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The Role of Psychological Capital in Academic Adjustment among University Students

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The Role of Psychological Capital in Academic Adjustment among University Students

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Abstract

To investigate the potential of psychological capital as a resource for academic adjustment, 511 BBA students were asked to complete two questionnaires, one assessing participants' psychological capacity, the other academic adjustment. Average grade-point scores were collected at two points in time as an additional measure of academic adjustment. Correlational as well as SEM analyses suggest that psychological capital is a positive resource with a central role in students' academic adjustment. The study extends knowledge on the impact of psychological capital on positive organizational behavior by generalizing it to higher education.

Keywords: Positive psychology, Psychological capital, Academic adjustment, GPA, University students

CHAPTER # 1

Introduction

1. INTRODUCTION

1.1 BACKGROUND

Western society emphasizes academic achievement and excellence as the cornerstones of satisfactory social and vocational integration (Solberg-Nes et al. 2009). Universities play a crucial part in achieving this goal. Their students, however, coming from different cultural and socio-economic backgrounds, vary often markedly in basic potential, prior education, motivation and social/emotional needs (McKenzie and Schweitzer 2001). Some enter university equipped with cognitive and psychological resources that sustain them in effectively coping with the challenges they encounter; others struggle to adjust to the peculiarities and requirements of the academic environment, hence are frequently prone to stress and anxiety (Qazi et al., 2020; Gerdes and Mallinckrodt 1994; Morrison and Cosden 1997). Academic adjustment is multifaceted, reflecting in addition to students' learning capacity their motivation, how they conceptualize their academic goals, the strategies they apply to achieve them, their satisfaction with the academic environment, and so on (Baker and Siryk 1984a, b). Academic adjustment has been suggested to consist of and be measured by the student's functioning in four distinct domains (Baker and Siryk 1984, 1986, 1989; Gerdes and Mallinckrodt 1994). The first domain, "academic achievement" is grounded in students' learning-motivation, the appropriateness of their study skills to particular study requirements and their ability to earn satisfactory grades. The second domain, "social adjustment" stands for students' involvement in their study environment, including their ability to establish social networks. The third domain, "personal emotional adjustment" reflects students' psychological and physical conditions. It is indicative of their self-perception and represents their coping with study-related challenges that lead to the arousal of stress and anxiety. The fourth and last domain, "institutional adjustment" is revealing of how students feel about their relation to academy, in general, and to their academic environment, in particular. One reason may be that academic performance may have acted as a positive feedback on students' mastery experiences or performance attainments. (Luthans et al., 2004) emphasized that mastery experiences or performance attainments "is potentially the most powerful approach for developing confidence because it entails direct information about success". (Stajkovic 2006) proposed that self-efficacy, optimism, hope, and resilience share a common confidence core. Thus, mastery experiences or performance attainments should lead to stronger confidence or

self-efficacy and other components of Psychological Capital, which in turn should lead to greater Psychological Capital. When students' Psychological Capital was developed, their perception of Psychological Capital of the group trended to be increased. The results in present study found that students' Psychological Capital has positive impact on their perception of Psychological Capital of the group (Raza et al., 2020). Although there is no empirical evidence on the relationship between individual Psychological Capital and the perception of Psychological Capital of the group, the several studies have showed that self-efficacy, a key component of Psychological Capital, was positively correlated with individuals' perception of their group's efficacy (Earley, 1993; Lent, Schmidt, & Schmidt, 2006; Son, Jackson, Grove, & Feltz, 2011). Academic adjustment is multifaceted, reflecting in addition to students' learning capacity their motivation, how they conceptualize their academic goals, the strategies they apply to achieve them, their satisfaction with the academic environment, and so on (Baker and Siryk 1984). Academic adjustment has been suggested to consist of and be measured by the student's functioning in four distinct domains (Baker and Siryk 1984; Gerdes and Mallinckrodt 1994). The first domain, "academic achievement" is grounded in students' learning-motivation, the appropriateness of their study skills to particular study requirements and their ability to earn satisfactory grades. The second domain, "social adjustment" stands for students' involvement in their study environment, including their ability to establish social networks. The third domain, "personal emotional adjustment" reflects students' psychological and physical conditions. It is indicative of their self-perception and represents their coping with study-related challenges that lead to the arousal of stress and anxiety. The fourth and last domain, "institutional adjustment" is revealing of how students feel about their relation to academy, in general, and to their academic environment, in particular. Besides this expanding research demonstrating the positive relationship that PsyCap has with desired employee outcomes, there is also conceptual (Luthans, Avey, Avolio, Norman, & Combs, 2006; Luthans, Youssef, & Avolio, 2007) and beginning empirical evidence (Luthans, Avey, & Patera, 2008) that PsyCap can be developed. To date, a PsyCap Intervention (PCI) training model has been developed (Luthans, Avey et al., 2006) and has been preliminarily tested in an online exercise (Luthans, Avey, & Patera, 2008). However, additional research is needed to both test further whether PsyCap can be developed via the PCI training model, as well as to determine its impact on individual performance.

1.2 PROBLEM STATEMENT

Other researchers have supported the idea that positive personal resource factors can be promoted and developed researcher's highlights the importance of building positive emotions, by reminding employees to think positively and encouraging employees to find meaning in negative events. It asserts that new employees should be provided with guided mastery experiences, performance feedback, and effective co-workers as models to strengthen existing psychological resources.

PsyCap is another construct emerging from positive organizational psychology research (POP), defined as the study of "positive human strengths and psychological capacities" that are measureable, that can be "developed, and managed" for improved employee performance in the workplace

Previous studies on PsyCap concentrated on work-related outcomes, i.e. job satisfaction. Nonetheless work and non-work life influence each other and there is a positive correlation between job satisfaction and life satisfaction time-based pressure as one major reason for this mutual interaction. If you have to work extra hours in the office you will have less time to enjoy time with family or friends, which can leave you unsatisfied and vice versa. Researchers also stated in their meta-analysis that besides predicting higher levels of work-family conflict, low PsyCap predicts less meaning of life, things that should result in a decrease in life satisfaction. Lastly it has been reported that life satisfaction is positively related to optimism and self-esteem, posing another connection to PsyCap... improving the organizational performance and for achieving the organizational success in catching the competitive advantage. From this point, because organizational commitment and job satisfaction attitudes have been relate to organizational performance, ultimately the components of organizational psychological capital may relate to these work attitudes.

Evidence suggests that PsyCap is not only important for an individual's general wellbeing, but can also make a difference when it comes to leadership. For example, researchers from Arizona State University and Syracuse University found that hopeful and optimistic CEOs had higher performing organizations. In addition, researchers at the University of Nebraska found that leader PsyCap played a role in whether or not leaders were perceived as authentic. Even more enticing to organizations is that leaders' PsyCap has been shown to influence their job

satisfaction and organizational commitment, as well as their job performance and retention. As a senior leader at Microsoft Corp recently remarked when asked how he retains his top talent, “it’s simple really. If we keep our people excited about the future and don’t let the challenges get them down, we have a good chance of keeping them part of our family for life”

PsyCap is important to effective leadership, questions remain. In particular, why are some leaders hopeful, optimistic, confident, and resilient, while others are not? Is it possible that the brains of high PsyCap leaders differ in some substantial way from lower PsyCap leaders? In addition, given that hope, optimism, confidence, and resiliency are touted as being open to training and development (i.e., we can increase or teach them), can we confirm this using new and novel methods?

We recognize the complexity of leaders and the processes aimed at leadership development. However, we believe that neuroscience holds promise for development. As such we propose that a neurological approach to leadership development with a focus on enhancing PsyCap in leaders

1.3 RESEARCH OBJECTIVE

The objective of this research is to examine the role of psychological capital in academic adjustment among university students.

1.4 RESEARCH QUESTION

What is the role of psychological capital in academic adjustment among university students?

1.5 SIGNIFICANCE OF THE STUDY

OTHER RESEARCHERS

Future research needs to continue to explore the nomological network of psychological capital, mindfulness, emotions, and other related positive constructs in the context of organizational change. And also Future research should also focus on experimental studies to establish the causal, directional impact of psychological capital and positive emotions.

Future research may also investigate how some other leadership theories might be connected to authentic leadership. For example, is relational transparency connected to leadership behaviors such as consideration? Can initiating structure affect perceptions of leader authenticity? Answers to these questions may enhance our understanding of the complex relationships between authentic leadership and desired outcomes and further demonstrate that authentic leadership is a distinct leadership construct.

Future research also needs to explore boundary conditions for authentic leadership that are beneficial to group effectiveness (e.g., justice climate, psychological safety, and various individual and organizational cultural dimensions and across borders).

Which Area Or Domain Will Be Most Benefitted By This Study?

The third domain, ‘personal emotional adjustment’ reflects students’ psychological and physical conditions. It is indicative of their self-perception and represents their coping with study-related challenges that lead to the arousal of stress and anxiety.

CONTRIBUTION TO THE STUDY

A different aspect of PsyCap as a potential mediator has been probed for its role in the relation of academic stress to psychological symptoms (e.g., depression, somatization), physical symptoms (e.g., headache, stomachache) and life satisfaction (Riulli et al. 2012). This research pinpoints PsyCap’s ability to moderate the influence of academic stress in the development of psychological and physical symptoms. It also suggests that PsyCap accompanies students’ life satisfaction. Similar conclusions have been drawn from a longitudinal study (Avey et al. 2011) with college students on the essence of the relationship between PsyCap and well-being and how it is mediated by positive emotions (e.g., happiness, love, joy) and anxiety and stress. Overall, as the researchers expected, PsyCap proved a positive predictor of students’ well-being. Interestingly, on a more specific level, higher levels of PsyCap were associated with enhanced levels of positive emotions that reduced anxiety and stress, consequently increasing well-being. The logical conclusion from these findings is that PsyCap underlies creation of positive emotions, and on the other hand helps students to cope with academic stress and anxiety. As a result, students will elevate their achievements and experience higher levels of well-being.

CHAPTER # 2

Literature Review

2. LITERATURE REVIEW

2.1 THEORETICAL BACKGROUND:

Carolyn M. Youssef-Morgan, Fred Luthans (2013) Positive organizational scholars define positively as “elevating processes and outcomes”(Cameron &Caza, 2004, p. 731).Thus, a better understanding of positive processes requires the investigation of the explanatory mechanisms that can account for the manifestation of “intentional behaviors that depart from the norm of a reference group in honorable ways”(Spreitzer&Sonenshein, 2003,p. 209). Positivity also focuses on outcomes that “dramatically exceed common or expected performance spectacular results, surprising outcomes, and extraordinary achievements...exceptional performance” (Cameron, 2008, p. 8). This “positive deviance” clearly goes beyond ordinary success or effectiveness.

Academic adjustment is multifaceted, reflecting in addition to students’ learning capacity their motivation, how they conceptualize their academic goals, the strategies they apply to achieve them, their satisfaction with the academic environment, and so on (Baker and Siryk 1984a, b). Academic adjustment has been suggested to consist of and be measured by the student’s functioning in four distinct domains (Baker and Siryk 1984a, b, 1986, 1989; Gerdes and Mallinckrodt 1994). The first domain, “academic achievement” is grounded in students’ learning-motivation, the appropriateness of their study skills to particular study requirements and their ability to earn satisfactory grades. The second domain, “social adjustment” stands for students’ involvement in their study environment, including their ability to establish social networks. The third domain, “personal emotional adjustment” reflects students’ psychological and physical conditions. It is indicative of their self-perception and represents their coping with study-related challenges that lead to the arousal of stress and anxiety. The fourth and last domain, “institutional adjustment” is revealing of how students feel about their relation to academy, in general, and to their academic environment, in particular.

Psychological Capital is a core construct reflecting individuals’ positive psychological state of development (Luthans 2002a; Luthans et al. 2004; Luthans and Youssef 2004). It has been conceptualized within positive psychology (Seligman 1998, 2002) in general, and in the examination of specific positive organizational behavior in particular (Luthans 2002a, b). It is

built of four capacities: (1) self-efficacy: the confidence to take on and put in the necessary effort to succeed in performing challenging tasks; (2) optimism: a positive attribution about succeeding now and in the future; (3) hope: preserving toward goals, and when necessary, redirecting paths to goals in order to succeed; (4) resiliency: the ability to bounce back and even beyond when confronted with problems and adversity in order to attain success (Luthans et al. 2006b, 2007b).

2.2 EMPIRICAL STUDY

Laura et al. (2017) conducted the determinants of scholastic achievement: The contribution of personality traits, self-esteem, and academic self-efficacy. Academic self-efficacy has been used as the dependent variables and self-esteem, openness and conscientiousness are used as independent Variables. The data was collected from 426 children, 206 boys and 220 girl respondents were from high school. SEM techniques have been used this relationship. The result shows for both males and females, self-ratings of conscientiousness, openness, self-esteem, and academic self-efficacy beliefs were positively interrelated and were positively related with junior high-school grades. It has been suggested that educators should be aware of their students personality in order to better attune their efforts to improve their students beliefs about how much they are capable to successfully pursue challenging academic and personal goals. Future research should further clarify how personality traits and self-esteem predispose individuals to develop and strengthen perceived academic self-efficacy beliefs, and how these personal characteristics interact with learning conditions in improving academic performance. Finally, in agreement with those scholars who established that people may have a different sense of self-worth depending on the specific domain in which they evaluate their self-worth (e.g., school, family, community and social life).

Solbergnes, R.evans and Segerstrom (2009) examined whether optimistic expectancies are associated with college retention. Higher education has been connected to the better income, longer life expectancy, and better. The data was collected from 2,189 sample was 40.4% male ($n = 884$) and 59.6% female ($n=1,305$), which roughly belongs to the freshman class as a whole (46.0% and 54.0% for males and females, respectively).Department of Education and the Office

of Institutional Research at the beginning and end of the first year in college. SEM techniques have been used to analyze this relationship. The result structural equation models revealed that dispositional optimism predicted retention through motivation and adjustment, which in turn predicted retention. Academic optimism, on the other hand, predicted retention through its effect on GPA, motivation, and adjustment.

Bevel, Raymona and King(2010) examined the purpose of the research was to determine the effects of academic optimism on student academic achievement through measuring the individual and collective effects of academic emphasis, collective efficacy, and faculty trust in clients the independent variables were academic emphasis, collective efficacy, and teacher trust of clients and collectively, academic optimism. The dependent variable of student achievement was measured by fifth grade reading scores on the ARMT for each school. Descriptive statistics were calculated to describe the sample of 29 schools. SEM techniques have been used to analyze this relationship. This study adds to the existing body of knowledge about academic optimism and reading achievement for elementary, middle, and high schools. This knowledge benefits individual schools and school systems as they prepare school improvement plans required by NCLB legislation and in particular the accountability measures required by the Alabama State Department of Education. In addition this research provides information to guide professional development necessary to implement strategies outlined in school improvement plans.

Smith, Hoy and W (2007) examined the aim of this study was two-fold: to demonstrate a general construct of schools called academic optimism and to show it was related to student achievement in urban elementary schools, even controlling for socioeconomic factors, and school size. The major hypotheses of the study were supported; academic optimism was a second-order construct comprised of collective efficacy, faculty trust, and academic optimism. Moreover, academic optimism is a school characteristic that predicts student achievement even controlling for socioeconomic status. The data was collected from 99 urban elementary schools in Texas and multiple regression and factor analyses were used to test a series of hypotheses guiding the inquiry. SEM techniques have been used to analyze this relationship. The results support Bandura's social cognitive theory, Coleman's social capital theory, Hoy and Tartar's work on organizational climate, and demonstrate the existence of a cultural property of schools called

academic optimism. Further, the findings have practical implications for developing strategies to improve the academic performance of urban schools.

Snyder, 2002; Scheier & Carver, 1985; examined a synthesized model of trait hope and trait optimism. In this model hope and optimism are conceptualized as facets of an overarching trait called goal attitude has been used as the dependent variables and hope, optimism, trait, positive efficacy. Negative efficacy, grade expectancy are used as independent variables. The present sample consisted of 345 undergraduate students (205 women, 140 men) in a psychology course at a large Midwestern university. Students participated in the study in exchange for extra credit in the course examines the role that students' academic goals played in the goal-pursuit process. SEM techniques have been used to analyze this relationship. The results show that hope uniquely influenced students' grade expectancies, whereas optimism did not. In turn, grade expectancies influenced academic performance. Neither hope nor optimism had a unique, direct influence on academic performance. In contrast, the shared aspect of hope and optimism (i.e., goal attitude) had a direct influence on academic performance.

Nurul et al. (2015) conducted main objective of this cross-sectional study is to determine inter relationship of emotional intelligence and personality trait Conscientiousness, Openness to experiences, Extraversion, Agreeableness among school educator leaders in High Performance Schools (SBT) domain school educator leaders in High Performance Schools (SBT) There were 311 (94.2%) respondents who completed the study from five selected location. But only 306 (92%) technique SPSS This finding suggests that personality Conscientiousness trait have stronger relationship with emotional intelligence compare to the others traits. On a practical note, the assessment of psychological construct in schools setting such as emotional intelligence and personality could possibly assist in enhancing the work performances in delivering huge benefits to the society especially in the educational.

Kılınç, Ali and Çağatay (2013) analyzed the relationships between teacher sense of academic optimism and school climate. indicated that teacher sense of academic optimism was positively and significantly related to supportive, directive, and intimate school climates and that intimacy was the only significant predictor of teacher sense of academic optimism The study sample consisted of 302 Out of these, 195 (64.6%) were female and 107 (35.4%) were male. Nearly half of the participants (n = 147; 48.7%).examined the relationships between teachers' perceptions on

academic optimism and school climate. SEM techniques have been used to analyze this relationship. The result indicated that teacher sense of academic optimism was positively and significantly related to supportive, directive, and intimate school climates and that intimacy was the only significant predictor of teacher sense of academic optimism. Findings of the present study have supported the notion that school climate is a significant construct for understanding and explaining teacher sense of academic optimism. Results of this study were discussed in relation to practical implications in school settings

Ciarrochi, Heaven and Davies (2007) examined the impact of hope, self-esteem, and attributional style on adolescents' school grades and emotional well-being: A longitudinal study. We examined the distinctiveness of three "positive thinking" variables (self-esteem, trait hope, and positive attribution style) in predicting future high school grades, teacher-rated adjustment, and students' reports of their affective states. Seven hundred eighty-four high school students (382 males and 394 females; 8 did not indicate their gender) completed Time 1 measures of verbal and numerical ability, positive thinking, and indices of emotional well-being (positive affect, sadness, fear, and hostility), and Time 2 measures of hope, self-esteem, and emotional well-being. Multi-level random coefficient modeling revealed that each positive thinking variable was distinctive in some contexts but not others. Our sample represents a diverse range of key demographic indicators and closely resembles national distributions with respect to number of intact families and language other than English spoken in the home. . The results are discussed with reference to the importance of positive thinking for building resilience.

Feldman et al. (2016) conducted hope as a mediator of loneliness and academic self-efficacy among students with and without learning disabilities during the transition to college. The transition to college often occasions excitement as well as elevated stress for students. This may be especially the case for those with learning disabilities (LD), who can encounter problems both socially and academically. This study follows students both with and without LD during the first month of college to explore the relationships between LD status and two outcomes: loneliness/social distress and academic self-efficacy. In particular, we hypothesized that hope and optimism would mediate the relationship between LD status and these outcomes. The sample consisted of 344 first-year undergraduates at the beginning of the academic year (Time-1) and a month later (Time-2). Results showed that LD status predicted Time-2 levels of academic self-

efficacy and loneliness only indirectly, demonstrating that relationships between LD and loneliness as well as between LD and academic self-efficacy are mediated by hope.

Gallagher et al. (2017) conducted hope and the academic trajectory of college students. This study examined the role of hope in predicting the achievement and retention of college students while controlling for educational history and two other psychological constructs, academic self-efficacy and engagement. Hope, self-efficacy, engagement were all correlated with both the number of semesters enrolled and cumulative grade point averages for the first 4 years of college. Participants were 229 students (129 males, 100 females) at a large Midwestern American university who participated in exchange for psychology course credit. Hope was the only factor that had unique effects when examining predictors simultaneously and controlling for academic history. Hope uniquely predicted the number of enrolled semesters, whether students returned for the 2nd semester of college, whether students graduated in 4 years, and students' GPAs across 4 years of college. Results therefore indicate that hope was the most robust predictor of academic achievement in college after controlling for educational history. These findings point to a need to help students develop the capacity to initiate and sustain movement toward goals in the pursuit of higher academic achievement.

Cedeno et al. (2010) conducted school violence, adjustment, and the influence of hope on low-income, African American youth. The current study investigated the prevalence and impact of exposure to school violence using a cross-sectional design with a sample of 132 low-income, African American fifth graders (mean age 10.20). Additionally, hope was examined in relation to adjustment and as a potential resilience factor in the context of school violence. Students completed self-report measures for exposure to school violence frequencies, self-concept, and hope. Teachers completed a teacher-rated survey assessing levels of problem behaviors, social skills, and academic competence. Results indicated that the majority of youth had been personally victimized or witnessed violence during a 3-month period. Exposure to school violence was positively associated with problem behaviors, and negatively associated with social skills, self-concept, and academic competence; hope was inversely related to externalizing behaviors and positively related to self-concept. Hope buffered the effects of personal victimization and witnessing violence on self-concept. Gender differences were observed for a number of the analyses.

Levi et al. (2013) conducted this study sought to extend the research on adolescents' hope, academic expectations, and average grades were used as an integrated conceptual framework for predicting expected and actual academic performance. The current study considered the relations between adolescents' hope and effort and expected and actual academic achievements. The sample consisted of 289 10th grade high school students (152 girls and 137 boys). Academic achievements among college students SEM techniques have been used to analyze this relationship. The results demonstrated that hopeful thinking had a direct effect on grade expectations, which, in turn, predicted academic achievement. In addition, SOC, social SE, emotional SE, and academic SE were interrelated, but only emotional SE and SOC contributed directly to hope. The implications for future research and the field of educational psychology of using hope, SOC, and SE as an integrated conceptual framework for predicting academic outcomes are discussed.

Giunta et al. (2013) conducted the contribution of personality traits, self-esteem on academic adjustment. Academic self-efficacy has been used as the dependent variable and openness, conscientiousness and self-esteem are used as independent variables. The data was collected from 426 children, 226 boys and 220 girls belonging to high school. Structural equation model (SEM) technique has been used to analyze this relationship. The result shows that for both males and females, self-ratings of conscientiousness, openness, self-esteem, and academic self-efficacy beliefs were positively interrelated and were positively related with junior high-school grades. Just for females, conscientiousness, openness, self-esteem, and academic self-efficacy beliefs were positively related with high-school grades. Just for males, self-esteem and academic self-efficacy beliefs were positively related with high-school grades. It has been suggested that educators should be aware of students' personality antecedents in order to improve their students' beliefs about their capabilities to master different areas of coursework and to regulating their motivation and learning activities.

Amoon, Fuertes and J. N. (2011) examined the association between self-efficacy and self-rated abilities in conjunction with adjustment and academic performance. Self-efficacy has been used as the dependent variable and self-related abilities is used as the independent variables. The data was collected from 271 undergraduate college students with major in liberal arts. SEM technique has been used to analyze this relationship. The results show a significant positive association

between self-efficacy and self-rated abilities, as measured by the CSEI and SDS Self-Estimates subscale. It has been suggested that counselors are encouraged to consider the influence of self-beliefs on adjustment and on academic and career planning and performance. In terms of planning, counselors are advised to consider the influence of self-beliefs, particularly self-efficacy, in the interpretation of SDS, SII, and other interest inventory or career assessment results. Future research might test an implicit assumption in the theory and research on self-efficacy and self-rated abilities that higher is better.

Riggs, MS and R. C. (2015) examined the effects of psychological distress and social support on academic adjustment among a sample of student veterans who were previously deployed. Psychological distress and social support has been used as dependent variable and academic adjustment is used as an independent variable. The data was collected from 117 military veterans who reported previous deployment and were currently enrolled as undergraduate or graduate students in 1 of 3 universities located in Texas. SPSS technique has been used to analyze this relation. The result indicated that military unit support during deployment, current social support, anxiety, and posttraumatic symptoms, but not depressive symptoms, were significantly associated with academic adjustment. Results from the current study can be used by college administrators and university counseling centers to improve service delivery and programming specifically for student veterans. These findings, along with findings from other studies, suggest that student veterans are experiencing significant psychiatric symptoms, but the question remains whether university counseling centers are adequately staffed and trained to meet the needs of this unique population. It has been suggested that the transition from the military culture to college life can be thought of in terms as a cross-cultural transition. Furthermore, this study was cross-sectional in nature and included only student veterans currently enrolled in college courses. Therefore, we did not capture the students who may have dropped out of college or, likewise, those who may have successfully graduated; both of these groups may look quite different from our sample.

Yusuf and M. (2011) analyzed the impact of self-efficacy, achievement motivation, and learning strategies on students' academic achievement. Academic achievement has been used as a dependent variable self-efficacy, achievement motivation, and learning strategies are used as independent variable. The data was collected from 300 undergraduate UKM students. SEM

technique has been used to analyze this relationship. Additionally, the analysis of direct and indirect results indicated the mediational role of self-efficacy on achievement motivation and learning strategies. The highest statistical significant effect was between respondents' self-efficacy and CGPA suggesting neither, the achievement motivation, nor was the learning strategies the strongest cause of the respondents' academic achievement the analysis has shown the direct effect of self-efficacy and indirect influence of achievement motivation and self-learning strategies on participants' academic accomplishment.

Aspelmeier et al. (2012) conducted the role of generational status as a moderator of a relationship between psychological factors and college outcomes was tested to determine whether generational status acts as a risk factor or as a sensitizing factor. Psychological factor has been used as independent variable and college outcome has been used as dependent variable. The data was collected from 322 undergraduate students who completed online measures of self-esteem, locus of control and academic adjustment and provided self-reports of GPA. It was found that the relationship between psychological factors and academic outcomes were strongest among first-generation students. Further, it was found that for the majority of the interactions with locus of control, first-generation status acted as a sensitizing factor that amplified both the positive and negative effects of locus of control.

Roddenberry, Renk and K. (2010) examined the mediating effects of locus of control and self-efficacy in the relationships among stress, illness, and the utilization of health services. Stress, illness and the utilization of health is related to each other while effects of locus of control and self-efficacy are working as mediators. The data was collected from 159 college students. SEM technique has been used to analyze the relation between variables. Results suggest that participants who endorse higher levels of stress also endorse higher levels of illness, higher levels of external locus of control, and lower levels of self-efficacy. In addition, structural equation modeling suggests that there are direct relationships between stress and illness and between illness and the utilization of health services. Further, locus of control appears to be a partial mediator in the relationship between stress and illness. Given the link established between stress and illness and the individual differences associated with reactions to stressful situations, it is important for future examinations to continue to identify potential mediators of the stress-illness link.

Gabriela I et al. (2013) conducted this study investigates the role of socioeconomic stress on academic adjustment, and pinpoints family obligation as a possible buffer of negative associations. Has been used as the dependent variables and socioeconomic stress family obligation academic adjustment Asian American adolescents are used as independent variables. Participants at the initial time of recruitment were 180 9th (48.3 %) and 10th grade Asian American adolescents (60 % female). socioeconomic stress and adolescents' academic outcomes. SEM techniques have been used to analyze this relationship. Results suggest that socioeconomic stress is indeed associated with poor academic adjustment, measured broadly through self-reported GPA, importance of academic success, and educational aspirations and expectations. Family obligation was positively related to adjustment, and also was found to buffer the negative effects of socioeconomic stress, but only during adolescents' later high school years.

Lee, Deborah and Darlene (2009) examined the purpose of this study was to determine the relationship between resilience and the academic achievement of at-risk students in the Upward Bound Program in Georgia. Resilience, At-risk students, the Upward Bound Program, Academic performance. There were 200 participants selected for this study and 91 chose to participate. Education for Students Placed at-risk SEM techniques have been used to analyze this relationship. The implications for the study can be very useful to educators and educational leaders as well as for professionals who work in dropout prevention and pre-college programs in Georgia. Also, the findings in the study can serve as a basis for strengthening parental involvement and support from adult mentors for K-12 students. , the findings should provide a basis for promoting resilience in all students, especially at-risk students due to poverty.

Ozbek et al. (2017) conducted the goal of this thesis was to examine the relationships between protective and risk factors to experiencing stress and how these factors may predict academic performance in college students. College students were surveyed twice over the course of a semester on emotion regulation strategies, trait resilience, and perceived stress. The data was collected from participants were 125 college students who were 18 years or older belonging to social anxiety and depressive symptoms in college students. SEM techniques have been used to analyze this relationship. It was determined that trait resilience scores do predict use of emotion regulation strategies but change in stress and trait resilience does not significantly predict

variation in academic performance during the semester. Limitations and future directions are further discussed.

McGillivray and Pidgeon (2015) analyzed the study to examine attributes of resilience among university students. The study compared university students reporting high and low levels of resilience on psychological distress, sleep disturbances and mindfulness. A protective factor associated with sleep-related, self-regulation is mindfulness. Mindfulness based programs have shown benefits in stress reduction and resilience. A total of 89 university students participated in the study aged between 18 to 57 years. Belonging to SEM techniques have been used to analyze this relationship. Results showed that university students with high levels of resilience reported significantly lower levels of psychological distress and significantly higher levels of mindfulness, compared to university students reporting low levels of resilience. The findings add to extant knowledge of resilience and provide support for universities to develop strategies that promote resilience in university students to reduce the risk of students developing mental health problems, thus enabling students to flourish under academic pressures.

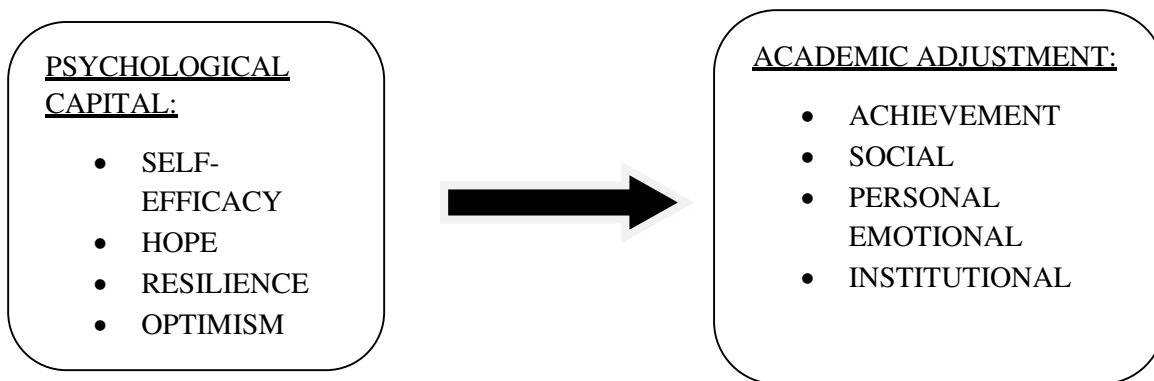
Park et al. (2016) conducted the study to investigate the relationship amongst emotional labor, communication competence, resilience, and clinical nursing performance of university hospital nurses, and to identify the influencing factors on job performance of clinical nurses who work at two university hospitals. The data was collected using questionnaires from 216 nurses in February 2016. Data was analyzed using one-way ANOVA, Pearson correlation, and stepwise multiple regressions using IBM SPSS technique has been used. The result of the stepwise multiple regressions indicates that communication competence and years of service predict 40.9% in nursing performance of university hospital nurses. The most powerful predictor was communication. In conclusion, to enhance nursing performance for university hospital nurses, it is necessary to develop and utilize educational programs that enhance the communication competence and to develop strategies to support leisure activities for university hospital nurses.

Zeng et al. (2016) conducted the objective of positive education is not only to improve students' well-being but also their academic performance. As an important concept in positive education, growth mindset refers to core assumptions about the malleability of a person's intellectual abilities. Growth mindsets to psychological well-being and school engagement. The data was collected from Participants 1260 (658 males and 602 females) SEM techniques have been used

to analyze this relationship. The results from the structural equation model show that the development of high levels of growth mindsets in students predicts higher psychological well-being and school engagement through the enhancement of resilience. The current study contributes to our understanding of the potential mechanisms by which positive education (e.g., altering the mindset of students) can impact psychological well-being and school engagement.

Çelik et al. (2015) conducted the current study aims to understand the role of personal and environmental resilience factors and locus of control on hope and academic achievement levels of pre-adolescent male students who were active in sports but were coming from low socio-economic status environments determining the relations among resilience, hope, self-esteem, locus of control and academic achievement. Our sample is composed of 1,169 male junior soccer players selected via nationwide sports selection program. Our results suggested that personal factors, familial resilience, and society but not peers serve as protective factors for elevating hope, self-esteem and finally academic achievement for pre-adolescent children.

2.3 CONCEPTUAL MODEL:



2.4 HYPOTHESIS:

H1: There is a positive relationship between self-efficacy and academic adjustment

H2: There is a positive relationship between hope and academic adjustment

H3: There is a positive relationship between resilience and academic adjustment

H4: There is a positive relationship between optimism and academic adjustment

CHAPTER # 3

Methodology

3. METHODOLOGY

3.1 RESEARCH PURPOSE:

There are three types

- 1) Explorative**
- 2) Descriptive**
- 3) Explanatory**

In this study, explanatory research purpose is used. It is defined an attempt to connect ideas, to understand cause and effect, meaning researcher want to explain what is going on (Raza et al., 2018; Ali et al., 2019). Explanatory research looks at how things come together and interact. The research does not occur until there is enough understanding to begin to predict what will come next with some accuracy.

3.2 RESEARCH APPROACH:

There are three types of research approaches

- 1) Quantitative approach**
- 2) Qualitative approach**
- 3) Pragmatic approach to research (Mixed method)**

In this study, quantitative research approach is used. It usually involves collecting data and converted into numeric form and then findings are analyzed and evaluated by statistical techniques.

3.3 RESEARCH DESIGN:

In this study, correlational research design is used. It aims to systematically investigate and explain the nature of the relationship between variables in the real world. Often the quantifiable data (i.e. data that we can quantify or count) from descriptive studies are frequently analyzed in this way (Raza et al., 2019; Raza et al., 2020). Such studies only describe and attempt to explain the nature of relationships that exist, and do not examine causality (i.e. whether one variable causes the other). Correlation is used to find out how much independent variable (hope, efficacy, optimism and resilience) impacts on dependent variable (academic adjustment).

3.4 SAMPLING TECHNIQUE:

In this study, convenience sampling technique is used. Convenience sampling technique uses when we want to collect data from respondents who are easy to approach. Convenient technique is a non-probability technique where respondents are selected because of the convenient accessibility and proximity of the researcher (Raza et al., 2020).

3.5 TARGET AUDIENCE/ POPULATION:

The targeted population of this study consists of university students.

3.6 SAMPLE SIZE:

The sample size selected for the data was based on the guidelines presented by Raza and Hanif (2013), Raza et al. (2020), that the sample of 50 is considered as poor, 300 as good, 500 as very good and 1000 was considered as an excellent sample with respect to factor analysis. The sample size of this study consists of 511 respondents.

3.7 STATISTICAL TECHNIQUE:

The study uses Statistical Package for the Social Sciences (SPSS) and Partial Least Square (PLS). The tests apply on the data includes reliability analysis, factor analysis and regression analysis (Raza et al., 2020).

Statistical Package for the Social Sciences (SPSS): it is a software package used in statistical analysis of data. The software was originally meant for the social sciences, but it has become more popular in other fields including health sciences, marketing and data mining.

Partial Least Squares (PLS): It is a multivariate technique used to develop models for LV variables or factors, both X and Y blocks (data sets) are modeled to find out the variables in an X matrix that will best describe the Y matrix

3.8 QUESTIONNAIRE AND MEASUREMENT INSTRUMENT:

The data are collected by means of a questionnaire which was based on a 5-point Likert scale from strongly disagree (1) to strongly agree (5). The questionnaire was adapted from past studies the items of Psychological Capital were adapted from Luthans, F., Avolio, B. J., Avey, J. B., & Norman, S. M. (2007a). Positive psychological capital: Measurement and relationship with performance and satisfaction. *Personnel Psychology*, 60, 541–572. Luthans, F., Youssef, C. M., & Avolio, B. J. (2007b). *Psychological capital: Developing the human competitive edge*. New York: Oxford University Press. The items of Academic Adjustments were adapted from Baker, R. W., & Siryk, B. (1989). *SACQ student adaptation to college questionnaire manual*. Los Angeles, CA: Western Psychological Services.

3.9 ETHICAL CONSIDERATION:

Ethics are norms and standards of our research paper. The responses have been collected on the respondents will and no biasness has taken place. Hence, the responses will be kept confidential and no information related to the respondent will be leaked. The disclosure of the respondent

identity will be based on their permission where if they are not willing to disclose identity it will not be disclose. Hence, the ethical aspect of research is followed in this research paper.

CHAPTER # 4

Data Analysis

4. DATA ANALYSIS

4.1 Demographics

Respondent's profile

Table 1

Variable	Categories	Frequency	Percentage %
Gender	Female	333	65.2
	Male	178	34.8
Student of university	Public sector	168	32.9
	Private sector	286	56
	Semi-private sector	57	11.2
Age	18-23	86	16.8
	24-29	268	52.4
	30-35	129	25.2
	36 or above	22	4.3
Education	Undergraduate	117	22.9
	Graduate	279	54.6
	Post-graduate	78	15.3
	Other	37	7.2
Field of study	Business	95	18.6
	Computers	166	32.5
	Engineering	84	16.4
	Medical	129	25.2
	Other	37	7.2

Interpretation:

The details of demographics profile are presented in table (1). In terms of gender 65.2% respondents were female and 34.8% respondents were male. In terms of student of university 32.9% were the student of public sector, 56% were the student of private sector and 11.2% were the students of semi-private sector. The respondent age group category showed that 16.8% were falling in the age bracket of 18–23, 52.4% were in the age bracket of 24–29 whereas 25.2% were in the age bracket of 30-35 and the rest 4.3% were in the age bracket of 36 or above. The majority of the respondents were graduate 54.6%, 22.9% were undergraduate, 15.3% post-graduate and the rest 7.2% were other. The field of study shows that 18.6% respondents were studying business studies, 16.4% were studying engineering, 32.5% were studying computers, 25.2% were studying medical and the rest 7.2% were in other study program.

4.2 Reliability Analysis

Reliability refers to the extent to which a scale produces consistent results, if the measurements are repeated a number of times.

Reliability analysis was done in order to determine the ability of the instrument to measure the phenomenon for which it is designed. Reliability of an instrument is measured in terms of Cronbach's alpha which is the coefficient of reliability.

Table 2: Reliability Analysis

Table-2		
Construct	Cronbach's α	Items
AA	0.833	21
Eff	0.952	5
Hope	0.948	5
Opt	0.716	4
Res	0.891	5

Notes: AA = Academic Adjustment, EFF = Efficacy, hope= Hope, opt= Optimism and res= Resilience.

Interpretation:

Table 2 shows reliability analysis of all variables. According to Uma Sekaran (2003), the closer the reliability coefficient, Cronbach's Alpha gets to 1.0, the better the reliability. According to Tabachnick&Fiddell, (2007) the values of Cronbach's Alpha should be more than 0.55. Moreover, according to Nunnally (1978) Cronbach's α values should be greater than 0.7.

The first variable AA has 5 items and the value of alpha of these items is 0.833. The second variable eff has 5 items and the value of alpha of these items is 0.952. The third variable hope has 5 items and the value of alpha of these items is 0.948. The fourth variable opt has 5 items and the value of alpha of these variables is 0.716. The fifth variable RES has 5 items and the value of alpha of these items is 0.891. This overall reliability statistics indicates the reliability of the scale.

4.3 Factor Analysis

Factor analysis is a technique of data reduction which is designed to represent a wide range of attributes on a smaller number of dimensions on the basis of their similarities (Raza et al.,2020).

Table 3: Factor Analysis

construct	AA	eff	hope	opt	res
ach1	0.848				
ach2	0.905				
ach3	0.925				
ach4	0.917				
ach5	0.898				
cgpa	0.744				
ins1	0.693				
ins2	0.855				
ins3	0.673				
ins4	0.808				
ins5	0.713				
per1	0.714				
per2	0.816				
per3	0.848				
per4	0.717				
per5	0.761				
social1	0.729				
social2	0.793				
social3	0.814				
social4	0.839				
social5	0.848				
eff1		0.819			
eff2		0.865			
eff3		0.887			
eff4		0.842			
eff5		0.945			
hope1			0.826		
hope2			0.923		
hope3			0.945		
hope4			0.938		
hope5			0.912		
opt1				0.994	
opt2				0.854	
opt3				0.993	
opt4				0.920	
res1					0.796
res2					0.770
res3					0.778
res4					0.920

res5	0.907
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Notes: AA = Academic Adjustment, *eff* = Efficacy, *hope*= Hope, *opt*= Optimism and *res*= Resilience.

Interpretation:

Table 2 shows that how the variables are grouped into similar dimensions and their correlation values. If value lies in the range of 0.01 to 0.3 it means relationship between variable and the items is weak. Moreover, if it lies in the range of 0.31 to 0.7 then it shows moderate relationship and if it is greater than 0.7 so it represents high correlation.

4.4 Regression Analysis

Statistics is the science of collecting, analyzing and making inference from data. Statistics is a particularly useful branch of mathematics that is not only studied theoretically by advanced mathematicians but one that is used by researchers in many fields to organize, analyze, and summarize data.

Linear regression analysis estimates the coefficients of a linear equation, involving one or more independent variables that best predict the value of the dependent variable.

Hypothesis	Regression Path	Effect type	B-Coefficients	P Values	Remarks
H1	eff -> AA	Direct effect	0.061	0.000	Supported
H2	hope -> AA	Direct effect	0.000	0.010	Supported
H3	opt -> AA	Direct effect	0.140	0.002	Supported
H4	res -> AA	Direct effect	0.172	0.180	Not Supported

Notes: AA = Academic Adjustment, *eff* = Efficacy, *hope*= Hope, *opt*= Optimism and *res*= Resilience.

Discussion

As shown in table 4

The first hypothesis shows that the efficacy has a significant and positive relationship with the AA ($p < 0.1$, $\beta = 0.061$). Because of the significant relationship the hypothesis is said to be accepted.

The second hypothesis shows that the hope has a significant and positive relationship with the AA ($p < 0.1$, $\beta = 0.000$). Because of the significant relationship the hypothesis is said to be accepted.

The third hypothesis shows that opt has a significant and positive relationship with the AA ($p < 0.1$, $\beta = 0.140$). Because of the significant relationship the hypothesis is said to be accepted.

The fourth hypothesis shows that the resilience has an insignificant, but a positive relationship with the AA ($p > 0.1$, $\beta = 0.140$). Because of the insignificant relationship the hypothesis is said to be rejected.

CHAPTER 5

Conclusion

5.1 Conclusion

The purpose of this research is to examine the impact of psychological capital (PsyCap) to academic adjustment in university students as a potential factor underpinning academic success. A total of 500 online questionnaires were found usable. Partial Least Square path modeling and Statistical Package for Social Sciences is used to evaluate the relations.

The study was resulted number of findings in different situations. This research was conducted to find out the positive or negative impact of the independent variables which are efficacy, hope, optimism and resilience on dependent variable which is academic adjustment.

Through the results, we concluded that the variables efficacy, hope, optimism has a positive and significant impact on academic adjustment and the variable resilience has an insignificant but a positive impact on academic adjustment.

5.2 Managerial Implications

We would recommend the managers and the institutional heads to forward and implement this study as the result shows the significant relationship between the independent variable (efficacy, hope, optimism) and dependent variable (academic adjustment). Management of universities and the head of the school's academic department can take help from this study to analyse the problems of low performance students and can use this study to overcome those problems. And also takes care of their personality development and how they solve complex problem in any uncertain situation, and improving their critical thinking habit.

5.3 Future Recommendation

In future the researchers can examine the impact of other factors such as motivation which causes a high impact on academic performance brands which causes. Moreover, the study shows the behavior of students Iqra University only. Future studies can include more cities and institutions. The data should not be limited. Try to remove the negative results in future. In future researchers should be work on student personality, mind mapping, and authentic

leadership that are beneficial to group effectiveness (e.g., justice climate, psychological safety, and various individual and organizational cultural dimensions and across borders).

CHAPTER 6

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