

Relation of distress tolerance; Emotion regulation with psychological well-being and self- efficacy of high school students

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Abstract: The purpose of the present study was to investigate the relationship between distress tolerance and emotional adjustment with psychological well-being and self-efficacy of high school students. This descriptive study was a correlation type. The research population was all female high school students in the city of SomeeSara in the academic year of 96-97. Using the Cochran formula and available sampling method, a sample size was calculated and 150 persons were identified. For data collection, Simmons distress tolerance questionnaires, Garanovski emotional regulation, and subjective well-being questionnaires and general self-efficacy questionnaire were used. Data analysis was performed using Spss20 software and multiple regression tests. In examining the main hypothesis of the research, the findings showed that there is a significant relationship between tolerance of distress; emotional adjustment with psychological well-being and student self-efficacy. Also, in the study of sub hypotheses, the findings also showed that there is a significant relationship between the components of endurance tolerance (emotional distress, absorption, mental retardation and adjustment adjustment) and psychological well-being of high school students, and the components of tolerance of distress are generally able to predict psychological well-being Are in the students. Also, there is a significant relationship between stress tolerance components (emotional distress tolerance, absorption, mental and quotient adjustment), and self-efficacy of high school students. Poverty tolerance components are generally able to predict self-efficacy in students. In the next hypothesis, there is also a significant correlation between the components of emotion regulation (self-denial, blame others, rumination, disaster, acceptance, positive re-focus, re-focusing on planning, re-evaluation, observation) and psychological well-being of high school students. It

became clear that the components of emotional regulation were able to predict psychological well-being in students. In the following, there was a significant relationship between the components of emotional regulation (self-denial, blame for others, rumination, disaster, acceptance, positive re-focus, re-focusing on planning, re-evaluation, observation) and self-efficacy of high school students. The emotional adjustment components are generally able to predict student self-efficacy. **Keywords: tolerance of distress, emotional regulation, psychological well-being, self-efficacy**

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