

**Psychological Capital As A Predictor Of Academic Achievement Among Form Three Students In Mombasa County, Kenya**

By

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**Abstract**

Academic achievement plays an integral role in the life of a student. In Kenya, it is a key measure of what the student has learnt in a school environment. It serves as a criterion for promotion and placement to higher levels of learning. Despite this, Mombasa County has continued to register low academic achievement. This is a worrying trend because these students who register low academic achievement miss out on the opportunities for both personal and national development. Although studies have investigated the low academic achievement in Mombasa County, little research has been done to establish the role played by psychological capital towards academic achievement. This study aimed to examine the predictive role of psychological on academic achievement. The study adopted a correlational research design and it targeted all the 2488 form three students in the 15 public secondary schools in Mvita Subcounty in Mombasa County, Kenya for the year 2023. The sample consisting of 413 learners sampled from 9 schools, was selected using purposive, stratified and simple random sampling. School Psychological Capital Questionnaire by King and Caleon (2021) was used to measure the psychological capital variable. Data on students' academic achievement was obtained from the school academic records. Data was analyzed using descriptive as well as inferential statistical procedures with aid of Statistical Package for Social Sciences (SPSS) version 25. Regression analyses revealed that psychological capital significantly and moderately predicted academic achievement,  $F(4,372) = 44.45, p < 0.000$  and it explained 32% of variance in achievement in Term 1,  $F(4,372) = 44.45, p < 0.000$  accounting for 36% change in academic achievement in Term 2 and  $F(4,372), p < 0.000$  explaining 33% of variance in academic achievement in Term 3. Efficacy, hope and resilience subcomponents of psychological capital predicted academic achievement significantly while optimism did not achievement. The study recommended that parents and teachers should support the learners to develop and nurture psychological capital that is a necessary resource for academic excellence.

**Keywords:** Kenya, Mombasa, Psychological capital, academic achievement, hope, efficacy, resilience, optimism

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**Introduction**

Academic achievement is an area that has generated a lot of interest from policy makers, parents and the students themselves globally (Abubakar et al., 2018). This is owed to the fact that academic achievement is a gauge as to how much a learner has achieved in a school environment. Academic achievement determines the progress of the learner to higher grades and ultimately their career choices in the tertiary institutions (Islam, 2019). It is also a pointer to the nation's development and progress (Kapur, 2018). Although it is not the only anticipated outcome of learning, to a great extent the school activities are centered around it.

Poor academic achievement has been attributed to low economic status that shapes students' academic perspectives affecting their academic achievement (Alampy and Garcia, 2019; Baidoo-Annu et al. 2022; King and Trinidad, 2021; Trinidad, 2020). Unadaptable perspectives were associated with learners from low economic classes. Test related stress and racial bias have also been cited as factors that hinder academic success. Gougis (2020) especially points out that although students suffer exam apprehension, those of color bear additional trauma related to racism. Retrogressive cultures have also been blamed for poor academic achievement (Ampofu, 2020).

In Kenya, low academic achievement has been an issue of concern for long. According to the Kenya National Examination Council (K.N.E.C, 2023), only a small percentage of the K.C.S.E candidature transit to the university and other institutions of higher learning. In Mombasa county, Kenya, dismal academic achievement in the national exams have been reported over time. A report from the Mombasa County Director of Education (C.D.E) office shows that, in the years (2019, 2020, 2021, and 2022), Mombasa county registered means of 2.9, 3.19, 5 and 3.36 respectively. The poor results have been attributed to poor parenting styles, poor self -esteem, negative and unsupportive school and societal factors, ability beliefs and fear of negative evaluation; (Akida et al., 2018; Al- Amin, 2018; Khamis et al., 2019; Mandela, 2018; Mwangi, 2018). There is a possibility that other variables explain the persistence of poor academic achievement in Mombasa county, for instance, psychological capital. There is a shortage of local studies that have examined psychological capital as a pertinent factor of academic achievement.

Psychological capital is a construct that is made up of four sub composites namely hope, efficacy, resilience and optimism (Luthans, 2002). These four sub components of psychological capital work in collaboration to endow an individual with superior outcomes. Efficacy is the confidence one has in their abilities as they engage in challenging tasks in order to realize desired goals. This confidence in oneself highly motivates an individual to invest efforts to achieve success (Hayat et al., 2020). Hope refers to the positive outlook towards the desired outcome that makes one invest the necessary effort to realize the set goal (Bryce et al., 2020). An individual

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who has hope is capable of seeking interventions that will guide them to achieve the targeted objectives.

Optimism is a positive mindset in which one expects positive outcomes in the tasks and challenges they engage in (Holzer et al., 2022). It has been found useful when navigating life's challenges. Resilience on the other hand is the plasticity to recover from setbacks and come back stronger (Masten et al., 2021). Resilient people are able to deal with challenges in their lives to come out stronger and looking forward to succeed. Students who have resilience are capable of navigating academic setbacks.

The four composites of psychological capital (hope, efficacy, optimism and resilience) form a higher order psychological construct that has more impact in motivating the individual than the independent composites working in isolation. A student who possesses psychological capital according to Luthans et al. (2007; 2010) has self-belief when tackling tasks (efficacy), is able to make positive attributions to future events (optimism), has elasticity to get back to the task after encountering setbacks(resilience) and channels goals to achieve success and if need be, seek for alternative options to achieve the desired goal (hope).

Published research has pointed out that students' psychological capital is a vital tool that can be exploited for improved academic outcomes. Ng et al. (2019), in a cross-sectional study among undergraduate students in a private university in Malaysia sought to establish the role played by psychological capital in predicting academic achievement. The results of the study revealed a significant positive correlation between psychological capital and academic outcomes of the students, a suggestion that, students with high psychological capital are more likely to do well academically.

Garavand et al., (2019) examined the role between psychological capital and spirit of inquiry on research autonomy among university students in Iran. A total of 190 participants formed the study's sample. The results of study revealed that resilience and self-efficacy played a positive and significant role towards research autonomy. Chaudhary and Narad (2022) also conducted a study involving students from public and private secondary schools in India to relate psychological capital to academic achievements of adolescents. The results of the study showed that only efficacy, resilience and optimism positively contributed to academic achievement while resilience did not account for any relevant change in academic achievement.

Martinez et al. (2019) in a study conducted in both Spain and Portugal, investigated the predictors of academic achievement, specifically academic engagement and psychological capital among undergraduate students. A link was established among the variables of the study. Mediation analyses revealed that psychological capital mediated fully in the link between academic achievement and study engagement. Carmona-Halty. et al. (2019) in a three-wave longitudinal study among 771 high school students from three schools in Chile confirmed that psychological capital contributed to increased performance of students and that good relationship with teachers helped students strengthen their psychological capital.

A study by Mirzaee and Jafari (2020) examined the predictive role of psychological capital and psychological hardiness on academic performance among female second grade high school in Iran. The findings of this study revealed that three subscales of psychological capital: efficacy, hope and optimism correlated directly with academic achievement while no link was established between the resilience subscale of psychological capital and academic achievement.

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A research by Nambudiri et al. (2022) evaluated the effect of psychological capital in the relationship between the personality of the learners and their achievement among students in business learning institute in India. Personality aspects of openness to experience, extraversion agreeableness were found to correlate to academic achievement through psychological capital.

Onivehu et al. (2020) also examined the impact of psychological capital on academic achievement among social work students in a university in Nigeria. The findings of this study reflect findings of other researchers that psychological capital positively and significantly predicted academic achievement. Baluku et al. (2020) conducted a study to assess the moderating role of career engagement and perceived employability in the relationship between psychological capital and career outcomes among final year students in Kenya and Ugandan universities. A sample of five hundred and sixteen students was used for this study. The study identified a link among psychological capital and the study variables.

In Kenya, Muthui et al. (2023) sought to establish the role of psychological capital in predicting academic performance of form three learners in Kitui County using mixed methods. Results obtained showed there was a strong and relevant correlation between psychological capital and academic achievement. The study also revealed that of the four subscales of psychological capital, only resilience, optimism and hope accounted for a significant positive difference in academic achievement. It was interesting to note that efficacy had a negative correlation with academic achievement. Empirical evidence presented suggested a link between psychological capital and academic achievement. However, most studies have been conducted in Western and Eastern worlds majorly among university students potentially limiting generalizability among secondary school learners in the Kenyan context and Mombasa in particular. In Kenya direct studies on the relationship between psychological capital and academic achievement are scarce. Extant studies focused on individual components of psychological capital and their impact on academic achievement and therefore inconclusive in determining psychological capital effect in achievement and therefore this study was designed to close the gap.

### **Statement of the Problem**

In Kenya, good academic achievement is viewed as an opportunity to gain entry to higher learning institutions for career development. It is encouraged through timely coverage of syllabus, rigorous revision, and remedial activities. However, academic achievement is an issue of concern in Mombasa County, Kenya. The county has registered dismal achievement in the national examinations K.C.S.E over time. Due to their poor performance, students in Mombasa are not in a position to compete favorably with their counterparts in other parts of Kenya for the limited slots in the tertiary institutions. This translates to fewer output of professionals in various disciplines, low personal development and low participation in economic development. Timely and more radical approaches are necessary to rectify the situation.

Given the importance attached to academic achievement globally, research has been conducted to seek for ways of improving it. Studies focusing on the predictive role of psychological capital on academic achievement are scarce and have been conducted mostly in developed countries. In Kenya studies that evaluated the link between psychological capital and academic achievement are limited. Most studies focused on individual components

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psychological capital and learners' autonomy. Most empirical studies have been done in the developed world and findings may not be generalized in the Kenyan school context. There is need to establish this link hence the study's intention was to examine the predictive role of psychological capital in academic achievement among form three students in Mombasa County, Kenya.

### **Purpose of the Study**

The purpose of the study was to establish predictive role of psychological capital on academic achievement among public secondary school students with a purpose to map out strategies that may mitigate the consistently poor academic achievement in Mombasa county.

### **Objective of the Study**

The objective of the study was to find out the extent to which psychological capital predicted academic achievement among form three students in Mvita Subcounty.

### **Materials and Methods**

The study used a correlational design that aimed to establish the existence of a relationship between psychological capital and academic achievement. The study was carried out in Mvita Sub county in Mombasa County, Kenya, targeting all the 2488 form three students in the 15 public secondary schools in Mvita Subcounty. The study used proportionate, purposive sampling, stratified and simple random sampling.

### **Data Collection Techniques**

Data was collected using a self-report questionnaire that consisted of the School Psychological Capital Questionnaire by King and Caleon (2021) and a pro forma table. The scale School Psychological Capital Questionnaire consisted of 14 items that measured the four sub-scales of psychological capital. Each item was rated on a five Likert scale ranging from 1(*strongly disagree*) to 5(*strongly agree*). The pro forma table was used to record the learners' academic results. Mean marks in seven subjects for three each of the terms for the year 2022 were recorded.

Data was collected on normal school days. The researcher personally administered the self-report questionnaires to students using the pen and paper method. This took about 30 minutes. The researcher was present to explain the instructions of filling the questionnaire. The researcher obtained the learners' academic results from the respective academic offices.

### **Reliability of Research Instrument**

In this study, the reliability of the research instruments was ascertained by assessing the internal consistency of the test items computing the Cronbach coefficients. Psychological capital scale had a Cronbach coefficient alpha of .83.

### **Statistical Analysis of Data**

The data obtained underwent coding and cleaning in preparation for analysis. It was analyzed using quantitative statistical procedures using the Statistical Package for Social Sciences (SPSS)

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version 25. To analyze the data, the researcher applied the appropriate descriptive and inferential statistical techniques.

### **Findings**

#### **Demographic information of the respondents**

Out of the 413 questionnaires administered, a total of 377 questionnaires were collected, which yielded a return rate of 91.2%. The final sample consisted of 132 (35%) learners from boys' only schools, 188 (49.9 %) from girls only schools and 57 (15.1%) from mixed schools.

#### **Descriptive Statistics of Psychological Capital**

Psychological capital was measured using four subscales of the School Psychological Capital scale by King and Caleon (2021) namely, hope, optimism, efficacy and resilience on an interval scale. The descriptive statistics of the subscales are provided in Table 4.1.

**Table 1: Descriptive Statistics of School Psychological Capital Scale**

Subscale	N	Range	Min	Max	Mean	Std. Dev	Skewness Statistic	SD
Hope	377	14.00	6.00	20.00	14.33	2.78	-.29	.13
Optimism	377	16.00	4.00	20.00	14.69	2.77	-.23	.13
Efficacy	377	15.00	5.00	20.00	15.06	2.69	-.25	.13
Resilience	377	8.00	2.00	10.00	6.37	1.76	-.21	.13

Note N = 377

Source: Field Data 2023

Table 1 shows that learners rated themselves highly on efficacy ( $M = 15.06$ ,  $SD = 2.69$ ) and lowly on resilience ( $M = 6.37$ ,  $SD = 1.76$ ).

A further analysis of psychological by gender was done and findings were presented in Table 2.

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**Table 2: Psychological Capital Scale by Gender**

Gender	Psychological capital			
	Hope	Optimism	Efficacy	Resilience
Male	N	160	160	160
	Mean	14.42	14.95	15.26
	SD	2.92	2.82	2.74
	Skew	-.39	-.43	-.28
	Range	14	14	12
	Maximum	20	20	20
	Minimum	14	14	12
Female	N	217	217	217
	Mean	14.26	14.50	14.91
	SD	2.68	2.73	2.64
	Skew	-.20	-.09	-.25
	Range	14	16	15
	Maximum	20	20	20
	Minimum	6	4	5
Total	N	377	377	377
	Mean	14.33	14.69	15.06
	SD	2.78	2.77	2.69
	Skew	-.29	-.23	-.25
	Range	14	16	15
	Maximum	20	20	20
	Minimum	6	4	5

*Note:* N=377(Sample), SD= Standard Deviation  
Source: Field Data 2023

Table 4.2 shows that males had better scores than females in all the subscales of psychological capital except resilience with a ( $M = 6.4, SD = 1.7$ ).

Further, psychological capital was described according to type of schools that is boys', girls' and mixed schools. The results were presented in Table 4.3.

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**Table 3: Psychological Capital According to Type of School**

Type of school	Hope	Optimism	Efficacy	Resilience
Boys N	132	132	132	132
Mean	14.32	14.95	14.97	6.23
SD	2.99	2.87	2.64	1.80
Range	14	14	12	8
Maxi	20	20	20	10
Mini	6	6	12	2
Skewness	-.37	-.48	-.13	-.27
Girls N	188	188	188	188
Mean	14.03	14.43	14.78	6.55
SD	2.67	2.78	2.71	1.77
Range	14	16	15	10
Maxi	20	20	20	10
Mini	6	4	5	2
Skewness	-.20	-.08	-.21	-.25
Mixed N	57	57	57	57
Mean	15.33	14.95	16.18	6.11
SD	2.70	2.48	2.41	1.61
Range	12	10	10	6
Maxi	20	20	20	9
Mini	8	10	10	3
Skewness	-.44	-.11	-.63	.11
Total N	377	377	377	377
Mean	14.33	14.69	15.06	6.37
SD	2.80	2.80	2.67	1.75
Range	14	16	15	8
Maxi	20	20	20	10
Mini	6	4	5	2
Skewness	-.29	-.23	-.25	-.21

Note: N=377, SD= Standard Deviation, Maxi= Maximum, Mini= Minimum

Source: Field Data 2023

Table 4.3 shows that high means were reported among the learners in mixed schools in all the subscales of psychological capital except in resilience ( $M = 6.11$ ,  $SD = 1.16$ ). Learners in girls' schools outperformed their counterparts in resilience ( $M = 6.5$ ,  $SD = 1.77$ ). Learners in the mixed school category rated themselves highly in the efficacy subscale (skewness =-.63) while those in the boys' schools' categories scored themselves moderately high in the optimism subscale (= -.48).

### **Descriptive Statistics for Academic Achievement**

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Learners' performance was measured as the average marks earned during a full school term. Three school terms were considered and labelled as Time 1, Time 2 and Time 3 corresponding to end of term examinations in Term 1, Term 2 and Term 3 of Form 3 respectively. For standardization, scores were converted first to z and then to T-scores. The descriptive statistics of the dependent variable were presented in Table 4.4

**Table 4: Descriptive Statistics of Learners' Exam Scores**

Scores	N	Range	Min	Max	Mean	Std. Dev	Skewness Statistic	SD
Time 1	377	42.69	28.20	70.89	50.47	9.70	.13	.13
Time 2	377	45.23	27.72	72.95	50.26	9.76	.30	.13
Time 3	377	43.22	28.41	71.63	50.36	9.87	.20	.13

Source: Field Data 2023

Table 4.4 that the range of scores was higher time 2 (45.23) than in time 1 and 3 (42.69, 43.22). It is also shows that learners performed slightly better in time series 1( $M=50.47$ ,  $SD=9.70$ ) as compared to the other times points. Most schools expose their learners to K.C.S.E exam format as from term two in form three. Most of the learners take time to adjust to the format which may be seen in their drop in performance in term two and three as might have been in this case.

Means of the learners' academic achievement scores were further analyzed and the findings presented in table 4.5.

**Table 5: Means of Academic Achievement by Gender**

Gender		Time 1	Time 2	Time 3
Male	Mean	51.85	51.50	52.12
	SD	9.91	9.72	9.29
	Min	28.20	31.96	29.85
	Max	70.89	70.83	71.63
	Skewness	.02	.13	.25
	Std. Error skew	.19	.19	.19
	Mean	49.44	49.36	49.07
Female	SD	9.45	9.71	10.11
	Min	28.20	27.72	28.41
	Max	70.21	72.95	70.19
	Skewness	.19	.43	.24
	Std. Error skew	.17	.17	.17
	Mean	50.47	50.26	50.36
Total	SD	9.70	9.76	9.87
	Min	28.20	27.72	28.41
	Max	70.89	72.95	71.63
	Skewness	.13	.30	.20

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Std. Error skew .13 .13 .13

Source: Field Data 2023

Table 4.5 shows boys' students lowest score was 28.20 in term 1 while their highest score was 71.63 recorded in term 3. Their highest mean was 52.12 reported in term 3. The girls lowest score (27.72) and their highest score (72.95) were reported in term 2. Their highest mean was 49.44 recorded in term 1. Girls had a higher distribution of low scores as compared to the boys in term 2 with a skewness of 0.43.

Means of academic achievement according to the type of school were analysed and the findings were shown in Table 4.6.

**Table 6: Means of Academic Achievement by Type of School**

School type		Time 1	Time 2	Time 3
Boys	Mean	52.00	51.43	51.63
	SD	9.48	9.49	9.25
	Min	28.20	31.96	29.85
	Max	70.89	70.83	71.63
	Skewness	-.21	-.03	.16
	Std. Error skew	.21	.21	.21
	Girls	Mean	49.30	49.30
SD		9.64	9.89	10.44
Min		28.20	27.72	28.41
Max		70.21	72.95	70.19
Skewness		.18	.40	.23
Std. Error skew		.18	.18	.18
Co educational		Mean	50.75	50.74
	SD	10.06	9.76	8.84
	Min	37.69	37.61	34.90
	Max	70.21	70.12	71.63
	Skewness	.68	.75	.71
	Std. Error skew	.32	.32	.32
	Total	Mean	50.47	50.26
SD		9.70	9.76	9.87
Min		28.20	27.72	28.41
Max		70.89	72.95	71.63
Skewness		.13	.30	.20
Std. Error skew		.13	.13	.13

Source: Field Data 2023

Table 4.6 show that the lowest score for learners in boys' schools was 28.20 recorded in term 1 while their highest was 71.63 in term 3. Girls' schools recorded their lowest score of 27.71 in term 2 while their highest score of 72.95 was recorded in the same term. Lowest score (34.90) and highest score (71.65) for mixed schools were recorded in term 3. Learners in boys'

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schools posted more high scores as compared to those in girls' and mixed schools (skewness = -0.21, -0.3, 0.16 in the three terms respectively). Learners in the mixed school had the highest distribution of low scores as compared to their counterparts in the boys' and girls' schools (skewness = .68, .75, .71 in three terms respectively). A look at the means indicate that learners in boys' schools outperformed the those in the girls' and mixed schools except in term 3 where the learners in the mixed school performed slightly better than those in boys' schools with a mean of 51.82. These findings may indicate that although girls in girls' schools have a lower performance, they may be more competitive in mixed schools and hence the remarked difference in performance.

### **Hypothesis testing**

The study sought to test the following null hypothesis:

H<sub>01</sub>: Psychological capital does not significantly predict academic achievement of learners.

To test the hypothesis, multiple linear regression was used to regress sub-scales of psychological capital against learners' achievement at three time points separately.

Psychological capital significantly predicted academic achievement at Time 1,  $F(4, 372) = 44.45, p < .000$ , accounting for 32% of variance in academic achievement at Time 1 ( $R^2 = .32$ )

Further examination of Beta weights revealed that hope, efficacy and resilience significantly contributed to the variance in academic achievement as presented in Table 4.7.

**Table 7: Coefficients of Psychological Capital at Time 1**

Model	Unstandardized Coefficients		Standardized coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	15.35	2.70		5.68	.000
Hope	.81	.19	.23	4.33	.000
Optimism	.28	.20	.08	1.36	.174
Efficacy	1.02	.20	.28	5.06	.000
Resilience	.65	.28	.12	2.35	.019

Note:  $p = .05$

Source: Field Data 2023

As shown in table 4.7, the strongest predictor of achievement was efficacy ( $B = 1.02, p < .000$ ) followed by hope ( $B = .81, p < .000$ ) and resilience ( $B = .65, p = .019$ ). Optimism was the least predictor of academic achievement ( $B = .28, p = .074$ ).

Psychological capital significantly predicted academic achievement at Time 2,  $F(4, 372) = 52.47, p < .000$  and explained 36% of variance in academic achievement ( $R^2 = .36$ ). Hope, efficacy and resilience were significant predictors as presented in Table 4.8.

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**Table 8: Coefficients of Psychological Capital at Time 2**

Model	Unstandardized Coefficients		Standardized coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	13.56	2.64		5.14	.000
Hope	.90	.18	.26	4.96	.000
Optimism	.11	.20	.03	.57	.571
Efficacy	1.08	.20	.30	5.46	.000
Resilience	.93	.27	.17	3.44	.001

Note:  $p = .05$

Source: Field Data 2023

Table 4.8 shows that efficacy was the strongest predictor of academic achievement at Time 2 ( $B = 1.08, p < .000$ ) but optimism did not significantly predict.

Finally, psychological capital significantly predicted academic achievement at Time 3,  $F(4, 372) = 45.60, p < .000$  and explained up to 33% of variance in academic achievement at Time 3 ( $R^2 = .33$ ). Similar to Time 1 and Time 2, hope, efficacy and resilience were significant predictors of academic achievement in the model. Table 4.9 presents the findings.

**Table 9: Coefficients of Psychological Capital at Time 3**

Model	Unstandardized Coefficients		Standardized coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	14.45	2.74		5.28	.000
Hope	.93	.19	.26	4.91	.000
Optimism	.23	.20	.06	1.11	.269
Efficacy	1.03	.20	.28	5.04	.000
Resilience	.60	.28	.11	2.15	.033

Note:  $p = .05$

Source: Field Data, 2023

Evidence from table 4.9 shows that efficacy was the strongest predictor of academic achievement at Time 3 ( $B = 1.03, p < .000$ ) followed by hope, ( $B = .93, p < 0.05$ ) At time 3, optimism was the least predictor of academic achievement.

Regression analyses at Time 1, Time 2 and Time 3 provided evidence to reject the hypothesis. This implied that psychological capital significantly predicted academic achievement. It led to the conclusion that learners who had high psychological capital had high academic achievement than those who did not.

## Discussion

This study sought to establish whether academic achievement was predicted by psychological capital. The results of the study revealed that psychological capital significantly predicted

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academic achievement, this led to the rejection of the null hypothesis. Further analysis of how the subscales of psychological capital predicted academic achievement revealed that efficacy, hope and resilience subscales positively and significantly predicted academic achievement. Optimism was found to be a positive but insignificant predictor of academic achievement. This interesting finding may suggest that learners may have suffered optimistic bias where they overrated their capabilities therefore not fully preparing themselves for exams predisposing themselves to poor performance.

The overall results echo the model advanced by Luthans (1999) that observes that when efficacy, resilience, hope and optimism are utilized harmoniously, there is likely to be an increase in performance. These findings also corresponded with those reported by Carmona-Halty et al. (2019) in their study in Chile that found between psychological capital and academic achievement. Students who scored high on psychological capital were reported to have higher academic achievement. The results are also in line with those of Ng et al. (2019) in their study in Malaysia that established that the academic performance of the university students was significantly and positively correlated to their psychological capital. Nambudiri et al. (2020) also presented similar findings in their study that aimed at establishing the role played by psychological capital in linking academic achievement to students' personality. Psychological capital was strongly and positively linked to academic achievement while components of students' personality were correlated with academic achievement through psychological capital.

Martinez et al. (2019) also reported similar findings in their research investigating the impact of psychological capital and study engagement on academic achievement. Psychological capital was also found to be a mediator in the relationship between study engagement and academic achievement. In Nigeria, Onivehu et al. (2020) evaluated the relationship between psychological capital and academic achievement among undergraduate students. The study reported that academic achievement was positively and significantly correlated with psychological capital.

It is worth noting that, some studies reported slightly varying findings regarding the individual subscales of psychological capital. Chaudhary and Narad (2022) in the study that investigated the correlation between psychological capital and academic achievement among secondary school learners in India. While the study found a significant link between the two variables it found that efficacy, resilience and optimism accounted for a significant change in academic achievement, while hope did not account for any significant positive change in academic achievement. Garavand et al. (2019) in their study aimed at establishing whether psychological capital and inquisitive spirit had impact on research autonomy also had varying findings. The study used university students from Iran. The study reported resilience and efficacy as the highest correlates of research autonomy while hope and optimism had an insignificant relationship with research autonomy.

Research conducted by Mirzaee and Jafari (2020) also yielded findings that are slightly different in the study that investigated how psychological capital predicted academic achievement. Self-efficacy, hope and optimism were reported to be significantly correlated to academic achievement. In Kenya, Muthui et al. (2023) also had slightly varying results. The study was conducted to evaluate whether academic achievement was predicted by psychological

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capital among learners in secondary schools in Kitui. The subscales of hope, resilience and optimism were found to significantly predict academic achievement while efficacy did not.

### **Conclusion and Recommendations**

From the results of the study, it was concluded that academic achievement was predicted by psychological capital. It was also concluded that some subcomponents of psychological capital play a significant role in determining academic achievement. Results show that learners who are equipped with efficacy, hope and resilience are likely to perform better academically than those who are not. There is need for parents and teachers to nurture efficacy, hope and resilience among the learners for improved performance. Optimism does not necessarily contribute to high academic achievement. Much as optimism should be encouraged among the learners, they should be cautioned against overconfidence that can be detrimental to their academic performance. Future research could use different methodology incorporating both qualitative and quantitative methods to compare the findings. It is hoped that future research could evaluate the contribution of psychological capital on individual subjects. Future research could compare the findings of this study using samples from other culturally different regions.

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