




## The Effectiveness of Group Counseling Based on Psychological Capital on the Components of Psychological Capital and Academic Passion in Female Adolescent Students

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### Abstract

**Aim:** This study was conducted to determine the effectiveness of psychological capital through group counseling on the components of psychological capital and academic passion in female adolescent students. The research had a pretest-posttest quasi-experimental design with a control group. The statistical population included all female adolescent students in the age range of 13 to 18 years in Semnan city in the academic year 2019-2020. Among them, 24 students were selected by random sampling and divided into experimental and control groups (n=12 per group). The samples were evaluated using Luthans' psychological capital questionnaire (2007) and the Motivated Strategies for Learning Questionnaire by Pintrich et al. (1991). The findings showed that psychological capital training increases the total score of psychological capital ( $\eta^2=0.58$ ,  $F=29.77$ ) and academic passion ( $\eta^2=0.44$ ,  $F=16.64$ ) ( $P<0.01$ ).

**Keywords:** *Psychological capital, academic passion, adolescents.*

### Introduction

Considering the essential role of girls in the power of the family unit and society, it can be claimed that the health of adolescent girls is of paramount importance (Odgers & Jensen, 2020). Studies show that emotional problems are growing significantly in adolescents, especially among young women and girls (Colishaw, 2015). Researchers propose multiple etiologies for girls' problems, which indicates attention to multiple factors (Patalay & Fitzsimons, 2018). Therefore, we need to search for factors that increase well-being in adolescent girls. Academic passion is one of the key factors affecting the success of adolescents in their student role. Passion is defined as a strong desire for a specific activity in the individual that she enjoys performing and to the pursuit of which she tries to devote her time and energy (Rahimi et al., 2021). As academic passion grows, psychological well-being increases and fatigue decreases (Rahimi et al., 2021). Psychological capital is an important construct in the education and living environment of adolescents that plays an effective role in their academic passion as students (Datu, King & Valdez, 2018). Researchers consider self-efficacy, hope, optimism and resilience as the components of psychological capital (Avey, Luthans, Smith & Palmer, 2011). Based on research findings, psychological capital plays a role in academic performance, passion and fatigue (Luthans, Luthans & Jensen, 2012). Nevertheless, there is a gap in research into the variables contributing to success

among adolescents, especially adolescent girls. Therefore, the current research seeks to find out whether group training on psychological capital is effective in academic passion and the components of psychological capital in female adolescent students.

## Methodology

This quasi-experimental research had a pretest-posttest design and a control group. The statistical population included all female adolescent students in middle school and high school in Semnan city in the academic year 2019-2020. Convenience sampling was used to select the samples. A total of adolescent girls who met the eligibility criteria were selected and then randomly assigned to the experimental and control groups (n=12 per group). The sample size of 24 was obtained based on G\*Power statistical software with an effect size of 0.7, significance level of 0.05, and test power of 0.9 (B-1). The researchers designed group counseling sessions based on psychological capital using sources translated into Farsi as well as English sources. To collect the data, the participants first completed the Psychological Capital Questionnaire developed by Luthans, Youssef, and Avolio (2007) and the Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich and De Groot (1991). Then, ten training sessions, each lasting 90 minutes (two sessions per week) were held for the training group, and the control group did not receive any intervention. After the completion of the training sessions, the same questionnaires were re-distributed among the participants in both groups. The data thus obtained were analyzed using descriptive (frequency, mean and standard deviation) and inferential (univariate and multivariate ANCOVA) statistics.

## Results

The mean scores obtained by the participants for psychological capital and academic passion and the total score of both variables increased in the experimental group in the posttest compared to the pretest and also compared to the control group. Therefore, the psychological capital intervention was effective on the dependent variable. The evaluation of the ANCOVA assumptions showed that the conditions were met for carrying out ANCOVA. The results of the multivariate ANCOVA revealed significant differences between the experimental and control groups in the subscales of psychological capital including hope, resilience and optimism at the alpha level of 0.01. For the self-efficacy subscale, the difference was significant at the 0.05 level. As for the academic passion component, cognitive passion and behavioral passion subscales ( $P < 0.01$ ) and the emotional passion subscale ( $P < 0.05$ ) were significantly different between the two groups.

**Table 1.** The results of the ANCOVA for comparing the posttest scores of the variables of psychological capital and academic passion in the experimental and control groups

Variable	Source	df	Mean Squared	F	P-Value	Effect Size
Psychological Capital	Pretest	1	4122.915	117.045	0.001	0.748
	Group	1	1048.727	29.775	0.001	0.586
	Error	21	35.222			
Academic Passion	Pretest	1	4947.000	66.188	0.000	0.759
	Group	1	1243.893	16.642	0.001	0.442
	Error	21	74.742			

According to the results shown in Table (1), psychological capital training has created a significant difference between the groups in terms of psychological capital and academic passion ( $P < 0.01$ ). Therefore, 0.58 unit of the changes in psychological capital and 0.44 of the changes in academic passion are due to psychological capital training.

## Discussion and conclusion

The present study was conducted to determine whether psychological capital training has a positive impact on psychological capital and academic passion in female adolescent students. The results showed that training on psychological capital can alter and promote the components of psychological capital, and subsequently, academic passion. Psychological capital is the main factor involved in the motivation, perseverance and

expectation for success and increases the probability of achieving the goal and enables individuals to motivate themselves to emotionally and cognitively persevere in the face of obstacles in stressful environments (Magnano et al., 2016). Psychological capital is a positive resource with a central role in students' academic passion; this study expanded the knowledge on the effect of psychological capital on academic motivation in female adolescent students. The limitations of the research include the lack of a follow-up and the small sample size. It is recommended to repeat this research in male adolescents and to also use the proposed training program dealing with these components in different age groups.

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