

**EFFICACY OF PSYCHOLOGICAL CAPITAL (PSYCAP) INTERVENTIONS (PCI) ON
RESILIENCE AND PERCEIVED ACADEMIC STRESS AMONGST UNIVERSITY
STUDENTS**



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05-274172-001

A thesis submitted in fulfillment of the
requirements for the award of the degree
of Doctor of Philosophy (Professional Psychology)

Institute of Professional Psychology

BAHRIA UNIVERSITY ISLAMABAD

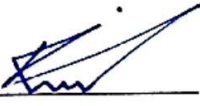
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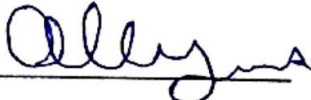
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This thesis is dedicated to my parents,

Khalid Mahmood Ally and Khalida Khalid — both now resting in eternal peace.

You were the light that lit my path, the steady hands that held me through every storm.

Your love was my first lesson, your prayers my lifelong shield.

Every step I've taken, every milestone I've reached, carries your imprint.

I am because you were.

If I can be even half the parent to my children that you were to me, I will have done well.

May Allah (SWT) enfold you both in His infinite mercy and grant you the highest place in Jannah. Aameen.

And to my little granddaughter, my shining star, my sweet princess Ayzel - Your smile is a promise of tomorrow, your laughter the melody of hope.

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The Indefatigable Sri Lankan 'Silent Fighter' Whom The world Lost!

A true manifestation of Resilience.

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"Fa inna ma'al 'usri yusra" *Indeed, with hardship comes ease.* — Surah Al-Inshirah (94:6), The Holy Qur'an

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ABSTRACT

The aim of the present research is to explore the efficacy of Psychological Capital (PsyCap) Interventions (PCI) on resilience and perceived academic stress amongst university students. For this, it was hypothesized that there will be a significant reduction in perceived academic stress amongst university students because of Psychological Capital Interventions. Another hypothesis stated that Psychological Capital Interventions would result in increase in resilience in the experimental group (undergoing Psychological Capital Interventions), even after follow-up as compared to the waitlist control group. Another hypothesis was that there would be a significant difference in perceived academic stress between experimental group and wait-list control group participants in the posttest and follow-up. The sample comprised of 80 (40 male & 40 female) experimental (intervention) group and 80 (40 male & 40 female) wait-list (control) group participants of graduate and post graduate students in age range of 18-25 years from different public / private sector universities. The mean age of the experimental group participants was 22.34 years (SD = 1.43) & Control group was 22.40 years (SD = 1.35), with the minimum age being 20 years and maximum 25 years. Participants were assigned to the experimental group completing eight 75 to 90 minutes weekly group sessions of the PCI protocol, with a follow-up after a gap of four weeks. The research questionnaires included Psychological Capital Questionnaire (PCQ-12; Luthans et al, 2007), Perception of Academic Stress Scale (PAS; Bedewy & Gabriel, 2015) and Brief Resilience Scale (BRS; Smith et al., 2008) administered pre and post intervention of Psychological Capital Intervention (PCI) and follow-up. Repeated measures analysis of variance (R-ANOVA) and Independent Sample t-test were carried out for pre, post, and follow-up assessments of perceived academic stress across experimental and control groups of the university students. The results

showed confirmation of all the three hypotheses indicating a significant difference in the levels of perceived academic stress and resilience before and after the psychological capital interventions in the experimental group. Based on the results, it is recommended that in future research, more diverse populations from other cities could be used for analyzing the significance of psychological capital interventions as well as resilience in reducing perceived academic stress amongst university students. All APA ethical considerations including participants' right to withdraw and the confidentiality of the respondents as well as others were considered during and after the research.

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