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(IJEPC)**[www.ijepe.com](http://www.ijepe.com)**DEVELOPMENT OF ADOLESCENT RESILIENCY MODEL IN  
MALAYSIA: ANALYSIS OF PROTECTIVE FACTORS IN THE  
FACE OF ADVERSITY IN SCHOOL**

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**Abstract:**

Resilience is a dynamic process that involves a state where individuals have the ability to bounce back from setbacks, successfully adapt to stressors and maintaining psychological well-being in the face of adversity. The partial least squares structural equation modelling (PLS-SEM) was employed to assess the research model using SmartPLS 4. This study was conducted on 570 teenagers in Malaysia. Among other factors measured in this study are relationship with school, parental involvement, self-efficacy, religiosity and spirituality. Among the instruments used in this study are Spiritual Well-being, Religiosity Scale, Resiliency Belief Scale, Coppel's Self-Efficacy Scale, Parental Involvement Questionnaire and School Attachment Questionnaire. The items in this instrument are hypothesized as a priori and have non-zero loading for all dimensions in the model. The analysis of the items shows that the measurement model for all instruments is a well-fitting, multidimensional and reflective model. Data is also free of multicollinearity with good internal validity, convergent and discriminant validity. The results also demonstrate that school attachment, religiosity, parental involvement, self-efficacy altogether positively affected teenagers' resiliency ( $\beta = 0.182$ ,  $\beta = 0.133$ ,  $\beta = 0.218$ ,  $0.225$ ,  $p < 0.01$ ) respectively, except spirituality. The model explained 48 percent of

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the variance in resilience ( $R^2 = .480$ ) with AVE 0.82 and composite reliability 0.97. Analysis of the items resulted in a well-fitting model ( $SRMR < 0.08$ ,  $p < 0.01$ ). Therefore, resiliency of young generation is significant to bring a good quality of life, important outcome of health related interventions and as protective factors against some of the challenges that may arise so that they have ability for self-regulation in emotions and thrive in the face of adversity.

**Keywords:**

Education, Psychology, Resilience, Religiosity, Structural Equation Modeling

**Introduction**

Protective factors refer to a psychological mechanism that works to give an individual the ability to face or adapt easily to difficult situations in his daily life (Bakar et al., 2023). This protective factor is defined as a safe or protected individual or environment that increases an adolescent's ability to protect themselves from risk and encourages an adolescent to adapt efficiently in their environment. Protective factors mean factors that change or modify and restore a person's response to a harmful environment. Bakar et al. (2019) also sees protective factors as elements that reduce negative effects.

There are several examples of protective factors that exist within the individual, family, or community. Among them are support from the environment, unconditional relationships with at least one adult, high expectations from parents (guardians) and the opportunity to participate in an activity, contribute and have a feeling of competitiveness (Bernard, 1997).

**Literature Review**

Discipline in spirituality involves the internal development of a person (Farooq & Akhtar, 2007). Although spirituality comes from the inside of humans, it also involves feelings and relationships with the environment. Spirituality is the most important source in giving strength and direction in life. Spirituality generates the human body, spirit and mind in building personal well-being.

The concept of religious factors is different from the concept of spirituality. Religious factors involve belief in God and religious activities while spirituality is the search for a meaningful life and a purpose in life and it can involve faith or no faith (Eubanks, 2006). Religion involves knowledge and practice, while spirituality involves true internal changes and finding goodness in oneself (Parveen & Maqbool, 2007). This means, a person may be religious but have no spiritual experience.

The spiritual concept involves the process of finding the truth, the direction of life's purpose and a meaningful life. It can involve elements of faith or without faith (Farooq & Akhtar, 2007). On the other hand, religious orientation involves the belief and practice of religious teachings and organized religious activities. Usually it involves religious institutions such as mosques, churches or temples.

Previously, the spiritual aspect was seen as an exclusively religious domain. Lately it has been found to have no specific connection with religious constructs. For example, the study of Parveen and Maqbool (2007) found no significant relationship between spirituality and

religiosity, whether among Hindu or Muslim religious samples. This shows that religion and spirituality are two different constructs.

In addition, the relationship with parents can have an impact on the choice of peers of adolescents. Relationship problems between teenagers and parents include parents who lack monitoring of their children's learning (Buehler, 2006). Therefore, the involvement of parents in their children's academics is important because the family environment and perception of life goals (spiritual) can influence the process of teenagers adapting to the environment (Shek, 1997).

There are various terms used to measure the adolescent's relationship with school. Among them are 'school attachment', 'school bonding' and 'school engagement'. All of the above terms are used to measure students' attitudes towards school, such as how they feel about school, relationships with teachers and how well they rate academic achievement. 'School attachment' is usually used to see the student's relationship with the school. Mouton et.al (1996) described the term 'school attachment' as students reporting how much people at school like them. 'Attachment' represents an emotional bond towards school (Libbey, 2004).

Moody & Bearman (1998) stated that 'school connectedness' is part of the measurement of 'school attachment'. This includes looking at whether students feel close to people at school, are happy to be at school and feel part of the school. Accordingly, this study uses the term 'school attachment' or relationship with school.

Self-efficacy, as stated by Bandura is believing in one's ability to plan and execute an action in an effort to achieve a goal (Azlina, 2024). A high level of self-efficacy will increase the intrinsic motivation of teenagers and this will make them active students in learning. In addition, teenagers who have a strong belief in their own abilities will achieve success in academics (Golden, 2003).

High self-efficacy makes teenagers feel capable and confident to give their best (Farooq & Akhtar, 2007). We are often confused between self-concept and self-efficacy. Self-concept is a more general characteristic while self-efficacy is more specific to certain situations where self-efficacy is more related to learning and achievement in school (Farooq & Akhtar, 2007).

In fact, teenagers with high self-efficacy also face adjustment problems but their perception is more positive and they see a problem more as a challenge, not as a threat that weakens them. With this, it can be said that self-efficacy is an important element in adolescent motivation. On the other hand, low levels of self-efficacy are associated with problems of anxiety, restlessness and self-doubt. This means, the process of controlling beliefs can help overcome the effects of difficulty adjusting in shaping adolescent self-well-being (Chan, 2006).

'Structural Equation Modeling' (SEM) is a statistical methodology that uses a hypothesis testing (confirmatory) approach to structural theory analysis in a phenomenon. The use of SEM is increasing in the analysis of non-experimental data. It has also become a popular method for non-experimental studies to test theories that are not so well established (Byrne, 2010). SEM is a multivariate technique that combines multiple regression components and factor analysis (Hair et.al, 2009). Two aspects in SEM are; the causal process is represented by a structural equation (regression); structural relationships can be modeled graphically to get a clear picture.

The model that results through SEM is based on various variables and interrelationships between variables that can be estimated simultaneously. Kaplan (2000) has proposed SEM as a statistical methodology that should be used to build a statistical model to verify what is expected theoretically and also to understand the real situation that generates the data being studied. SEM is very effective to see various research problems (Byrne, 2010).

Master Committee on Student Discipline and the Permanent Secretariat to Address the Symptoms of Student Misbehavior were established to deal with the disciplinary symptoms of school youth as well as to establish an Action Consensus Council for the Ministry of Education Malaysia (KPM) and the Royal Malaysian Police (PDRM). Therefore, it is very important that we understand the development of teenagers because in addition to social problems, it also involves high costs.

Why are some teenagers have the ability to bounce back and succeed in facing life's challenges and some lose? Why do teenagers themselves ignore their own development? Science and research in psychology today is more focused on identifying human strengths that can prevent physical and mental illness (Bakar et al., 2023).

This study is based on the theory of cognitive social learning where personal aspects, behavior and environment influence each other in the process of human development (reciprocal determinism). Religiosity, self-efficacy and parental involvement are important elements in the human development process that contribute to resilience, especially in times of drastic physiological and social changes.

This study needs to be done because the study that gives explanation and prediction is a study that needs to be done, as stated by Elliot (1994);

"A review of substantive studies using structural equation modeling shows that once goodness of fit is established, rarely are the structural parameters interpreted....if the goal of the model is to move beyond explanation and toward utilizing the model to address specific substantive questions, then interpretation of the parameters is crucial", (Kaplan, 2000, p.34).

In addition, previous studies were found to place more emphasis on risk factors than factors that give strength to teenagers. Researchers also face problems in determining the factors that really contribute to human well-being (Borrello, 2005). Factors that contribute to the resilience of teenagers need to be studied considering that resilience can reduce behavioral problems, reduce cases of substance abuse, strengthen mental health, good social relationships and is part of the prevention process as well as important in the adaptation process among teenagers (Bakar et.al, 2022; Selamat et.al, 2023). In addition, a person who has resilience is found to still have happiness and satisfaction in life despite facing various problems (Selamat et al., 2023).

Accordingly, the objective of this study is to identify whether the postulated model fits with the data sample and to determine the parsimony model for adolescent resilience.

## Methodology

### *Sample*

The sample in this study is a homogeneous sample where the researcher selects individuals who do not differ much in terms of their personal characteristics. There are two opinions regarding the ratio for the sufficient number of samples and the appropriateness of the number of constructs in the study, namely 20:1 and 10:1 (Kline, 2005). According to Kline again, for models that are difficult and have many constructs, a larger sample is required, which is a minimum of 200 sample people. If the ratio in a study is 5:1, then the findings of the study can be disputed (Kline, 2005). In this study, the sample consisted of 587 teenagers (16 years old) from secondary schools in Malaysia.

### *Method*

This research method is based on the conventional approach of structural equation modeling. First of all, the appropriate theory is determined, then the sample is selected and the measurement process is performed on the sample. At this stage, the measurement model can be estimated. Usually this process happens repeatedly and continuously until the results show that the model reaches the desired standard of fit (Kaplan, 2000).

The researcher has obtained permission from the Ministry of Education EPRD division first before obtaining permission from the State Education Department and the school. . After discussing with the class teachers to set the day and time as well as the class that will be selected in this study, the administration of the questionnaire is carried out. The researcher waits for the sample to answer the questionnaire until it is finished and collects the questionnaire. Then the data entry process is done through SPSS software. Finally, the data analysis process is carried out using SPSS and SmartPLS version 4 before the writing is done.

### *Instruments*

Among the instruments used in this study are; Spiritual Well-Being, was designed by Ellison and Paloutzian (1982) and adapted from Barcus (1999); Religiosity Scale (adapted from Boswell, 2003) Resiliency Belief Scale was designed by Mrazek & Mrazek (1987) and adapted from Trammel (2003); Coppel's Self-Efficacy Scale (adapted from Cheever, 1993); Parental Involvement Questionnaire (adapted from a study by Yap Yoke Fong, 2000). The School Attachment Questionnaire (SAQ) was designed by Mouton, DeWitt & Glazier (1999) and adapted from Trammel (2003).

### *Data Analysis*

Before conducting the analysis, the data has been screened to see the nature of the data. The collected data is analysed using two statistical software, namely Statistical Package for Social Science (SPSS) version 15.0 and SmartPLS4. Data was first entered using SPSS software. It involves the process of coding, transforming data and recoding data. Data screening is done to complete missing data and unreasonable data (outliers).

## Results

Table 1 shows the number of respondents based on gender, almost 59% females and 41.4% males.



**Table 1**

Gender	Frequency	Percentage (%)	Cumulated %
Male	243	41.4	41.4
Female	344	58.6	100.0
Total	587	100.0	

The assumption of normality is made for the purpose of determining whether the data is normally distributed or not by using skewness and kurtosis. For univariate normality Curran et al (1996) suggest a value of skewness  $\leq \pm 1$  and a value for kurtosis is  $\leq \pm 7$ . While for multivariate normality, according to Kline (2016) suggests the skewness value is  $\leq \pm 3$  and the kurtosis value is  $\leq \pm 20$ . Therefore any item that shows a normal distribution will be accepted and conversely any item that exceeds the suggested value will not be accepted. Table 2 shows the results of the analysis of skewness and kurtosis values for this study.

**Table 2: Skewness and Kurtosis.**

Item	Skewness	Kurtosis
Self Efficacy	0.152	-1.764
Parental Involvement	0.229	-0.887
Religiosity	-0.364	-1.681
Resiliency	0.243	-1.796
School Attachment	-0.731	-1.243
Spiritual	-0.601	-1.393
Mardia's multivariate skewness and kurtosis	3.700094	53.231323

The results of univariate analysis of skewness and kurtosis show that the data is normally distributed. However, for multivariate values, it shows that the skewness (3.70) and kurtosis (53.23) data is not normally distributed. Therefore, Becker et al (2023) suggested the need to report the path coefficient, standard error, t-value and p-value of the structural model using the bootstrapping method of 10,000 samples.

**Table 3: Multicollinearity Analysis**

Variable	Self Efficacy	Parental Involvement	Religiosity	Resiliency	School Attachment	Spiritual
VIF	1.153	1.108	1.040	1.020	1.058	1.035

Based on table 3, all Variance Inflation Factor (VIF) values are less than 5, so this shows that the study data is free from multicollinearity problems. A VIF less than 5 indicates a low correlation of that predictor with other predictors. A value between 5 and 10 indicates a moderate correlation, while VIF values larger than 10 are a sign for high, not tolerable correlation of model predictors (James et al. 2013).

Convergent validity is evaluated through the square root value of the AVE. In order to evaluate this convergent validity, the AVE value for each construct should exceed 0.50 (Fornell & Larcker, 1981). Table 4 shows that the AVE value for each construct is between 0.645 to 0.757.

The findings show that the AVE value for each construct in this study is above 0.50 and the convergent validity of this study is also satisfactory.

**Table 4: Discriminant Validity (*Fornel & Larker Criterion*)**

Construct	Efficacy	Parental	Religiosity	Resiliency	School	Spiritual
Self Efficacy	<b>0.803</b>					
ParentalInvolvement	0.153	<b>0.810</b>				
Religiosity	0.07	0.171	<b>0.857</b>			
Resiliency	-0.078	-0.091	-0.045	<b>0.87</b>		
SchoolAttachment	-0.058	0.092	-0.044	0.026	<b>0.809</b>	
Spritual	-0.128	-0.132	-0.108	0.04	-0.103	<b>0.835</b>

Discriminant validity is measured through three measurements, namely cross loading, Fornell and Larcker criteria and also the Heterotrait Monotrait test (HTMT). In order to measure cross-loading, item loading for each indicator needs to be greater than each construct that has been set. Therefore, result shows that cross-loading measurement of the discriminant validity is achievable.

**Table 5: Hypothesis Testing**

Hipotesis	Std. Beta	Std. Dev.	t-value	p-value
Ha1 Spiritual -> Resilience	0.104	0.120	0.855	0.211
Ha2 Self Efficacy -> Resilience	0.235	0.022	9.93	0.000
Ha3 School Attachment-> Resilience	0.182	0.021	4.334	0.000
Ha4 Religiosity -> Resilience	0.133	0.045	2.706	0.002
Ha5 Parental Involvement-> Resilience	0.218	0.025	8.270	0.000

Analysis of Hypothesis 1 found that there is no significant relationship between Spirituality and Resiliency ( $\beta = 0.104$ ,  $t = 0.855$ ,  $p = 0.211$ ). While Hypotheses 2, 3, 4 and 5 found that there is a significant relationship between Self-Efficacy with Resiliency ( $\beta = 0.235$ ,  $t = 9.93$ ,  $p = 0.000$ ), School Attachment with Resiliency ( $\beta = 0.182$ ,  $t = 4.334$ ,  $p = 0.000$ ), Religiosity with Resiliency ( $\beta = 0.133$ ,  $t = 2.706$ ,  $p = 0.002$ ) and Parental Involvement with Resiliency ( $\beta = 0.218$ ,  $t = 8.270$ ,  $p = 0.000$ ).

This study also used the standardized root mean square residual (SRMR) as a goodness of fit measure for PLS-SEM proposed by Henseler et al. (2014). Standardized Root Mean Square Residual (SRMR) is an absolute measure of fit and a value of zero indicates perfect fit. The SRMR is defined as the difference between the observed correlation and the predicted correlation (Cheah et al., 2018). Thus, it allows assessing the average magnitude of the discrepancies between observed and expected correlations as an absolute measure of model fit criterion. The result of SRMR as a goodness-of-fit (GOF) measure for PLS-SEM has shown a good fit for the structural model with the value of SRMR = 0.06. A value less than 0.08 is generally considered a good fit (Hu & Bentler, 1999).

## Discussion

This study has produced a model of adolescent resiliency that fits with sample data. All the factors in the postulated model have a role either directly or indirectly in the resilience model. In addition, the resilience model that resulted in this study is consistent with the concept of 'reciprocal determinism' which is the backbone of the theory in this study that is the Social Cognitive Theory of Learning. The theory emphasizes the interaction between personal aspects and the environment. Humans can plan actions, make assumptions about the effects and consequences of an action and can set goals and challenges for themselves to motivate and control their behavior (forethought).

Accordingly, characteristics such as taking risks and planning for the future are part of the characteristics of Resilience in this study. Humans also have the ability to control their behavior through the process of self-observation and self-evaluation, as in Self-Efficacy or better known as the 'self-regulatory mechanism' process in the theory. It is a mind control that controls human behavior.

The Social Cognitive Theory of Learning also states that resiliency can be increased by changing cognitive processes, emotions, motivation, competitive behavior or changing the social situation in which a person is (Pajares, 2002). Accordingly, the Resilience aspect involves one of the elements of competitiveness and the ability to adapt to the environment. Resilience, Spiritual and Religious factors are personal elements when linked to this theory. Factors of Relationship with School and Parental Involvement are environmental elements. Self-Efficacy is the basis for cognitive, perception, motivation and well-being.

The school environment and school staff (teachers) have a positive influence on the resilience of teenagers and act as a protective factor for them (Morrison, 2003). Teenagers who have resiliency are also less involved in suicide attempts compared to teenagers who are not at peace. In the United Kingdom, the majority of teenagers are admitted to welfare centers because they are neglected and abused and have a high tendency towards mental problems (Cocker & Scott, 2006).

A good relationship with the school will help academic development and positive behavior. The relationship with the school also plays an important role in determining the academic success and failure of students (Mouton et.al, 1996). The factor of lack of inclination towards school is always the cause of teenagers changing schools and behavior problems are found to be more serious than academic quality problems (Sullivan, 2007). Accordingly, resilience and resilience factors may help overcome behavioral problems among teenagers.

From the environmental aspect, Bandura stated that parents who respond to their children's behavior and provide opportunities and provide an encouraging environment will have children who excel in cognitive and social development (Kassin, 2003). In this study, Relationship with School was found to be important in generating the resilience of the sample, Relationship with School also has a relationship with Religion and Parental Involvement. Milot and Ludden's (2009) study also found that Religiosity, Self-Efficacy and Relationship with School are interrelated with each other. In addition, apart from being a place for teenagers to generate cognitive development and gain knowledge, school also involves social relationships that can directly affect the development of teenagers. However, Morrison's (2003) study found that the Religious factor was not related to Relationship with School.



The model in this study also found that the factors of Religiosity, Parental Involvement and Relationship with School are mutually related to each other. This finding is consistent with what has been stated by Duncan et al., (2000) that protective factors are interrelated with each other. The findings of this study also confirm the findings of previous studies which found that protective factors are related to each other, namely, aspects of religiosity and parental involvement (Good and Willoughby, 2006; Morrison, 2003); relationships with schools and religiosity (Bakar et.al, 2022); parental involvement and relationship with school (Jeynes, 2005).

In addition, Morrison (2003) uses the term 'reciprocal determinism of behavior' to explain the covariance relationship between school, parents and religiosity. These three aspects are protective factors for teenagers (Morrison, 2003). Protective factors are important in the process of overcoming the negative effects of problematic adolescent development, in the process of adaptation and adolescent mental health (Clarke, 2000).

Self-efficacy is a driver for the development of resilience. Among the important aspects in discussing protective factors against resilience is self-efficacy (Jenkins, 2000). The findings of his research using qualitative methods found that samples with high resilience have high self-efficacy. In addition, studies on the elderly have also found that those with strong resilience are driven by inner strength, which is self-efficacy (Nakashima, 2002).

According to Bakar et al. (2023), Relationship with School has to do with the student's ability to build the characteristics of Resilience in himself. The study also found that Relationship with School has a positive impact on the resilience of teenagers and is a protective factor against the desire to commit suicide among teenagers. This may happen because teenagers seek external support from the home environment such as support from peers. If the relationship with the school is good, the involvement of teenagers in problematic behavior is also reduced (Holmes, 2006). In turn, this will contribute to the resilience of teenagers.

An unexpected finding in this study was that the Spiritual factor did not contribute to the resilience of teenagers. This result is not consistent with previous studies. It is possible that this phenomenon is related to the cultural perspective as explained by Hofstede (2001), a social psychologist who has done an early study on the culture of society across the world. According to Hofstede, people differ in their culture either in terms of religion, gender, generation and social class. The study that he has conducted around the world includes Malaysia, where this country, which is made up of a majority of Muslims, found that the highest score in Malaysia is for the 'power distance index' (PDI) domain (Hofstede, 2001).

It is possible that the high PDI factor makes the Religiosity aspect contribute in the resilience model instead of the Spiritual factor. In addition, it is possible that the level of spiritual maturity of the sample in this study plays a role in this phenomenon considering that the age of the sample is only 16 years old and they are still in their teens and have not yet entered adulthood.

## Conclusion

Resilience is often associated with the ability to improvise and adapt in the face of adversity. It can help students overcome academic setbacks and maintain a positive mindset. Individuals have the power to change and control changes in themselves, especially resilience, through the approach they take and the activities they engage in in their daily lives. The Resilience Model

in this study can also inspire counsellors in an effort to form a structure to design a concept for the clients' mental health. Teachers can encourage the development of a school environment climate that positive with consistency. This study encourages towards "promoting healthy behaviour" with the assumption that every teenager is valuable and has the potential to make a positive contribution to society and become healthy adults, especially in terms of emotions and psychology. Accordingly, schools can also be a suitable place to generate quality of life for teenagers through the "health promoting schools" program, which is to be a school that is willing to listen and take into account the views of students, parents and staff. This is also appropriate and fulfils the government's vision to empower youth, families and society.

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