted a descriptive correlational design to investigate the relationship between family resilience, self-efficacy beliefs, and academic achievement in adolescents.

The population of the study consisted of secondary school students in Egypt. A total of 400 participants were selected through a stratified random sampling method, with the sample size determined according to the Morgan and Krejcie sample size determination table (1970). The participants represented diverse socioeconomic backgrounds and were drawn from both public and private schools to ensure representativeness. Informed consent was obtained, and ethical considerations such as confidentiality and voluntary participation were fully observed.

2.2. Measures

Academic achievement can be measured using students' Grade Point Average (GPA) or cumulative academic performance records provided by the school. This is a widely accepted objective indicator that reflects students' learning outcomes across multiple subjects. GPA is calculated based on grades obtained in examinations and coursework, typically on a 0–20 or 0–4 scale depending on the educational system. This method does not rely on self-report, ensuring higher objectivity. Numerous studies have used GPA as a valid and reliable proxy for academic achievement, confirming its appropriateness as an outcome measure in educational and psychological research.

Family resilience can be measured with the Family Resilience Assessment Scale (FRAS), developed by Sixbey (2005). The FRAS contains 54 items distributed across six subscales: family communication and problem solving, utilizing social and economic resources, maintaining a positive outlook, family connectedness, family spirituality, and ability to make meaning of adversity. Items are rated on a 4-point Likert scale ranging from strongly disagree to strongly agree, with higher scores indicating greater levels of family resilience. The scale has demonstrated strong internal consistency, with Cronbach's alpha coefficients reported above 0.80, and its construct validity and reliability have been confirmed in subsequent studies across different cultural contexts.

Self-efficacy beliefs can be assessed using the General Self-Efficacy Scale (GSES), originally developed by Schwarzer and Jerusalem (1995). The GSES consists of 10 items measuring a unidimensional construct of perceived self-efficacy, focusing on optimistic self-beliefs in coping with a variety of difficult demands in life. Each item is rated on a 4-point Likert scale ranging from "not at all true" to "exactly true." Higher scores indicate stronger self-efficacy beliefs. The scale has been translated into many languages

and widely validated, with reported Cronbach’s alpha coefficients typically ranging between 0.76 and 0.90, confirming its reliability and validity in different populations.

2.3. Data Analysis

Data were analyzed using SPSS version 27 and AMOS version 21. At the first stage, descriptive statistics (means, standard deviations, frequencies, and percentages) were calculated to summarize demographic and study variables. Pearson correlation coefficients were computed to examine the bivariate relationships between academic achievement (dependent variable) and the independent variables of family resilience and self-efficacy beliefs. At the second stage, a structural equation model (SEM) was employed to test the mediating role of self-efficacy beliefs in the relationship between family resilience and academic achievement.

Table 1

Descriptive Statistics of Study Variables (N = 400)

Variable	M	SD	Min	Max
Family Resilience	143.52	18.47	96.00	187.00
Self-Efficacy Beliefs	28.64	4.92	16.00	39.00
Academic Achievement	16.83	2.41	10.20	19.80

As shown in Table 1, the mean score for family resilience was 143.52 (SD = 18.47), indicating that most participants reported moderately high levels of resilient family functioning. The mean score for self-efficacy beliefs was 28.64 (SD = 4.92), suggesting relatively strong self-beliefs among adolescents. Academic achievement, measured through GPA, had a mean of 16.83 (SD = 2.41), reflecting overall strong academic performance within the sample.

Prior to conducting the main analyses, the statistical assumptions were examined. The Kolmogorov–Smirnov test confirmed the normality of the data, with p-values greater than 0.05 for all main variables (academic achievement: D =

Model fit indices such as CFI, TLI, RMSEA, and χ^2/df were evaluated to determine the adequacy of the hypothesized model.

3. Findings and Results

The demographic characteristics of the sample showed a relatively balanced distribution. Of the 400 participants, 192 (48.1%) were male and 208 (51.9%) were female. The age of participants ranged from 15 to 18 years, with 114 students (28.5%) aged 15, 127 students (31.8%) aged 16, 96 students (24.1%) aged 17, and 63 students (15.6%) aged 18. Regarding school type, 173 students (43.2%) were enrolled in public schools, while 227 students (56.8%) attended private schools. These frequencies and percentages suggest a diverse sample that reflects the adolescent student population in the Egyptian educational context.

0.041, p = 0.089; family resilience: D = 0.052, p = 0.072; self-efficacy: D = 0.046, p = 0.094). The assumption of homoscedasticity was supported by Levene’s test for equality of variances, which showed non-significant results across all comparisons (all p > 0.05). Additionally, multicollinearity diagnostics revealed acceptable tolerance values (ranging from 0.71 to 0.83) and variance inflation factors (VIFs between 1.20 and 1.41), confirming that multicollinearity was not a concern. Together, these results indicated that the data met the necessary assumptions for correlation and SEM analyses.

Table 2

Pearson Correlations Among Study Variables (N = 400)

Variable	1	2	3
1. Family Resilience	—		
2. Self-Efficacy	.56** (p = .001)	—	
3. Academic Achievement	.41** (p = .003)	.47** (p = .002)	—

Table 2 indicates significant positive correlations between all variables. Family resilience was positively correlated with self-efficacy ($r = .56, p = .001$) and academic achievement ($r = .41, p = .003$). Additionally, self-efficacy was strongly correlated with academic achievement ($r = .47,$

$p = .002$). These results suggest that higher family resilience is associated with greater self-efficacy and academic performance, and that self-efficacy is closely tied to achievement.

Table 3

Fit Indices of the Structural Equation Model

Fit Index	Value	Criterion
χ^2	242.16	—
df	118	—
χ^2/df	2.05	≤ 3.00
GFI	0.93	≥ 0.90
AGFI	0.90	≥ 0.90
CFI	0.96	≥ 0.95
TLI	0.95	≥ 0.95
RMSEA	0.051	≤ 0.08

Table 3 shows that the hypothesized structural model provided a good fit to the data. The chi-square statistic was 242.16 with 118 degrees of freedom ($\chi^2/df = 2.05$), indicating an acceptable model fit. Indices such as GFI (0.93), AGFI (0.90), CFI (0.96), and TLI (0.95) were all

above the recommended thresholds, while RMSEA was 0.051, below the 0.08 cut-off. These indices collectively suggest that the model adequately represented the relationships among the variables.

Table 4

Direct, Indirect, and Total Effects in the Structural Model

Path	b	S.E	β	p
Family Resilience → Self-Efficacy	0.32	0.05	0.56	.001
Self-Efficacy → Academic Achievement	0.28	0.04	0.47	.002
Family Resilience → Academic Achievement (direct)	0.19	0.06	0.29	.004
Family Resilience → Academic Achievement (indirect via Self-Efficacy)	0.09	0.03	0.18	.006
Family Resilience → Academic Achievement (total)	0.28	0.05	0.47	.001

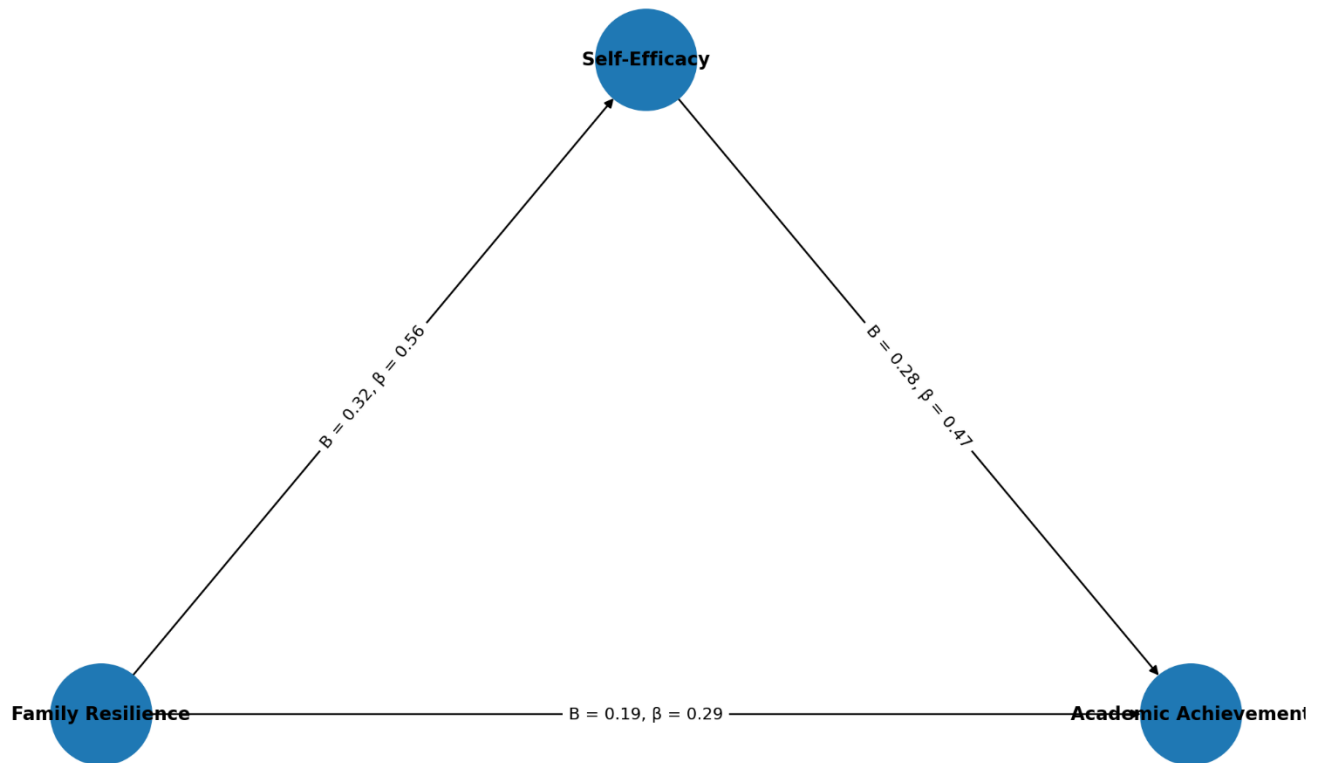
As presented in Table 4, family resilience significantly predicted self-efficacy ($b = 0.32, \beta = 0.56, p = .001$). Self-efficacy, in turn, positively influenced academic achievement ($b = 0.28, \beta = 0.47, p = .002$). The direct path from family resilience to academic achievement was also significant ($b = 0.19, \beta = 0.29, p = .004$). Importantly, the indirect effect of family resilience on academic achievement

through self-efficacy was statistically significant ($b = 0.09, \beta = 0.18, p = .006$). The total effect of family resilience on academic achievement ($b = 0.28, \beta = 0.47, p = .001$) underscores the importance of both direct family processes and the mediating role of self-efficacy in shaping academic outcomes.

Figure 1

Model with Beta Coefficients

Structural Model: Family Resilience, Self-Efficacy, and Academic Achievement



4. Discussion and Conclusion

The present study aimed to examine the relationship between family resilience and adolescent academic achievement, with a specific focus on the mediating role of self-efficacy beliefs. Using a large sample of Egyptian adolescents, the findings demonstrated three important outcomes. First, family resilience was found to have a significant positive effect on academic achievement. Second, self-efficacy beliefs emerged as a strong predictor of academic achievement, mediating the effect of family resilience. Finally, the structural equation model confirmed that adolescents' belief in their capabilities to manage academic tasks serves as a crucial mechanism through which resilient families foster improved learning outcomes. These findings highlight the critical interplay between family processes, individual psychological resources, and educational performance.

The results indicated that adolescents who reported higher levels of family resilience tended to achieve better academic outcomes. This supports the theoretical understanding of family resilience as a systemic capacity to

adapt, reorganize, and mobilize resources in times of adversity. Previous research has consistently found that resilient families help children develop coping strategies and maintain engagement in learning activities, even under stressful circumstances (Chen & Yeung, 2024; Yang et al., 2022). During crises such as the COVID-19 pandemic, resilient family structures provided emotional support, effective communication, and cohesion that protected adolescents' educational engagement (Chen & Yeung, 2024).

The finding is also in line with research indicating that resilience acts as a buffer against stressors that might otherwise undermine academic engagement. For instance, adolescents from divorced families who reported greater resilience exhibited better adjustment and academic persistence (Murniasih & Irvan, 2023). Similarly, prosocial behaviors and school coexistence studies show that resilient adolescents with supportive family contexts are better positioned to manage academic stress and succeed (Moreno & María del Mar Molero, 2023). Taken together, these findings confirm that family resilience is not simply a

background factor but an active determinant of adolescents' educational performance.

One of the most significant contributions of this study is the confirmation that self-efficacy beliefs mediate the relationship between family resilience and academic achievement. This result highlights self-efficacy as a core psychological mechanism linking supportive family environments to positive academic outcomes. Adolescents who perceive their families as resilient are more likely to internalize confidence in their abilities, which in turn enhances their motivation, persistence, and learning outcomes.

This result aligns with a growing body of evidence that self-efficacy plays a central role in shaping adolescent behavior and academic achievement. For example, self-efficacy has been identified as a mediator in the relationship between socioeconomic status and English achievement among secondary students in China (Ma et al., 2023). Similarly, self-efficacy mediated the impact of family socioeconomic conditions on academic performance in Chinese adolescents (Yu, 2024). In studies conducted with Jordanian English learners, self-efficacy was also found to mediate the influence of family resources on academic achievement (Alogiliy, 2024).

The findings are consistent with resilience-focused studies. Xu and colleagues showed that resilience predicted self-efficacy during the COVID-19 pandemic, with creativity moderating this relationship (Xu et al., 2022). Likewise, Bağatarhan demonstrated that resilience mediated the relationship between self-efficacy, happiness, social support, and internet addiction in adolescents (Bağatarhan, 2025). Our findings, however, provide an additional perspective by positioning self-efficacy as the mediator between resilience and academic outcomes, thereby extending existing models. This suggests that while resilience is necessary, it is through strengthened self-beliefs that resilient families enable adolescents to achieve academically.

Although the central focus of this study was on family resilience and self-efficacy, the results must be considered within the socioeconomic context in which adolescents live. Numerous studies underscore the role of socioeconomic status in shaping academic achievement, often mediated or moderated by self-efficacy. For instance, Liu found that childhood socioeconomic status impacted college students' career adaptability through self-efficacy (Liu, 2024). Similarly, Ma showed that socioeconomic status affected academic achievement indirectly via self-efficacy, with

gender acting as a moderator (Ma et al., 2023). Yu further confirmed this dynamic by linking family SES directly with adolescents' academic performance, mediated by self-efficacy (Yu, 2024).

The results also resonate with studies addressing how adversity intersects with family and individual resources. Wang's work revealed that child abuse and self-injury among Chinese migrant adolescents were moderated by beliefs about adversity and family socioeconomic status (Wang & Liu, 2022). Tang also confirmed that resilience moderated the effects of child abuse on worldviews such as belief in a just world (Tang et al., 2024). These findings collectively emphasize that adolescents' academic achievement cannot be separated from the socioeconomic contexts that shape family resilience and self-efficacy.

The study's findings are further supported by research in diverse contexts emphasizing the protective role of resilience and self-efficacy in adolescent development. For instance, Maurer and colleagues highlighted that protective factors such as resilience reduce mental health problems during the transition from adolescence to adulthood, even in low socioeconomic groups (Maurer et al., 2023). Research in Uganda also demonstrated that goal orientation and academic engagement were significantly influenced by self-efficacy beliefs (Ndyareeba et al., 2024). Likewise, Rajendran found that self-efficacy contributed to life satisfaction among caregivers, suggesting its broader role beyond the educational context (Rajendran et al., 2022).

Parallel findings also exist in studies addressing psychological health. Qian's research showed that parental emotional support enhanced self-efficacy, which in turn mitigated adolescent mental health problems (Qian et al., 2024). Shu similarly found that subjective family and school status influenced depression and suicidal ideation in adolescents, with resilience playing a mediating role (Shu et al., 2024). Such findings reinforce the idea that the mechanisms identified in this study—resilience and self-efficacy—are not only critical for academic outcomes but also for broader psychosocial adjustment in adolescence.

Overall, the results of this study confirm a dynamic interplay: resilient families cultivate environments where adolescents develop strong self-efficacy beliefs, which then directly enhance academic achievement. This relationship underscores the need for integrative frameworks that account for both family-level processes and individual psychological constructs. Previous models have often examined resilience or self-efficacy in isolation; however, our findings show that their combined influence provides a

more comprehensive explanation for adolescent academic success. By situating these results within a global body of evidence—from China (Ma et al., 2023; Xiao & Song, 2022), Jordan (Alogiliy, 2024), Uganda (Ndyareeba et al., 2024), to Germany (Maurer et al., 2023)—the current study contributes to the cross-cultural validation of these pathways.

5. Suggestions and Limitations

Despite the strengths of this study, including a large and diverse sample from Egypt and the use of both correlation and SEM analyses, some limitations should be acknowledged. First, the study relied on self-report measures of family resilience and self-efficacy, which may introduce social desirability bias. Second, the cross-sectional design limits causal interpretations, as the relationships between variables may be reciprocal rather than unidirectional. Third, the sample, although relatively large, was limited to adolescents within the Egyptian educational system, which may affect the generalizability of findings to other cultural contexts. Finally, although socioeconomic status was considered conceptually, it was not measured directly in this study, which may have overlooked important moderating effects.

Future studies should adopt longitudinal designs to capture the developmental trajectories of resilience, self-efficacy, and academic achievement over time. Such designs would allow for clearer causal inferences regarding mediation pathways. Cross-cultural research should be expanded to include diverse educational and socioeconomic contexts, enabling comparisons that reveal universal and culture-specific patterns. Additionally, integrating qualitative methods could provide deeper insights into how adolescents perceive family resilience and self-efficacy in relation to their academic lives. Future research may also explore additional mediators or moderators, such as motivation, peer support, or teacher-student relationships, to build more comprehensive models of academic success.

The findings of this study have practical implications for educators, families, and policymakers. Interventions aimed at strengthening family resilience—through communication skills, problem-solving training, and community support—may indirectly enhance academic outcomes by fostering adolescents' self-efficacy. Schools should implement programs that directly target self-efficacy, such as mastery learning experiences, peer mentoring, and feedback systems that build confidence. Policymakers should design

educational initiatives that consider socioeconomic disparities, ensuring that disadvantaged families have access to resources that enhance resilience and self-efficacy. By addressing both family-level and individual-level factors, interventions can create environments that empower adolescents to thrive academically.

Authors' Contributions

All authors have contributed significantly to the research process and the development of the manuscript.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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Declaration of Interest

The authors report no conflict of interest.

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Ethical Considerations

The study protocol adhered to the principles outlined in the Helsinki Declaration, which provides guidelines for ethical research involving human participants.

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