

**CHAPTER 4**  
**RESUME**

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The present investigation was aimed to examine positive psychological capital and its role as predictor of psychological well-being and creativity among undergraduate and post-graduate students. The concept of positive psychological capital was developed in the field of Positive psychology. The Positive psychology emphasizes on positive mental resource within each human being and some of these positive resources together developed a concept which is called as positive psychological capital. It is important to mention that present research was carried in an unexplored area in Indian context. The present study has been conceived to explore the role of Psychological Capital in two specific areas.

#### Aims of the study

- ⊙ To explore the concept of Positive psychological capital among undergraduate and post graduate students.
- ⊙ To examine the role of Positive psychological capital as the predictor of Creativity among undergraduate and post graduate students.
- ⊙ To examine the role of Positive psychological capital as the predictor of Psychological well-being among undergraduate and post graduate students.

An extensive analysis of previous researches and theories related to present research topic was carried out. Based on the review of literature following hypothesis were formulated:

- 1) There will be no significant difference in positive psychological capital between undergraduate and postgraduate students.
- 2) There will be no significant difference in psychological well being between undergraduate and postgraduate students.
- 3) There will be no significant difference in creativity between undergraduate and postgraduate students.
- 4) There will be no significant relation between positive psychological capital and psychological well-being among undergraduate students.
- 5) There will be no significant relation between positive psychological capital and psychological well-being among post graduate students.
- 6) There will be no significant relation between positive psychological capital and creativity among undergraduate students.
- 7) There will be no significant relation between positive psychological capital and creativity among post graduate students.
- 8) There will be no significant influence of positive psychological capital on well being among undergraduate students.
- 9) There will be no significant influence of positive psychological capital on well being among postgraduate students.
- 10) There will be no significant influence of positive psychological capital on creativity among undergraduate students
- 11) There will be no significant influence of positive psychological capital on creativity among postgraduate students.

In the present study three variables were taken into consideration. The first variable was positive psychological capital. Positive psychological capital construct included four dimensions. These were self-efficacy, optimism, hope and resiliency. To measure these four dimensions four separate tools were used. To measure self-efficacy the General self –efficacy scale was used .This scale was developed by Ralf Schwarzer and Mathias Jerusalem in 1979 in Germany. The scale is usually self-administered and has 10 items. The second dimension was optimism and it was measured by The Life –Orientation Scale. The Life Orientation Test (LOT) is a 10 item scale developed to measure individual differences in generalized optimism versus pessimism. The third dimension was hope and it was measured by Hope scale. This scale was developed by Snyder and his colleague in 1991.This scale has 12 items. The fourth dimension was resilience and it was measured by The Resiliency scale which was developed by Gail M. Wagnild and Heather M. Young in 1987. This scale has 14 items. The purpose of the scale is to identify the degree of individual resilience .It is a self administered test.

The second variable of the present study was psychological well-being and it was taken as criterion or dependent variable for the study. This variable was measured by Psychological well-being Questionnaire which was developed by Carol Ryff(1995).This scale has 86 items , 14 items each under six dimensions. It was judged on a 7 point scale.

The third variable for the present research was creativity and it was taken as criterion or dependent variable. This variable was measured by Creativity Test named

Divergent Production abilities. This test battery was developed by K.N. Sarma. This test battery contains six subtests .It measures four creative abilities – fluency, flexibility, originality and elaboration and total creativity.

To collect information related to demography, socioeconomic status an interview schedule was prepared by the researcher herself. The schedule includes twenty one items/ questions to find the socio demographic information of the students. To examine these three variables a total sample of N=500 was selected. Out of these 250 were college students pursuing graduation and other 250 were students pursuing post graduation from various colleges and university in Guwahati city area only. All the students were selected from Non-technical educational background. The sample was collected by using purposive random sampling technique. In the present investigation positive psychological capital was taken as predictor or independent variable and psychological well-being and creativity were taken a criterion or dependent variable. After scoring of the raw score, data were entered into SPSS software package for further analysis. Following statistical techniques were applied:

- Descriptive statistics which includes percentage, Mean and standard deviation.
- t-test to find significance of mean difference between undergraduate and post graduate students on the three variables.
- Pearson product moment correlation to find relation between the variables among undergraduate and post graduate students.
- Regression analysis to find impact or influence of predictor variable on criterion variable among undergraduate and post graduate students.

After the statistical analysis, obtained results were presented in tabular and graphical presentation.

**The result and discussion was presented in the following procedure:**

- e) Analysis of the interview schedule among the undergraduate and post graduate students.
- f) Descriptive statistical analysis of the first, second and third variables which are Positive psychological capital, Psychological well-being and creativity among undergraduate and post graduate students.
- g) Correlational analysis between the three variables among undergraduate and post-graduate students.
- h) Regression analysis of the three variables among undergraduate and post graduate students.

In the first step of analysis interview schedule was discussed. The results showed that the average age was found to be group pursuing graduation (19.34 years) and post graduation (25.33 years) at colleges and universities which was as per the decided age group for the students. The percentage of male students was found to be 39.60% and 60.40% for female among undergraduate students. Among the post graduate students percentage of male was 32.80% and female was 67.20%. In the present investigation the number of male and female was not controlled therefore it was found that percentage of male students was lesser than female students which indicated increase in female literacy rate in Assam. Most of the students were found to belonging to general caste (62% and 55%) followed by other backward caste, schedule tribe and schedule caste among undergraduate and post graduate students. In

both the group their fathers were found to be related to service sector occupation more 57.60 % among undergraduate students and 62.40 % among post graduate students as compared to business sector. In case of mothers in both the group it was found that mothers were mostly not working outside home 51.2% among undergraduate and 57.2% among post graduate students and only small portion was related to service sector occupation. Regarding the educational qualification of parents, it was found that fathers were mostly college pass out 38% among undergraduate and 39.2% among post graduate students where as mothers were mostly college pass out 38% among undergraduate and 34.4% among post graduate students. Among the undergraduate students, most of students belong to category A income group which is low middle income group and among the post graduate students most of them fall in low middle income group. Information related to family size showed that among the undergraduate students percentage of having less family members was 61.2%. Similarly among the post graduate students 69.6% of students have less than five family members. It means students were belonging to small size family which could lead better allocation of resources among the family members. A small family size could result in better mental health of the person. Most of students in both the groups were related to extra activities and had hobbies such as sports, music, dancing, painting etc. It was seen that students in both groups mostly follow same trend in their choice of activities. There were not much difference in all the categories between undergraduate and post graduate students. It can be summarized that both the groups having similar kind of sample, there was no significant difference in basic characteristics of the sample.

At second step of analysis the descriptive statistics were calculated and results showed that positive psychological capital, psychological well-being and creativity all the three variables were presented above average level among the undergraduate and post graduate students. Analysis of t-test showed that the main variable positive psychological capital did not differ significantly between undergraduate and post graduate students. Also there was no significant difference between both the groups in the optimism, hope and resilience dimensions of positive psychological capital only in self-efficacy a significant difference was found. So the first hypothesis stated that there will be no significant difference in Positive psychological capital between undergraduate and post graduate students was accepted.

Analysis of t-test of the second variable psychological well-being showed that the t value was found to be significant which indicated that there was a significant difference in psychological well-being between undergraduate and postgraduate students. So the second hypothesis stated that there will be no significant difference in psychological well-being between undergraduate and post graduate students was found to be rejected.

Analysis of the third variable creativity was done by applying t-test. There was a little difference found in the mean values of the creativity variable of undergraduate and post graduate students but the mean difference was not significant. Therefore the third hypothesis which was formulated as there will be no significant difference in creativity between undergraduate and post graduate students was found to be accepted.



In the third step of analysis, correlation coefficient was found between the three variables by applying Pearson product moment correlation coefficient method. The results showed that Psychological capital have significant positive correlation with Psychological well-being and dimensions of it among undergraduate students. Also all the four dimensions of psychological capital which are self-efficacy, optimism, hope and resilience were found to be positively related to psychological well-being. Therefore the fourth hypothesis stating that there will be no significant correlation between positive psychological capital and psychological well-being among undergraduate students was rejected. The results showed that positive psychological and all the four dimensions were having positive significant correlation with psychological well-being among post graduate students. Therefore it indicated that the fifth hypothesis stated that there will be no significant correlation between positive psychological capital and psychological well-being among post graduate students was rejected.

The result in present study indicated that positive psychological capital and three core constructs or dimensions optimism, hope and resilience have positive significant correlation with creativity among undergraduate students. So the sixth hypothesis stating that there will be no significant relation between positive psychological capital and creativity among undergraduate students was rejected. The present result also indicated that positive psychological capital have significant positive relation with creativity among post graduate students but four dimensions of Psychological Capital did not showed significant correlation with creativity separately .So the seventh hypothesis stated that there will be no significant relation between

positive psychological capital and creativity among Post graduate students was rejected partially.

In the fourth step of analysis, regression analysis was carried out to find regression and prediction relation between positive psychological capital and psychological well-being and creativity among undergraduate and post graduate students. The present result showed that Positive psychological capital and four dimensions self-efficacy, optimism, hope and resilience were significant predictors of psychological well-being variable among undergraduate students. This indicated that psychological well-being can be influenced by positive psychological capital. Therefore the eighth hypothesis stating that there will be no significant influence of positive psychological capital on well-being among undergraduate students was found to be rejected. Again among the post graduate students Positive psychological capital was found to be a significant predictor of psychological well-being. The ninth hypothesis stated that there will be no significant influence of positive psychological capital on well-being of post graduate students. Therefore this hypothesis was found to be rejected.

Again a simple linear regression analysis was carried out between psychological capital and creativity for both the group separately. Results showed that positive psychological capital was a significant predictor of creativity which indicated that creativity was influenced by psychological capital among undergraduate students. Therefore the tenth hypothesis stating that there will be no significant influence of positive psychological capital on creativity among undergraduate students was rejected. For the post graduate students it was found that positive psychological capital was a significant predictor of creativity. It indicated that creativity was

influenced by positive psychological capital among post graduate students. Therefore the eleventh hypothesis which stated that there will be no significant influence of positive psychological capital on creativity among post-graduate students was partially rejected.

Overall results showed that positive psychological capital was a significant predictor of psychological well-being and creativity among undergraduate and post graduate students. Also the four dimensions self –efficacy, hope, optimism and resilience were significant predictors of psychological well-being and creativity in both the group of students. It indicated that psychological well-being and creativity can be influenced by positive psychological capital. This present study results encouraged to work on such an unexplored area which was college and university students in Assam and recommend following suggestions.

#### **Future suggestions:**

- ⊙ Generalizations drawn from this research study are to be evaluated by conducting further researches.
- ⊙ A larger sample should be taken so that more areas can be included.
- ⊙ The research study can be further extended to explore positive psychological capital, psychological well-being and creativity among school students also.
- ⊙ The concept of positive psychological capital should be explored more in Indian context.
- ⊙ The concept of positive psychological capital should be explored in relation with other behavioral concepts.
- ⊙ Intervention training programme can be carried out in University and colleges to enhance the positive capabilities among students.
- ⊙ Future policy can be taken in the light of research findings for Life skills development of the students.