

Relationship in Psychological Capital and Academic Achievement of adolescents

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Abstract:

“Psychap, an individual’s positive psychological state of development, consist of variables of hope, self-efficacy, resilience and optimism” (Paul & Saha, 2016). While “academic achievement is the extent to which a learner is profiting from instructions in a given area of learning i.e., the achievement is reflected by the extent to which skill or knowledge has been imparted to him” (Crow and Crow 1969). The present study was conducted to explore the relationship in psychological capital and academic achievement of adolescents. Descriptive survey method was employed. The sample compromised of two hundred and one students (122 boys and 79 girls) from both government and private secondary schools of Ghaziabad district in Uttar Pradesh by using simple random sampling. Government schools contributed 107 students and private schools contributed 94 students. The tool used for data collection was PCQ-24 and the percentage of 10th standard was used for academic achievement. t-test was used to find mean differences with respect to gender and type of school, while correlation was applied to find out the relationship in variables. Following conclusions were drawn (1) girls exhibited greater “self-efficacy”, “hope” and overall psychological capital in comparison to their boy counterparts. (2) girls exhibited better academic achievement than boys. (3) private school students had greater “self-efficacy”, “hope”, “optimism” and overall psychological capital in comparison to their government school counterparts. (4) private school students had greater academic achievement in comparison to government school students. (5) significant positive relationship was found in “self-efficacy”, “resilience”, “optimism”, overall psychological capital and academic achievement of adolescents.

Key Words: academic achievement, psychological capital, adolescents

1.1 Introduction

The world since times immemorial had been in a constant state of flux. Due to rapid changes, be environmental, societal, political, technological, or individual everyone is stressed or worried about something or the other. Though there are multiple factors viz. individual, organizational, and societal that affects the overall wellbeing, efficiency, and efficacy of an individual, among these psychological factors play a very important role. Amongst this psychological capital is a very significant factor as evident from the research by Prasath, Mather, Bhat, and James in 2021 who revealed that prior to COVID-19, the PsyCap dimensions of optimism and self-efficacy were significant predictors of well-being, while during pandemic, “self-efficacy, optimism, hope, and resilience” emerged as significant predictors of well-being. PsyCap is distinct from other types of human

and social capital. It has an impact on several outcomes at the personal level, which are particularly important for academics, as well as the consequences outside of the school for adolescents and in later life too.

1.2 Psychological Capital

The term psychological capital was first coined by Martin Seligman, the former head of the American Psychological Association, in 1998. Seligman and his associates performed numerous examinations to make the disregarded elements of mental capital a recent concern, but this was originally developed by Fred Luthans in 2002 (as cited by Raj, Tiwari, and Rai 2019). Psychological capital is related to the psychological state of an individual. “PsyCap is an individual’s positive psychological state of

development and is characterized by: (1) having confidence (self-efficacy) to take on and put in the necessary effort to succeed at challenging tasks; (2) making a positive attribution (optimism) about succeeding now and in the future; (3) persevering toward goals and, when necessary, redirecting paths to goals (hope) in order to succeed; and (4) when beset by problems and adversity, sustaining and bouncing back and even beyond (resiliency) to attain success.”(Luthans, Youssef, and Avolio, 2007). Bandura (1977, 1997) defined “self-efficacy as one’s belief and judgment about his/her ability to carry out a certain task” (as cited in Hoy, 2004). Further, (Snyder, Irving, & Anderson, 1991; Snyder, Rand, & Sigmon, 2002) referred to “hope as a positive motivational state which includes two components of agency (goal-directed energy) and pathway (planning to reach the goals).” Optimistic people rely on general attributions in facing their failures and successes; they attribute their successes to their internal abilities and in facing failures attribute them to external certain unsustainable factors (Seligman & Schulman, 1986) (as cited in Aria, Jafari, and Behifar, 2019). Herrman, Stewart, and Granados (2011) defined “resilience as the ability to adjust positively, or the ability to retain or restore mental health in the face of hardship. Personal, biological, environmental or systemic causes of resilience are all considered in it, as well as their interactions. Highly resilient people can deal with stressful events through their capabilities and environmental resources (Bobek, 2002; Cope, Jones, & Hendricks, 2016) (as cited in Aria, Jafari, and, Behifar, 2019).

According to Avey, Luthans, Smith, and Palmer (2010) “positive psychological resources which are covered by the psychological capital concept are basically forming the individuals’ mental structure.” Psychological capital is concerned with who you are now and in the developmental sense what you are capable of becoming in the future (Luthans, Youssef, & Avolio, 2007). Afzal, Atta, and Malik (2016) found psychological capital as a positive predictor of good emotions and an inverse predictor of negative emotions, as well as positive determinants of well-being in the form of hope, resilience, and optimism. Psychological Capital or positive psychology can be described as an exploratory process by which positive outlook, opinion, criticism contribute to the functioning

and development of an individual, group, or corporation (Luthans and Youssef, 2004). Avey, Luthans, & Jensen (2009) described psychological capital as “one’s ability to face challenging situations, endurance against difficulties, and as well as patience and perseverance to achieve goals and achieve short- and long-term success”. The person with high psychological capital believes that he or she can control the future and they are always ready to take responsibility for his or her actions. It increases the chances of an individual becoming more successful in life.

1.3 Academic achievement

According to Coxhead and Nation, (2001), the academic has been defined as “activities which are theoretical or practical in nature relating to education and scholarship”. Crow and Crow (1969), defined “academic achievement as the extent to which a learner is profiting from instructions in a given area of learning i.e., the achievement is reflected by the extent to which skill or knowledge has been imparted to him” (as cited by Lawrence and Deepa, 2013). According to Matingwina (2018) “academic achievement, therefore, should be considered to be a multifaceted construct covering multiple domains of learning.” The main aim of academics is not only to develop the students cognitively instead it aims at the holistic development of the students. The stress of academic achievement is the most common symptom among adolescents in today’s scenario which gets easily worsened due to rising expectations of parents, teachers, and society as well as due to the rising competition. As reiterated by Sawyer, Azzopardi, Wickremarathne, and Patton in 2018, “adolescence, is a transitional phase of growth and development between childhood and adulthood.” Lipsitz (1980) focused on the same thought in his book “Growing up Forgotten: A Review of research and programs concerning early adolescence” and said that “they belong to that large amorphous group we have so much trouble accounting for in our society”. He also mentioned that “adolescence is a time when the individual seeks his distinctive identity.” During the adolescence period, students undergo and deal with several changes-physical, mental, social and emotional that many times makes them impatient and frustrated. Academic

achievement is an important aspect at this stage of life. Academic achievement is like the heart of all situations. If academic achievement is good and meets the expectations of individual, parents and society then they are ready to face all other situations with great enthusiasm, this view was firstly confirmed by the University of Minnesota (1916) while they experimented on 874 children and computed different issues like bullying, tattling, temper outburst, truancy, inattention in terms of percentage as cited by Hurlock and McDonald (1934). Nambudiri, Shaik, and Ghulyani, (2019) found that psychological capital influenced positively to academic achievement. The development of PsyCap in adolescents may help them to overcome their fears related to academics, face academic challenges, develop believe in their own self, be hopeful, optimistic and develop capacity to bounce back, if encounter any failures in academics and later in life itself. Hence keeping in view, the significance of academic achievement for adolescents and their general well-being, and importance of psychological capital in its enhancement, directed the study towards fulfilling the following objectives:

1.6 Objectives

1. To compare the psychological capital and academic achievement of adolescents with respect to gender and type of school.
2. To find out the relationship of psychological capital with the academic achievement of adolescents.

1.7 Hypotheses

1. There exists no significant difference in psychological capital and academic achievement of adolescents with respect to
 - Gender
 - Type of school
2. There exists no significant relationship of psychological capital with academic achievement of adolescents.

1.8 Method

The method employed for the study was descriptive survey method. Collection of data was done from adolescents of secondary schools of Ghaziabad district of Uttar Pradesh, India. Data was generated from 201 adolescents by employing simple random sampling. Out of 288 adolescents (178 boys and 110 girls), 148 were from government and 140 from private schools (data cleaning led to a sample of 201 (122 boys and 79 girls, i.e. 107 government and 94 private). To collect the data, “psychological capital questionnaire” by Fred Luthans, Bruce J. Avolio, and James B. (2007) and the percentage of 10th standard was used. To find differences between means, a t-test was used, while to analyze the relationship between psychological capital and academic achievement correlation was calculated.

1.9 Results and Discussion

I Results relating to differences in psychological capital of adolescents with respect to gender

Table 1 Mean score of psychological capital of girls and boys

Variable	Gender	N	Mean	SD	t-value
Self-Efficacy	Girls	79	26.886	4.6160	3.519**
	Boys	122	24.303	5.3612	
Hope	Girls	79	26.051	4.6268	3.154**
	Boys	122	23.885	4.8348	
Resilience	Girls	79	23.608	3.9465	1.843
	Boys	122	22.516	4.1961	
Optimism	Girls	79	22.810	4.2850	.602
	Boys	122	22.434	4.3465	
Overall PsyCap	Girls	79	99.696	11.0435	3.878**
	Boys	122	92.525	13.8255	

** significant at 0.01 level

Table 1 depicts the mean scores and standard deviation for various dimensions of psychological capital, namely, “self-efficacy”, “hope”, “optimism” and “resilience” and overall psychological capital of girls and boys studying in secondary schools of Ghaziabad district of Uttar Pradesh. The t-values for “self-efficacy”, “hope” and overall psychological capital were found to be significant at 0.01 level. While the t-value found for “optimism” and “resilience” was statistically insignificant. Further, it can be explained that girls had greater “self-efficacy”, “hope”, overall psychological capital in comparison to their boy counterparts. While

both the girls and boys were similar with respect to “optimism” and “resilience.” Thus, from the results, it can be indicated that hypothesis i.e., “there exists no significant difference in psychological capital of adolescents with respect to gender” is thus not accepted. The findings of the study were in congruence with the findings of Kaur and Sandhu (2016) who found that female students possessed higher level of psychological capital than their male counterparts.

II Results relating to differences in academic achievement of adolescents with respect to gender

Table 2 Mean scores of academic achievement of boys and girls

Variable	Gender	N	Mean	SD	t-value
Academic Achievement	Girls	79	75.77	10.323	4.306**
	Boys	122	70.21	10.855	

** significant at 0.01 level

Table 2 shows the mean scores and standard deviation for academic achievement of girls and boys studying in secondary schools of Ghaziabad district of Uttar Pradesh. The t-value

for academic achievement was found to be significant at the 0.01 level. It was revealed that girls had better academic achievement than boys studying in secondary schools. Thus, from the

results, it can be indicated that the hypothesis “there exists no significant difference academic achievement of adolescents with respect to gender” is thus not accepted. Similarly, Joshi and Srivastava (2009) also found significant gender differences in academic achievement and

revealed that girls outnumbered boys on academic achievement.

III Results relating to differences in psychological capital of adolescents with respect to type of school

Table 3 Mean scores of psychological capital of students studying in government and private schools

Variable	School	N	Mean	Std. Deviation	t- value
Self-Efficacy	Government	107	24.234	5.1535	3.213**
	Private	94	26.553	5.0537	
Hope	Government	107	23.533	4.8745	3.875**
	Private	94	26.106	4.4877	
Resilience	Government	107	22.636	4.2546	1.137
	Private	94	23.298	3.9644	
Optimism	Government	107	20.850	4.3779	6.703**
	Private	94	24.553	3.2910	
Overall PsyCap	Government	107	91.243	12.9475	4.948**
	Private	94	100.011	12.0443	

** significant at 0.01 level

- Table 3 depicts the mean scores and standard deviation for various dimensions of psychological capital, namely, “self-efficacy”, “hope”, “optimism” and “resilience” and overall psychological capital of adolescents for government and private schools of Ghaziabad district of Uttar Pradesh. The t-values for “self-efficacy”, “hope”, “optimism” and overall psychological capital were found to be statistically significant at 0.01 level, while the t-value for “resilience” was found to be statistically insignificant. Hence it can be concluded that students in private schools had greater “self-efficacy”, “hope”, “optimism” and

overall psychological capital in comparison to their government counterparts. While both government and private school students were similar with respect to “resilience.” Thus, from the results, it can be indicated that hypothesis, “there exists no significant difference in psychological capital of adolescents with respect to type of school” is thus not accepted. Kaur and Amin (2017) found differences in self-efficacy, hope, resilience and psychological capital among school students concerning the type of school (government and private).

IV Results relating to differences in academic achievement of adolescents with respect to type of school

Table 4 Mean scores of academic achievement of adolescents studying in government and private schools

School	N	Mean	Std. Deviation	t- value
Academic Achievement Government	107	69.346	9.5504	4.781**
Private	94	76.287	11.0333	

*significant at 0.05 level , ** significant at 0.01 level

Table 4 shows the mean scores and standard deviation for academic achievement of adolescents studying in government and private secondary schools of Ghaziabad district of Uttar Pradesh. The t-value for academic achievement was found to be significant at the 0.01 level. This indicated that students studying in private schools scored more than that of their government school counterparts. Hence the

hypothesis “there exists no significant difference in the academic achievement of adolescent with respect to the type of school” is thus not accepted. Similarly, Rasool and Bhat (2018) found that private secondary school students showed higher academic achievement than government school students.

(IV) Results relating to relationship of psychological capital with academic achievement of adolescents

Table 5 Coefficient of correlation of psychological capital with academic achievement

Variables	Academic Achievement	
Psychological capital	Self-Efficacy	.190**
	Hope	.126
	Resilience	.153**
	Optimism	.151*
	Overall PsyCap	.237**

** significant at the 0.01 level; * significant at the 0.05 level

Table 5 shows the coefficient of correlation of “self-efficacy”, “hope”, “resilience” and “optimism”, and overall psychological capital with academic achievement of secondary school students. The coefficient of correlation of “self-efficacy”, “resilience”, “optimism” and overall psychological capital with academic achievement of secondary school students was found to be .190**, .153**, .151, and .237** respectively which indicated that “self-efficacy”, “resilience”, “optimism”, overall psychological capital and academic achievement are positively related to one another. This implies that greater “self-efficacy”, “optimism”, “resilience” and overall

psychological capital, better will be the academic achievement of students. Thus, the hypothesis, “there exists no significant relationship of psychological capital with academic achievement of adolescents” is thus not accepted. The findings of the study were in congruence with the findings of Nambudiri, Shaik, and Ghulyani (2019) who found that PsyCap had a favorable effect on academic achievement. While Carmona-Halty, Salanova, Llorens, and Schaufeli (2019) revealed a statistically significant indirect link between study-related happy feelings and academic achievement through psychological capital. Favorable study-related emotions were linked to

improved academic achievement via positive correlations with psychological capital levels (i.e., efficacy, hope, optimism, and resilience).

1.10 Conclusions

- Boys and girls differed significantly with respect to “self-efficacy”, “hope” and overall psychological capital.
- Girls exhibited greater “self-efficacy”, “hope” and overall psychological capital in comparison to their boy counterparts. While both the girls and boys were similar with respect to “resilience” and “optimism.”
- Boys and girls differed significantly in academic achievement. Girls exhibited better academic achievement than boys.
- Government and private school students differed significantly with respect to “self-efficacy”, “hope”, “optimism” and overall psychological capital.
- Private school students exhibited greater “self-efficacy”, “hope”, “optimism” and overall psychological capital in comparison to their government school counterparts. While both government and private school students were similar with respect to “resilience.”
- Government and private school students differed significantly in academic achievement. Private school students showed greater academic achievement in comparison to their government school counterparts.
- A significant positive relationship was found in “self-efficacy”, “resilience”, “optimism”, overall psychological capital and academic achievement of adolescents.

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