

Predictive Model of Self-Efficacy and Resilience on Life Project in Peruvian Adolescents

Modelo predictivo de la autoeficacia y la resiliencia sobre el proyecto de vida en adolescentes peruanos

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ABSTRACT

Objective: To analyze the predictive capacity of self-efficacy and resilience for life project among Peruvian adolescents.

Methods: A quantitative, non-experimental, cross-sectional study was conducted with 1,044 secondary school students from public educational institutions in Metropolitan Lima, selected through non-probability convenience sampling. Participants were aged 14 to 19 years, and 73.4% were female. The

General Self-Efficacy Scale, the Wagnild and Young Resilience Scale, and the Life Project Assessment Scale were administered. Descriptive analyses, Spearman correlations, and ordinal logistic regression were performed. Statistical significance was set at $p < 0.05$.

Results: High levels of life project (72.8%), resilience (55.4%), and self-efficacy (48.9%) predominated. Life project was positively correlated with resilience ($\rho = 0.474$) and self-efficacy ($\rho = 0.400$; $p < 0.01$). Self-efficacy (OR = 1.044; 95% CI: 1.010-1.080) and resilience (OR = 1.039; 95% CI: 1.029-1.049) were significant predictors of life project. The overall model showed a significant fit ($\chi^2 = 156.884$; $p < 0.001$), met the parallel-lines assumption, and explained 19.2% of the variability, as indicated by Nagelkerke's R^2 .

Conclusions: Higher self-efficacy and resilience were associated with a greater likelihood of higher life-project levels among the adolescents evaluated.

Keywords: Self-Efficacy; Psychological Resilience; Adolescent; Life Project; Life Goals; Future Orientation.

RESUMEN

Objetivo: Analizar la capacidad predictiva de la autoeficacia y la resiliencia sobre el proyecto de vida en adolescentes peruanos.

Métodos: Estudio cuantitativo, no experimental y transversal. Participaron 1044 estudiantes de educación secundaria de instituciones públicas de Lima Metropolitana, seleccionados mediante muestreo no probabilístico por conveniencia. Las edades oscilaron entre 14 y 19 años y el 73,4 % fueron mujeres. Se aplicaron la Escala de Autoeficacia General, la Escala de Resiliencia de Wagnild y Young y la Escala de Evaluación del Proyecto de Vida. Se realizaron

análisis descriptivos, correlaciones de Spearman y regresión logística ordinal. Se adoptó un nivel de significación de $p < 0,05$.

Resultados: Predominaron los niveles altos en el proyecto de vida (72,8 %), la resiliencia (55,4 %) y la autoeficacia (48,9 %). El proyecto de vida se correlacionó positivamente con la resiliencia ($\rho = 0,474$) y la autoeficacia ($\rho = 0,400$; $p < 0,01$). La autoeficacia (OR = 1,044; IC95 %: 1,010-1,080) y la resiliencia (OR = 1,039; IC95 %: 1,029-1,049) fueron predictores significativos del proyecto de vida. El modelo presentó un ajuste significativo ($\chi^2 = 156,884$; $p < 0,001$), cumplió el supuesto de linealidad y explicó el 19,2 % de la variabilidad.

Conclusiones: La autoeficacia y la resiliencia se asociaron con una mayor probabilidad de presentar niveles más altos de proyecto de vida en los adolescentes evaluados.

Palabras clave: Autoeficacia; Resiliencia psicológica; Adolescente; Proyecto de vida; Metas de vida; Orientación hacia el futuro.

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Introduction

Globally, adolescents face a context characterized by social, technological, and educational transformations that directly influence their personal development and the construction of their life plans. According to the United Nations Children's Fund, ⁽¹⁾ adolescents represent approximately 16% of the world's

population and need to develop life skills, employability, and civic participation in scenarios marked by uncertainty. From a human development perspective, the construction of a life plan is a dynamic process that arises from the interaction between individual and contextual factors, as proposed by the bioecological model of development. ⁽²⁾

The global learning crisis intensified following the COVID-19 pandemic. The United Nations Educational, Scientific and Cultural Organization ⁽³⁾ reports that more than 244 million children and adolescents are out of school, and that more than 70% of 10-year-old students in low- and middle-income countries do not understand simple texts. These conditions limit future planning and the formulation of personal and vocational goals. In this context, evidence shows that strengthening socio-emotional skills in schools promotes psychological adjustment and future orientation among adolescents. ⁽⁴⁾ From a mental health perspective, the World Health Organization (WHO, 2025) estimates that one in seven adolescents has some form of mental disorder, which can affect their emotional well-being and their ability to plan for the future. ⁽⁵⁾

Given this scenario, promoting positive psychological resources is a priority. Self-efficacy is defined as the personal belief in one's own ability to successfully perform tasks, and it is a key determinant of academic performance. ^{(6),(7)} Self-efficacy is defined as the belief in one's own capabilities to organize and execute the required courses of action that will produce specific achievements or results. ⁽⁸⁾ These beliefs constitute the foundation of human agency, as they influence how people think, feel, are motivated, and act in the face of challenges in their environment. This construct influence's goal selection and perseverance; low levels predict avoidance and procrastination behaviors, while high levels of self-efficacy promote stress management and empowerment in the face of academic obligations. ⁽⁹⁾ Furthermore, self-efficacy supports the development of motivation and the visualization of challenging life goals ⁽¹⁰⁾ and

increases psychological resilience. Projective results indicate a sexual identity in the process of consolidation, with greater conscious definition and an absence of current indicators of perceptual confusion regarding gender. However, the persistence of intrapsychic conflict linked to identity integration is inferred, which is accompanied by mechanisms of control and affective inhibition. Overall, a preserved ego structure is observed, with basic adaptive resources, although with internal tension still being processed. ⁽¹¹⁾

Resilience, for its part, is a way of progressing through a process that encourages positive transformation in the face of adversity, stress, and trauma. ^{(12),(13)} It is understood as the capacity to maintain adaptive behavior and recover after stressful events, ⁽¹⁴⁾ acting as a personality trait that provides resources for coping with adversity and failure. ^{(15),(16)} Psychological interventions aimed at building resilience in young adolescents can reduce anxiety, increase their overall well-being, and improve their mental health. ^{(17),(18)} The relationship between resilience and self-perception in youth is one of the most important topics regarding positive growth balance. ^{(10),(19)–(23)} Among high school students, self-efficacy and psychological resilience are positively correlated and predict adaptive behavior. ^{(24),(25)} Therefore, a better understanding of resilience is crucial for promoting optimal development. ^{(26),(27)}

In Latin America and the Caribbean, UNICEF, 2023, indicates that approximately 9.7 million adolescents are outside the education system, and 24% of young people are neither studying nor working, hindering the development of a realistic life plan. ⁽¹⁾ The literature suggests that, in contexts of vulnerability, resilience depends on both individual characteristics and access to resources. ⁽²⁸⁾ The Economic Commission for Latin America and the Caribbean (ECLAC, 2022) warns that the pandemic weakened the perception of self-efficacy. ⁽²⁹⁾ However, strengthening self-efficacy promotes vocational decision-making and future planning. ^{(30),(31)} In the Peruvian context, the Ministry of Education (MINEDU,

2022) reports that more than 124,000 students interrupted their studies, while access to higher education continues to be marked by socioeconomic gaps. ⁽³²⁾

In this context, shaping a life project demands a capacity for conscious and structured choice. In this regard, Safta and Suditu, 2024, argue that responsible decision-making in adolescence is not merely an administrative act of setting goals, but a fundamental prerequisite for future professional success, enabling adolescents to move from ideal aspirations to concrete and realistic action plans. ⁽³³⁾

Recent research in Peruvian adolescents has identified moderate levels of self-efficacy and resilience. ⁽³⁴⁾ Despite this, evidence of resilience in minors remains limited in Latin America, particularly in the post-pandemic school setting. ^{(35),(36)} A life project is defined as a psychological structure that integrates a person's essential directions in the dimensions of their present and future life, functioning as a system that organizes their goals, values, and action plans for their holistic development. ⁽³⁷⁾ In adolescence, thinking about the future becomes more possible; goals are often oriented toward family and career. ^{(33),(38),(39)} During this period, young people transition from reality to abstract concepts, which supports their ability to think about how their future goals depend on their present behaviors. ^{(40)–(42)}

Research in Peru has emphasized the importance of culturally adapted tools, noting that self-efficacy perception in Peruvian adolescents is a key indicator for understanding their readiness to learn and overcome environmental barriers. In this regard, Grimaldo's 2005 study provided significant evidence of how general self-efficacy serves as a psychological protective resource, enabling young people in the country to face academic demands with greater confidence and persistence. ⁽⁴³⁾

While previous studies in Peru have reported significant correlations between self-efficacy, resilience, and life project, ^{(44)–(47)} there remains a need to analyze how these variables comprehensively predict life project. Concern about one's professional future can generate stress and vulnerability, ⁽⁴⁸⁾ requiring positive adaptation despite adversity. ⁽¹⁵⁾

As stated above, the objective of this study was to determine the influence of self-efficacy and resilience on the life plans of Peruvian adolescents, since resilience and self-confidence act as key resources for better coping with failure and life planning. ⁽¹⁶⁾ The general hypothesis mention that self-efficacy and resilience act as significant predictors of life plans. Specifically, it proposes that self-efficacy and resilience positively influence the likelihood of achievement, the availability of resources, and the planning of life activities during the school years, emphasized the importance of integrating socio-emotional strengthening into tutoring programs and public education policies.

Methods

Studio design

This quantitative, basic research study uses data collection and statistical analysis to identify behavioral patterns within a logical-deductive framework. The design is non-experimental and cross-sectional, as the variables were observed in their natural context without deliberate manipulation, and data collection occurred at a single point in time. ⁽⁴⁹⁾ Its scope is correlational-causal, specifically employing a predictive strategy. This approach is justified by the objective of establishing not only the degree of association between the constructs but also the predictive capacity of self-efficacy and resilience for structuring life projects among participants. This approach allows for the

evaluation of influence models using regression techniques, providing evidence on the direction and magnitude of the impact between the variables studied.

Participants

The sample consisted of 1,044 adolescents, selected using non-probability convenience sampling, a technique chosen due to the accessibility and availability of educational institutions in the research context. The study group represented 50.46% of a total population of 2,069 students from public educational institutions in Metropolitan Lima. The distribution by sex showed a predominance of females (73.4%, $n = 766$), with an age range of 14-19 years ($M = 16.23$; $SD = 0.78$).

The inclusion criteria were students regularly enrolled in the fourth or fifth year of secondary education who had provided informed assent and had their parents or legal guardians provide signed consent. Exclusion criteria included adolescents who voluntarily declined to participate and those who submitted questionnaires with omissions or inconsistencies in their responses (data cleaning). Data collection took place during November 2023 and was completed over a four-week period through scheduled in-person visits.

Variables

This study is structured around a predictive model, whose independent variables are self-efficacy and resilience, and whose dependent variable is life project. Self-efficacy is conceptually defined as the belief in one's own capabilities to organize and execute the courses of action required to achieve specific outcomes.⁽⁶⁾ These perceptions directly influence the motivation and effort that people invest in achieving their life goals.⁽¹⁰⁾ Resilience, for its part, is conceptualized as the capacity for positive transformation in the face of adversity, stress, and trauma.^{(12),(13)} Both variables act as predisposing factors

on the life project, understood as the dependent variable and defined as a psychological structure that integrates the essential directions of the person in their present and future dimension, functioning as a system that organizes their goals, values and action plans for their integral development. ⁽³⁷⁾

Tools

To assess the dependent variable, the Life Project Assessment Scale by García, 2002, ⁽⁵⁰⁾ adapted for secondary school by Aylas, 2021, ⁽⁵¹⁾ was used. It consists of 10 items that explore four key factors: goal planning, would be possible of achievement, resource availability, and motivational strength. Content validity for this version was significantly demonstrated using Aiken's V coefficient ($p < 0.001$). Furthermore, it showed acceptable internal consistency, with a Cronbach's alpha of 0.773, supporting its use in identifying future planning capacity in adolescents.

To measure the independent variable, the General Self-Efficacy Scale (GSE) was used, adapted by Baessler and Schwarzer, 1996, ⁽⁵²⁾ from the original version by Jerusalem and Schwarzer, 1992, ⁽⁵³⁾ employing the Peruvian adaptation by Grimaldo, 2005, for secondary school students. ⁽⁴³⁾ The instrument consists of 10 unidimensional items with a Likert-type response scale. In its local validation, confirmatory factor analysis demonstrated construct validity, with factor loadings greater than 0.30; in the present study, internal consistency was adequate, with a Cronbach's alpha of 0.75.

For the measurement of the second independent variable, the Wagnild and Young Resilience Scale (1993) was applied, ⁽¹⁶⁾ in the version adapted to Spanish by Novella, 2002 ⁽⁵⁴⁾ and adjusted for adolescent populations by Castro, 2018. ⁽⁵⁵⁾ This instrument consists of 25 items that assess five dimensions: equanimity, feeling comfortable alone, self-confidence, perseverance, and personal satisfaction. The scale demonstrates strong content validity, as

indicated by Aiken's V coefficient ($V > 0.80$), and, in this study, achieved excellent reliability with a Cronbach's alpha of 0.829, ensuring accuracy in assessing adaptive capacity.

Additionally, a specially developed sociodemographic questionnaire was used to collect information about sex, age, academic level, and educational institution. The inclusion of these factors allowed for a contextualized analysis of the participants, considering that these variables are linked both to the development of self-efficacy and resilience, and to the influence of the social environment on the structuring of life plans in the face of the demands of the school environment.

Procedure

The research was conducted in three phases. In the preparatory phase, following approval from the Ethics Committee, institutional permissions were obtained through formal letters addressed to the administrations of the four public educational institutions in Metropolitan Lima. Socialization meetings were held to explain the objectives and methodological design and to ensure the study's feasibility without interfering with the academic calendar.

During the application phase, data were collected in person in classrooms during tutoring hours. To ensure standardization of the process, classroom teachers administered the instruments after receiving a technical orientation session. During the application, four members of the research team supervised adherence to the protocol, provided logistical support, and answered questions in real time, ensuring the quality and consistency of the data collection.

Finally, in the processing phase, the data obtained from the self-efficacy, resilience, and life project scales were tabulated and cleaned, eliminating those

records that presented omissions or inconsistent response patterns in order to proceed with the statistical analysis.

Ethical Aspects

The research was strictly governed by the ethical principles established in the Declaration of Helsinki and the guidelines of the American Psychological Association (APA, 2017). The study protocol was reviewed and approved by the Doctoral Research Ethics Committee of César Vallejo University (Code No. 00021-2023) on May 28, 2023.

Since the participants were minors, data collection was conducted after obtaining written informed consent from their parents or legal guardians and informed assent from the students. Both documents detailed the study's objectives, the voluntary nature of participation, and the guarantee of withdrawal without penalty. To ensure anonymity and confidentiality, a coding system was used to prevent personal identification, in compliance with current regulations on the protection of sensitive data.

Data analysis

Data processing began with a quality-control and data-cleaning phase in Microsoft Excel to identify outliers and ensure database integrity. Subsequently, the data were exported to IBM SPSS Statistics v.26 for descriptive, correlational, collinearity, and inferential analyses. Concurrently, Jamovi software was used to determine the internal consistency of the instruments using Cronbach's alpha and McDonald's omega coefficients. The descriptive analysis enabled characterization of the sociodemographic profile and determination of the prevalence of self-efficacy, resilience, and life project using frequencies and percentages. The data distribution was also examined using tests of normality, skewness, and kurtosis, justifying the use of nonparametric statistics.

A correlation analysis was performed using Spearman's rho to assess the association between variables, complemented by a collinearity assessment using Tolerance and Variance Inflation Factor (VIF) values to ensure the absence of redundancy among the predictors. Finally, predictive analysis was developed using an ordinal logistic regression model, given the ordinal qualitative nature of the dependent variable. Prior to estimation, the assumption of parallel lines was verified using the proportionality of probabilities test to ensure the model's validity. Explanatory power was quantified using the Cox and Snell, Nagelkerke, and McFadden pseudo-R-squared measures, while the influence of the predictors was interpreted through regression coefficients (B) and odds ratios (OR) with their respective 95% confidence intervals. All tests were performed at a statistical significance level of $p < 0.05$.

Results

Table 1 shows that the sample was composed mainly of women (73.4%) and students aged 16 to 17 (79.5%). Regarding the main variables, a predominance of positive levels was evident in the student population: 72.8% of the adolescents reached a high level in their Life Project, while Resilience and Self-Efficacy showed high levels in 55.4% and 48.9%, respectively.

It is important to note that the levels across all three variables were low (all less than 5%), suggesting a sample with considerable prior psychological strengths. Furthermore, the instruments demonstrated robust internal consistency, with Cronbach's alpha and McDonald's omega values exceeding .82 in all cases, ensuring the reliability of the measurements for subsequent predictive analyses.

Table 1. Sociodemographic profile, reliability and characterization of the study variables (n=1044)

Sociodemographic	Subcategory	Frequency	Percentage
Age	14-15 years old	164	15.7
	16-17 years old	830	79.5
	18-19 years old	50	4.8
Sex	Women	766	73.4
	Man	278	26.6
Year	Fourth year	478	45.8
	Fifth year	566	54.2
District	Ravine	163	15.6
	Chorrillos	101	9.7
	Lima Cercado	352	33.7
	Lima Huaral	428	41.0
Variable	Level	Frequency	Percentage
Self-efficacy	Low	43	4.1
	Average	491	47.0
	High	510	48.9
Resilience	Low	15	1.4
	Half	451	43.2
	High	578	55.4
Life project	Low	19	1.8
	Half	265	25.4
	High	760	72.8
Reliability	Variable	Cronbach's alpha	McDonald's ω
Scale	Self-efficacy	0.853	0.855
	Resilience	0.909	0.912
	Life project	0.826	0.836

Table 2 presents Spearman's rank correlation coefficients and collinearity statistics. The results show positive and statistically significant relationships ($p < .01$) between the study variables. Life Project showed a moderate correlation with Resilience ($\rho = .474$) and with Self-Efficacy ($\rho = .400$). A moderate correlation was also observed between the two predictors ($\rho = .602$).

Regarding the diagnosis of collinearity, the Tolerance value (.607) was well above the critical limit of .20, and the Variance Inflation Factor (VIF = 1.647) remained well below the threshold of 5. These findings confirm the absence of multicollinearity, ensuring that Self-Efficacy and Resilience contribute independent variance to the model and that the estimators of the subsequent regression do not present redundancy bias.

Table 2. Spearman correlation matrix and collinearity diagnostics for the study variables

Variables	Self-efficacy	Resilience	Life project	Tolerance	VIF
Self-efficacy	1			0.607	1,647
Resilience	,602 **	1		0.607	1,647
Life project	,400 **	,474 **	1	--	--

Note: ** $p < .01$. Collinearity values (VIF and Tolerance) correspond to the model predictors.

The results presented in Table 3 provide sufficient statistical evidence to confirm the research hypotheses. First, the likelihood ratio test (Model Fit) yields $p < .001$ for the overall model and all its dimensions, allowing us to reject the null hypothesis and conclude that self-efficacy and resilience exert a significant influence on the Life Project of Peruvian adolescents.

Furthermore, the model demonstrates exceptional methodological robustness by meeting the parallel lines assumption ($p > .05$), ensuring that the effect of the predictors is constant across the life project levels. Pearson's goodness-of-fit test ($p = 1.000$) supports the consistency between the observed data and the proposed model. Finally, Nagelkerke's R^2 coefficient indicates that the model explains 19.2% of the total variance in the Life Project, thereby validating the predictive power of the independent variables. This fulfillment of the hypotheses suggests that strengthening self-confidence and the ability to overcome adversity are key factors in the development of future goals among the evaluated school population.

Table 3. Goodness-of-fit tests and assumptions of the logistic regression model

Dependent Variable	Chi-square (Adjustment)	Next.	Goodness of fit (Pearson)	Parallel lines (Sig.)	Nagelkerke (R2)
Life Project	156,884	0.000	1,000	0.495	0.192
Possibility of achievement	146.07	0.000	0.588	0.224	0.17
Availability of resources	82,834	0.000	0.689	0.854	0.093
Activities	141.093	0.000	1,000	0.714	0.167

Note: df = 2 for all fit tests. The fulfillment of the parallel lines assumption ($p > .05$) justifies the use of ordinal regression.

Table 4 details the estimation coefficients of the ordinal logistic regression model. It can be seen that both self-efficacy and resilience are significant and positive predictors of Life Project and each of its dimensions ($p < .05$). In the overall model, self-efficacy had an Odds Ratio (OR) of 1.044 (95% CI: 1.010–1.080), indicating that for each unit increase in the self-efficacy scale, the probability of achieving a higher level of Life Project increases by 4.4%. Resilience showed a similar impact with an OR of 1.039 (95% CI: 1.029–1.049), representing a 3.9% increase in the probability of success.

When analyzing the specific dimensions, it is noteworthy that self-efficacy exerts its greatest influence on the 'Activities' dimension (OR = 1.061; $p < .001$) and 'Possibility of Achievement' (OR = 1.059; $p < .001$), suggesting that confidence in personal abilities is the main driver for carrying out concrete plans. Resilience, although with slightly lower coefficients, maintains a constant and highly significant influence ($p < .001$) in all models. These findings allow us to conclude that sustainably strengthening both psychological resources increases the likelihood that adolescents will develop a solid, achievement-oriented life plan.

Table 4. Logistic regression model for the effect on life project in Peruvian adolescents

Variables/dimensions	Parameter	B	Error Dev.	Next.	95% confidence interval OR		
					Odds Ratio	Lower	Superior
Self-efficacy and resilience in life project	Self-efficacy	0.043	0.0170	0.011	1.044	1.010	1,080
	Resilience	0.038	0.0049	0.000	1.039	1.029	1.049
Self-efficacy and resilience in the possibility of achievement	Self-efficacy	0.057	0.0162	0.000	1.059	1.026	1.093
	Resilience	0.031	0.0046	0.000	1.032	1.022	1.041
Self-efficacy and resilience in resource availability	Self-efficacy	0.031	0.0145	0.035	1.031	1.002	1.061
	Resilience	0.022	0.0039	0.000	1.022	1.014	1.030
Self-efficacy and resilience in activities	Self-efficacy	0.059	0.0165	0.000	1.061	1.027	1.095
	Resilience	0.030	0.0046	0.000	1.030	1.021	1,040

Discussion

The objective of this study was to analyze the predictive influence of self-efficacy and resilience on life planning in Peruvian adolescents. The results confirm that both variables act as significant predictors of life planning and its dimensions related to the possibility of achievement, availability of resources, and activities, thus supporting the hypotheses. These findings align with previous research in Latin American contexts that reports critical associations between these constructs. ^{(44)–(47)} In this regard, it is important to note that these relationships are critical because self-efficacy and resilience function as the psychological resources that allow adolescents to process the possibility of achievement and manage the availability of resources necessary for their development. Thus, the synergy between these independent variables ensures

that the planning of activities and goals is not interrupted by adverse environmental conditions, thereby consolidating the viability of life planning.

In descriptive terms, the predominance of high levels in life planning (72.8%), resilience (55.4%), and self-efficacy (48.9%) suggests that, despite socioeconomic vulnerability, students possess personal resources for future planning. These findings align with the results of Claros, 2022, who identified that 41.2% of adolescents in Huancayo achieved high levels of resilience, as well as 41.2% high levels of life planning. ⁽⁵⁶⁾ This shared prevalence of high levels reinforces the idea that adolescence is not only a stage of risk but also a key period for strengthening the psyche in structured educational environments. ^{(48),(56),(57)}

Self-efficacy showed a significant predictive effect (OR = 1.044), reinforcing Bandura's, 1977, argument that belief in one's own abilities determines goal selection and persistence. ⁽⁶⁾ Adolescents with high self-efficacy visualize realistic goals and sustain achievement-oriented efforts, which is linked not only to academic success but also to more effective vocational decision-making. ^{(9),(30)} This finding aligns with Grimaldo (2005, who argues that Peruvian adolescents develop positive self-esteem when they perceive clear goals, with self-efficacy acting as an adaptive driver for mobilizing personal resources. ⁽⁴³⁾

Resilience, for its part, showed a consistent impact (OR = 1.039), consistent with its definition as a dynamic process of positive adaptation. ^{(14)–(16)} In the post-pandemic context of the region, this capacity to reorganize goals and redefine trajectories aligns with Masten's, 2001, perspective, who argues that resilience arises from the "ordinary magic" of human normative adaptive systems. ⁽⁵⁸⁾ According to this author, the recovery of the developmental course after adversity does not depend on exceptional processes, but rather on the functionality of basic protective resources. In this regard, Lopez Salazar and Letamendi Hinojosa, 2025, emphasize that responses to the health crisis have

been variable and that, especially in children and adolescents, interventions must be multifaceted to be effective. ⁽⁵⁹⁾ This supports the view that adaptive capacity “shields” future goals against environmental risks, reducing the likelihood of maladaptation. ⁽³⁵⁾

In this regard, Sagone et al., 2018, demonstrate that self-efficacy and psychological well-being act as predictors of personal growth in adolescents. ⁽⁶⁰⁾ These findings reinforce the idea that self-efficacy enhances resilience to protect future goals, thus facilitating the consolidation of a solid life plan in the face of risky environments.

Dimensional analysis reveals that self-efficacy has a greater impact on “achievement potential” and “activities,” linking it to an active disposition toward concrete goals. In contrast, resilience showed a cross-cutting effect, including “resource availability,” indicating that coping promotes a flexible evaluation of the environment, even in the face of objective scarcity, reinterpreting difficulties as manageable challenges. ⁽²⁸⁾

Although the model explains 19.2% of the variance, representing a moderate but relevant predictive capacity, it is recognized that life planning is a multicausal construct influenced by family and sociocultural factors. ⁽²⁾ However, the interaction between these strengths suggests a positive adaptation ⁽³¹⁾ in which resilience can compensate for potential insecurities in specific abilities.

Finally, the relevance of these findings transcends the theoretical. As Durlak et al., 2011 ⁽⁴⁾ point out, and as reinforced in the post-pandemic perspective of Lopez Salazar and Letamendi Hinojos, 2025, promoting self-efficacy and resilience is essential to ensure that Peruvian adolescents develop healthy and coherent life projects in the face of the demands of their current environment.

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Limitations and strengths

The study has limitations inherent in its cross-sectional, non-experimental design, which prevents the establishment of definitive causal relationships. Convenience sampling in public institutions in Lima restricts generalizability to other contexts, such as rural areas. Furthermore, the use of self-reports may introduce social desirability bias. It is important to note that, although the model is significant, it explains only 19.2% of the variance, indicating that 80.8% of life project outcomes depend on unevaluated external factors, such as economic, familial, and social variables.

However, the research has notable strengths, including a large sample size and a rigorous statistical approach using ordinal logistic regression. These findings have direct application in educational psychology, demonstrating that strengthening self-efficacy and resilience is key to healthy decision-making. Future research should employ longitudinal designs to observe the evolution of life plans after school graduation and integrate variables such as socioeconomic status and family climate to obtain a more holistic view of the phenomenon.

Conclusions

It is concluded that self-efficacy and resilience are key predictors of life plans among Peruvian adolescents, together explaining 19.2% of the variability in life plans. The results confirm that confidence in one's own abilities is the main driver of carrying out concrete plans (activities and achievements), while resilience acts as a cross-cutting factor for sustainability, enabling resource management in the face of adversity.

Despite contexts of vulnerability, the prevalence of high levels across these variables suggests a solid foundation of psychological strengths among

students. Consequently, it is imperative that school well-being policies move beyond simply providing vocational guidance and integrate the strengthening of personal agency and resilient adaptation as strategic pillars to ensure the viability of young people's future goals.

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Conflict of Interest

The authors declare that there are no conflicts of interest

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