



**UNIVERSITI PUTRA MALAYSIA**

***RELATIONSHIP BETWEEN SELF-EFFICACY, SOCIAL SUPPORT AND  
PSYCHOLOGICAL WELLBEING AMONG ADOLESCENTS WITH  
PHYSICAL DISABILITIES IN LAGOS STATE, NIGERIA***

**NWOSU EZIAHA JAMES JAY JAY**

**FEM 2020 23**



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By

**NWOSU EZIAHA JAMES JAY JAY**

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,  
in Fulfilment of the Requirements for the Degree of Master of Science**

**March 2021**

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## DEDICATION

*I am dedicating my thesis to my beloved wife and my precious diamond  
golddaughters Eliora Guylaine Ogechukwu James and Elery Yvette  
MunachimsoJames for wiping my tears after nine good years of  
childlessness in my marriage. Thanks for coming into our union, God bless  
you my daughters and God bless your mother my Sunshine. I love you all. I  
am proud to be part of you guys.*



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Master of Science

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**NWOSU EZIAHA JAMES JAY JAY**

**March 2021**

**Chairman : Associate Professor Hanina Halimatusaadiyah, PhD**  
**Faculty : Human Ecology**

The aim of this study was to examine the relationship between self-efficacy, social support and psychological wellbeing among adolescent with physical disability in Lagos State, Nigeria. The sample of the present study consisted of 300 adolescent students (141 males and 159 females). The age of the participants ranged between 13 to 17 years old were selected from different public secondary schools in Lagos State, Nigeria.

This study applied a cross-sectional survey research design. The multistage sampling technique was used to choose the respondents. Adolescents having physical disability were selected as respondents. Psychological wellbeing (self-acceptance, personal growth, purpose in life, personal relationship with others and autonomy) as a dependent variable was measured using the Ryff Scales of Psychological Wellbeing (Ryff, 1989). While social support (family and friends) was measured using Multidimensional Scale of Perceived Social Support (MSPSS) (Zimet, 2010), and Self-efficacy was measured using the general Self – Efficacy scale (GSE), (Schwarzer & Jerusalem, 1995).

The results of the study revealed that five dimensions of psychological wellbeing significantly correlated with social support and self-efficacy positively correlated with social support. The findings also show that, there was no significance differences in self-efficacy and psychological wellbeing for both gender except in autonomy but there was a significant difference in social support from friends between male and female. There was no mediating effect of self-efficacy on the relationship between social support and psychological wellbeing.

Based on the findings of this study, it can be concluded that, social support from family and friends help to facilitate the adolescent's advancement in manners that are healthier. The findings clearly indicate that gender does not have an impact on psychological well-being among male and female adolescents with physical disabilities in Nigeria. The findings have a range of significant consequences for parents, tutors, schools, researchers, clinicians, the Ministry of Education. Social support is needed to help develop strategies to encourage emotional intelligence and self-efficacy that address the psychological well-being of adolescents with physical disabilities



Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Master Sains

**HUBUNGAN ANTARA EFIKASI KENDIRI, SOKONGAN SOSIAL DAN KESEJAHTERAAN PSIKOLOGI TERHADAP REMAJA DENGAN KETIDAKUPAYAAN FIZIKAL DI LAGOS, NIGERIA**

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Kajian ini berujuan untuk mengkaji hubungan di antara efikasi sendiri, sokongan sosial dan kesejahteraan psikologi dalam kalangan remaja yang mengalami ketidakupayaan fizikal di Lagos State, Nigeria. Sampel kajian melibatkan 300 orang remaja yang merangkumi 141 orang pelajar lelaki dan 159 orang pelajar perempuan. Responden kajian berumur di antara 13 hingga 17 tahun telah dipilih daripada sekolah menengah yang berbeza di Lagos State, Nigeria.

Reka bentuk kajian ini ialah kajian keratan rentas dan kaedah persampelan berperingkat telah digunakan untuk memilih responden kajian yang terdiri daripada remaja yang mengalami ketidakupayaan fizikal. Kesejahteraan psikologi (penerimaan diri, pembangunan sendiri, matlamat kehidupan, hubungan peribadi dengan orang lain dan autonomi) diukur melalui skala kesejahteraan psikologi Ryff (Ryff, 1989). Manakala sokongan sosial (keluarga dan rakan) melalui skala Multidimensional Scale of Perceived Social Support (MSPSS) (Zimet, 2010), dan efikasi sendiri sebagai pemboleh ubah mediator diukur melalui skala General Self-Efficacy (GSE), (Schwarzer & Jerusalem, 1995).

Hasil kajian menunjukkan bahawa lima dimensi dalam kesejahteraan psikologi berkorelasi secara signifikan dengan sokongan sosial manakala efikasi sendiri berkorelasi positif dengan sokongan sosial. Hasil kajian juga menunjukkan bahawa tiada perbezaan secara signifikan dalam efikasi sendiri dan kesejahteraan psikologi untuk kedua-dua jantina kecuali dalam dimensi autonomi tetapi terdapat perbezaan yang signifikan terhadap sokongan sosial daripada rakan lelaki dan perempuan. Tambahan lagi, tiada kesan mediator efikasi sendiri terhadap hubungan di antara sokongan sosial dan kesejahteraan psikologi.

Kesimpulan dapatan kajian ini menunjukkan bahawa sokongan sosial daripada keluarga dan rakan-rakan membantu pembangunan peradaban remaja yang lebih sihat. Hasil kajian jelas menunjukkan jantina tidak memberi kesan terhadap kesejahteraan psikologi dalam kalangan remaja lelaki dan wanita yang mengalami ketidakupayaan fizikal di Nigeria. Penemuan hasil kajian ini mempunyai impak yang signifikan kepada ibu bapa, tutor, sekolah, penyelidik, ahli klinikal, dan kementerian pendidikan. Sokongan sosial sangat diperlukan untuk melaksanakan strategi dalam membangunkan kecerdasan emosi dan efikasi sendiri remaja yang mengalami ketidakupayaan fizikal





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This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfillment of the requirement for the degree of Master of Science. The members of the Supervisory Committee were as follows:

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## LIST OF ABBREVIATIONS

GSE	General self-efficacy
MSPSS	Multidimensional Scale of Perceived Social Support
WHO	World Health Organization
JSS1	Junior Secondary School year 1
SSS	Senior Secondary School
LGA	Local Government Area
NGO	Non-Governmental Organization
n	Frequency
S	Sample Size
Min	Minimum
Max	Maximum
t	Independent T-test
M	Mean
r	Pearson Correlation
SD	Standard Deviation

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of Study

Adolescent's well-being appears to have its own developmental abnormalities and it differs considerably from later years (Casas, 2010). Numerous changes take place at this stage, such changes include physical, cognitive, emotional, behavioral, social, relational, physiological and institutional, which makes the adolescence phase of life extraordinarily flexible (Lerner et al., 2003). Among recent years, the study of happiness and emotional well-being in young people has increased rapidly. The conventional focus of psychology has been on distress, with little attention devoted to positive elements of human potential (Guerra-Bustamante et al., 2019). This approach was obvious when researching adolescence, because this stage of life entails numerous changes and has long been characterized as a stressful and difficult time (Viejo et al., 2018). Hollenstein and Lougheed (2013) proposed a framework for understanding adolescence development by both biological development and environment. Past studies on adolescent well-being mostly focused on normal adolescent (Khan et al., 2015; Viejo et al., 2018; Glozah, 2013). Well-being study on adolescent with physical disabilities is very limited.

Psychological wellbeing is how people feel about their daily activities of livelihood and might actually extent from pessimistic psychological strains or mental state such as depression, exasperation, assertion, worry, lack of happiness and positive mental health which is as a result that led to the state of being unsatisfied (Jahoda, 1958). Positive psychological functioning in autonomy, environmental mastery, life purpose, positive relationships with others, personal growth, and self-acceptance are all examples of psychological well-being (Ryff & Keyes, 1995). Moreover, one of the top priorities known to promote a healthy human development is improving adolescents' wellbeing. Psychological wellbeing has increasingly earned recognition worldwide (National Research Council, 2018). People with disabilities tend to outline wellbeing as self-determined and unbiased, which means freedom from pain and having both emotional and physical well-being. Quality of life which is being related to wellbeing and measures of self-perceived wellbeing turn out to be quite essential (Krahn, 2006). Suggestions have been made due to some evidence that stated that an elevated level of self-reflection of wellbeing may alleviate the unfavorable impact of disability on the fulfillment of life and sickness (Diener, 2009; Patrick, 2002).

Adolescents aged 13 to 19 years old with physical disabilities experiences bodily impairments that drastically restrict their participation in the activities of day-to-day life. They have troubles with moving their muscles, bones and joints. However, most physical disabilities are present at birth or before, others are often as a result of diseases, pre- or post-natal complications and accidents (Heward, 2003).

According to the 2006 Nigerian census there are 3,253,169 people with disabilities, however, a Nigerian NGO guarantees the statistics didn't cover their depth of disability in Nigeria and has approached Nigeria's national population commission to team up with the Ministry of women affairs and social development for the 2016 census so as to measure disability more precisely. However, world document on disability (2011) mentioned that, around 25 million Nigerians had at a minimum one disability, while 3.6 million of these had huge problems in functioning. As of 2020 there are reportedly over 27 million Nigerians dwelling with some type of disability. Indescending order, the five most frequent types of disabilities present in Nigeriaas of 2017 are physical impairment, mental impairment, ear impairment, eye impairment and communication impairment (Disability in Nigeria, 2017).

It is known fact that inequalities exist in education, healthcare, jobs, transportation and other aspects of human endeavor for children and adolescents with disabilities. Around 85% of them live in developing countries, where they are often stigmatized, discriminated and neglected (United Nations Children's Fund, 2005; Olaleye et al., 2012). In Nigeria, people with disabilities are probably going to live in extreme poverty than people without disabilities (Martinez & Vemuru, 2020). While the exact number of people with disabilities in Nigeria is unknown, data from the 2018Nigeria Demographic and Health Survey showed that an estimated 7% of household members over the age of five (as well as 9% of those 60 and older)have some form of disability. Similarly, 1% have significant difficulty or are unable to function at all in at least one domain. Seeing, hearing, communicating, cognition, walking, or self-care are some of the senses that can be affected (Martinez & Vemuru, 2020). According to the Nigerian Institute of Advanced Legal Studies, nine out of ten people with disabilities inNigeria live in poverty (Haruna 2017).

Additionally, employment is a major barrier to people with disabilities living a normal life. Persons with disabilities are often adversely affected by their inability to find work, and when they do, they face extreme prejudice and discrimination in the workplace (Zimba, 2016; Wahab at el., 2018). Persons with disabilities face both psychological and physical impacts as a result of the above. Unemployment rates among people with disabilities are nearly double those of the general population (lack of accessible workplaces). Assistive devices are expensive and difficult to come by, limiting people with disabilities' mobility and access to technology (Martinez & Verumu, 2020). Wahab et al. (2018) conducted a study to profile the rate of disability in LagosState, it was noted that people with physical disabilities have different employment statuses: students account for 18.9 percent, employed account for 7.5 percent, and underemployed account for 5.3 percent. Self-employed 31.0 percent and unemployed 37.3 percent accounted for the majority of the total population.

In general, people with disabilities whether children or teens, have the right to be educated. The majority of disabled children, particularly those with moderate and severe impairments, are still unable to attend any type of school, let alone regular education (Haruna, 2017). They often have poor academic performance due to a lack of adequate facilities, such as accessible infrastructure and instructional materials (Martinez &

Vemuru, 2020). In Lagos State, people with physical disabilities have varying levels of education, ranging from no formal education to a PhD. The fact that 88% of disabled individuals have no formal education to secondary education reveals that the majority of disabled people struggle to reach higher educational achievement consequently limiting their opportunities to advance in life (Wahab et al., 2018).

Individuals with disability regularly face social banning inside their communities. More than once has individuals with disability mentioned that due to their disabilities, many people assumed they are less of a human being. The public observations and perspectives towards the group are demoralizing with solid underlining superstitious beliefs that brings bias against them. (Challenges of persons with disabilities in North-Eastern Nigeria). Therefore, psychological wellbeing is vital for adolescents, as it is the state of being emotionally and mentally well, which helps individual to function well in daily life and crucial to be aware of (Akande, 2015).

However, social support its understanding that, individuals who show us love and care for us, we all belong to the same neighborhood. Also, it is the emotional and physical encouragement that we receive from our co-workers, family, friends and others. One of the most vital elements that helps to foresee wellbeing and physical health of all parties, ranging from childhood thru historical age is social support (Kaitholil, 2012). Family is the most vital aspect that ought to have an impact on the improvement of adolescents. The interplay between kids and parents additionally, may promote exact result amongst adolescents. Social supports, encouragements and conversations had been determined to have good results with psychological well-being amongst adolescents (Rojanah, 2002). During adolescence, the peer microsystem turns into a necessary element that has an impact on psychological and behavioral improvement of youngsters (Luster & Oh, 2001). Parents of children with disabilities have conflicting feelings about their children. In North Western Nigeria, it was revealed that fathers had more positive feelings towards their disabled children than mothers, which is attributed to the mothers' anticipation of an "ideal child" (Haruna, 2017).

According to Bronfenbrenner, parental involvement and effective parental conduct have been observed to be an element that should stop adolescents from taking part in violent actions. The reality is that supportive parents educate them about the strength of will power and ethical conduct and they seem to carry themselves in a way that speaks well of them as they pay attention to the challenges faced by their children (Foney & Cunningham, 2002). Adolescents who have friends who supports them obtain benefit to improve themselves as they study to talk, listen and they gradually have passion towards others. Peer are seen as an essential means to assist teenagers evaluate the milieu excluding their surroundings (Santrock, 2011).

In most Nigerian societies, traditional beliefs about the causes of disability determine to a large extent people's attitudes and reactions towards the disabled. In traditional contexts, disability conditions such as mental retardation, deafness, orthopedic impairment and blindness are mostly attributed to vengeful gods in previous or current incarnations (Haruna, 2017). Access to adequate health services for people with



disabilities is also one of the major problems they encounter. Most at times limited by the availability of hospitals within reach, staff who are specialized and knowledgeable in disability field (Martinez & Vemuru, 2020). According to one survey, 71% of people with disabilities in the Nigerian states of Niger and Kogi were unable to obtain required health care (Smith, 2011; Martinez & Vemuru, 2020). Additionally, some health workers have a negative attitude towards disabled people who have managed to gain access to general and other health centers. According to a study conducted in Calabar Nigeria by Ogunjimi (2007); Haruna (2017), 56.33% of people have a negative attitude toward disabled persons, 57.74% said disabled people are only good for drug trials and trying out new medical technologies, 63.2% believe that disabled people's health is not as important as that of normal people, and 57.36% said they would prefer separate hospitals for disabled persons.

The connection between self-efficacy and psychological wellbeing shows that, self-efficacy also has a significant and positive influence on one's psychological well-being. Therefore, a high level of fulfillment and commitment is as a result of a high level of self-efficacy, if self-efficacy is low psychological wellbeing is also low, if self-efficacy is high psychological wellbeing also high (Siddiqui, 2015). The social psychological theory of Bandura's (1993) proposes that perceived self-efficacy influences a person in every aspect of their existence, as well as, the faith a person has in his or her capability to effectively execute an assignment and education experiences can influence accomplishment and dreams. The higher the perceived efficacy, the higher the objective of ambition individuals receive and their responsibility to accomplishing those objectives becomes even more firm. Individuals are different not only in the life incidents they experience as well as in their weakness to them. An individual's weakness to psychological pressure is affected by their mood, adapting abilities and the accessible social support.

Studies have shown that social support has a great influence on psychological wellbeing of people living with disability and it has been found to reduce the impacts of physical limitations as a result of disability on psychological adjustment (Okhakhume, 2016). Both parent and peer influence have an essential task they part take in the identity formation and psychological wellbeing of adolescents with physical disabilities in Nigeria, irrespective of their disabling condition

## **1.2 Problem Statement**

In Nigeria, most previous studies on psychological wellbeing focused on undergraduate students, adults, teachers and people in general, moreover, only a handful of studies, especially in Nigeria, examined psychological wellbeing and social support, likewise psychological wellbeing and self-efficacy (Mabekoje, 2003; Azeez & Adenuga, 2018; Igbolo et al., 2017; Onouha & Akintola, 2018; Bada et al., 2020). Thus, the current study tries to identify the psychological wellbeing of adolescents with physical disabilities. This is to fill the lack of research about psychological wellbeing and its relationship with self-efficacy and social support among adolescents with physical disabilities in public secondary schools.



There is a tremendous increase in physical health problem among disabled adolescents, including mental health problem (Ministry of Health Nigeria, 2018). World Health Organization (2018) indicates that disabled adolescents' psychological wellbeing is at risk, which requires immediate attention, whereby research on psychological well-being need to be prioritized at both national and international levels (National Research Council and Ministry of Health Nigeria, 2018).

Additionally, adolescents with disabilities have been seen to encounter low self-concept and confidence (Makinwa, 2014). One of the reasons why it is important to improve wellbeing is its effect on the future life of adolescents with disabilities. Also, they turn to be more disappointed with their wellbeing as compared to their peers without disability (Cahna, 2016; Onouha & Akintola, 2018). Based on literature, research on gender difference on psychological wellbeing have yielded conflicting discoveries which underscore the need to concentrate more on the effect of gender difference on significant wellbeing results (Perez, 2012). This is on the grounds that a few investigations have indicated that there are significant contrasts among male and female, while some different studies show there isn't a lot of distinction among male and female (Gonzalez et al. 2014).

Physically disabled individuals are restricted not only by their bodies, but also by community and their social environment. Thus, in terms of jobs, education, health care, and political involvement, people with disabilities are often marginalized. The alarming rate at which people with various forms of disabilities appear in Lagos is cause for concern. (Wahab et al., 2018). The failure of these youths to receive "basic needs," such as mainstream schooling, adequate housing, social security insurance, social life, and so on, this worsen their condition, as they even suffer from depression (Itulua-Abumere, 2013).

Social support, in particular, can help protect youth from the negative effects of stressors and foster more positive mental health outcomes (Onouha & Akintola, 2018). Similarly, previous research has found that support from a close-knit group (e.g., family) predicts to reduced psychological distress and improved psychological well-being (Onouha & Akintola, 2018). Notwithstanding, adolescents with disabilities, like their normally developing peers, place a high emphasis on friendship. Unfortunately, lower levels of social skills linked to their impairment make it difficult for adolescents with disabilities to create positive relations with their normally developing peers, obstructing the formation of meaningful friendships. Adolescence is a phase when individuals become more conscious of their own unique characteristics, which can lead to rejection and stigmatization (Maxey & Beckert, 2016). In Nigeria, people with disabilities may face negative attitudes from their families and communities, negative attitudes such as lack of respect, name-calling, rejection, neglect and loss of self-worth which also leads to isolation, low self-esteem and depression (Martinez & Vemuru, 2020). According to Ecological System Theory (1979), adolescents whose association were found to be high with their father and mother are more likely to be accommodating when it comes to other people and pro social, while parents' who don't pay attention on the conduct of the adolescents and their everyday life may make these adolescents to create problematic habits.

Self-efficacy refers to one's belief in one's ability to learn and perform at a certain level (Bandura, 1986, 1997; Azeez & Adenuga, 2018). Self-efficacy, according to Schwarzer (1999), can influence people's mindsets, emotions, and behavior. Low self-efficacy is linked to depression, anxiety, and helplessness when it comes to feelings. Self-efficacy decorates psychological wellbeing and it also, seen to have a huge effect on psychological wellbeing. Consequently, high level of self-efficacy contributes to high level of satisfaction (Siddiqui, 2015). What individuals can do is as a result of the beliefs form within themselves and are ready to take responsibility of any possible consequences of potential actions. Individuals who don't believe in their own abilities slacken their efforts or quickly surrender when confronted with challenges and failures. Meanwhile, those who show an increased in effort when they fail to grasp the challenge are those who have a very strong faith in their abilities.

Currently, there is no uniform theoretical foundation for research in adolescents with disabilities. Most studies neglect specifically stating a theoretical perspective, which reduces the research's scholarly value as well as its collaborative value (Maxey & Beckert, 2017). While it is common knowledge that mental health is important for adolescent development in general, little is known about the predictors of psychological wellbeing and the mediating role of self-efficacy on the relationship between social support and psychological wellbeing. Understanding the relationships of the aforementioned variables will help us get a better picture of psychological wellbeing and its major obstacles. Such information collected can be used to inform prevention and intervention efforts aimed at promoting adolescent with physical disabilities overall wellness. As a result, the current study aims to add to the literature by clarifying the complex relationships between the aforementioned variables among adolescents with physical disabilities sample from a developing country such as Nigeria. The research will also broaden the scope of mental health by identifying predictors of psychological well-being.

### **1.3 Research Questions**

1. What is the level of psychological wellbeing, self-efficacy and social support among adolescent with physical disabilities, and is there any difference between male and female?
2. Is there any relationship between self-efficacy, social support and psychological well-being among adolescents with physical disabilities?
3. What are the unique predictors towards psychological well-being of adolescent with physical disabilities?
4. What is the mediating effect of self-efficacy on the relationship between social support and psychological well-being among adolescent with physical disabilities?

## 1.4 Objectives of Study

### 1.4.1 General Objective

The main objective of the present study is to examine the relationship between self-efficacy, social support and psychological wellbeing among adolescents with physical disabilities in Nigeria.

### 1.4.2 Specific Objectives

- 1 To describe respondents' personal background (gender, age, religion, ethnic group, and type of physical disability and severity) and family background (parental education, family income, parent's occupation, and parent's marital status) among adolescents with physical disabilities.
- 2 To determine the level of psychological well-being, self-efficacy and social support among adolescent with varying levels of physical disabilities perceive from.
- 3 To compare the difference in self-efficacy, social support and psychological wellbeing between male and female adolescents with physical disabilities.
- 4 To determine the relationship between self-efficacy, social support and psychological well-being among adolescents with physical disabilities.
- 5 To determine the unique predictors towards psychological well-being of adolescent with physical disabilities.
- 6 To determine the mediating effect of self-efficacy on the relationship between social support and psychological well-being among adolescentwith physical disabilities.

## 1.5 Research Hypothesis

**Objective 3:** To compare the difference in self-efficacy, social support and psychological wellbeing between male and female adolescents with physical disabilities.

**H01:** There is no significant difference in self-efficacy between male and female.

**H02:** There is no significant difference in social support between male and female.

**H03:** There is no significant difference in psychological wellbeing between male and female

**Objective 4:** To determine the relationship between self-efficacy, social support and psychological well-being among adolescents with physical disabilities.

**H<sub>0</sub>4:** High self-efficacy is significantly related with high level of psychological wellbeing among adolescents with physical disabilities.

**H<sub>0</sub>5:** High social support is significantly related to high level of psychological wellbeing among adolescents with physical disabilities.

**H<sub>0</sub>6:** High self-efficacy is significantly related to high level of social support among adolescent with physical disabilities.

**Objective 5:** To determine the unique predictors towards psychological well-being of adolescent with physical disabilities.

**H<sub>0</sub>7:** The regression coefficients for self-efficacy and social support is equal to zero when regressed against psychological wellbeing.

**Objective 6:** To determine the mediating effect of self-efficacy on the relationship between social support and psychological well-being among adolescent with physical disabilities.

**H<sub>0</sub>8:** Self-efficacy does not mediate the relationship between social support and psychological wellbeing.

## 1.6 Significance of the Study

The study is important when it comes to making contributions that are both realistic and knowledgeable. The end result of this study may be applied in the community and the extent to which it can be generalized to other communities. Since a few numbers of research have been done on disabled adolescents in Nigeria, the purpose of this study is for additional information to be provided in this discipline. End result regarding this study will serve as a great benefit to the policy makers, the government, psychologists, counselors, psychiatrists and other relevant organizations such as education administrators to devise intervention programs such as awareness of psychological problems of the physically disabled. To create awareness and for related psychological problems to be ameliorated and policies that seeks to build up the psychological wellbeing of adolescents with physical disabilities and to prevent them from becoming nuisance to the society. Also, prevention programs for physically disabled adolescents at risk can also be formed, that will strengthen, encourage and enlighten them on their psychological wellbeing. Not only will the experts benefit in this discipline, most importantly the research will guide parents in having a better comprehension when it comes to their children.

In addition, this study identifies the relationships between self-efficacy, social support and psychological wellbeing among adolescents with physical disabilities, factors related to it will serve as a guide to the general community to have a broad knowledge on the subject matter. This research will help in the expansion on previous studies by adding self-efficacy as an important mediating factor. The findings of this study have potential to be utilized as a basis for a more extensive study for future purposes and to ameliorate prior knowledge in this discipline. In order to identify more important elements which could lead to the behaviors of adolescents with physical disabilities.

## **1.7 Definition of Terminology**

### **1.7.1 Psychological Wellbeing:**

**Conceptual:** Psychological well-being refers to healthy levels of inter- and intra-individual functioning that can include one's interaction with others and self-referential behaviors that include one's sense of mastery and personal development (Burns, 2017).

**Operational:** Psychological wellbeing refers to respondents' scores the Ryff Scales of Psychological Well-Being (2018). There are six subscales of psychological wellbeing namely: autonomy, personal growth, positive relations with others, environmental mastery, self-acceptance and purpose in life. A higher score indicates a higher psychological wellbeing.

### **1.7.2 Self-Efficacy:**

**Conceptual:** Self-efficacy is defined as one's trust in their personal skills to control several conditions, has the power equally on how they feel about themselves regardless if they thrive to achieve their goals in life (Schwarzer & Jerusalem, 1995).

**Operational:** Self-Efficacy in this study refers to general self-efficacy scale (GSE) (Schwarzer & Jerusalem, 1995). Self-efficacy was measured by 10 items. The higher the score, the higher the participant's general self-efficacy beliefs present at that moment.

### **1.7.3 Social Support:**

**Conceptual:** Social support is the perceived general help or particular supportive conduct accessible or given by individuals in one's interpersonal organization, for example, father, mother, and friends that improves one's functioning, simultaneously may support the person in question from pessimistic results (Malecki, 2014).

**Operational:** Social supports received by adolescents in this study was measured by Multidimensional Scale of Perceived Social Support (MSPSS), (Gregory Zimet, 2010). There are two subscales of multidimensional scale of social support which are family and friends. A higher score indicates that an individual received a substantial amount of social support.

#### 1.7.4 Adolescents with Physical disability

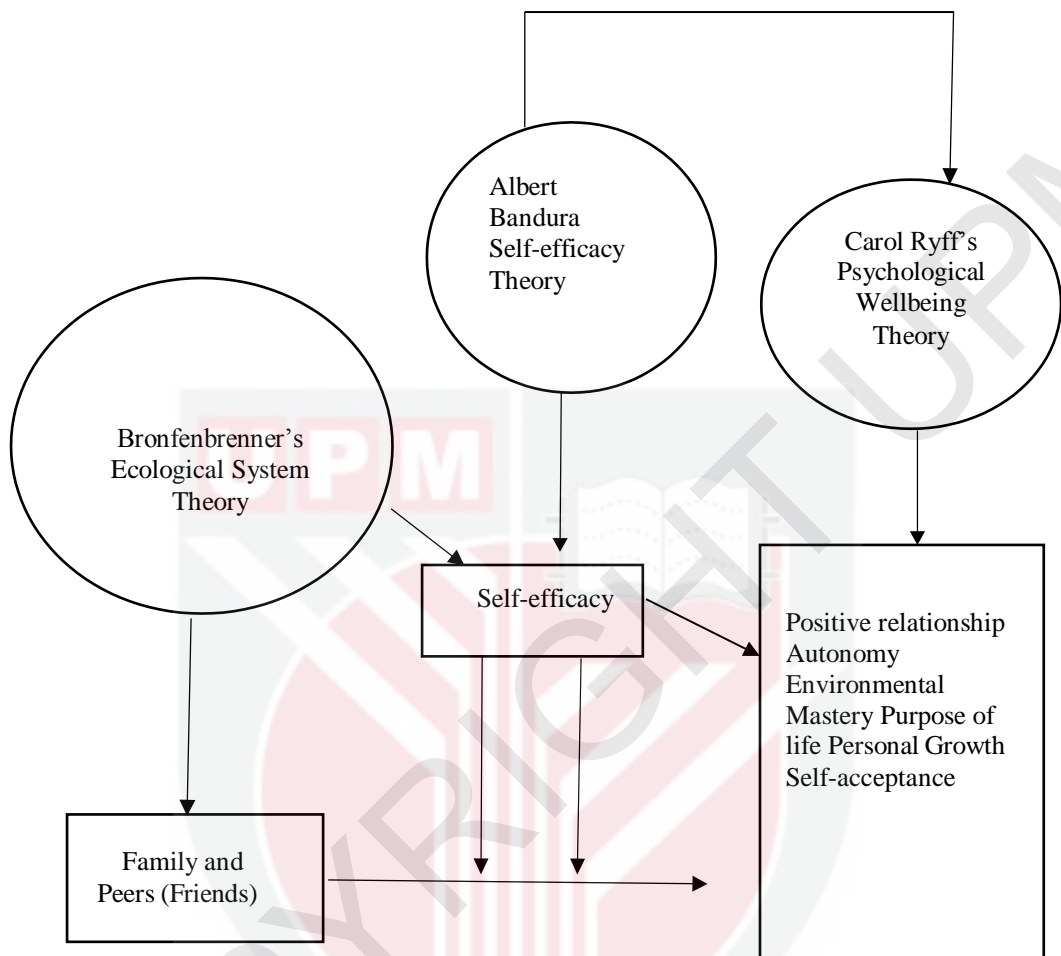
**Conceptual:** Adolescents with physical disabilities are aged between thirteen and nineteenth years of age and the physical disabilities that they experience are physical impediments that considerably restrict their participation in the activities of everyday life. Adolescents with physical disabilities have issues with moving their bones, joints and muscles (Mpofu, 2011).

**Operational:** Adolescents refer to individuals aged between 13-17 years attending public secondary schools in Lagos State Nigeria. Physical disabilities will be measured by the various types of physical disabilities such as upper/lower disability, spina bifida, hearing problems, eye problems and others.

#### 1.7.5 Theoretical Framework

The research is based on three theories, Carol Ryff's psychological wellbeing theory (1989), Albert Bandura self-efficacy theory (1977) and Bronfenbrenner's Ecological System Theory (1999).





**Figure 1.1 : Theoretical framework**

Psychological Wellbeing model of Carol Ryff's differs from previous models in one essential way: well-being is multidimensional, and no longer simply about happiness, or tremendous emotions. Ryff (1989) has observed that psychological wellbeing is an individual's performance of high-quality (Keyes & Schmotkin, 2002). The six factors that constitute psychological wellbeing (self-acceptance, autonomy, purpose in life, positive relations with others, environmental mastery and personal growth) evoke exceptional challenges that human beings stumble upon while striving to confidently pursue positively (Ryff & Keyes, 1995).

Meanwhile, the System of Ecological Theory emphasizes the understanding of the development of people based on the elements that surrounds their environment. The idea suggested structure of the surroundings which provides an explanation for the improvement of kids and adolescents: Microsystem is the immediate surface that kids

engage with their surroundings. Peers, neighbors and household members are the most immediate social operators that interact with the infant (Bronfenbrenner, 1995). Microsystem in Bronfenbrenner's Ecological System Theory helps to give an explanation how father, mother and friends influence psychological wellness of adolescents. The essential aspect which impacts the improvement of adolescents is family. Social supports, encouragements and conversations have been determined to have effective consequences with psychological well-being amongst adolescents (Rojanah, 2002).

The psychological theory of self-efficacy came from Albert Bandura's research. In his observation, the use to be a mechanism that performed massive position in the lives of individual to an extent, without a clear description or systematic remark. The mechanism used which is faith humans have to make an impact on the occasions of their very own lives based on their capacity. Bandura (1977) defined self-efficacy as viewpoints in individual's skills to control potential events by arranging and following the direction of motion needed. Bandura (1993) sums up the distinct factors of self-efficacy, people with a low efficacy in a given area may withdraw from tough tasks, they have decreased aspirations and a weaker dedication to the dreams they pick to pursue. They do no longer listen on how to operate well, instead, they spend lots of their power on focusing on obstacles and failures. The connection between greater degree and coping effectively of self-efficacy associates to the pride individuals observe accompanied by their existence that open doors for promoting healthy conduct.

In order to demonstrate the link between Independent Variable (IV) or social support and the Mediator Variable (MV) or self-efficacy in the present research, the theory of Albert Bandura is chosen. Self-efficacy is said to have an essential notion in social cognitive theory Bandura (1977). Self-efficacy at the beginning was described as an alternative precise kind of expectations involved in one's beliefs in his or her capability to participate in particular conduct or group of behaviors required to manufacture end results. Still, the result increased to embody an individual's decisions over their skills in exercising manage activities which have an effect to their existence (Bandura, 1989; Maddux 1995; Sherer & Adams, 1983). Past study proved expectations in low self-efficacy are essential characteristics to a range of problems, which include nervousness, substance misuse, addictions and depression (Bandura, 1995; Maddux and Meier, 1995; Williams, 1995).

Furthermore, the Bronfenbrenner's ecological system theory describes the relationship between family and peers (as IV) with Psychological Wellbeing (as DV) is clarified. According to Ecological System Theory (1979), adolescents who have excessive involvements with their mother and father have tend to be greater pro-social, thoughtful and closer to others whilst the father and mother absence of worry on the everyday venture and behaviors of adolescents may in turn educate the youth to improve trouble behaviors. According to the Ecological System Theory, friends influence and parental influence have direct impact on the psychological health amongst young people as they play vital function in the social world of the adolescents. Hence, to reap the conformity of peers, adolescents tend to copy their friend's conduct (Looney, 2003; Santrock, 2005). During adolescence, the peer microsystem turns into a vital element in influencing



psychological and behavioral improvement of adolescents (Luster & Oh (2001). Peer go about as essential root to help adolescents examine themselves beyond their household surroundings by experiencing the outside world (Santrock, 2011). Adolescents who have friends who are there for them, obtain benefit for their own improvement as they figure out how to pay attention, speak and gradual eagerness to other people (Santrock, 2011).

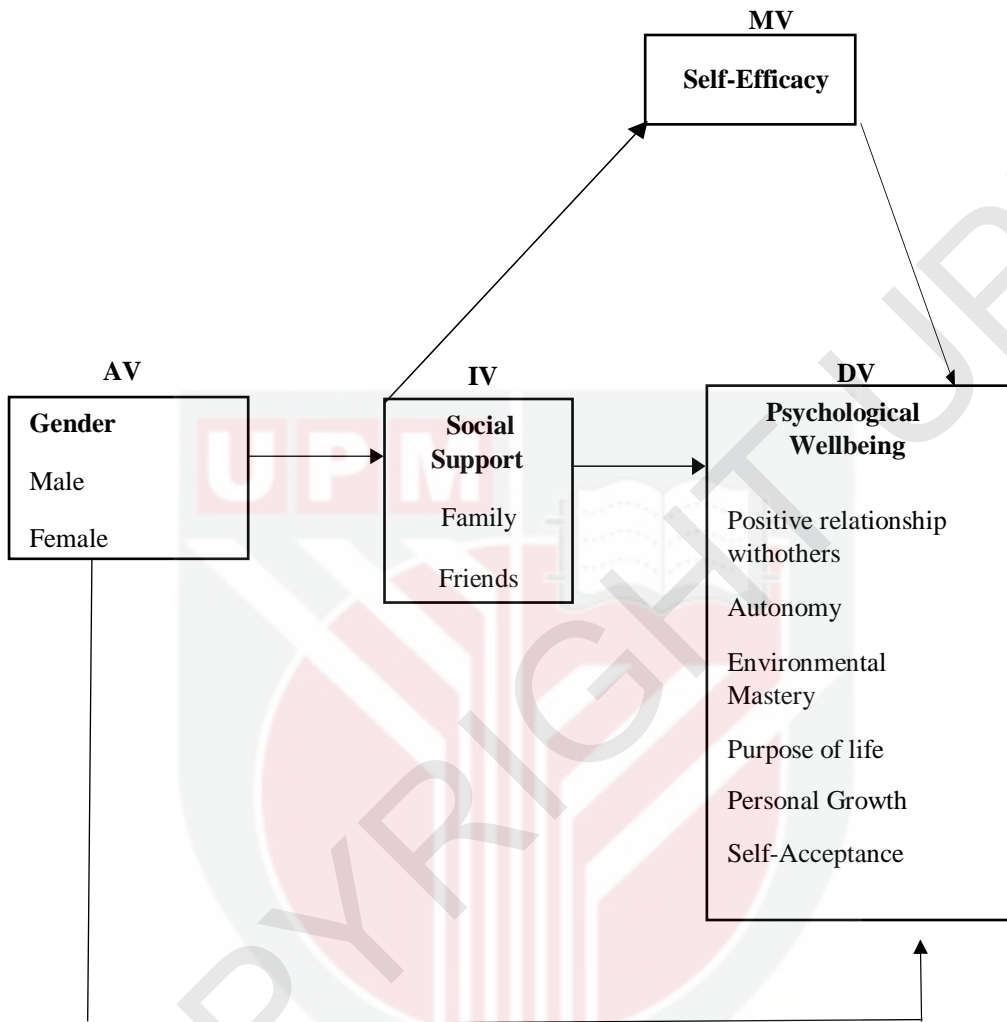
The third Theory which describes the relationship between Mediator Variable(MV) or Self-efficacy and Dependent Variable (DV) or Psychological wellbeing is Carol Ryff Psychological Well-being Theory. Ryff's (2014) model of psychological well-being acknowledged that the psychological well-being as a comprehensive improvement procedure is being unfold over one's existence (Khanbani et al. 2014). Ryff and Burton (2008) emphasized that psychological wellbeing is a vital component of belief that offers an experience of cause also, what life is all about. Other than that, life unique motive, goals, aims and being able to know east from west and focus all of which are related to emotions.

## **1.8 Conceptual Framework**

The dependent variable in this study is psychological wellbeing, social support is considered as the independent variable while self-efficacy is the mediator variable. The researcher sought to see if the variables such as social support (family and friends), self-efficacy have the potential to affect psychological wellbeing and also if self-efficacy is able to mediate the relationship between social support and psychological wellbeing. Based on the current framework in this study male and female are referred as antecedent variable.

According to Carol Ryff's psychological wellbeing theory (1989), Albert Bandura self-efficacy theory (1977) and Bronfenbrenner's Ecological System Theory (1999), which developed the theoretical framework for the current study, these IV, MV and AV will affect the DV which is psychological wellbeing in this study.

Figure 1.2 illustrate that gender which includes male and female as the antecedent variable have an impact on social support and psychological wellbeing. Also, based on the current framework social support which includes family and friends as the independent variable have an impact on self-efficacy and psychological wellbeing. While self-efficacy as the mediator variable directly affects psychological wellbeing.



**Figure 1.2 : Conceptual Framework**

### **1.9 Limitations of Study**

The limitation in the present study is minimal, adolescents attending only government secondary schools with physical disabilities was the first limitation of this study. Secondly, honesty and the degree of comprehension of the respondents certainly will influenced the results of the present research. However, the researcher will make sure the respondents understand the questions very well and give their answers based on how they feel at that moment. Thirdly, the present study focused on psychological wellbeing only according to Ryff Scales of Psychological Well-Being.

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