Abstract

The aim of this study was to examine predictive relationships of attribution to success and failure, learning self-efficacy, academic motivation, and learned helplessness with well-being among medical students. The sample comprised 300 medical students (Male students= 171, Female students= 129) within age range of 18 to 25 years (M= 21.94, SD= 1.68). Demographic sheet, Attribution to Success and Failure Questionnaire, General Self-Efficacy Scale, Learned Helplessness Scale, Academic Motivation Scale, and Warwick Edinburgh Mental Well-being Scale were used to collect data. SPSS version 23.00 was used to analyze the data. The results indicated significant correlations among study variables. Results of hierarchal regression analyses indicated that learning selfefficacy, internal attribution to failure, internal academic motivation and amotivation significantly predicted learned helplessness (R^2= .42), and learning self-efficacy, external attribution to success, learned helplessness appeared as significant predictors of wellbeing of medical students (R^2= .41). Learned helplessness appeared to partially mediate in the relationship of attribution to success, academic motivation, and learning selfefficacy with the well-being of medical students. Significant group differences appeared on study variables in terms of medical year, medical program, area of residence and type of college (i.e. private and public). Implications of the study have been discussed.