

## The Relationship Between Psychological Well-being and Creative Self-efficacy in High School Students

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### ABSTRACT

**Objective:** This study aimed to examine the relationship between psychological well-being and creative self-efficacy in high school students.

**Methods and Materials:** The research method was descriptive-correlational and applied in terms of purpose. The data collection method was field-based, using the Psychological Well-being Questionnaire by Ryff (1989) and the Creative Self-Efficacy Questionnaire by Beghetto (2006). The statistical population of this study included all male and female first-year high school students in District 5 of Tehran during the 2021-2022 academic year, totaling 10,000 individuals. According to Morgan's sampling table, 370 students were selected as the statistical sample through random sampling, and the questionnaires were distributed among them. The validity and reliability of the questionnaires were confirmed using expert opinions and Cronbach's alpha test. To test the research hypotheses, Pearson correlation coefficient was used with the help of SPSS software.

**Findings:** Findings indicated a positive and significant relationship between all dimensions of psychological well-being and creative self-efficacy.

**Conclusion:** It is recommended that workshops and educational classes be conducted to provide necessary awareness and training to adolescents, parents, and educational and training instructors on reducing anxiety, tension, and depression, as well as useful coping strategies. This will also help increase students' creative self-efficacy.

**Keywords:** *Psychological well-being, Creative self-efficacy, First-year high school students, District 5 of Tehran*

### 1. Introduction

The nature and structure of well-being have long been of interest to philosophers and scholars across various scientific disciplines due to their importance. Recently, this topic has also become central to positive psychology, which

is the scientific study of optimal human functioning, and its scope has extended from individual life to social interactions (Acar et al., 2021; Luthans et al., 2006).

Positive psychological well-being entails positive psychological functioning and is recognized as emotional reactions to perceived personal attributes and achievements,

appropriate interaction with the world, and positive progression over time (Abdul Kadir et al., 2021; Sadat Mousavi & Ebrahimi, 2024). High psychological well-being is a significant factor for growth, maintaining health, and preventing many psychological disorders. It not only leads to feeling good but also reduces the likelihood of developing diseases (Pasandideh & Zare, 2016).

There are various types of well-being, including subjective, emotional, social, spiritual, and psychological well-being. It is worth noting that psychological well-being consists of two terms: "well," meaning "having desirable characteristics," and "being," meaning "existence" (Mahdian et al., 2021; Marino et al., 2021; Mohammad Nezhady & Rabiei, 2015). In defining this conceptual construct, Goldsmith, Veum, and Darity (1997) stated that psychological well-being includes an individual's perceptions of the alignment between specified goals and the outcomes of performance, which are obtained through continuous evaluations, leading to inner and relatively stable satisfaction throughout life (Mahdian et al., 2021). In other words, psychological well-being involves positive feelings and general life satisfaction, including oneself and others in various domains such as education, family, work, etc. (Masoumparast et al., 2019; Michaeli Manee, 2010; Mohamadinikoo & Tamannaefar, 2024).

One of the most important models that have conceptualized and operationalized psychological well-being is the multidimensional model by Ryff and Keyes (2012). According to this model, psychological well-being comprises six factors: self-acceptance (having a positive attitude towards oneself), positive relations with others (establishing warm and intimate relationships and the ability to empathize), autonomy (feeling independent and able to withstand social pressures), purpose in life (having goals in life and giving it meaning), personal growth (feeling continuous growth), and environmental mastery (the ability to manage one's environment) (Mohamadinikoo & Tamannaefar, 2024; Movahedi et al., 2019; Ryff & Keyes, 1995). Therefore, the feeling of well-being includes both emotional and cognitive components (Ryff, 2013, 2018). Individuals with high well-being predominantly experience positive emotions and have a positive assessment of events and circumstances around them, whereas individuals with low well-being evaluate their life events and situations unfavorably and experience more negative emotions such as anxiety, depression, and anger (Dierendonck & Lam, 2022).

Given the importance of psychological well-being, numerous studies have been conducted to examine the

factors influencing it. One variable that has a significant relationship with psychological well-being is self-efficacy (Parsakia et al., 2024; Parsakia et al., 2023). Self-efficacy, a variable related to psychological well-being, is a distinct set of beliefs related to various domains of functioning, including self-regulation of thought processes, motivation, and emotional and physiological states. The concept of self-efficacy was developed by Alfred Bandura as part of his social cognitive theory. The term "social cognitive" is appropriate as it emphasizes both the social origins of behavior and the cognitive dimension of behavior (Al-Dwaikat et al., 2020; Asghari et al., 2014; Parsakia, 2023; Parsakia et al., 2024; Parsakia et al., 2023).

Furthermore, since one of the educational stages is secondary education, which is a crucial, sensitive, and influential period in an individual's personal and social life, it shares commonalities and distinctions with other educational stages due to the biological, social, and psychological conditions of students. This stage encompasses adolescence and extends to early adulthood. Therefore, conducting research among this group and examining the relationship between psychological well-being and creative self-efficacy in this group is of significant importance. Given the presented information and the contradictory results and research gaps concerning psychological well-being and creative self-efficacy, this study aims to determine the relationship between psychological well-being and creative self-efficacy in high school students.

## 2. Methods and Materials

### 2.1. Study Design and Participants

The research is applied in terms of its purpose and descriptive-correlational in nature. The statistical population included all male and female first-year high school students in District 5 of Tehran during the 2021-2022 academic year. The sampling method was random, and the sample size was 370 students, determined using Krejcie and Morgan's table.

### 2.2. Measures

#### 2.2.1. Psychological Well-being

The Psychological Well-being Questionnaire was developed by Carol Ryff in 1989. It measures psychological well-being through six subscales: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. The questionnaire used

in this study consists of 18 items, with each subscale containing 3 items. Respondents rate their agreement with each statement on a 6-point Likert scale, ranging from 1 (strongly disagree) to 6 (strongly agree). Higher scores indicate greater psychological well-being. The validity of the questionnaire has been established through expert reviews, and its reliability has been confirmed with Cronbach's alpha values typically exceeding 0.70 across different studies, indicating good internal consistency (Asghari et al., 2014; Maarefvand & Shafiabady, 2024).

**2.2.2. Creative Self-Efficacy**

The Creative Self-Efficacy Questionnaire was created by Ronald A. Beghetto in 2006. This instrument measures individuals' beliefs in their ability to produce creative outcomes. It consists of a single scale with 7 items. Participants rate their confidence in their creative abilities on a 5-point Likert scale, ranging from 1 (not confident at all) to 5 (extremely confident). Higher scores reflect higher creative self-efficacy. The questionnaire's validity has been supported through various studies that demonstrate its ability to predict creative performance. The reliability of the

Creative Self-Efficacy Questionnaire has also been confirmed, with Cronbach's alpha values typically exceeding 0.80, indicating high internal consistency (Maarefvand & Shafiabady, 2024; Sadat Mousavi & Ebrahimi, 2024).

**2.3. Data analysis**

For the analysis of collected data, inferential statistics, including the Kolmogorov-Smirnov test to assess the normality of the data and Pearson correlation coefficient to examine the relationships between variables, were used. The software employed for analysis was SPSS22.

**3. Findings and Results**

To use statistical techniques, it must first be determined whether the collected data follow a normal distribution or not. If the distribution of the collected data is normal, parametric tests can be used to test the hypotheses; if the distribution is non-normal, non-parametric tests must be employed. Therefore, at this stage, we examine the results of the Kolmogorov-Smirnov test for each of the dependent and independent variables. Based on the results, we select the appropriate tests to verify the hypotheses of the study.

**Table 1**

*Descriptive Statistics and Normality Test*

Variable	Mean	SD	Significance Level (Sig)	Error Level	Hypothesis Confirmation	Result
Psychological Well-being	2.37	0.29	0.146	0.05	H_0	Normal
Self-acceptance	3.11	0.33	0.186	0.05	H_0	Normal
Positive Relations	2.20	0.30	0.209	0.05	H_0	Normal
Personal Growth	3.32	0.40	0.222	0.05	H_0	Normal
Autonomy	3.20	0.41	0.165	0.05	H_0	Normal
Purpose in Life	3.44	0.33	0.262	0.05	H_0	Normal
Environmental Mastery	2.91	0.25	0.182	0.05	H_0	Normal
Creative Self-efficacy	3.02	0.34	0.169	0.05	H_0	Normal

Given the results of Table 1, since the significance level for all components is greater than the error level of 0.05,

these variables follow a normal distribution. Therefore, parametric tests are used to test the hypotheses.

**Table 2**

*Results of Pearson Correlation Test Between Psychological Well-being and Creative Self-efficacy*

Variable	1	2	3	4	5	6	7
1. 1. Self-acceptance	1						
2. Positive Relations	0.699	1					
3. Personal Growth	0.643	0.435	1				
4. Autonomy	0.554	0.735	0.846	1			
5. Purpose in Life	0.762	0.348	0.415	0.716	1		
6. Environmental Mastery	0.423	0.323	0.602	0.852	0.448	1	
7. Creative Self-efficacy	0.437	0.503	0.427	0.346	0.534	0.328	1

\*Significant at 0.05 level \*\* \*\*Significant at 0.01 level

According to the results of Table 2, since the significance level is smaller than 0.05, we reject the null hypothesis ( $H_0$ ) and accept the alternative hypothesis ( $H_1$ ), indicating a relationship between psychological well-being and creative self-efficacy among high school students. As observed, there is a positive and significant relationship between all dimensions of psychological well-being and creative self-efficacy at the 95% confidence level. Therefore, based on these results, the second sub-hypothesis is confirmed.

#### 4. Discussion and Conclusion

The results of the present study showed a significant relationship between psychological well-being and creative self-efficacy in high school students. These findings are consistent with the results of prior studies (Acar et al., 2021; Maarefvand & Shafiabady, 2024; Michinov & Michinov, 2023; Tajarod et al., 2014). Self-efficacy, a variable related to psychological well-being, is a distinct set of beliefs related to various domains of functioning, including self-regulation of thought processes, motivation, and emotional and physiological states. The research findings indicated that self-efficacy has a positive and significant relationship with psychological well-being. Individuals with high self-efficacy typically have a more accurate understanding of their psychological characteristics and find it easier to communicate with others.

In explaining this finding, it can be said that individuals with low self-efficacy may perceive events and situations as more difficult than they actually are, which increases stress and anxiety. On the other hand, high self-efficacy helps create a sense of calm when facing difficult tasks and activities. Overall, beliefs related to self-efficacy determine and predict the level at which individuals complete a challenging task. Thus, self-efficacy becomes an important source of happiness. In fact, a high sense of self-efficacy enhances personal health and the ability to perform tasks in various ways. Individuals who have confidence in their capabilities view difficult tasks as challenges to be mastered rather than threats to be avoided (Asghari et al., 2014). They select challenging goals and remain strongly committed to achieving them. They are confident that they can manage potential threats, adapt well to conditions, experience less anxiety and depression, and have higher psychological well-being. Creative self-efficacy and psychological well-being are positive psychological variables that influence students' personal and academic behavior, leading to improved

interpersonal relationships and academic performance (Acar et al., 2021; Tajarod et al., 2014).

#### 5. Limitations & Suggestions

One of the limitations of the present study is the use of self-reporting and questionnaires to measure the research variables, which may result in over-reporting; therefore, it is only generalizable to this target population. Given that the present study was conducted in first-year high schools in District 5 of Tehran's education system, the ability to generalize the results is limited. Finally, it is recommended that workshops and educational classes be conducted to provide necessary awareness and training to adolescents, parents, and educational and training instructors on reducing anxiety, tension, and depression, as well as useful coping strategies. This will also help increase students' creative self-efficacy.

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#### Declaration

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

#### Declaration of Interest

The authors of this article declared no conflict of interest.

#### Ethics Considerations

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

#### Transparency of Data

In accordance with the principles of transparency and open research, we declare that all data and materials used in this study are available upon request.

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#### Authors' Contributions

All authors contributed equally.

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