

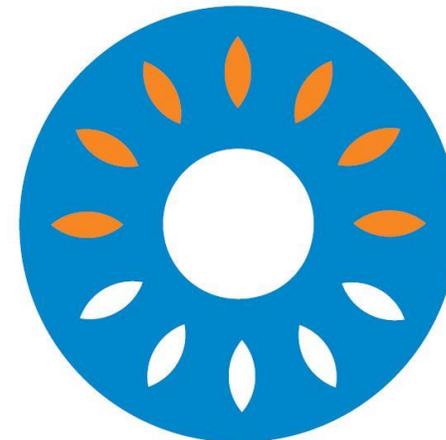
Knowledge for a better world

Life satisfaction in association with self-efficacy and stressor experience in adolescents

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Health
Promotion -
Worthwhile?

Our society should care more about what`s under the iceberg



”

Politikkens mål er ikke størst mulig nasjonalbudsjett, men størst mulig livskvalitet. Hvis det oppstår en kollisjon må det siste vinne.

Kåre Willoch

@sunnekommuner

”

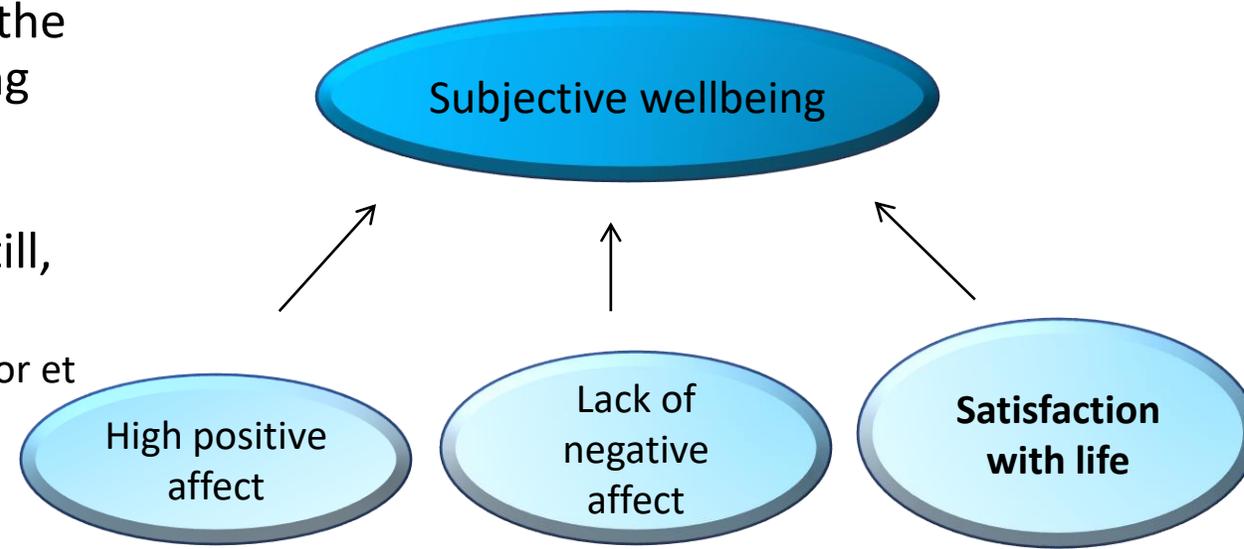
We need to address the societal well-being of our nation, not just the economic well-being.

Jacinda Ardern
Prime Minister of New Zealand

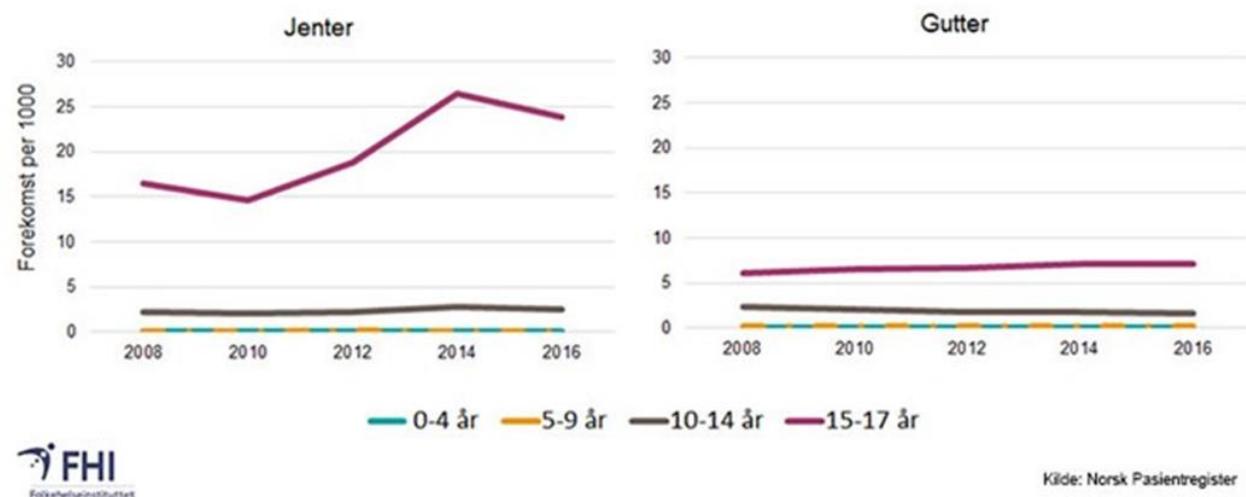
@healthynorway

Satisfaction with life during adolescence

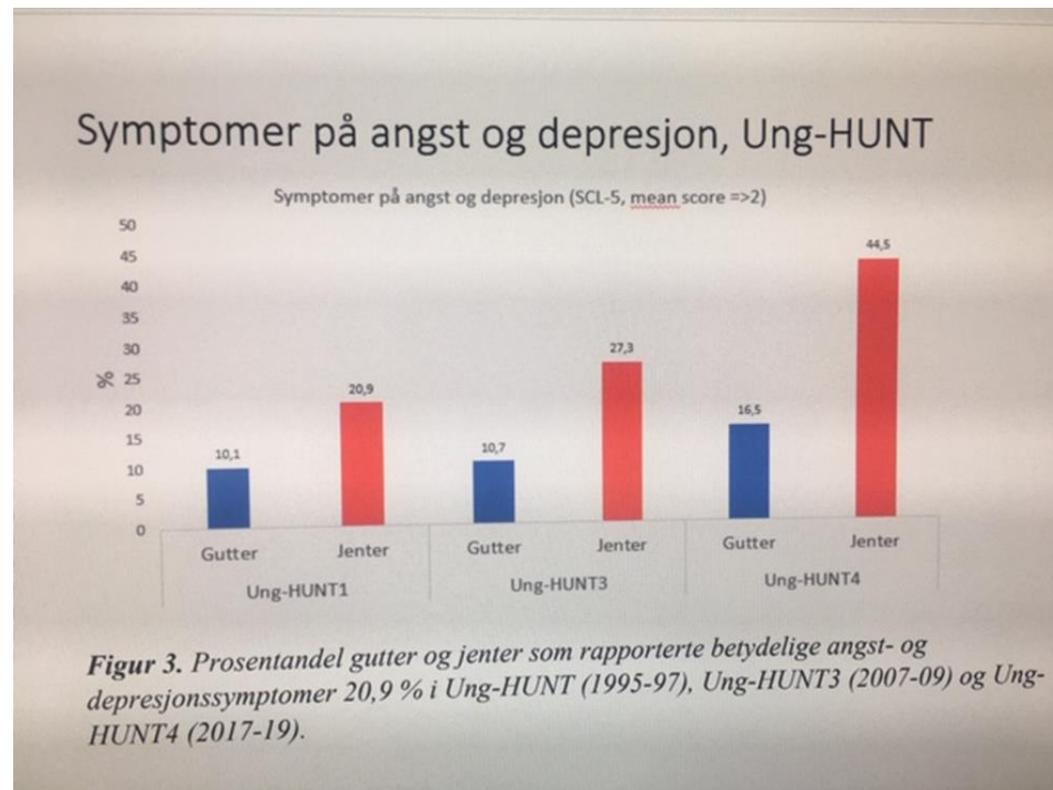
- ‘Satisfaction with life’ (LS) represents the **cognitive component** of subjective wellbeing
- LS is defined as ...”a judgemental process, in which individuals assess the quality of their lives (QoL) on the basis of their own unique criteria” (Diener et al. 1985; Pavot & Diener, 2008)
- LS is considered an important construct/indicator for the understanding of adolescents’ psychological well-being (Proctor et al. 2009)
- Children and adolescents report their LS to be high; still, LS tends to decline slightly with the onset and progression of adolescence (Gilman & Huebner, 2006; Proctor et al. 2009; Proctor et al., 2010)



Mental health problems in adolescents



The proportion of children per 1000 diagnosed for psychiatric- and behavioural disorder in BUP in the period 2008–2016



The latest HUNT4 data shows that for girls, symptoms of depression/anxiety have increased from 20.5% in 1995/97 to 44.5% in 2017/19. For boys the reported symptoms have increased from 10.1% to 16.5% (HUNT, 2019)

Stress experience during adolescence

- Exposure to stressors is a normal part of adolescence but also remains central as a potential threat to the well-being and healthy development of adolescents (Compas & Reeslund, 2009; Grant et al., 2003; Moksnes, 2011)
 - Girls moreover report higher stress levels and seem to be more vulnerable to the negative psychological health effects of stress than boys (Charbonneau et al. 2009; Shih et al. 2006)
- The present study focuses on adolescents' *perceived* stress, that means:
 - perceived discrepancy—whether real or not—between the demands of a situation and the resources of the person to cope adequately (Lazarus Folkman 1984)
- High LS relates to a range of positive personal, behavioral, psychological and social just as low LS is associated with increased stress, psychological and behavioral problems (Proctor et al. 2009, Proctor, Linley, and Maltby 2010)



The importance of a resource perspective on health



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Self-efficacy

- Self-efficacy refers to the individual's overall belief in his or her coping abilities, which are closely intertwined with his/her experiences, competencies and motivation in different contexts at different stages in life (Bandura, 1977; Tsang, 2012)
- Self-efficacy can thus be regarded as an powerful motivation factor and coping resource in the face of different stressors, that affects emotional and cognitive processes as well as choice of coping strategies (Cicognani, 2011; Frydenberg, 2018; McKay et al., 2014; Tsang et al., 2012)
- In studies with adults and adolescents, self-efficacy has been shown to relate negatively with mental health problems such as depression, anxiety and perceived helplessness and positively with quality of life (Luszczynska et al., 2005; Parto, 2011; Cramm, 2013; Kvarme et al., 2009)





Aim of study

To investigate in adolescents in upper secondary school:

- Sociodemographic differences on stress experience, self-efficacy and life satisfaction (LS)
- The association between stressor experience, self-efficacy and LS, controlled for sociodemographic factors
- The moderating role of self-efficacy on the association between stressor experience and LS

Method

Design and sample

- **Cross-sectional study**
- N = 1816 adolescents from five public upper-secondary schools in an urban area in Norway (Response rate: total school size 55% / of those who were invited to participate 97.3%)
 - Girls: 51,5% and boys 48.0%; 0.5% did not report gender
 - Age range 15-21 years: M = 17.00 (SD = 1.04)

Measures

- **Satisfaction with life** *The Satisfaction with Life Scale (SWLS)*, five items, rated on a 7-point Likert scale, ranging from (1 strongly disagree, 7 strongly agree); a higher score indicates higher life satisfaction Cronbach's alpha $\alpha = .89$
- **Stress** *The Adolescent Stress Questionnaire (ASQ-N)*, 30 items assessing normative stress in adolescents' daily life, rated on a 5-point Likert scale (1 = not at all stressful or irrelevant to me, 5 = very stressful), higher score indicates higher stress levels. Cronbach's alpha $\alpha = .95$
- **Self-efficacy** *General Self-Efficacy Scale (GSE)*, 10-items rated on a 4-point Likert scale (1 = not at all true, 4 = exactly true), higher score indicate higher self-efficacy. Cronbach's alpha $\alpha = .93$
- **Sociodemographic variables**: gender age, SES (perceived family economy, parents' education, job situation/position)

Table 1 Demographic characteristics of the sample

Variables	Total n (%)	
Gender		
Boys	934 (51.5)	
Girls	871 (48.0)	
Missing	11 (0.5)	
Age		
15 years	34 (1.9)	
16 years	704 (38.8)	
17 years	479 (26.4)	
18 years	449 (24.8)	
19 years	106 (5.8)	
20-21 years	57 (2.2)	
Missing	2 (0.1)	
Family economy		
Bad economy all the time	34 (1.9)	
More or less bad economy	76 (4.2)	
Neither had bad or good economy	406 (22.4)	
More or less good economy	580 (31.9)	
Good economy all the time	683 (37.6)	
Missing	37 (2.0)	
Parents' education		
	Mother	Father
Primary and lower secondary school	70 (3.9)	91 (5.0)
Upper secondary school	302 (16.6)	355 (19.5)
University up to 4 years	452 (24.9)	308 (17.0)
University more than 4 years	455 (25.1)	453 (24.9)
Unknown	478 (26.3)	522 (28.7)
Missing	59 (3.2)	87 (4.8)
Parents' job status		
	Mother	Father
Fulltime job	1262 (69.5)	1432 (78.9)
Part-time job	220 (12.1)	74 (4.1)
Unemployed / on leave	48 (2.6)	53 (2.9)
Staying at home	128 (7.0)	49 (2.7)
Other	88 (4.8)	108 (5.9)
Missing	70 (3.9)	100 (5.5)
Total	1816 (100)	

Results

Table 2 Gender mean differences on stress self-efficacy and satisfaction with life

	<u>Girls</u>	<u>Boys</u>	Range	<i>t</i> -value	Cohen`s <i>d</i>
	Mean (SD)	Mean (SD)			
Satisfaction with life	20.41 (6.90)	22.89 (6.91)	5 – 35	7.26***	.36
Self-efficacy	28.95 (5.12)	31.45 (5.54)	10 – 40	9.41***	.47
Stress of -					
Teacher interaction	9.17 (4.73)	7.45 (4.17)	4 – 20	7.48***	.39
Peer pressure	14.15 (5.49)	10.68 (5.01)	5 – 25	12.81***	.66
Home life	12.47 (5.38)	9.88 (4.68)	5 – 25	10.00***	.51
Romantic relationships	8.75 (5.22)	7.82 (4.72)	4 - 20	3.63***	.19
School attendance	11.23 (4.05)	9.19 (3.85)	4 - 20	10.00***	.52
School/leisure conflict	12.61 (4.53)	9.89 (4.51)	4 - 20	11.63***	.60
School performance	12.66 (4.21)	9.75 (4.19)	4 - 20	13.41***	.69

Note. Cases are excluded listwise, $n = 1507$; *** $p \leq .001$.

Table 4 Multiple linear regression for the association between socio-demographic variables, stress, self-efficacy and satisfaction with life (LS) (adjusted associations)

Satisfaction with life					
	B	SE B	B	F	Adjusted R2
Constant	11.53	3.05		45.24***	.45
Gender	.10	.34	.01		
Age	-.49	.14	-.08***		
Parents' education	-.12	.10	-.03		
Parents' job status	-.30	.15	-.05*		
Family economy	.78	.18	.11***		
Teacher interaction	.20	.06	.13***		
Peer pressure	-.22	.05	-.18***		
Home life	-.14	.04	-.11**		
Romantic relationships	.00	.04	.00		
School attendance	-.36	.06	-.21***		
School/leisure conflict	.10	.05	.07*		
School performance	.13	.06	.08*		
Self-efficacy	.54	.05	.42***		
Self-efficacy x Teacher interaction	.02	.01	.12*		
Self-efficacy x Peer pressure	.02	.01	.10*		
Self-efficacy x Home life	-.02	.01	-.07*		
Self-efficacy x Romantic relationships	-.01	.01	-.05		
Self-efficacy x School attendance	-.05	.01	-.18***		
Self-efficacy x school leisure conflict	-.01	.01	-.02		
Self-efficacy x School performance	.02	.01	.09*		

Note. * $p \leq .05$; ** $p \leq .01$; *** $p \leq .001$; Gender: girls = 0, boys = 1; Cases are excluded listwise $n = 1115$.

Conclusion

- The findings shows a modest role of socio-demographic variables in association with adolescents' reported LS, controlled for stressor experience and self-efficacy
- Stressors related to school attendance and relations with peers, teachers and home life were significantly related to lower LS
- Self-efficacy showed a strong relation with LS - relevant resource for adolescents' experiences with LS controlled for stress
- Weak support for self-efficacy as a moderator of normative stressors in relation to LS, although significant interaction effects were found

Thank you

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