



The Relation Between Academic Psychological Capital, Academic Adjustment and Achievement Among University Students

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Abstract

The study aimed to detect the relation between academic psychological capital, academic adjustment and achievement. In addition to identifying the level of academic psychological capital among university students and the detection of differences in study variables according to gender and university degree. The main study sample consisted of (200) students (90 males, 110 females) were randomly selected from the students of the College of Education at King Khalid University, at the undergraduate and postgraduate levels, With a mean age (33.8) and a standard deviation (8.15), apply to them: scales of academic psychological capital, academic adjustment, The results of the research showed significant correlation between dimensions of academic psychological capital and academic adjustment and significant correlation between academic psychological capital and achievement and the research showed a low level of academic psychological capital among the sample members, and there were no significant differences in the research variables (academic psychological capital) due to the gender variable. While there were statistically significant differences at the level of significance (0.01) in the research variables attributed to the study stage variable (Bachelor, Master, PhD). The differences were in favor of the doctoral and master's stages compared to the bachelor's stage.

Keywords: academic psychological capital, academic adjustment, achievement.

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Introduction

The main challenge for Twenty-First Century institutions is to provide their employees and students with personal resources that enhance their performance and mental health in the workplace and study environment, university students face many socio-economic challenges, so it was necessary to motivate students to obtain high levels of academic Performance (Lane, Hall, & Lane;2004; Schaufeli & Taris,2014).

Academic performance is one of the most important results related to the university environment, which refers to the knowledge gained by students at the end of the university program. Excellence in academic performance indicates high levels of theoretical, practical and technical knowledge. Academic performance and learning have a significant impact on an individual's career and academic success. (Fugate, Kinicki, & Ashforth, 2004) and then the main goal that higher education institutions strive for is to improve student results and academic performance, so the need has become to understand the ways in which students' behaviors and results can be improved as well as identify factors that affect their academic performance, Therefore, the need to understand the ways in which students' behaviors and results can be improved, as well as to identify factors affecting their academic performance to improve student outcomes and learning has become indispensable (Ortega & Salanova, 2018, 390).

Therefore, recent studies in the field of university learning have focused on some variables associated with positive psychology, such as: academic psychological capital and academic adjustment for their positive correlation with improving integration and academic performance, which is reflected in the high level of their integration and academic achievement. (Halaty, Schaufeli, & Salanova, 2019; Ronnel, Pitliya & Jesus, 2020).

The relatively modern concept of psychological capital psychological Capital is one of the positive personal resources that can lead to individual and institutional success and positively correlated with the academic performance of students, which focuses on the positive personal resources that a person has. (Vanno, Kaemkate, & Wongwanich, 2014 ; Laschinger, & Fida, 2014; Halaty , Salanova , Llorens, & Schaufeli, 2019) so this concept has attracted the attention of academics over the past decade, a concept derived from Positive Psychology in general and positive organizational behavior in particular. Psychological capital is perceived as "who are you?" And "what can you become?". It is different from human capital ("what do you know?"), Financial capital ("what you have") and Social Capital ("who knows?") (Newman, Ucbasaran, Zhu, & Hirst, 2014; Ronnel, Riddhi, & Jesus, 2020).

Academic psychological Capital is defined as a positive developmental psychological state of a student involved in performing academic tasks and achieving goals, which is a multifaceted complex construction that includes four dimensions or components: self-efficacy, hope, optimism, and flexibility (Luthans, Youssef, & Avolio, 2007; Ooh, Chua, & Maakip, 2020). Self-efficacy as one of the most distant capital refers to "the individual's belief in his ability to mobilize the motivation, cognitive resources and work-related performance necessary to carry out a certain action in a certain context". Individuals with high self-efficacy tend to feel more confident in managing their daily tasks and in analyzing and solving long-term problems. (Carver & Scheier, 2002). As for optimism, it is a general expectation of a positive result, when an optimistic person faces ambiguous situations during work or study, he expects things to go constructively (Luthans, Youssef, & Avolio, 2007). Hope refers to the Will and the ability to recognize, clarify and follow the path to success, as a person with great hope considers that there are many ways to solve the problem and will try to achieve his goals. (Carver & Scheier, 2002) finally, flexibility means the ability to continue and recover from problems, conflicts, lack of success or situations involving an increase in responsibility; flexible people successfully manage obstacles at work and have the ability to easily recover from stressful events. (Luthans, Youssef, & Avolio, 2007).

It is noted that each of the components of academic psychological capital has a clear influence on the formation of students' academic performance; academic self-efficacy (which means an individual's beliefs about his academic skills that contribute to successful performance in a particular field) determines "whether the student has completed the task effectively or not, and also plays a predictive role in the level of student achievement in educational environments (Chemers & Garcia, 2001; Gore, 2006; Khan, 2013) optimism (which refers to the positive thoughts of the individual about his future academic life) leads the person has to achieve successful results in his educational career. While Hope (a person's beliefs about whether he can find the necessary solution paths and apply these paths competently) plays a role in achieving specific academic goals and achieving academic achievements. The impact of resilience (positive adaptation of the individual to difficult academic conditions and tolerance to stressful and stressful events effectively) is reflected in the positive and appropriate handling of academic problems and challenges. (Beauvais, Stewart, DeNisco, & Beauvais, 2014; Allan, McKenna, & Dominey, 2014). Hence, each element of academic psychological capital has a positive correlation with academic success, which is reflected in an improvement in an individual's grades in the GPA (Feldman & Kubota, 2015).

In this regard, numerous studies have proven the existence of a close relationship between academic psychological capital and the concept of academic adjustment, where academic psychological capital is one of the important sources to promote successful academic adjustment in the university environment, which in turn is reflected on the student's academic success. (Batel & Paul, 2019; Crede & Niehorster, 2011; Kaur & Purnima, 2019).

Academic adjustment is a multidimensional construct that involves adjusting students' response to various emotional, academic, societal and institutional obstacles facing them. It reflects students' ability to learn and their level of motivation, how they formulate their educational goals, the strategies they apply to achieve them, as well as how satisfied they are with their academic environment (Creed & Niehorster, 2011).

Academic adjustment is measured by the student's performance in four dimensions: the first is "academic achievement", which depends on the students' learning motivation, the suitability of the student's skills to the requirements of the study, and the extent to which he is able to obtain satisfactory grades. The second is: "social adaptation" social Adjustment and refers to the integration of students into the study environment including their ability to create social networks. The third is the "personal emotional adjustment" personal emotional adjustment, which reflects the psychological and physical conditions of students, it is an indicator of their self-perception and represents their adaptation to the challenges and stresses related to study, which lead to stress and anxiety. The fourth is the "institutional adjustment" Institutional adjustment and it reveals the relationship of students with the University in general and their relationship with their academic environment in particular (Patel & Paul, 2019).

Academic adjustment plays an essential role in predicting academic achievement. Students who have a high degree of academic adaptation have a lower dropout rate and achieve better achievement rates (Baker, 2004).

Also, an important indicator of the academic success of a university student is his GPA. It summarizes all the efforts made by the student during his educational process, as well as the non-cognitive characteristics of students as important determinants of their academic success (York, 2015).

The GPA is a direct and logical result of the role of academic psychological capital in academic adaptation. It is about taking the necessary measures to succeed and to recover from previous failures. Hope and resilience also have a central role in relation to academic success, and resilience is also associated with the psychological well-being of students and the control of one's emotions. (Avey, Wernsing, & Mhatre, 2011; Riolli, Savicki, & Richards, 2012).

The results of several studies have indicated that academic psychological capital acts as a positive predictor of students' cumulative GPA, as students with high levels of psychological capital showed a higher GPA, they also showed more integration into their academic environment, and a high level of psychological capital was associated with high levels of self-motivation (Patel & Paul, 2019; Avey et al. 2011; Riolli et al. 2012; Vanno, Kaemkate, & Wongwanich, 2014; Luthans, Luthans, & Jensen, 2012).

The results of (Ortega & Salanova, 2018) confirmed that academic psychological capital is directly related to academic performance and satisfaction, highlighting the importance of this psychological construction in academia in increasing well-being and academic achievement.

The results of the study (Luthans, 2002; Luthans, Avey, Avolio & Peterson, 2010) also pointed to the positive impact of academic psychological capital in the educational environment and the important role it plays in improving the academic performance of students, as it is a strong source of institutional excellence organizational excellence, which is a decisive and important factor in academic circles.

The results of a study (Halty, Schaufeli, & Salanova, 2019) also supported the intermediate role of academic psychological capital and academic integration in the relationship between positive emotions and academic performance.

Evidence regarding the relationship between academic psychological capital and academic adjustment indicates that each element of academic psychological capital plays a central role in the way students adjust to the requirements of their academic environment; students' confidence in their own skills in adapting to academic requirements and their ability to employ these skills increases the chances of academic success and achieving well-defined goals in a positive direction even when they face great academic difficulties and challenges, so academic psychological capital is a necessary requirement for

successful academic adaptation.(Brissette, Scheier & Carver, 2002; Phinney& Haas,2003; Heiman & Kariv 2004).

The study of (Patel &Paul, 2019) also indicated that academic psychological capital is a positive source and plays a central role in the academic adjustment of students; where a positive relationship was found between psychological capital and the sub - measures of academic adjustment, "Hope" - which represents willpower - was associated with high academic achievement, and "resilience" - which refers to the ability to overcome difficulties-was associated with personal and emotional adjustment in the academic environment. In this regard, the results of many studies have also confirmed the Association of poor academic adaptation of students with low achievement and that low levels of academic adjustment lead to low levels of achievement among students. (Al-Mseidin, Fauzee, & Kaur, 2017b; Ashour, Obaid & Abdul Karim,2010; Olimat ,Saaida, &alzyadat, 2013).

Therefore, the current researcher aims to study the relationship between academic psychological capital and both academic adjustment and academic achievement of university students

Academic Psychological Capital:

The concept of psychological capital is one of the concepts of positive psychology that is concerned with studying the strengths and positive characteristics of an individual, which play a big role in improving his performance and compatibility in life .those who have a good balance of psychological capital have the ingredients for success, they help him to challenge obstacles as a result of his positive assessment of circumstances and setting plans to achieve goals, they have a positive impact on the behavior of the individual and his success in life (Hansen, Buitendach & Kanengoni, 2015, 623).

Psychological capital represents a positive psychological ability that an individual has during the stages of his development, and this ability can be developed, developed and used to improve individual performance.it consists of four dimensions: self-efficacy, resilience, hope and optimism. psychological capital improves personal results through creative thinking and behavior derived from a positive psyche associated with the environment; it is a positive assessment of circumstances and the likelihood of success based on effort, motivation and perseverance (He, Jia, McCabe, Chen & Sun, 2019,232).

Psychological capital represents a positive emotional state that affects an individual's behavior, work performance, pursuit of his goals, methods of coping with stress and restoring his balance (Mahmoud, Jehan Othman, 2020, 108)

Luthans, Norman, Avolio, & Avey (2008) defined psychological capital as a positive evolutionary state of an individual characterized by four characteristics: self-efficacy, optimism (positive attribution), hope and resilience.

Kenneth, Daly, & Mak (2009) defined it as an individual's growing positive psychological state characterized by self-efficacy, optimism, hope, and resilience. Al-kurdawi (2013) defined it as the set of positive psychological feelings that a person experiences and makes him feel hope in achieving his goals, optimism about his future, increasing his ability to adapt and quickly returning to his normal state in case of crises or problems.

Psychological capital is also defined as a positive psychological state of an individual characterized by the presence of confidence and making the necessary effort in order to succeed in difficult tasks (self-efficacy), making a positive attribution between success now and success in the future (hope), perseverance towards achieving goals for success, as well as flexibility in dealing with problems in order to achieve success. (Fang. & Ding, 2020,134).

In the academic field, academic psychological capital can be viewed as a positive developmental psychological ability of a student that contributes and affects his achievement of academic tasks and goals through the presence of confidence and making the necessary effort to succeed with the presence of positive internal support in the student that he will be successful in the future, in addition to

perseverance and continuing to exert effort and flexibility in dealing and adapting to problems and academic pressures in order to achieve success..

The study of Meera Obaid (2019) aimed to identify the extent to which graduate students possess psychological capital and whether psychological capital varies according to specialization, type and stage. The sample consisted of (380) master's and doctoral students from humanitarian and scientific faculties. The results also showed that there are no statistically significant differences between males and females in psychological capital, as for specialization, the results showed that there are significant differences in favor of scientific disciplines.

A study (Adnan et al. 2020) on the intermediate roles of flow behavior and subjective disability behavior in the relationship between academic psychological capital and academic achievement. The sample consisted of (300) university students. Students' cumulative grade point average (GPA) in the previous semester was taken as an indicator of their academic achievement. The results showed the direct positive effects of academic psychological capital on academic achievement.

A study (Ronnell et al. 2020) on the relationship between psychological capital and integration in the academic and business sphere. Three studies and various age groups (adult employees and university-aged adolescents) were conducted. The first study was conducted on (162) employees, the second study was conducted on (71) university students, while the third study was conducted on (404) high school students. The results of the three studies found a positive effect of psychological capital on the integration (students' academic and employees' integration at work).

The et al (2020) Irfan study revealed the relationship between psychological capital and academic adaptation, the sample consisted of (511) university students and the results concluded that psychological capital is a positive source that plays a central role in the academic adaptation of students. And the presence of a positive influence of psychological capital on organizational behavior in university education.

The study of Bulbul and Hijazi (2021) aimed to identify the relationship between psychological capital and both professional adaptation and professional success, and the research sample consisted of (433) teachers and primary teachers. . The results found a statistically significant positive correlation between the dimensions of psychological capital and both professional adaptation and professional success .

The study was revealed by (Terje et al. 2021) on the factors associated with academic performance in university students by examining the role played by students' psychological capital, positive emotions and integration in the relationship between a supportive study environment and academic performance. The study sample consisted of (588) undergraduate students, and the results concluded that psychological capital plays a mediating role in the relationship between the supportive study environment and academic performance, and that both psychological capital and positive emotions and integration in the study enhance academic performance.

Abdul & Hillman's (2021) study revealed the influence of psychological capital on students' academic achievement through procrastination at different levels of consciousness. The study was conducted on a sample of (1670) university students and the cumulative average of students was monitored. The results showed that the psychological capital of students had a direct positive effect on the cumulative average student scores (GPA).

Dimensions of psychological capital and its relationship to academic performance:

Psychological capital resources can be abbreviated in the term (HERO) Hope, Self-efficiency, Resilience Optimism, which is a set of four dimensions or positive sources

1-Hope: Hope consists of both agencies will (determination to achieve one's goals) and pathways (the ability to invent multiple ways to reach one's goals), as it was found that hope is associated with higher levels of achievement in various fields such as sports, work, academic success and optimal student

performance, and that high levels of hope in students predicted better academic success (Ye, Ren, & Wan, 2020).

2- efficiency: it is the basic construction of the Pandora social cognitive theory, where it refers to the individual's confidence in his ability to achieve a high level of performance. High self-efficacy requires a strong belief in the individual's ability to control the main results and facilitate the achievement of a successful goal. analytical studies have shown that self-efficacy is closely related to work performance and self-efficacy affects students' motivation and learning and therefore affects academic integration and performance (Bandura, 2012).

Students with a high degree of academic self-efficacy effectively manage their academic life and homework, use effective learning strategies, while those with low academic self-efficacy suffer from academic failure, are not familiar with their learning strategies, and face many problems in their academic life. So strong academic self-efficacy is the main reason for the academic success of students where their academic motivation is also high. (Fati, Umair, Umrani & Zaman, 2019).

3- Resilience: it relates to the individual's ability to recover from adversity or failures, flexible individuals can return to their original state or even achieve a better result after facing a great adversity. Studies have found that flexibility predicts adaptive performance in a wide range of areas. Academic flexibility, on the other hand, was a positive indicator of school outcomes such as enjoyment of school, integration into the classroom, and overall self-esteem. Flexibility has also been associated with higher levels of integration, self-efficacy, positive relationships with teachers, and high academic performance; flexible students see problems as challenges rather than threats and thus flexibility predicts future academic achievement (Martin, 2013).

4-optimism: it concerns a general expectation of positive results, where optimistic individuals build positive expectations that motivate them to pursue goals and deal with difficulties to achieve the goal in the work environment, and optimism has also been associated with achieving professional success. In the academic context, optimism was found to be positively associated with academic achievement and academic integration and positively predicted adaptation to university study (Carver & Scheier, 2014).

Psychological capital motivates individuals internally as internal motivation has a significant impact on the performance associated with achieving the goal rather than any external pressure. The components of psychological capital are positive resources that lead to improved academic performance (Luthans, Avolio, Avey, & Norman, 2007b). students with a large psychological Capital know their goals well and therefore have intrinsic motivation, which causes a state of flow in the performance of their tasks, which leads to better academic performance. (Luthans, Avolio, Avey, & Norman, 2007b).

Academic Adjustment:

Academic adjustment refers to the degree of student success in dealing with various educational requirements such as motivation, Application, Performance and satisfaction of the academic environment and is a process involving psychological and behavioral change ; where students try hard to organize themselves to achieve balance in their new academic environment and to meet the new learning requirements of the University. Students who can adjust to their academic environment and overcome challenges and changing circumstances can achieve high academic performance (Kaur & Sharma, 2021).

Siah, Brian & Sai (2020) define academic adjustment as a student's ability to maintain positive interactions with the academic environment, in addition to the ability to cope with the demands of academic situations with the aim of achieving academic success. It also includes several components such as motivation to learn, taking the necessary actions to meet academic requirements, having a clear sense of purpose, managing expectations and overall satisfaction with the academic environment. (Baker, 2004, 189).

adjustment helps the student to properly balance many of the difficult academic challenges facing him; students who have a high academic adjustment to the school environment have distinctive

characteristics: such as awareness of his strengths and weaknesses, flexibility in behavior, respect for others and himself, realistic perception of himself and the world, having the ability to satisfy his basic needs (Omi, Olawole, & Adedayo, 2021). Hence adjustment plays a key role in academic success; poor adjustment at the university is positively associated with a decrease in academic performance, low grades and failure in academic life. Students' adjustment varies as a result of their individual differences in flexibility, as more flexible individuals are better able to adapt to academic requirements and challenges. (Kaur, & Sharma, 2021).

Omi et al (2021) conducted a study to verify the presence of gender differences in academic adjustment among male and female students of the Faculty of Education. On a sample of (160) male and female students using the results showed that there are no significant differences in academic adjustment between female and male students of the University.

Dimensions of academic adjustment:

Kaur, & Purnima (2019) believe that academic adjustment reflects students' motivation to learn, their ability to conceptualize academic goals, apply strategies to achieve those goals, and satisfaction with the academic environment. Therefore, it consists of four dimensions: 1-academic adjustment: it includes students' educational motives and their effective achievement of academic goals. 2-social adaptation: it refers to the student's ability to build a network for communication and adapt it to the social environment. 3-personal emotional adaptation: it represents the psychological and emotional balance of students. 4-institutional adaptation: It consists of how well the student communicates with his academic environment.

(Liran & Miller (2019) pointed out that there are four basic dimensions that constitute the student's academic adjustment in the university environment: achievement and achievement of academic requirements, social skills, personal well-being and emotionality, satisfaction with the academic institution). The researcher believes that these four dimensions include and include all the components of academic adjustment in the university environment.

There are many factors affecting the academic adjustment of a university student, some of which are related to his personal and physical skills and traits, some of which are related to the family and the family climate, and some of which are related to the university environment and its elements.

A Study (2018) by Ortega & Salanova revealed the relationships between psychological capital and adjustment among undergraduate students. On a sample of (N = 682) university students, the results of the course analysis showed a direct correlation of psychological capital with academic performance and satisfaction. Which highlights the importance of this psychological construction in academia to increase well-being and academic achievement.

The study of Patel & Paul (2019) aimed to understand the role of psychological capital as a positive source in supporting adjustment and academic success among university students and to reveal whether psychological capital plays a role in students' academic performance. In a sample of (250) undergraduate students, the results concluded that psychological capital has a central role in the academic adaptation of students, and a significant correlation was found between psychological capital and the sub-measures of academic adjustment.

The Kaur & Purnima study (2019) examined the relationship between psychological capital and academic adjustment on a sample of (73) Business School students. The study also showed the positive role of psychological capital in achieving goals and better control in improving the level of academic performance.

Research question:

Q1-What is the degree of correlation between academic psychological capital and both academic adjustment and achievement.

Q2 - What is the level of academic psychological capital of university students.

Q3- Are there difference between the variables of study (psychological capital-academic adjustment) depending on the type and stage of university study (Bachelor / Master / PhD).

Aimes of Research:

The current Research aimed to :

1-Determine the degree of correlation between academic psychological capital and both academic adjustment and achievement.

2-identify the level of academic psychological capital among university students

3-determine the differences in both (academic psychological capital – academic adaptation) depending on the type and stage of university study.

Research Hypothesis:

- 1- There is a statistically significant correlation between academic psychological capital and academic adjustment among university students.
- 2- There is a statistically significant correlation between academic psychological capital and achievement among university students.
- 3-There are no statistically significant differences between the hypothetical mean and the mean scores of the experimental sample on the academic psychological capital scale.
- 4-there are no statistically significant differences in the variables (academic psychological capital academic adjustment) attributable to the type and stage of university study.

Methods:

Participants:

A-the psychometric competence sample of the instruments and the basic research sample. The number of psychometric proficiency sample (110: 50 students/ 60 students) was randomly selected from the students of the faculties of education for boys and girls at King Khalid University, and their average age was (34.71) with a standard deviation (8.14).

B-the basic research sample consists of (200) (90 students, 110 students) randomly selected from the students of the College of education for girls at King Khalid University in Abha, and the College of education for boys at King Khalid University in Abha. Their average chronological age was (34.5) with a standard deviation of (8.25).

Measurers:

The research tools included: 1-academic psychological Capital Scale, 2-academic adaptation scale, the following is a detailed presentation of these tools and their psychometric characteristics

1- Academic Psychological Capital scale (APCS):

Prepared by) Liran & Miller, 2019) (and translated by the researcher)

The scale is intended to measure psychological capital in the academic field and the scale consists of (24) phrases distributed over four dimensions (self-efficacy, hope, optimism, flexibility) and each dimension is measured through six phrases. The response to the scale phrases is carried out on a pentatonic scale (strongly agree, agree, somewhat agree, disagree, strongly disagree). And these responses take grades (1-2-3-4-5)

Psychometric characteristics of the academic psychological capital scale:

A Constructive validity:

The correlation coefficients were calculated between the degree of each item and the dimension to which it dimensions, as well as the total score on the scale.it is clear from the results that the correlation coefficients between the items, the degree of dimension and the total degree were all positive and statistically functioned at the level of (0.01). the values of the correlation coefficients ranged from (0.58 to 0.88), indicating the Constructive validity of the scale items. The values of the correlation coefficients between the scores of the four dimensions (self-efficacy, hope, optimism, resilience) and the overall score of the scale (0.89, 0.93, 0.88, 0.84) respectively.

Reliability

The reliability of the scale was tested by calculating the alpha - cronbach reliability coefficient for the scale as a whole, reaching a value of (0.92). The alpha reliability coefficient was also calculated for each of the four dimensions of the scale, where the values of the reliability coefficients were respectively (0.81, 0.87, 0.74, 0.79) respectively.

2-Academic Adjustment Scale

Prepared by (Liran &Miller, 2019) and translated by the researcher

Psychometric characteristics of the academic adaptation scale:

A Constructive validity

The correlation coefficients were calculated between the degree of each item and the dimension to which it dimensions, as well as the total score on the scale.it is clear from the results that the correlation coefficients between the items, the degree of dimension and the total degree were all positive and statistically functioned at the level of (0.01). and the values of the correlation coefficients ranged from (0.57 to 0.86), indicating the Constructive validity of the scale items. The values of the correlation coefficients between the scores of the four dimensions (achievement and fulfillment of academic requirements, social skills, personal well-being and emotionality, satisfaction with the academic institution) and the overall score of the scale (0.86, 0.83, 0.83, 0.76) were also given, respectively.

Reliability

The reliability of the scale was tested by calculating the alpha - cronbach reliability coefficient for the scale as a whole, reaching a value of (0.91). The alpha reliability coefficient was also calculated for each of the four dimensions of the scale, where the values of the reliability coefficients were respectively (0.79, 0.75, 0.87, 0.84) respectively.

Search results:

Result of H1:

It states that :there is a statistically significant correlation between dimensions of academic psychological capital and dimensions of academic adjustment among university students

To verify this hypothesis, the data were analyzed using person correlation coefficient to indicate the correlation between dimensions. Table (1) shows the results of the analysis

Table (1) show the result of person correlation coefficient between dimensions of of academic psychological capital and dimensions of academic adjustment

academic adjustment	Academic achievement	social skills	personal and social well-being	satisfaction with the academic institution	academic adaptation
academic psychological capital					

Self-efficacy	0.60**	0.55**	0.56**	0.48**	0.66**
Hope	0.59**	0.50**	0.58**	0.44**	0.64**
Optimism	0.45**	0.41**	0.42**	0.39**	0.50**
Resilience	0.39**	0.38**	0.36**	0.46**	0.49**

(**) Correlation coefficients are significant at the level of 0.01

The results shown in Table (1) show that there are statistically significant correlation coefficient between dimensions of of academic psychological capital and dimensions of academic adjustment

Result of H2:

It states that :there is a statistically significant correlation between dimensions of academic psychological capital and achievement among university students

To verify this hypothesis, the data were analyzed using person correlation coefficient to indicate the correlation between variables. Table (2) shows the results of the analysis

Table (2) show the result of person correlation coefficient between dimensions of of academic psychological capital and achievement

academic psychological capital	achievement
Self-efficacy	0.89**
Hope	0.92**
Optimism	0.87**
Resilience	0.84**
total	0.94**

(**) Correlation coefficients are significant at the level of 0.01

The results shown in Table (2) show that there are statistically significant correlation coefficient between dimensions of of academic psychological capital and achievement

Result of H3:

It states that: there are no statistically significant differences between the hypothetical mean and the mean scores of the experimental sample on the academic psychological capital scale.

To verify the this hypothesis, a one sample t- test was used to verify the significance of the differences between the hypothetical mean and the mean scores of the experimental sample on the academic psychological capital scale. Table (2) shows the results of this

Table (2) one sample T-Test to indicate the differences between the hypothetical mean and the mean scores of the sample on the academic psychological capital scale (N = 200)

Dimension	sample mean	hypothetical mean	standard deviation	T	D f	sig	level
Self-efficacy	24.64	30	3.3	18.17	199	0.01	LOW
Hope	24.70	30	3.73	16.3	199	0.01	LOW
Optimism	22.94	30	3.47	27.65	199	0.01	LOW
Resilience	22.89	30	3.11	28.76	199	0.01	LOW
Total	95.17	120	12.13	25.27	199	0.01	LOW

The results shown in Table (2) show that there are statistically significant differences between the hypothetical mean of the academic Capital Scale and the mean sample scores in favor of the hypothetical mean of the scale, for the four sub-scale dimensions and for all the total score of the scale. Which means that there is a low level of academic psychological capital among the sample

The result of the first hypothesis related to the level of academic psychological capital came indicating the presence of a low level of academic psychological capital in the research sample. This current result contradicts the results of a study (Meera, Obaid, 2019), the results of which indicated that graduate students have a high amount of psychological capital, as well as the results of a study (Majid, 2021), which found a high level of psychological capital among the members of the research sample. The low level of capital in the current study, which contradicts the results of the studies, can be explained by the fact that this study was conducted during the corona pandemic and the exceptional measures imposed on educational environments during this pandemic; As the majority of students switched from the traditional face-to-face learning system to online learning, this unexpected change was not an option but was mandatory .this shift from the traditional system to the e-learning environment has imposed many challenges for students ' integration and adaptation to the digital learning environment, resulting in more stress and tension among students. This point of view is supported by the results of my study (Prasath, Math ,Bhat &James, 2021;Prasath,Bhat,Mather,Foreman, James ,2021) revealed that the level of well-being significantly decreased during the corona pandemic.

Result of H3: there are no statistically significant differences in the variables (academic psychological capital, academic adjustment) attributable to the type and stage of university study.

To test the validity of this hypothesis, the data were analyzed using the T - test for independent samples to verify the differences attributable to the sex variable and the one-way ANOVA analysis to verify the differences attributable to the undergraduate stage and tables (2, 3, 4) show the results

A-differences in search variables depending on the type variable:

Table (3) shows the results of the analysis OF T-test-t for the significance differences in variables (academic psychological capital – academic adjustment) depending on the sex type variable

variable	type	N	Mean	SD	T	D f	sig
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academic psychological capital	Male	90	100.21	11.96	1.66	198	Non significant
	female	110	96.91	11.98			
academic adjustment	male	90	100.62	16.78	0.21	198	Non significant
	female	110	100.51	16.89			

The results shown in Table (3) show that there are no statistically significant differences in the research variables (academic psychological capital – academic adjustment) attributable to the type variable.

B- Differences in research variables depending on the undergraduate degree variable:

Table (4) one way ANOVA analysis for the significance of differences in variables (academic psychological capital – academic adjustment) depending on the variable of the academic stage

variable	source	Sum of square	D f	mean of square	F	sig
academic psychological capital	Between gropes	7087.24	2	3543.62	29.64	0.01
	Within Gropes	23545.55	197	119.52		
	Total	30632.79	199	-----		
academic adjustment	Between gropes	8591.77	2	4295.88	15.54	0.01
	Within Gropes	54432.6	197	276.3		
	total	63024.3	199	-----		

The results shown in Table (4) show that there are statistically significant differences at the level of significance (0.01) in the research variables attributed to the variable of the academic stage (Bachelor,

Master , PhD) and to determine the direction of the significant differences, the chefe test was used for multiple comparisons and Table (6) shows the results of that

Table (6) the chefe test for multiple comparisons

variable	academic stage	mean	Bachelor, ,	Master	PhD
academic psychological capital	Bachelor	90.41	-----	-----	----
	Bachelor	98.64	6.89*	-----	----
	PhD	101.22	12.99*	5.55*	----
academic adjustment	Bachelor	94.11	-----	-----	----
	Bachelor	98.98	-----	-----	----
	PhD	108.87	14.52*	9.01*	----

(**) The mean differences is a significant at the level of (0.05)

The results shown in Table(6) show that The presence of statistically significant differences between the (master's) group and The (Bachelor's) group in psychological capital in favor of the master's group. As well as the presence of statistically significant differences between the (doctoral) group and The (Bachelor's and master's) groups in psychological capital in favor of the doctoral group.

- The presence of statistically significant differences between the (doctoral) group and The (Bachelor's and master's) groups in the academic adaptation in favor of the doctoral group.

- The presence of statistically significant differences between the (doctoral) group and The (Bachelor's and master's) groups in the academic adaptation in favor of the doctoral group.

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