




Self-Efficacy as a Predictor of Resilience in Adolescents: Insights from a Systematic Literature Review

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This article is available online at <https://ojs.aeducia.org/index.php/ijcp/issue/view/45>

How to Cite this Article:

Moin, G., Muhammad, A., & Zeeshan, N. U. H. (2025). Self-Efficacy as a Predictor of Resilience in Adolescents: Insights from a Systematic Literature Review. *International Journal of Counseling and Psychotherapy*, 2(2), 64-73. <https://doi.org/10.64420/ijcp.v2i2.325>

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First Publication Right:

International Journal of Counseling and Psychotherapy

Article info:

DOI: <https://doi.org/10.64420/ijcp.v2i2.325>

Word Count: 6382

Publisher's Note:

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Publication details, including instructions for authors and subscription information, are available at: <https://ojs.aeducia.org/index.php/ijcp/about>



Contents lists available at ojs.aeducia.org**International Journal of Counseling and Psychotherapy**

Volume 2, Issue 2 (2025), 10.64420/ijcp.v2i2

Journal homepage: <https://ojs.aeducia.org/index.php/ijcp>**IJCP**

E-ISSN 3064-3465

P-ISSN 3064-271X

Review Article

Read Online: <https://doi.org/10.64420/ijcp.v2i2.325>

Open Access

Self-Efficacy as a Predictor of Resilience in Adolescents: Insights from a Systematic Literature Review

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ARTICLE HISTORY

Submitted: August 28, 2025

Revised: October 09, 2025

Accepted: October 14, 2025

Published: October 17, 2025

KEYWORDS

Self-Efficacy;
Resilience;
Adolescents

ABSTRACT

Background: As an internal factor, self-efficacy is expected to influence the level of mental resilience in adolescents, particularly in managing the stress and pressure they face in academic and social environments. **Objective:** This study aims to provide deeper insight into the role of self-efficacy in supporting resilience in adolescents. **Method:** This study uses the Systematic Literature Review method by collecting 12 references from studies published between 2017 and 2023. The review process was conducted using a meta-synthesis approach, which allowed researchers to identify, assess, and interpret findings from various studies relevant to the research topic to answer the questions set beforehand. **Result:** The results of the literature analysis show a positive correlation between self-efficacy and resilience in adolescents. Adolescents with high levels of self-efficacy tend to have better abilities in facing academic, social, and emotional challenges. This study also reveals that self-efficacy plays an important role in increasing mental resilience and helping adolescents more effectively overcome their problems. **Conclusion:** Self-efficacy plays a significant role in shaping resilience in adolescents. Adolescents with high confidence in their abilities can better cope with difficulties and persevere in stressful situations. **Contribution:** This study contributes to enriching the understanding of the role of self-efficacy as a factor that supports resilience in adolescents.

1. INTRODUCTION

Adolescents' problem-solving skills are essential for coping with stressful situations. High academic demands cause adolescents to experience a great deal of stress. Factors that cause adolescents to feel stressed include academic demands that are considered too heavy, poor exam results, a backlog of assignments, and their social environment (Tu et al., 2020). In addition, continuous curriculum changes and new environmental and social conditions, such as a new learning climate, new teachers, new relationships with peers, and other things, are some of the causes of academic stress in adolescents (Eppelmann et

al., 2026). This is because adolescents must adjust to these curriculum and social environment changes.

The presence of stressors that cause adolescents, especially adolescents, to experience a lot of mental and academic pressure requires adolescents to be able to cope well in stressful situations. Research conducted by Woods (2015) explains that individuals can overcome life's difficulties, which is called resilience. Research conducted by Sembiring et al. (2021) explains that resilience is the dynamic ability of adolescents to succeed in their studies despite experiencing many disturbances, pressures, and problems. Resilient individuals will display cognitive, affec-

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tive, and behavioural responses that are adaptive to overcoming the academic difficulties they experience.

One important aspect of student development is self-efficacy and resilience. Self-efficacy is a person's belief in their ability to control their actions and desired outcomes in a given situation. This concept was first introduced by Albert Bandura in his social cognitive theory in 1977 and has since been applied in various fields, including educational psychology and adolescent development. In adolescents, self-efficacy shapes their responses to academic, social, and emotional challenges. Adolescents with high self-efficacy tend to cope better with failure, manage stress, and persevere in difficult situations, directly contributing to resilience development.

Resilience in adolescents is the ability to bounce back and adapt after experiencing difficulties or stress. This factor is very important in helping adolescents to persevere and thrive amid pressures from various sources, such as academic demands, friendships, and changes in self-identity. Previous studies have shown that adolescents with high levels of resilience tend to be better able to manage stress, have healthier social relationships, and perform better in school.

Therefore, increasing resilience in adolescents is one of the main goals in education and counselling. One factor that is believed to influence adolescent resilience is self-efficacy. Research shows that self-efficacy can be an important predictor in increasing resilience because strong self-confidence encourages adolescents to try harder to face challenges and solve problems.

Adolescents with high self-efficacy are more confident that they can control the outcomes of their actions, making them more capable of persevering and overcoming difficulties. Therefore, a deeper understanding of the role of self-efficacy as a predictor of resilience can provide important insights for developing educational programs and interventions to support adolescents' mental resilience in facing their life challenges.

Simón-Saiz et al. (2018) revealed that when adolescents have strong resilience, it will make them both in school and university committed to facing changes in their academic life and help them overcome difficulties. Resilience is critical for adolescents as it helps them overcome and manage academic challenges and maintain positive progress when experiencing academic pressure (Salsabila & Widyasari, 2021). Romano et al. (2021) also explain that resilience protects individuals from negative emotions from excessive academic pressure. Resilience helps individuals to bounce back and successfully overcome risk factors and learning disorders (Edith G. in Coronado-Hijon, 2017).

Research conducted by Schunk & Miller explains that academic self-efficacy significantly predicts academic re-

silience (Martin & Marsh, 2006). In addition, research conducted by Cassidy (2016) also explains that self-efficacy is a prominent feature related to resilience in adolescents. From this, self-efficacy is a predictor that can increase resilience in adolescents. Self-efficacy is a person's confidence to complete or perform academic tasks. Adolescents with high self-efficacy will believe they can do something to achieve success. In contrast, adolescents with low self-efficacy will perceive that they cannot do all the tasks in the learning process (Lu et al., 2020). Dias & Cadime (2017) showed that self-efficacy influenced increasing the resilience of high school adolescents. Keye & Pidgeon (2013) showed that self-efficacy only had a 16% influence on the academic resilience of adolescents, suggesting that self-efficacy does not have a significant influence. These studies show differences in the contribution of self-efficacy to resilience and research results. The results of these studies tend to be diverse and biased, so they need to be examined more deeply in relation to the results of other studies.

Although many studies have examined the relationship between self-efficacy and resilience in adolescents, there is still a significant gap in understanding how self-efficacy can function as a major predictor of resilience in a broader context. Most existing studies focus on individual variables such as stress and coping strategies, but do not consider the influence of external factors such as social support or family environment, which can also affect the relationship between the two. In addition, many studies still use a cross-sectional design, which only provides a correlational picture without exploring deeper causal aspects. Thus, this study aims to fill this gap through a systematic literature review, which will provide a more comprehensive understanding of the role of self-efficacy in increasing resilience in adolescents, highlight the limitations of previous studies and open opportunities for further research.

This study aims to examine the role of self-efficacy as a major predictor in shaping resilience in adolescents, focusing on its impact in academic and social contexts. This study aims to provide a deeper understanding of how self-efficacy can influence adolescents' ability to cope with their stress and challenges. The primary focus of this study is to analyse the relationship between self-efficacy and resilience through a systematic literature review, identifying existing results, and critiquing the limitations of previous studies to open opportunities for more comprehensive and applicable further research in the context of adolescent development.

2. METHOD

2.1 Research Design

This study uses the systematic literature review (SLR) method. Researchers conducted literature searches on various platforms such as Scopus, Springer, Science Direct, and Google Scholar. Systematic reviews are beneficial when researchers synthesise various relevant research sources to make the facts presented more comprehensive and balanced. Systematic Literature Review is a research method that evaluates, identifies, and interprets research results related to a topic, research question, or phenomenon. The Systematic Literature Review research procedure with a qualitative approach was carried out by following the steps outlined. Below are the technical activities to describe the results of the SLR research procedure. This qualitative study uses the meta-synthesis method, a literature review to find, assess, and interpret overall research findings to answer research questions.

Furthermore, meta-synthesis is a data integration technique that obtains a new understanding or theory or a deeper level of understanding. Researchers will first collect as many document sources as possible to compare data accuracy. Researchers then synthesise (summarise) qualitative research findings, called "meta-synthesis."

2.2 Research Object

The object of this study is peer-reviewed scholarly articles that explicitly examine the relationship between self-efficacy and resilience in the context of adolescent development. The reviewed literature includes a range of research methodologies, including quantitative, qualitative, and mixed-method approaches, involving adolescent participants aged 10 to 19 years.

2.3 Planning Stage

In formulating research questions (RQs), this stage includes (1) What is the relationship between self-efficacy and resilience in adolescents? (2) How does self-efficacy affect adolescents' ability to cope with challenges and stress, and does it serve as a predictor for increasing their resilience? (3) What is the role of self-efficacy in building adolescents' ability to face academic, social, and emotional challenges? (4) The review protocol includes: a) A literature search protocol is developed by establishing relevant keywords such as self-efficacy, resilience, adolescents, and predictors; b) Determining the search databases to be used, including Scopus, Springer, Science Direct, and Google Scholar; c) Determining the inclusion and exclusion criteria.

2.4 Conducting Stage

The literature search stage includes (1) Researchers conducting a systematic literature search by accessing va-

rious academic platforms; (2) Search keywords include combinations such as self-efficacy and resilience in adolescents, self-efficacy as a predictor, and resilience in adolescent education; (3) Literature is selected based on the relevance and quality of studies conducted in the last 5-10 years.

The screening and selection stage includes (1) screening, which is conducted based on the established inclusion and exclusion criteria; Articles that were irrelevant or used weak research designs were excluded; (2) Articles selected for further review included studies with adolescent samples and those discussing the relationship between self-efficacy and resilience; (3) Further screening was conducted to ensure that the selected articles had valid methodologies and accountable findings.

The data extraction stage included (1) Data from each selected article was extracted with a focus on the following aspects: a) Research methodology (study design, sample size, measurement tools used); b) Key findings regarding the relationship between self-efficacy and resilience in adolescents; c) Conclusions from each study regarding the role of self-efficacy in increasing resilience in adolescents; d) Data were extracted in the form of tables or matrices to facilitate further analysis.

The quality assessment stage includes (1) Researchers evaluate the quality of each study using appropriate quality assessment tools; (2) The assessment is based on: a) The validity of the methodology used; b) Potential bias in the sample and measurement; c) The strength of the findings and conclusions drawn; (3) Studies that do not meet high quality standards will be excluded from the analysis.

2.5 Reporting Stage

The data analysis and synthesis stage includes (1) The extracted data is analysed thematically. Researchers look for patterns and common themes that emerge in selected studies on the relationship between self-efficacy and resilience in adolescents; (2) Qualitative and quantitative findings are combined to provide a broader picture of how self-efficacy can affect adolescent resilience; (3) Synthesis is conducted to identify whether there is a consistent relationship between self-efficacy and resilience in various contexts, and whether self-efficacy can be considered a strong predictor of resilience in adolescents.

The final report preparation stage includes (1) A final report is prepared to present the findings from the systematic literature review. This report includes: a) A summary of the methodology used in the studies reviewed; b) Key findings from the literature discussing the relationship between self-efficacy and resilience in adolescents; c) Conclusions and recommendations for research and educational or counseling practices that can be applied to improve self-efficacy and resilience in adolescents; d) The

final report is prepared for publication, taking into account applicable academic standards.

2.6 Procedure

The research procedure steps are described in the following table 1:

Table 1. Research Steps

| Research Model (Francis & Baldesari, 2006) | Procedure |
|--|--|
| 1) Formulating the Research Question | a) Formulate the research question focused on the career issues of adolescents at the high school level. b) Followed by the next question regarding the efforts made by guidance counselors or previous researchers in addressing these issues. |
| 2) Conducting a Systematic Literature Search | a) Conduct a literature search across various journals. b) The main focus is on educational journals and guidance counselling journals. |
| 3) Screening and Selecting Appropriate Research Articles | Screening and selection are carried out with consideration of the objectives. Articles should present data related to the career issues of high school adolescents. |
| 4) Analyzing and Synthesizing Qualitative Findings | Analysis is done by comparing each article. |
| 5) Maintaining Quality Control | Quality control is implemented through consultation with guidance counseling faculty. |
| 6) Presenting Findings | Quality control is maintained through consultation with guidance counseling faculty. The final report is prepared by writing the research article, which is then published. |

3. RESULT AND DISCUSSION

3.1 Result

This study consists of 12 international journals from 2017 to 2024. The journals analysed are those that are in

line with the research objectives to be achieved by the researcher, namely, whether efficacy and resilience in adolescents have a relationship or influence between the two variables. From the analysis and data collection, the following results were obtained:

Table 2. Research Results

| Research, Year, Country | Title | Research Design | Subjects | Findings |
|-------------------------|---|--|--|---|
| Jaeh (2019) Malaysia | Self-efficacy and resilience among late adolescents | Quantitative with questionnaire distribution | Late adolescents at Pre-University of Universiti Malaysia Sarawak | The study shows a strong positive correlation between self-efficacy and existential loneliness resilience in late adolescents. Self-efficacy correlates strongly with resilience in forms of meaning, perseverance, self-reliance, inner calm, and existential aloneness. |
| Moke (2018) Malaysia | Mediation effect of resilience on the relationship between self-efficacy and competitiveness among university adolescents | Quantitative, correlational with moderating variable | 136 university adolescents recruited from several private universities in Malaysia | Resilience mediates the relationship between self-efficacy and competitiveness. The study indicates that resilience fully mediates the relationship between self-efficacy and competitiveness. |
| Qamar (2020) Pakistan | Relationship between adolescents' Self-Efficacy | Quantitative, correlational | Secondary school adolescents in Faisalabad, 10th | The study shows a strong, positive, and significant |

| Research, Year, Country | Title | Research Design | Subjects | Findings |
|--------------------------|--|--|--|---|
| | and Resilience at Secondary School Level | | grade, aiming to describe the self-efficacy and resilience among adolescents | relationship between self-efficacy and resilience. |
| Sagone (2020) Italy | Resilience and perceived self-efficacy in life skills from early to late adolescence | Quantitative, correlational | 302 adolescents from early, middle, and late adolescence in Italy, recruited from middle and high schools in Eastern Sicily, Italy | The study found that resilience factors such as adaptability and involvement, and moderate factors like humor and competence, are strongly related to perceived self-efficacy. Adolescents who perceive themselves as efficient in empathy and problem-solving are more resilient. |
| Supervia (2022) Spain | The mediating role of self-efficacy in the relationship between resilience and academic performance in adolescence | Quantitative, correlational with questionnaire distribution | Adolescents, specifically adolescents aged 12-19, from 14 secondary schools in Zaragoza, Aragón, Spain | The study shows a significant correlation between self-efficacy, resilience, and academic performance. Self-efficacy was found to play a mediating role between resilience and academic performance, explaining adaptive behavior patterns in adolescent adolescents. |
| Namaziandost (2023) Iran | Emotion and cognition are two wings of the same bird: Insights into academic emotion regulation, critical thinking, self-efficacy beliefs, academic resilience, and academic engagement in Iranian EFL context | Quantitative with questionnaire distribution | Early semester adolescents learning English in special programs at Ferdowsi University, Birjand University, and Bojnord University | The study shows that higher levels of Academic Emotion Regulation (AER) are associated with higher self-efficacy belief (S-EB), academic resilience (AR), and academic engagement (AE). Additionally, critical thinking (CT) was found to positively impact self-efficacy belief, academic resilience, and academic engagement. |
| Lu (2023) China | How does parental emotion regulation influence Chinese migrant children's resilience? The chain mediating role of self-efficacy and hope | Quantitative, correlational and cross-sectional survey with sample | 745 migrant children (average age = 12.9 years, SD = 1.5 years, 371 boys) from four schools and their parents in Guiyang City, Guizhou Province, China | The study found that parental emotion regulation (PER) has a significant positive correlation with self-efficacy, hope, and resilience. It also found a significant positive correlation between self-efficacy, hope, and resilience. |
| Siddique (2021) Pakistan | Resilience and self-efficacy: A correlational study of 10th grade chemistry adolescents in Pakistan | Quantitative, non-experimental correlational | 200 chemistry adolescents (10th grade) in Lahore District, Punjab-Pakistan using multi-stage sampling technique | The study shows a strong positive and significant relationship between resilience and self-efficacy, and also indicates a significant influence of resilience on adolescents' self-efficacy. |
| Hayat (2021) America | The mediating role of adolescents' academic resilience in the | Quantitative, cross-sectional correlational | 243 adolescents in medical school | The study found that self-efficacy correlates positively with academic resilience and negatively with test anxiety. |

| Research, Year, Country | Title | Research Design | Subjects | Findings |
|-------------------------------|---|--|---|--|
| | relationship between self-efficacy and test anxiety | | | Academic resilience plays a mediating role in the relationship between self-efficacy and test anxiety. |
| Sabouripour (2021) Germany | Mediating role of self-efficacy in the relationship between optimism, psychological well-being, and resilience among Iranian adolescents | Quantitative, correlational with moderating variable | Iranian adolescents, 251 participants from Universiti Putra Malaysia (UPM) | The study shows that self-efficacy mediates the relationship between optimism, psychological well-being, and resilience among Iranian adolescents at Universiti Putra Malaysia. |
| Angeles (2023) England | Intergenerational differences on resilience, sense of coherence, and self-efficacy coping of family during covid-19 crisis: a salutogenic perspective | Descriptive correlational | Families with two or more members from different generations. Participants were categorized by generation: Gen Z (1995-2015), Millennials (1980-1994), Gen X (1965-1979), and Veterans (1925-1940). | The study shows that resilience is related to the sense of coherence, but self-efficacy coping did not show variation based on generation. Further analysis revealed that Gen X and Baby Boomers show greater resilience and a stronger sense of coherence compared to other groups. |
| Etherton (2022) France | Resilience effects on student performance and well-being: the role of self-efficacy, self-set goals, and anxiety | Quantitative, correlational | College adolescents from universities in the Midwestern U.S. (N=141) | |

Based on the research presented, there is a significant positive relationship between self-efficacy (self-confidence) and resilience in adolescents, with self-efficacy acting as a mediator that influences adaptation and development in various academic and social contexts. Several studies also indicate that external factors, such as parental emotional regulation, can influence these two variables, and there are differences in the interpretation of results across countries and cultures. Additionally, self-efficacy and resilience have been shown to positively impact academic performance and test anxiety, underscoring the importance of these two factors in supporting adolescent development.

3.2. Discussion

Based on the research results presented, there are consistent findings that explain that self-efficacy can correlate positively and influence resilience. Thus, self-efficacy plays a role in adolescent resilience. In addition, efficacy can also be a moderate variable, whereby self-efficacy can mediate the relationship between optimism, psychological well-being components, and resilience (Sabouripour, 2021). Another study conducted by Moke (2018) explains that resilience can mediate the relationship between self-

efficacy and competitiveness. From these research results, resilience can be a variable that mediates self-efficacy towards other variables. This shows that resilience and self-efficacy are two interrelated variables. The results show that resilience fully mediates the relationship between self-efficacy and competitiveness.

Self-efficacy and resilience have significant implications in educational psychology in five main areas: assessment, intervention, consultation, research, and training. This is because self-efficacy, resilience, and related factors can be learned and taught as survival skills in an era that presents many challenges and pressures on adolescents, especially adolescents (Siddique, 2021). Research conducted by Jaeh (2019) explains that self-efficacy can influence motivation and self-regulation through choices and actions. The effect of self-efficacy beliefs can also help determine competence in terms of how much effort a person will put into an activity, how long a person will persevere in the face of obstacles, and how resilience develops under challenging situations, where the higher the self-efficacy, the greater the effort, persistence, and resilience. In addition, self-efficacy is specific to particular contexts and becomes important for individuals when facing difficulties because positive self-efficacy is associated with increased motivation and persistence. Therefore, identified several

qualities related to resilience, namely initiative and insight, optimism, intellectual ability, calm temperament, trust, autonomy and decision-making, humour, identity, social support, education, achievement, self-esteem, and self-efficacy. Research examined the relationship between self-efficacy and resilience in late adolescents in five components of resilience, namely meaningfulness, perseverance, self-reliance, inner balance, and existential solitude.

However, while several studies have shown that self-efficacy and resilience positively influence college and school adolescents, one study conducted by Angeles (2023) had different results. The results of the study by Angeles (2023) explain that resilience is related to a sense of coherence. However, the handling of self-efficacy does not show variation based on generation. Further analysis reveals a unique strength among Generation X and Boomers, who show greater resilience and a greater sense of coherence than other groups. In salutogenesis, this study emphasises the importance of intergenerational differences in fostering family mental health in times of crisis.

Several studies have presented that self-efficacy and resilience are important. Adolescents who have self-efficacy will have strong confidence and interest in completing academic tasks and will try their best to be able to complete them (Basith et al., 2020). Research conducted by Lin et al. (2015) explains that when individuals have strong confidence in their abilities, they can face difficulties and solve existing academic problems. This will support the individual's resilience to survive high academic pressure. Resilience is an important factor determining an individual's success in showing their strength in bouncing back and persevering in various situations.

The results of this systematic literature review show that self-efficacy plays an important role as a major predictor of the building of resilience in adolescents. The studies reviewed show that adolescents with high levels of self-efficacy tend to be able to overcome challenges, both in academic and social contexts. Self-efficacy gives them the confidence to control the results of their actions, increasing their self-confidence and readiness to face difficulties (Bodys-Cupak et al., 2016). This explains why adolescents with good self-efficacy can better persevere and bounce back after experiencing failure or stress, because they believe they can overcome the situation.

Furthermore, self-efficacy influences how adolescents deal with challenges and strengthens their mental resilience in facing pressures from their social and academic environments. Adolescents who are confident in their abilities can better adapt to new situations and deal with problems more effectively (Miles et al., 2018). The studies analysed in this review also show that self-efficacy improves adolescents' ability to regulate emotions, build healthier peer relationships, and cope with academic stress. Thus, self-efficacy is a solid foundation for develop-

ping resilience to help adolescents persevere in increasingly complex life difficulties (Salifu et al., 2015).

However, despite ample evidence showing a positive relationship between self-efficacy and resilience, this study also identifies several limitations that need to be addressed in future studies. One of these is the variability in measuring self-efficacy used in various studies. Several studies use different instruments to measure self-efficacy, which can affect the consistency and validity of the results. In addition, many studies often do not consider external factors such as family support, social environment, and economic factors, which also influence resilience. Therefore, further research needs to expand the variables considered and use a longitudinal approach to assess the long-term influence of self-efficacy on the development of resilience in adolescents.

4. IMPLICATIONS AND CONTRIBUTIONS

4.1 Research Implication

This study provides implications for readers to understand that self-efficacy and resilience are two related and influential variables. In addition, the literature review found that the efficacy and resilience of each generation vary. This can be used for further research to be explored in greater depth by other researchers. This study also has implications for counsellors to support adolescents during the learning and teaching process at school, to increase their resilience despite the many academic pressures. The support that can be provided is in the form of comprehensive guidance services to bring out self-efficacy in adolescents, which is a factor that influences the increase in student resilience.

4.2 Research Contribution

This study contributes to the understanding that self-efficacy and resilience are two variables that are interconnected and influential. Through a comprehensive literature review, the study reveals that self-efficacy and resilience differ across generations, which opens avenues for further research. Future studies could investigate how these variables evolve and interact across various age groups, cultures, and societal contexts.

Additionally, this research has practical implications for counsellors. It highlights the importance of supporting adolescents in the learning process to enhance their resilience, especially in the face of academic pressure. One key recommendation is for school counsellors to provide comprehensive counselling services that foster adolescent self-efficacy. Since self-efficacy is a critical factor in building resilience, these services can empower adolescents to manage stress, increase academic performance, and improve overall well-being.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

5.1 Research Limitations

This study has several limitations that should be noted. First, the number of studies used in this review is limited to 12 references from 2017 to 2024, which may not fully represent the latest developments in self-efficacy and resilience. Second, this study only relies on a systematic literature review and meta-synthesis approach, which relies on secondary data, so it cannot confirm a direct cause-and-effect relationship. In addition, this study does not consider other external factors, such as social, economic, and environmental influences, that may affect these two variables. Variations in the definitions and measurements of self-efficacy and resilience hinder the consolidation of findings from various studies. These limitations indicate that further research with a more diverse methodological approach and primary data is needed to expand our understanding of the relationship between self-efficacy and adolescent resilience.

5.2 Recommendations for Future Research Directions

Further research is recommended to use longitudinal or experimental approaches to explore the causal relationship between self-efficacy and resilience in adolescents in greater depth. In addition, broader research with more diverse samples from various social and cultural backgrounds will provide more comprehensive insights into how external factors, such as social support and family conditions, influence both. Research that integrates various psychological and social variables and develops more consistent instruments to measure self-efficacy and resilience is also needed. Further research involving primary data through surveys or interviews with adolescents can provide a more realistic and applicable perspective on improving self-efficacy to strengthen resilience in adolescent education and psychological well-being.

6. CONCLUSION

Based on the research results, self-efficacy is important in increasing adolescents' resilience among university adolescents. Self-efficacy, which includes an individual's belief in their ability to complete tasks or challenges, has been proven to have a positive relationship and a significant influence on an individual's ability to persevere and overcome difficulties. Adolescents with high self-efficacy tend to be more optimistic and proactive in facing challenges, giving them greater resilience in difficult situations.

In addition, this study also reveals that resilience in adolescents is not only influenced by their ability to face challenges, but also by their belief in themselves. Adolescents with high self-efficacy tend to manage academic

stress better, adapt to change, and remain focused on their goals. This shows that self-efficacy can be an important factor in supporting the development of resilience in adolescents, especially in the context of education, which is full of pressure and demands.

Although this study provides a clear picture of the relationship between self-efficacy and resilience, some limitations still need to be considered, such as the limited number of studies and approaches used. Further research using more varied methods, such as longitudinal studies or experiments, as well as expanding the variables considered, can provide deeper insights into how self-efficacy affects resilience in the long term. In addition, studies involving primary data and more diverse samples would be beneficial for understanding how external factors, such as social support and family conditions, increase self-efficacy and resilience in adolescents.

Acknowledgments

I want to thank my co-authors for their outstanding collaboration in this joint research project and everyone who provided direct or indirect support in completing this research. Without your contributions and commitment, this research would not have been possible.

CRedit Authorship Contribution Statement

All authors contributed to the discussion of the results, participated in drafting and revising the manuscript, and approved the final version for publication. Ameer Muhammad: Conceptualization and Design, Writing - Original Draft. Ghazal Moin: Methodology, Writing - Review & Editing, Noor ul Huda Zeeshan: Performed data collection and Analysis. Yasir Shafiq: Interpretation of the results.

Declaration of GenAI in Scientific Writing

The authors declare that Generative Artificial Intelligence (GenAI) tools were used to refine the academic language and accuracy of the work, improving its academic tone and language accuracy, including grammatical structures, punctuation, and vocabulary. The work was then further modified to better reflect the authors' own tone and writing style. All instances of Generative AI usage in this article were conducted by the authors in accordance with the [IJCP Generative AI \(GenAI\) Policy](#), with the authors assuming full responsibility for the originality, accuracy, and integrity of the work.

Conflict of Interest Statement

The authors declare that they have no known competing financial interests or personal relationships that

could have appeared to influence the work reported in this paper.

Ethical Approval Statement

The author declares that this study is a literature review and does not involve human participants, personal data, or any other subjects. Therefore, this study does not require ethical approval from a research ethics committee. The entire research process was conducted in accordance with academic ethical standards, upholding scientific honesty, integrity, and the ethical use of legitimate sources.

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