The Predictive Ability Of Academic Psychological Capital And Academic Confidence In Academic Adjustment During Online Learning Among University Students

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Abstract:
The aim of the research is to predict the academic adjustment of university students through academic psychological capital and academic confidence, to identify the level of academic psychological capital of university students and to detect differences in study variables according to gender and university stage of study. The research sample consisted of (209) students (96 male students, 113female students) randomly selected from the students of the Faculty of Education at King Khalid University, at the undergraduate and graduate levels with an mean age of (34.6) and a standard deviation of (8.45), applied to them: academic capital scale, academic adjustment scale, and academic confidence scale. The results of the research concluded that academic psychological capital and academic confidence predict of academic adjustment among university students. The results also showed a high level of academic psychological capital among the sample members, and the absence of significant differences in the three research variables (academic psychological capital – academic adjustment – academic confidence) attributed to the gender variable.

Keywords: *academic psychological capital, academic confidence, academic adjustment.*

Introduction:
Recent years have witnessed unprecedented pressures during the COVID-19 pandemic, and university education has been greatly affected by the pandemic. Universities have been closed and the sudden shift to work [1]and study online, as faculty members continued their work through online platforms (Butrymowicz & D'Amato, 2020). These sudden and unexpected changes in the daily lives of universities have posed a challenge to the personal and professional resources of faculty, staff and students, resulting in high levels of stress and a threat to well-being in the study and work environment. (Lederer, Hoban, Lipson, Zhou, & Eisenberg, 2021).

The pandemic has caused disruptions in students' academic life; it has forced students to stay home, adapt to online learning, and students have shown growing anxiety associated with the transition from face-to-face to online learning as an attempt by universities to curb the spread of COVID-19. This resulted in pressures related to adapting to online learning that were reflected in the academic well-being of university students during the early period of the pandemic as well as their academic performance (Wang, Bu, L Song& Li, 2021 ; Johnson, 2020).
The main challenge for education institutions currently is to provide their students with personal resources that enhance their performance and mental health in the study environment, as university students face many social, economic and academic challenges (Schaufeli & Taris, 2014; Lane, Hall, & Lane;2004).Therefore, recent studies in the field

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of university education have focused on some variables related to positive psychology, such as: academic psychological capital, academic confidence and academic adjustment because of their positive association with improving integration and academic performance, which is reflected in the high level of their integration and academic achievement. (Halty, Schaufeli, & Salanova, 2019; Ronnel, Pitliya & Jesus, 2020).

The relatively recent concept of psychological capital is one of the positive personal resources that can lead to individual and institutional success and is positively correlated with students' academic performance, which focuses on the positive personal resources a person possesses. (Vanno, Kaemkate, &Wongwanich, 2014; Laschinger, & Fida, 2014 ; Halty, Salanova , Llorens, & Schaufeli, 2019). This concept has attracted the attention of academics over the past decade and is derived from positive psychology in general and positive organizational behavior in particular.

Psychological capital is one of the psychological abilities that consider the criteria of the Positive Organizational Behavior (POB) framework. Positive organizational behavior focuses on studying and applying the psychological abilities of individuals that can be developed and changed, which can lead to improved performance in the workplace or study (Daria, Delia, Laurentiu& Andrei, 2020).

It is noted that the trend of current studies is to address the concept in specific areas and not the concept in general, which prompted researchers to employ and study it in the academic field under the name of (academic psychological capital)such as studies (Luthans, Youssef, & Avolio, 2007; Ooh, Chua& Maakip, 2020; Daria, Delia, Laurenţiu, & Andrei, 2020).

The concept of academic psychological capital is defined as a positive psychological developmental state of the student that participates in the performance of academic tasks and the achievement of goals accompanied by self-efficacy (that is, how to be successful in a difficult task and where to make the necessary effort), optimism (that is, the student gives positive support to himself that he will be successful in the future), hope (the continued effort to achieve a goal despite the difficulties or frustrations he faces and changes direction in order to be successful), and flexibility (the possibility of endurance when the individual is surrounded by problems and the ability to overcome them to achieve success (Luthans, Youssef, & Avolio, 2015).

Academic psychological capital leads the student to exert more efforts to achieve academic success and adjustment. Undergraduate students use their psychological capital resources when completing academic tasks or achieving the goals of their academic program (Luthans, Youssef, & Avolio, 2015).

It is noted that each component of academic psychological capital has a clear impact on shaping academic performance and students' adjustment to their educational environment. Academic self-efficacy (which means the individual's beliefs about his academic skills that contribute to successful performance in a particular field) determines whether the student has effectively completed the task or not. It also plays a predictive role in the student's level of achievement in educational environments (Chemers & Garcia, 2001; Gore, 2006; Khan, 2013). Optimism (which refers to the individual's positive ideas about his future academic life) leads the person to achieve successful results in his educational life. While hope (a person's beliefs about   whether they can find the necessary pathways of solution and apply these pathways efficiently) plays a role in achieving specific academic goals and academic achievements. The impact of resilience (the positive adjustment of an individual to difficult academic circumstances and the 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).

As a result of the academic competition and increasing pressures faced by students, especially during the Corona pandemic, and the pressures and changes imposed on university education in the educational systems, where the shift from the traditional face-to-face learning system to online learning and the requirements imposed by online learning environments has become very difficult to adapt to these transformations.

In this regard, many studies have shown a close relationship between academic psychological capital and academic adjustment. Academic psychological capital is one of the important sources for promoting successful academic adjustment in the university environment, which in turn is reflected in the academic success of the student (Batel & Paul, 2019; Crede & Niehorster, 2011; Kaur & Purnima, 2019).

Academic adjustment is defined as the individual's ability to maintain positive interactions with the educational environment, as well as the ability to deal with the requirements of academic situations with the aim of achieving academic success (Van, Jansen, & van, 2018).

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

academic adjustment plays an essential role in predicting academic success. Students who have a high degree of academic adjustment have a lower rate of withdrawal from school and achieve better achievement rates (Baker, 2004). Academic success is inextricably linked to school adjustment; adjustment is the foundation of satisfactory professional and social integration in modern society. Since students face a difficult academic reality, verifying their ability to employ positive resources well leads to better academic adjustment in university education (Kaur & Purnima , 2019).

In this regard, the results of many studies also confirmed the association of poor academic adjustment 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).

Evidence regarding the relationship between academic psychological capital and academic adjustment suggests that each component 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 increase the chances of academic success and achieve well-defined goals in a positive direction even when they face great academic difficulties and challenges. Therefore, academic psychological capital is a necessary requirement for successful academic adjustment (Brissette, Scheier & Carver, 2002; Phinney& Haas, 2003; Heiman & Kariv 2004).

Ortega & Salanova (2018) study revealed the relationships between psychological capital and adjustment focused on meaning, satisfaction, and performance among undergraduate students. The results of the path analysis showed that psychological capital is directly related to academic performance and satisfaction.

Batel &Paul, (2019) indicated that academic psychological capital is a positive source and plays a central role in students' academic adjustment. A positive relationship was found between psychological capital and academic adjustment sub-scales. "Hope" - which represents willpower - was associated with high academic achievement, and "flexibility" - which refers to the ability to overcome difficulties - was associated with personal and emotional adjustment in the academic environment.

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

Irfan et al. (2020) found that psychological capital is a positive source that plays a central role in students' academic adjustment. And the presence of a positive impact of psychological capital on organizational behavior in university education.

Prasath, Math, Bhat &James(2021) study revealed that wellbeing was significantly lower during the COVID-19 pandemic than it was before the pandemic. Psychological capital

predicted well-being to a high degree during the Corona pandemic, and the dimensions of psychological capital (hope and optimism) were a good predictor of well-being during the pandemic. The findings also demonstrated the mediating role of coping strategies between psychological capital and wellbeing.

 Another important factor related to the academic adjustment of students is " academic confidence", which means the cognitive understanding of students about whether they can effectively meet the educational requirements of a university education. In other words, academic confidence refers to students ' beliefs about their study behaviors that are necessary to succeed in their major areas. They differ from academic self-efficacy because they indicate a general belief about whether one is able to accomplish all academic work at university (Nicholson, Putwain, Connors & Hornby, 2013).

Academic confidence is defined by the strength of a student 's beliefs, firm confidence, or firm expectations about how they will respond to the demands of studying at university. Academic confidence includes factors: study, comprehension, verbalization, clarification, attendance (Sander & Sanders, 2009; Sander & Sanders, 2006).

 Academic confidence is a broader term than academic self-efficacy, as it refers to an individual's general beliefs about the study behaviors necessary for their academic survival in higher education (Bong & Skaalvik, 2003; Sander & Sanders, 2006).

Academic confidence affects students' academic performance and academic adjustment negatively and positively, depending on whether the individual has high or low academic confidence. High academic confidence can be motivating and help spark interest in academic performance, while low academic confidence can have negative effects on academic performance in school, especially if the individual lacks a clear concept of self. Low academic confidence can carry feelings of anxiety and uncertainty, making it difficult to handle academic tasks (Tera, 2010). Benabou & Tirole (2002) suggest that increased self-confidence is a driving force that motivates individuals to act and persevere. Conversely, low self-confidence and imaginary inferiority can lead to slower progress or even dropout from school. It has been found that confidence - in terms of being aware of our true abilities -has a positive effect on motivation and motivation.

Not only did students' confidence in their academic abilities correlate with expectations of success, but it also positively effects their academic performance and academic confidence influenced students' desire for more learning in the future; those with low confidence are not only less motivated in their current learning, but also less willing to receive more education in the future (Ireson & Hallam, 2009).

The results of many studies have confirmed that academic confidence has pivotal direct and indirect effects on academic success, that students with high levels of academic confidence have high   GPA scores, and that each dimension of academic confidence has been associated with a positive relationship with academic success (Palanivelu & Govindarajan, 2012; Nicholson, Putwain, Connors & Hornby,2013; Sander& Sander, 2009).

Sultan et al. (2020) results showed that there were   statistically significant differences in the degree of social skills and academic confidence among students learning collaboratively and individually. "Social skills and academic confidence" improved among students who learned in a collaborative style compared to students who learned in an individual style.

In light of the above, the current research seeks to reveal the predictive ability of both academic psychological capital and academic confidence in academic adjustment during online learning among university students.

Research Questions

What is the level of academic psychological capital in the research sample?

Are there differences in each of (academic psychological capital – academic adjustment – academicconfidence) according to gender?

Does academic psychological capital and academic confidence predict academic adjustment during online learning among university students?

Methods

Research sample:
The research sample consisted of (209) undergraduate and graduate students (96students, 113female students) from the Faculty of Education at King Khalid University in Abha, studying electronic courses through the Blackboard platform and their mean age was (34.6) with a standard deviation of (8.45).

Research measures:

Academic Psychological Capital Scale(APCs) Liran &Miller(2019)
This scale is an abridged and modified version prepared by Liran &Miller, 2019) of the original psychological capital scale prepared by Luthans et al. (2007) to fit the measurement of psychological capital in the academic field. The researcher translated the scale from English into Arabic, and then the scale was presented to several arbitrators specialized in educational psychology.
The scale aims to measure psychological capital in the academic field. The scale consists of (24) items divided into four dimensions (self-efficacy, hope, optimism, flexibility). Each dimension is measured through six items. The response to the scale statements is made on a five-point scale (strongly agree, agree, somewhat agree, disagree, strongly disagree).

validity: The internal consistency of the scale was calculated using the correlation coefficients between the degree of each item and the dimension to which it belongs were calculated as well as the total score on the scale. The values of the correlation coefficients between the items, the degree of dimension and the total score were all positive and statistically significant at the level of (0.01). The values of the correlation coefficients ranged between (0.58 to 0.88), which indicates the validity of the internal consistency of the scale items. The values of the correlation coefficients between the four-dimensional scores (self-efficacy, hope, optimism, flexibility) and the total score of the scale (0.89 , 0.93 , 0.88 , 0.84), respectively .

Reliability: was verified by calculating the reiability coefficient of Alpha-Cronbach for the scale as a whole, where its value was (0.92). The alpha coefficient was also calculated for each of the four dimensions of the scale, where the values of the alpha coefficients were (0.81 , 0.87, 0.74 , 0.79), respectively.

2- Academic Adjustment Scale:Liran &Miller, (2019)
The researcher translated the scale from English into Arabic, and then the scale was applied to a number of arbitrators specialized in educational psychology. The scale aims to measure the ability to control and adapt to study. The scale consists of (28) statements divided into four dimensions (achievement and achievement of academic requirements, social skills, personal and emotional well-being, and satisfaction with the academic institution). The response to the scale statements is on a five-point scale (very high, very high, medium, low, very low)

validity:
The internal consistency of the scale was calculated using the correlation coefficients between the degree of each item and the dimension to which it belongs were calculated as well as the total score on the scale. The values of the correlation coefficients between the items, the degree of dimension and the total score were all positive and statistically significant at the level of (0.01). The values of the correlation coefficients ranged between (0.57 to 0.86), which indicates the validity of the internal consistency of the scale items. The values of the correlation coefficients between the four-dimensional scores (achievement and achievement of academic requirements, social skills, personal and

emotional well-being, satisfaction with the academic institution) and the total score of the scale (0.86 , 0.83 , 0.83 , 0.76), respectively .

Reiability: The Reiability of the scale was verified by calculating the reiability coefficient of Alpha-Cronbach for the scale as a whole, where its value was (0.91). The alpha Reiability coefficient was also calculated for each of the four dimensions of the scale, where the values of the Reiability coefficients were (0.79 , 0.75, 0.87 , 0.84), respectively.

3- Academic Confidence Scale:Sander & Sanders(2009)
The researcher translated the items of the scale from English into Arabic, then the scale was placed on an Arabic language specialist to determine the soundness of the linguistic structure of the items of the scale, and then the questionnaire was applied to a number of arbitrators specialized in educational psychology, in order to determine how valid the scale is for application in the Arab environment, and the suitability of the items for the purpose ofit**.** In the light of the observations of the arbitrators, some items were modified, and one of the items in the original scale was deleted by the arbitrators. Foreign studies that used the scale also supported the deletion of this item because it does not belong and is saturated in any dimension. Thus, the empirical picture of the questionnaire was based on (23) statements distributed over six dimensions (academic task performance, expressive ability, study, attendance, understanding, question / request). The response to the scale statements is on a five-point scale (very, very, moderately, poorly, very poorly).

Validity: The internal consistency of the scale was verified by calculating the correlation coefficients between the score on each of the scale statements and the total score on the scale, as the values of the correlation coefficients ranged between (0.34, 0.61), and they were all statistically significant. The correlation coefficients between the score on each statement and the total score of the strategy to which it belongs were also calculated, as the values of the correlation coefficients ranged between (0,59, 0,87), and they were all statistically significant.

Reiability of the scale was verified by calculating the Reiability coefficient of Alpha-Cronbach for the scale, where its value was (0.94). The alpha Reiability coefficient was also calculated for each of the six dimensions of the scale, where the values of the Reiability coefficients were (0.79 , 0.75, 0.87 , 0.84), respectively.

Results.

Results of the first question:
To answer the first question, weight means, standard deviations and relative weights were calculated on the scale of academic psychological capital. Table (1) shows the resultsof this

Table (1) Weighted means, standard deviations, and relative weights of psychological academic capital scores

Dimensions	Weighted mean	Standard Deviation	Relative Weight	Level
Self-efficacy	4.307	.550	86.14	High
Hope	4.298	.622	85.96	High
optimism	3.891	.579	77.82	High
Flexibility	3.967	.519	79.34	High
Total	4.116	.505	82.32	High

It is clear from the results presented in Table (1) that there is a high level of academic psychological capital in the research sample, in relation to the four sub-dimensions of the scale and the total score of the scale, where the weighted mean values ranged between (3.891 to 4.307) . This means that there is a high level of academic psychological capital among the sample members

Results of the second question:
To answer the second question, the data were analyzed using an independent sampling test to verify the differences attributable to the gender variable

Table (2) - T-test for the significance of differences in the variables (academic psychological capital – academic adjustment – academic confidence) according to the gender variable

Variables	Gender	No.	mean	SD.	t	df	Sig.
academic psychological capital	Males	96	100.27	12.96	1.63	207	(Nonsignificant)
	Females	113	97.53	11.30			
Academic Adjustment	Males	96	100.09	17.40	0.14	207	(Nonsignificant)
	Females	113	100.44	17:49			
Academic Confidence	Males	96	95.48	13.66	1.48	207	(Nonsignificant)
	Females	113	98.04	11.28			

It is clear from the results presented in Table (5) that there are no statistically significant differences in the three research variables (academic psychological capital – academic adjustment – academic confidence) attributed to the gender variable.

Results of the third question:
To answer the third question, the data were analyzed using multiple linear regression analysis. Table (3) shows the results of this

Table-3   results of multiple linear Regression

Model		Adjusted R Square	F	Sig.	Unstandardized Coefficients		standardized Coefficients		
					B	Std. Error	Beta	t	Sig.
1	(Constant)	0.505	100.94	0.00	-7.030-	7.758		-.906-	.366
	Psych.Capital				.425	.110	.287	3.872	.000
	Academic confidence				.676	.105	.476	6.408	.000

a.   Dependent Variable: Academic Adjustment

It is clear from the results presented in Table (3) that academic psychological capital predicts in terms of academic adjustment, where the value of (t= 3.87) is statistically significant, and academic confidence also predicts indications of academic adjustment, where the value of (t= 6.40) is statistically significant. Independent variables may be germinated by (50.5% of the variation in the dependent variable (study adjustment). The contribution of academic confidence in forecasting (Beta=0.476) was higher than the contribution of academic psychological capital in forecasting.

Discussion:

Results of the first question related to the level of academic psychological capital, indicating that there is a high level of academic psychological capital in the research sample during e-learning. This current result is consistent with the results of the study (Meera, Obaid, 2019), whose results indicated that graduate students possess a high amount of psychological capital, as well as the results of the study (Majeed , 2021), which found a

high level of psychological capital among the members of the research sample. The high level of capital can be explained as most students have shifted from the traditional face-to-face learning system to online learning. Psychological capital is a positive psychological developmental state of the student. As a result of the nature of e-learning environments and their characteristics distinct from the traditional learning environment, e-learning provides a flexible and interactive learning environment through educational technologies and diversity in knowledge management, which increase the level of learning enjoyment andmotivation.

The results of the second quetion related to the differences in the research variables according to the gender variable showed no significant differences in the three research variables (academic psychological capital , academic adjustment and academic confidence) according to the gender variable. The result of the current research regarding academic capital and the lack of gender differences was consistent with the results of my study (Meera, Obaid, 2019; Mahmoud and Zayed 2021), whose results showed no statistically significant differences between male andfemale students in psychological capital. This result reflects the change and development that has occurred at the level of the family and society and their view of female education, which has provided females with the same opportunities as males to become more capable, efficient, and determined to achieve goals and accomplish learning tasks, as well as the importance and value that education has become for females in Saudi society. It is a means to achieve growth and intellectual and material independence for females and give them a social status among the members of society, as it allows them to achieve themselves and their ambition, which has resulted in an increase in the level of female motivation to learn and achieve academic success and achievement.

The age factor is also likely to play a role in the absence of gender differences in capital, as there is a positive relationship between age and psychological capital. With age, maturity increases, vision and goals become clear, and the individual's ability to recover from adversities and failures increases, whether for males or females.

The result of the research on the lack of gender differences in school adjustment was also consistent with the results of studies (Taha ,2020; Omi et al, 2021), whose results confirmed the absence of statistically significant differences in school adjustment between female and male university students. This result is explained by the equal opportunities between male and female students provided by family and society, as well as the university environment in education and academic lifestyle for both genders, which helped to have equal levels of academic motivation and ability to deal with the requirements of academic situations and adapt to academic pressures for both genders. This was also reflected in the result of the current study regarding the lack of gender differences in academic confidence, which reflects the confidence of the student in the importance of the requirements of studying at the university with high efficiency and clarifies their self-awareness of mental ability and its positive impact on adjustment in academic life.

As for the results of the third quetion, the results of the regression analysis showed that academic psychological capital predicts in terms of academic adjustment during e-learning. This finding is consistent with the results of studies (Ortega & Salanova, 2018; Batel &Paul, 2019; Kaur& Purnima, 2019; Irfan, et al., 2020; Prasath et al., 2021) whose results confirmed that psychological capital has a significant impact and is an important source for enhancing academic adjustment.

This positive impact of academic capital in students' adjustment to their academic environment can be attributed to the fact that academic psychological capital is a necessary requirement for successful academic adjustment because 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 skills to adapt to academic requirements and their ability to employ these skills increases their ability to adapt and achieve well-defined goals even when they face great academic difficulties and challenges .

The central role played by academic psychological capital in students' academic adjustment can also be explained by looking at the concept of capital and the constituent dimensions, where it represents a positive emotional state that affects the individual and the performance of his uncle, the pursuit of his goals, and the methods of facing pressures and restoring his balance. It includes four dimensions: self-efficacy, steadfastness, hope and optimism. Hope - which represents the strength of the will and the ability to devise multiple ways to reach the goals of the individual - is directly related to school adjustment. Students with a high degree of academic self-efficacy manage their academic lives and duties effectively and use effective learning strategies. Flexibility is also associated with a high level of integration, self-efficacy, positive relationships with teachers, and high academic performance. Flexible students see problems as challenges rather than threats. Flexibility - which refers to the ability to overcome difficulties – is associated with personal and emotional adjustment in the academic environment (Batel &Paul, 2019). The adaptability of students varies because of individual differences in flexibility. More flexible individuals are more able to adapt to academic requirements and challenges (Kaur& Sharma, 2021), and optimism is positively correlated with academic inclusion and positively predicts adjustment to university study (Carver & Scheier, 2014). Firas academic capital as a positive psychological condition that makes the student feel hopeful to achieve his goals and optimism about his future and increase his ability to adapt and quickly return to his normal state in the event of crises or problems.

The model of regression also showed that academic confidence predicts academic adjustment, and this result is consistent with the results of studies et al., 2020 (Sultan) Makbule & Berke, 2017;. This result can be interpreted because academic confidence represents a certain expectation in the student 's ability to perform the requirements of study at the university with high efficiency. It is an important variable in university education, as it demonstrates self-awareness of mental ability and its positive impact on adjustment in academic life**.**

Hence, academic confidence is a key pillar in enhancing the student's confidence in his ability to face stressful academic events and that he has the necessary capabilities and skills to face and overcome those difficulties, where confidence is linked to the individual's perception of his ability to achieve and actual performance.

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