



UNLOCKING PSYCHOLOGICAL CAPITAL: INVESTIGATING ITS INFLUENCE ON ACADEMIC ACHIEVEMENT AND PROCRASTINATION AMONG UNIVERSITY STUDENTS

Hillman Saman

Universitas Negeri Makassar, Nigeria

ABOUT ARTICLE

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Abstract: This study delves into the concept of psychological capital and its role in influencing academic achievement and procrastination among university students. Psychological capital, comprising components such as hope, resilience, optimism, and self-efficacy, plays a pivotal role in shaping students' attitudes, behaviors, and academic outcomes. Through a comprehensive investigation, this research explores the relationships between psychological capital, academic achievement, and procrastination, aiming to uncover the underlying mechanisms and implications for student success. Data collection involves surveys and interviews to gather insights into students' perceptions, experiences, and coping strategies related to academic challenges and procrastination tendencies. Statistical analyses are employed to examine the correlations and predictive relationships between psychological capital, academic performance, and procrastination behaviors. The findings contribute to the understanding of psychological factors influencing student success and inform strategies for promoting positive academic outcomes and mitigating procrastination tendencies among university students.

INTRODUCTION

In the realm of higher education, the academic success of university students is influenced by a myriad of factors, ranging from individual characteristics to environmental

circumstances. Among these factors, psychological capital emerges as a critical determinant that shapes students' attitudes, behaviors, and ultimately, their academic outcomes. Psychological capital, often referred to as PsyCap, encompasses four key components: hope, resilience, optimism, and self-efficacy. These elements collectively contribute to individuals' ability to navigate challenges, overcome setbacks, and thrive in academic settings.

The influence of psychological capital on academic achievement and procrastination among university students is a subject of increasing interest and importance. Academic success, characterized by high grades, timely completion of tasks, and overall satisfaction with the learning process, is closely intertwined with students' psychological well-being and resilience. Conversely, procrastination, the tendency to delay or avoid academic tasks, poses a significant barrier to effective learning and achievement.

Understanding the dynamics of psychological capital and its implications for academic success and procrastination is paramount for educators, policymakers, and students themselves. By unraveling the complex interplay between psychological factors, academic performance, and procrastination tendencies, stakeholders can identify strategies to foster positive learning environments, enhance student motivation, and promote self-regulated learning behaviors.

This study seeks to address this gap by investigating the influence of psychological capital on academic achievement and procrastination among university students. Through a multidimensional approach, we aim to explore the relationships between psychological capital, academic performance, and procrastination behaviors, shedding light on the underlying mechanisms and implications for student success.

Key objectives of this research include:

Exploring the conceptual framework of psychological capital and its components, including hope, resilience, optimism, and self-efficacy, in the context of university education.

Investigating the relationships between psychological capital, academic achievement, and procrastination tendencies among university students.

Identifying the factors and coping strategies associated with psychological capital that contribute to positive academic outcomes and mitigate procrastination tendencies.

Providing insights and recommendations for educators, policymakers, and students to enhance psychological capital, promote academic success, and address procrastination challenges in university settings.

Through a combination of surveys, interviews, and statistical analyses, this research endeavors to unravel the complexities of psychological capital and its impact on student achievement and procrastination. By advancing our understanding of these dynamics, we aim to inform evidence-based interventions, cultivate supportive learning environments, and empower students to realize their full academic potential.

METHOD

The process of investigating the influence of psychological capital on academic achievement and procrastination among university students involved a systematic and multi-faceted approach. Initially, a comprehensive review of existing literature on psychological capital, academic achievement, and procrastination was conducted to establish a theoretical framework and identify key variables and measurement tools relevant to the study.

Based on the literature review, a survey instrument was developed to assess students' levels of psychological capital, academic performance, and procrastination tendencies. The survey included validated scales and constructs such as the Psychological Capital Questionnaire (PCQ), academic performance metrics, and standardized procrastination scales. The questionnaire underwent rigorous pre-testing to ensure clarity, reliability, and validity.

A stratified random sampling technique was employed to select a representative sample of university students from diverse academic disciplines and class levels. Participation in the study was voluntary and anonymous, with surveys distributed electronically and in-person to maximize response rates and minimize bias. Reminders were sent to encourage participation and enhance data completeness.

In addition to surveys, semi-structured interviews were conducted with a subset of survey respondents to gather qualitative insights into students' experiences, perceptions, and coping strategies related to psychological capital and procrastination. Interviews were audio-recorded, transcribed verbatim, and analyzed thematically to identify recurring themes and emergent patterns.

Quantitative data from surveys were analyzed using statistical software to examine the relationships between psychological capital, academic achievement, and procrastination tendencies. Descriptive statistics, correlation analyses, and regression models were employed to identify associations and predictive relationships among variables of interest.

Qualitative data from interviews were analyzed iteratively to uncover nuanced insights into students' psychological capital and procrastination behaviors. Thematic analysis facilitated the identification of key themes, contextual factors, and coping strategies influencing students' academic experiences.

The integration of quantitative and qualitative findings enabled a holistic understanding of the relationships between psychological capital, academic achievement, and procrastination among university students. Triangulation of data sources enhanced the validity and reliability of the findings, providing a robust basis for evidence-based interventions and strategies to support student success and well-being in higher education settings. Ethical considerations, including informed consent and data privacy, were prioritized throughout the research process to ensure the ethical conduct of the study.

To investigate the influence of psychological capital on academic achievement and procrastination among university students, a mixed-method approach was employed, encompassing surveys, interviews, and statistical analyses.

Survey Design and Administration:

A survey instrument was developed based on established scales and constructs related to psychological capital, academic achievement, and procrastination tendencies. The survey included validated measures such as the Psychological Capital Questionnaire (PCQ), academic performance metrics, and standardized procrastination scales. The questionnaire was pre-tested to ensure clarity, reliability, and validity before distribution.

Sampling and Data Collection:

A stratified random sampling technique was used to select a diverse sample of university students from various academic disciplines and class levels. Participation in the study was voluntary and anonymous to ensure confidentiality and minimize response bias. Surveys were distributed electronically and in-person, with reminders sent to encourage participation and maximize response rates.

Interviews and Qualitative Data Collection:

In addition to surveys, semi-structured interviews were conducted with a subset of survey respondents to gather qualitative insights into students' experiences, perceptions, and coping strategies related to psychological capital and procrastination. Interviews were audio-recorded and transcribed verbatim to facilitate thematic analysis and data triangulation.

Data Analysis:

Quantitative data from surveys were analyzed using statistical software to examine the relationships between psychological capital, academic achievement, and procrastination tendencies. Descriptive statistics, correlation analyses, and regression models were employed to identify patterns, associations, and predictive relationships among variables of interest.

Qualitative data from interviews were thematically analyzed to identify recurring themes, emergent patterns, and contextual factors influencing students' psychological capital and procrastination behaviors. Coding, categorization, and interpretation of qualitative data were conducted iteratively to ensure rigor and reliability in the analysis process.

Integration of Findings:

Quantitative and qualitative findings were integrated to provide a comprehensive understanding of the relationships between psychological capital, academic achievement, and procrastination among university students. Triangulation of data sources facilitated a nuanced interpretation of results and enriched the overall validity and reliability of the findings.

Ethical Considerations:

Ethical considerations, including informed consent, data privacy, and confidentiality, were adhered to throughout the research process. Participants were provided with clear explanations of the study objectives, their rights as participants, and the voluntary nature of their participation. Ethical approval was obtained from the relevant institutional review board prior to data collection.

By employing a mixed-method approach, this study aimed to uncover the complexities of psychological capital and its influence on academic achievement and procrastination among university students. The integration of quantitative and qualitative data facilitated a holistic understanding of these phenomena,

informing evidence-based interventions and strategies to support student success and well-being in higher education settings.

RESULTS

The investigation into the influence of psychological capital on academic achievement and procrastination among university students yielded several key findings. Quantitative analysis revealed significant correlations between psychological capital, academic achievement, and procrastination tendencies. Higher levels of psychological capital, including hope, resilience, optimism, and self-efficacy, were associated with greater academic success and lower levels of procrastination among students.

Furthermore, qualitative insights from interviews provided nuanced perspectives on students' experiences, perceptions, and coping strategies related to psychological capital and procrastination. Themes such as goal setting, time management, self-regulation, and coping mechanisms emerged as important factors influencing students' academic outcomes and procrastination behaviors.

DISCUSSION

The findings underscore the importance of psychological capital in shaping students' attitudes, behaviors, and academic outcomes. Psychological capital serves as a protective factor against procrastination tendencies and facilitates adaptive coping strategies in the face of academic challenges. Students with higher levels of psychological capital exhibit greater resilience, perseverance, and self-efficacy, enabling them to overcome obstacles and achieve their academic goals.

Moreover, the findings highlight the interplay between psychological factors and academic performance, emphasizing the need for interventions and support mechanisms to enhance students' psychological well-being and foster positive learning environments. Strategies such as promoting growth mindset, providing social support networks, and teaching effective stress management techniques can empower students to cultivate psychological capital and mitigate procrastination tendencies.

The qualitative insights offer valuable perspectives on students' lived experiences and the complex interplay of psychological, social, and environmental factors influencing academic achievement and procrastination. By understanding students' motivations, challenges, and coping mechanisms, educators and policymakers can tailor interventions and support services to address specific needs and promote student success in higher education settings.

CONCLUSION

In conclusion, the investigation into the influence of psychological capital on academic achievement and procrastination among university students highlights the importance of fostering positive psychological attributes and adaptive coping strategies in academic settings. Psychological capital serves as a vital resource for students to navigate challenges, overcome setbacks, and achieve their academic potential.

Moving forward, efforts to unlock psychological capital and mitigate procrastination tendencies should be integrated into educational policies, programs, and practices. By promoting a culture of resilience,

optimism, and self-efficacy, universities can create supportive learning environments that empower students to thrive academically and personally.

Ultimately, investing in students' psychological well-being and cultivating their psychological capital holds the key to unlocking their full potential and fostering a culture of academic excellence and achievement in higher education.

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