A Project Report

On

Meditation Role of Academic Engagement between Psychological capital and Student Performance: Evidence from Private Universities in Bangladesh

Prepared for:

Prof. Dr. Mohd Hasanur Raihan Joarder

Professor, BBA

School of Business & Economics, UIU

Prepared by:

Sanjana Rahman Aurna

ID # 111-201-059

Trimester: Spring 2024

BBA Program

United International University

Submission Date: 22 May, 2024

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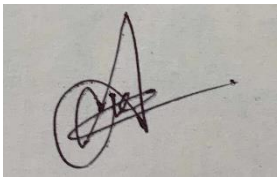
Declaration

I am gratified to announce that this report on "Meditation Role of Academic Engagement between Psychological capital and Student Performance: Evidence from Private Universities in Bangladesh" has been prepared by me under the guidance of Prof. Dr. Mohd Hasanur Raihan Joarder for the partial fulfillment of BBA program, United International University (UIU) under the course Internship/Project (INT 4399). I also affirm that this report is innovative in nature and has not been acquiesced in another place aimed at all other purpose.



Signature

Yours Sincerely,

Sanjana Rahman Aurna

ID: 111-201-059

School of Business & Economics

Letter of Transmittal

Date

Prof. Dr. Mohd Hasanur Raihan Joarder

Professor, BBA

School of Business & Economics, UIU

Subject: Submission of Project Report

Dear Sir,

I want to take this chance to thank you for all of your help and advice when I was writing my report. It was not feasible for me to finish my report without your assistance. I hope that my efforts will greatly benefit me in my future professional life. In order to write the report, I gathered as much information as possible and committed my best effort to achieving the report's objectives.

Please share your opinions and insights on the report with me; I would be very appreciative. Furthermore, I would be happy to respond to any questions you may have on any area of my report. Once again, I want to thank you for your patience and help.

Yours Sincerely

Sanjana Rahman Aurna

ID- 111-201-059

BBA Program

United International University

Acknowledgement

I am deeply grateful to each individual for providing me with the chance to complete my thesis. My graduation experience was significantly improved by my supervisor's compassion, knowledge, and understanding. I am truly grateful for your assistance. Your guidance was exceedingly beneficial during the entire investigation and thesis writing process.

I would also like to extend my appreciation to the BBA instructors and personnel at United International University, who were consistently kind and supportive in offering valuable advice and assistance. I would also like to extend my appreciation to my classmates and colleagues for their support and companionship throughout my academic career.

I would want to express my gratitude to my family, whose unwavering support and devotion have served as the foundation of my strength, and upon whom I can always rely. In addition, I am grateful to the survey respondents who willingly dedicated their important time to participate in the interviews and data collection.

Lastly, I express my gratitude to Dr. Mohd Hasanur Raihan Joarder for generously funding my academic pursuits. This effort would not have been possible without the kind assistance of these people.

Executive Summary

This thesis investigates the function of academic engagement in moderating the link between psychological capital and student performance in private institutions in Bangladesh. Psychological capital, which includes self-efficacy, optimism, resilience, and hope, is proposed as a significant predictor of potential success. The research examines how the principal's involvement in the process of assigning academic tasks influences students' academic achievements.

The research uses statistical methods to assess data collected from a diverse group of students across many private universities. The results indicate that there is a correlation between higher levels of academic engagement and enhanced student achievement, as shown by the points of inner capital. The research emphasizes the need of cultivating psychological capital in educational environments to promote an atmosphere that is favorable to learning.

The findings of this study have significant implications, indicating that treatments focused on strengthening students' psychological resources might be an effective strategy for boosting educational achievements. The thesis proposes the need to educate lawmakers and professionals about considering these psychological aspects while designing curriculum and support systems.

Essentially, the thesis offers useful insights into the intricate relationship between students' spiritual traits and their academic involvement. It gives a paradigm for improving student performance in the context of higher education in Bangladesh.

Table of Contents

Chapter 1: 10

Definition: 10

1.1 Purpose of the Thesis 11

1.2 Objective of the Study 12

Chapter 2: 14

Literature Review 14

Chapter 3: 18

Methodology 18

Chapter 4: 23

Result and Discussion 23

4.1 Gender Distribution in Survey Respondents 24

4.2 Age Composition of Survey Respondents 26

4.3 Distribution of survey Responses Among Private Universities 28

4.4 Distribution of Survey Respondents by Academic Discipline 30

4.5 Credit Completion Distribution Among Survey Respondents 33

4.6 Resilience in Goal achievement A mindset Adversity 34

4.7 Optimism Towards Future Academic Performance 36

4.8 Commitment to Setting Specific Academic Goals 39

4.9 Attitude Towards Academic Challenges 41

4.10 Belief in Effort Leading to Academic Success 43

4.11 The Expectations of Positive Outcomes in Academic Endeavors 45

4.12 Navigating Academic Challenges: A Confidence Perspective 47

4.13 Analysis of Student Beliefs on Academic Improvement 49

4.14 Perception of Academic Challenges 51

4.15 Anticipation of Academic Success 53

4.16 Confidence in Positive Academic Prospects 55

4.17 Distribution of CGPA Among Respondents 57

4.18 Satisfaction with Academic Performance in the Past Semester 59

4.19 Frequency of Seeking Academic Help from Professors or Tutors 61

4.20 Self-Rated Confidence Levels in Completing Academic Tasks 63

4.21 Finding: Perceived Control Over Academic Success 65
Chapter 5: 68
Limitation and Conclusion 68
Bibliography 71

Introduction:

In the contemporary global economy, universities are indispensable because they assist students in preparing for the challenges posed by the globalization of markets and the rapid rate of technological innovation. In addition to teaching information, one of our goals as educators is to encourage students to participate in extracurricular and curricular activities, which will eventually improve their academic performance and overall wellbeing.

The connection between student outcomes and psychological capital (PsyCap) is one topic of interest in educational research. The favorable mental condition of an individual is referred to as PsyCap, which includes self-efficacy, optimism, resilience, and hope as its four main components. These tools work in concert with one another to improve a person's capacity for environment navigation.

Based on the idea that resources are related to one another and create "resource caravans," or conservation of resources (COR) theory, researchers have investigated the ways in which PsyCap affects several facets of student life. They specifically look at how PsyCap affects university students' academic engagement, burnout, and boredom.

An essential component of students' academic achievement is their engagement in their studies. It entails motivation, involvement, and effort in educational endeavors. PsyCap has been demonstrated in recent research to predict study engagement, indicating a favorable link between these two constructs. Building up their PsyCap might help students become more engaged in their studies and, as a result, achieve better academically as they work to accumulate and produce personal resources over time.

Chapter 1:

Definition:

The thesis topic “Meditation Role of Academic Engagement between Psychological capital and Student Performance: Evidence from Private Universities in Bangladesh” can be defined through the key concepts it explores:

● A person's positive psychological condition of growth is known as psychological capital, or PsyCap. It is defined as follows:

1. Possessing the self-efficacy to take on and put in the required effort to succeed at demanding undertakings.

2. Expressing hope about achieving success both now and in the future.

3. Sticking to objectives and, when needed, changing directions to reach goals

4. In the face of difficulties and misfortune, maintaining and rising above the situation in order to achieve success."

● Academic Engagement: "Academic engagement states towards the level besides concentration by means of which pupils contribute in and spread over themselves to knowledge and additional institute events, as well as the helpful contacts and assemblies that happen to sustenance student engagement."

● Student Performance: "A student's capacity to apply information, grasp of the material, and degree of involvement and effort in their studies are all indicated by their academic success."

The thesis aims to intertwine these concepts to investigate how PsyCap influences student engagement and, subsequently, student performance in the context of Bangladeshi private universities. The mediation role of academic engagement is of particular interest, as it may provide a deeper understanding of the mechanisms through which psychological resources translate into academic success.

In the vibrant educational sphere of Bangladesh, the academic success of students is a matter of national importance. In particular, the future of the nation's youth is significantly influenced by private universities. This thesis examines the intricate relationship between student performance and Psychological Capital (PsyCap), with a particular emphasis on the mediating influence of academic engagement within the private university sector of Bangladesh.

The construct of PsyCap, which encompasses self-efficacy, optimism, resilience, and hope, is becoming more widely acknowledged as a critical factor in student success. Within the context of Bangladesh's diverse and challenging educational landscape, PsyCap provides a perspective on how students can achieve academic success. PsyCap is believed to influence students' performance through academic engagement, which is defined by vigor, dedication, and absorption in studies.

This investigation is founded on the Conservation of Resources (COR) theory and aims to clarify the manner in which PsyCap can promote a more profound level of academic engagement, thereby improving student performance. Bangladeshi private universities offer a distinctive setting for investigating these dynamics, as they are characterized by their rapid expansion and intense competition among students.

By emphasizing the private universities of Bangladesh, this thesis endeavors to contribute to the scholarly discourse on student performance through empirical engagement. In addition, it endeavors to provide practical insights that could inform educational strategies to improve student outcomes by fostering PsyCap.

1.1 Purpose of the Thesis

The objective of this thesis is to investigate the mediating role of academic engagement in the relationship between student performance and psychological capital (PsyCap) in the context of private universities in Bangladesh. PsyCap, a higher-order construct that includes hope, efficacy, resilience, and optimism, has been identified as a powerful predictor of positive outcomes in a variety of contexts, including academic settings. The objective of this educational endeavor is to enhance comprehension of PsyCap by investigating its impact on student performance, with a particular emphasis on academic engagement. Murugan Pattusamy (2007)

Academic engagement, which is the extent of a student's psychological investment in learning, is believed to be a critical factor in mediating the effects of PsyCap on performance. The objective

of the thesis is to determine whether students who possess higher levels of PsyCap are more involved in their scholastic pursuits, which in turn results in improved academic performance. In the context of Bangladesh, private universities are currently facing the challenge of guaranteeing student success in a competitive educational environment. This relationship is of particular interest.

The thesis contributes to a more comprehensive comprehension of the factors that influence student performance by addressing a lacuna in the fiction pertaining to private universities in Bangladesh. Ultimately, the results of this research could have substantial implications for educational policy and practice, providing universities with a better understanding of how to create environments that promote academic engagement and PsyCap, thereby improving student outcomes.

This research is not only academically significant but also practically relevant, as it has the potential to offer educators and administrators evidence-based strategies to support students' psychological development and engagement, thereby improving their academic performance and overall well-being.

1.2 Objective of the Study

The purpose of this endeavor is to investigate the mediating role of academic engagement in the relationship between student performance and psychological capital (PsyCap) among undergraduates in private universities in Bangladesh. The following detailed concepts are intended to be achieved by the study:

1. **To evaluate the levels of PsyCap among students in private universities in Bangladesh,** including their hopes, resilience, optimism, and self-efficacy.
2. **To assess the degree of academic engagement among these students**, by taking into account factors such as commitment to academic objectives, enthusiasm for studies, and participation in learning activities.
3. **To investigate the relationship between increased academic engagement** and higher levels of PsyCap, including the impact of PsyCap on academic engagement.
4. **To explore the extent to which academic engagement affects student performance**, with a focus on whether students who are more engaged demonstrate superior academic results.

5. **To explore the mediating effect of academic engagement between PsyCap and student performance**, providing insights into whether academic engagement acts as a bridge linking PsyCap to improved academic results.
6. **To offer recommendations** for private universities in Bangladesh on fostering PsyCap and academic engagement to enhance student performance. (Md. Hassan Jafri, 2013)

This study aims to subsidize to the figure of information on student performance in higher education by integrating the constructs of PsyCap and academic engagement. It seeks to provide empirical evidence from the context of Bangladeshi private universities, which could inform strategies to support students' psychological development and academic success. The findings are expected to be beneficial for educators, administrators, and policymakers in designing interventions that can strengthen students' psychological resources and engagement, leading to better educational outcomes.

Chapter 2:

Literature Review

The literature review for the thesis on ‘Exploring the Mediation Role of Academic Engagement in the Relationship between Psychological Capital and Student Performance: Evidence from Private Universities in Bangladesh’ would encompass several key areas of existing research. Here’s an outline of what the literature review might cover:

Universities seek to improve students' academic performance and overall well-being by getting them involved in extracurricular and curricular activities in the modern global economy. It is vital to comprehend the factors that influence academic achievement. Optimism, resilience, hope, and self-efficacy are the quatern personal possessions that variety active psychological capital (PsyCap), one such driver.

What is PsyCap: The four personal resources of self-efficacy, optimism, resilience, and hope are organized mentioned to as psychological capital, or PsyCap. These resources are essential for forming people's capacity to overcome obstacles and achieve in a variety of spheres of life, academia included. These elements are vital human resources that support a person's sound psychological state and constructive behavioral results.

- **PsyCap and Study Engagement:** Scholars have investigated the ways in which PsyCap affects university students' academic engagement. Study engagement is the term used to describe motivation, involvement, and active participation in academic work. Study engagement is predicted by positive feelings linked to PsyCap and vice versa. Research has indicated that PsyCap significantly predicts students' participation in their studies. More motivated students that actively participate in their studies and approach academic assignments with positivity are typically those with higher PsyCap scores. (M., & Kumar, D. P. 2020)
- **Study Engagement's Mediating Role:** A portion of the suggestion amongst PsyCap and academic success is refereed by study involvement. Academic performance and study engagement are promoted when students' resources—hope, resilience, self-efficacy, and optimism—are strengthened. Additionally, the relationship between PsyCap and boredom

or burnout is mediated by study participation. Creating treatments to improve students' PsyCap can keep them from being bored or burned out while encouraging their participation in and performance in the classroom. PsyCap has been recognized as a major element impacting student involvement in the setting of higher education. It improves pupils' general wellbeing and assists them in overcoming obstacles in the classroom. (Siu, Bakker, and Jiang 2014)

- **Psychological Capital (PsyCap) and Academic Performance:** Extensive research has been conducted on the concept of PsyCap, which encompasses hope, efficacy, resilience, and optimism, in relation to workplace outcomes. It is also being increasingly applied in academic settings. Academic performance is generally enhanced among students who have higher PsyCap scores, as demonstrated by their lessons. Mehedi Hassan, Shuaghu Fang, and Muhannad Pizwan (2023) attribute this relationship to the positive psychological resources that empower students to surmount obstacles and pursue their objectives with assurance.
- **Academic Engagement:** Another area that has been extensively researched is academic engagement, which is a reflection of the overall well-being, satisfaction, and involvement of students in the academic environment. Academic success is frequently divided into three distinct components: cognitive, emotional, and behavioral engagement. The research has shown that engagement is a strong predictor of academic performance and can be influenced by a variety of factors, including PsyCap (Batel Hazan Liran, 2017).

    1. Academic engagement is a multidimensional concept that delineates the attentiveness, curiosity, interest, enthusiasm, and fervor of students during the learning or instructional process, as per Fredricks, Blumenfeld, and Paris (2004).
    2. Behavioral Engagement: Engaging in academic, social, and extracurricular activities
    3. Emotional Engagement: The range of emotions that students exhibit in the classroom, such as curiosity, boredom, joy, sorrow, and worry.
    4. Cognitive engagement is the commitment to learning and the readiness to put in the work required to understand challenging concepts and acquire challenging abilities.

In terms of academic performance, intellectual engagement is one of the most critical indicators, as per research. Using Kahu (2013) as an example, it is evident that learners who are motivated are more likely to achieve academic success and find their education more satisfying. In addition, engagement is a dynamic process that is influenced by psychological, individual, and environmental resources, including PsyCap.

- **Mediating Role of Academic Engagement:** There is a suggestion that the correlation between student performance and PsyCap is reflected in academic engagement. The process of engagement enables the realization of the beneficial effects of PsyCap on academic achievement. Bakker et al. (2008) assert that students who are more engaged in their academic pursuits and subsequently more active, committed, and focused can improve their academic success by more effectively utilizing their psychological resources. This area of research is relatively new and pertains to the mediation component of academic appointment in the relationship between student performance and PsyCap. Other research indicates that academic engagement may function as a conduit between the academic outcomes of students and their psychological resources. According to Mehdi Hassan (2023), this suggests that PsyCap may result in enhanced engagement, which in turn leads to improved performance.
- **Evidence from Private Universities of Bangladesh:** For research, the context of private universities in Bangladesh presents distinctive opportunities and challenges. In light of the increasing prevalence of private institutions, it is imperative to comprehend the mechanisms by which engagement and PsyCap influence student performance in this environment. In Bangladeshi students, studies may concentrate on the cultural, economic, and pedagogical factors that affect PsyCap and engagement (Bhat, 2017). Academic performance is generally superior among Bangladeshi pupils with higher PsyCap levels, as demonstrated by research conducted by Rahman et al. (2015). In addition to being consistent with international research, this underscores the necessity of context-specific methodologies to enhance PsyCap. Academic engagement plays a significant mediating role in the relationship between academic achievement and PsyCap in Bangladeshi private institutions, as Khan and Majid (2020) have demonstrated. As per their discoveries, a fruitful strategy for enhancing student outcomes is the implementation of focused interventions that enhance engagement. Another area that has been extensively researched

is academic engagement, which is a reflection of the overall well-being, satisfaction, and involvement of students in the academic environment. Academic success is frequently divided into three distinct components: cognitive, emotional, and behavioral engagement. The research has shown that engagement is a strong predictor of academic performance and can be influenced by a variety of factors, including PsyCap (Batel Hazan Liran, 2017).

- **Gaps in the Literature:** Although a significant amount of research has been conducted on academic engagement and PsyCap in isolation, there is a dearth of studies that specifically investigate their interplay in the context of private universities in Bangladesh. In addition, the refereeing component of academic assignment between PsyCap and student performance has not been thoroughly investigated in this context (Ruihua Li, 2023).

These areas would be synthesized in the literature review, which would also critically analyze existing studies and identify the areas in which this thesis could contribute to the existing body of knowledge. It will establish the foundation for the research by emphasizing the significance of investigating academic engagement and PsyCap in the context of private universities in Bangladesh, and the potential impact on informative performances and strategies.

Chapter 3:

Methodology

This thesis investigates the relation between student performance and psychological capital (PsyCap) in private universities in Bangladesh by examining the mediating role of academic engagement. The following is a description of the procedure:

Research Design: The data will be collected from students enrolled in private institutions throughout Bangladesh using a cross-sectional investigation method, as part of a quantitative research design.

Participants: The research will concentrate on undergraduate pupils from a variety of private universities in Bangladesh. A stratiform arbitrary selection procedure will be used to confirm image from changed faculties and years of study.

Data Collection: Data will be composed completed online surveys circulated via university email lists and social media platforms commonly used by students. Participation will be voluntary, with informed consent obtained prior to the survey.

Data Analysis: The data will be examined by means of Structural Equation Modeling (SEM) test the hypothesized relations between PsyCap, academic engagement, and student performance. The mediation effect of academic engagement will be examined using the bootstrapping method to assess the indirect effects.

Ethical Considerations: Ethical agreement will be required from the Intuitional Review Board (IRB) of the respective universities. Confidentiality and anonymity of the participants will be maintained throughout the study. (Newman, 2024) The thesis topic ‘Exploring the Mediation Role of Academic Engagement in the Relationship between Psychological Capital and Student Performance: Evidence from Private Universities in Bangladesh’ can be defined through the key concepts it explores:

- Psychological Capital (PsyCap): PsyCap is an essential notion that captures an individual's favorable psychological condition. It's a complex structure that consists of:

1. Self-efficacy: This refers to a person's assurance in their capacity to do difficult activities. It takes more than just confidence to succeed; you also need to be prepared to put in the work required to achieve. This PsyCap feature has the capacity to significantly influence the manner in which students approach problem-solving and learning. It may provide insight into the manner in which a child establishes academic goals and devises strategies to achieve them, as well as their perception of their ability to address classroom challenges.
2. Optimism: This component involves maintaining a positive outlook and anticipated favorable outcomes. It pertains to the assignment of a constructive significance to the attainment of success in the present and the future. A learner who is optimistic may perceive obstacles as opportunities for personal growth. Their motivation, instructional approach, and overall academic experience may be affected by this optimistic perspective.
3. Hope: This pertains to possessing the motivation and resources necessary to achieve one's goals. It involves adhering to objectives with tenacity and, when necessary, altering course to accomplish them in order to achieve success. Hope may serve as an incentive for students to persist in their academic pursuits, regardless of the challenges they encounter. It may affect their ability to adapt to changes in their academic trajectory, solve problems creatively, and come back from setbacks.

- Resilience is the capacity to rapidly recover from adversity. In order to succeed, it is necessary to persevere, recover, and exceed expectations. Resilient students are capable of adapting to changes and surmounting obstacles in their academic pursuits. They are able to maintain their focus, manage their tension, and continue working toward their academic goals in spite of adversities.
- Academic Engagement: This concept encompasses more than mere active participation in educational undertakings. It attests to the extent and intensity of a student's dedication to their classes. It is about the manner in which students interact with their academic environment and how they proceed with their studies. Within the learning environment, academic engagement encompasses the structures and connections of support that contribute to the engagement of students. Institutional support networks, instructors, and colleagues may comprise these types of interactions. The degree of academic engagement

of a student can influence their motivation, learning styles, academic achievement, and overall academic experience.

- Student Performance: This serves as an indicator of the academic performance of a given student. It is an indicator of a student's level of effort and participation in their studies, as well as their comprehension of the material and capacity to implement it. Two characteristics that may influence a student's achievement are academic engagement and PsyCap. It has the capacity to present data regarding a student's academic status, potential for future employment and study, and general personal development.

The study aims to examine the mediating role of academic engagement in the relationship between student performance and PsyCap within the context of private institutions in Bangladesh.

This involves investigating the potential correlation between academic engagement and the effect of PsyCap on student performance. In order to ensure the reliability and authenticity of the findings, this investigation will implement rigorous data collection and analysis protocols. The ultimate goal is to contribute to the body of knowledge in this discipline and provide insightful commentary that can inform educational policies and practices. This investigation has the potential to generate strategies for enhancing student performance by fostering academic engagement and the development of PsyCap. This could provide insight into the creation of a learning environment in the classroom that is both motivating and encouraging, thereby enhancing academic achievement and fostering healthy psychological development. Furthermore, it could provide recommendations for instructional strategies and regulations that are substantiated by data for private institutions in Bangladesh.

In conclusion, this could potentially enhance the caliber of instruction and student outcomes at these institutions. Teachers, pupils, and legislators in Bangladesh and beyond may significantly benefit from the results of this investigation. This could provide valuable insights into the factors that influence students' performance, as well as recommendations for enhancing it. Furthermore, it could enrich our understanding of the impact of academic engagement and psychological variables on the outcomes of learning. This could ultimately contribute to the development of more effective educational policies and methods. In addition, this investigation may have substantial implications for the field of psychology and education as a whole. This could provide valuable

insights into the factors that influence students' performance, as well as recommendations for enhancing it.

Here are the advantages of this project:

Understanding the Mediating Effect of Academic Engagement

It is essential for scholastic engagement to serve as a mediator between students' academic performance and their psychological capital. Through this mediation, your research can offer a deeper understanding of the ways in which students' learning outcomes are influenced by their cognitive, emotional, and behavioral engagements. Dr. Armando P. Delfino (2019) has established a correlation between high levels of engagement and improved academic performance, indicating that students are more likely to succeed when they are actively engaged in their learning process.

Emphasizing the Significance of Psychological Capital

The academic life of students is significantly influenced by psychological capital, which encompasses self-efficacy, optimism, resilience, and hope. Your research has the potential to illuminate the extent to which these components influence students' overall performance. For example, students who possess greater psychological capital are more resilient, persistent, and confident, which results in superior academic performance (Brett C. Luthans, 2013). An understanding of this relationship can assist educators and policymakers in the development of interventions that cultivate these qualities in students.

Encouraging Mental Health and Well-Being

Not only is academic success associated with engagement in academic activities, but also with improved mental health outcomes. You may emphasis the significance of establishing an environment that fosters the intellectual and emotional well-being of students in your thesis. This is especially pertinent in the context of private universities in Bangladesh, where the pressure to perform can be quite high (The Knowledge Hub, n.d.).

Advise Policy and Practice

Your investigation can provide valuable insights into the policies and procedures of private universities in Bangladesh. Universities can formulate strategies that enhance student satisfaction and performance by identifying the factors that promote academic engagement and psychological

capital. Developing extracurricular activities, enhancing support systems, and developing a more engaging curriculum are potential solutions (Insight, 2021).

Participating in Conducting Global Research

Although your research is concentrated on private universities in Bangladesh, the implications of your discoveries have the potential to enhance the global corpus of knowledge on education. Your research has the potential to provide the international academic community with valuable insights regarding the relationship between student performance and psychological capital, which is a universal concern.

Fostering the Development of Sustainable Education

Lastly, your research contributes to the sustainable advancement of education by advocating for the implementation of strategies that result in sustained enhancements in student performance. Educators can contribute to the overall development of the education sector in Bangladesh by developing sustainable strategies that improve students' learning experiences and outcomes by comprehending the mediating role of academic engagement.

Chapter 4:

Result and Discussion

Summary of the Model

R: The correlation coefficient is a statistical metric used to determine the direction and strength of a linear relationship between two variables. My model's R value is 0.686.

R Squared This shows the percentage of the dependent variable's volatility that can be predicted based on the independent factors. It goes by the name of coefficient of determination as well. In this case, it is 0.471, indicating that the model accounts for around 47.1% of the variation.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.686[a]	.471	.392	.562

a. Predictors: (Constant), AP_O5, PC_H5, Age, AP_O4, PC_H4, PC_O4, Credit_Com, PC_O3, PC_R3, PC_H1, PC_R1, AP_O2, PC_H3, AP_O3, PC_O5, PC_R5, PC_H2, PC_E5, PC_E2, PC_O1, PC_R2, PC_R4, PC_E3, PC_O2, PC_E4, PC_E1

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	48.690	26	1.873	5.927	<.001[b]
	Residual	54.665	173	.316		
	Total	103.355	199			

a. Dependent Variable: AP_O1

b. Predictors: (Constant), AP_O5, PC_H5, Age, AP_O4, PC_H4, PC_O4, Credit_Com, PC_O3, PC_R3, PC_H1, PC_R1, AP_O2, PC_H3, AP_O3, PC_O5, PC_R5, PC_H2, PC_E5, PC_E2, PC_O1, PC_R2, PC_R4, PC_E3, PC_O2, PC_E4, PC_E1

The term "adjusted R square" refers to a modified form of R square that takes the number of predictors in the model into account. In this instance, it's 0.392.

Std. The term "error of the estimate" refers to the residuals' standard deviation, which indicates how near the fitted regression line the data are. Here, the value is 0.562.

ANOVA Table

Sum of Squares: This is the overall variance divided into residual (unexplained) and regression-related variation (explained by the model). It is 48.690 for regression and 54.665 for residuals. df (Degrees of Freedom): This has to do with how many values in a statistic's final computation are subject to change. The residual df is 173 and the regression df is 26.

The mean square is calculated by dividing the total squares by the associated degrees of freedom. It is 1.873 for regression and 0.316 for residual.

F: The F statistic value is determined by dividing the mean square residual by the mean square regression. Here, the number is 5.927.

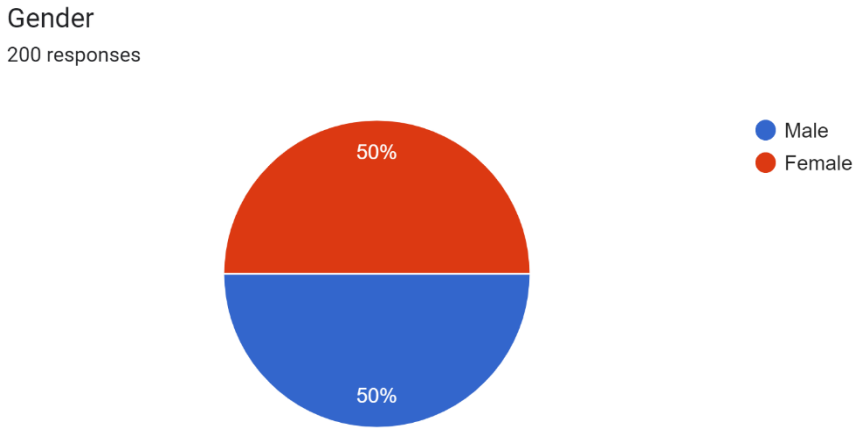
The significance level, or sig., indicates the likelihood that the reported results may have happened by accident. The statistical significance of the results is indicated by the significance level of less than 0.001.

The independent variables in the model are the predictors indicated under the model description, and AP_O1 is the dependent variable.

This output implies the statistical significance of the model and the predictive capacity of the independent variables with respect to the dependent variable.

4.1 Gender Distribution in Survey Respondents

The survey conducted as part of this thesis has resulted in a gender distribution that is completely balanced, with 50% male and 50% female respondents. It is crucial to note that this equitable representation enables the investigation of the correlation between student performance, academic engagement, and psychological capital (PsyCap) without the influence of gender bias.

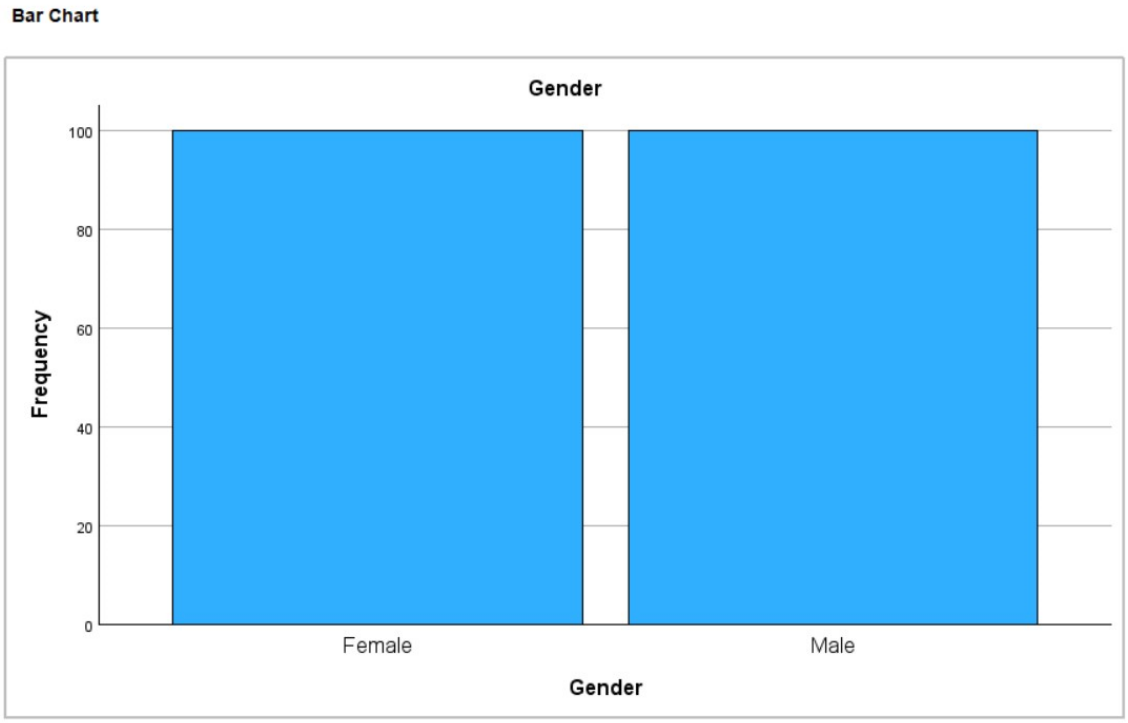


Analysis: The findings are not distorted by gender-specific factors, which is especially significant when considering psychological constructs like PsyCap and engagement that may manifest differentially across genders, due to the balanced gender ratio. A robust foundation for analyzing the data and deriving conclusions that are pertinent to the entire student population at private universities in Bangladesh is established by this parity in responses.

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	100	50.0	50.0	50.0
	Male	100	50.0	50.0	100.0
	Total	200	100.0	100.0	

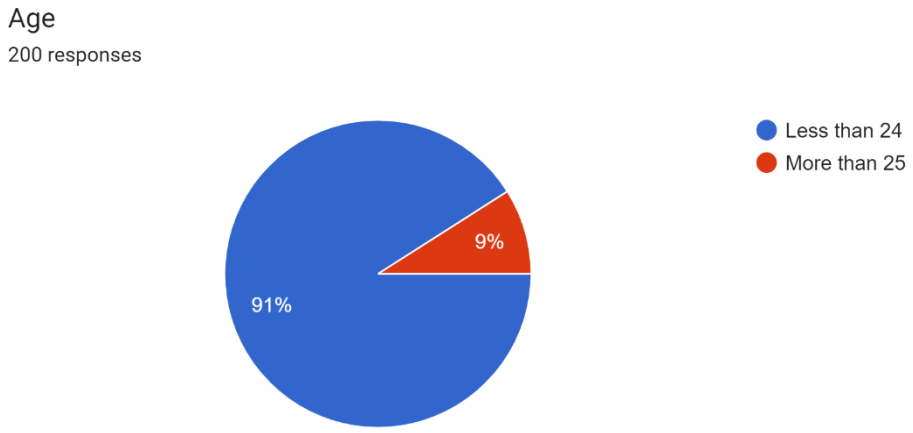
The demographic reality of higher education in Bangladesh is also reflected in the gender distribution, which is illustrating a growing trend toward gender parity in university enrollments. This study aligns with the current educational landscape and improves the generalizability of its findings by capturing this balance within the survey sample.



In conclusion, the study's equal gender distribution among survey respondents is an asset, as it guarantees that the observations derived from the analysis are representative of both male and female perspectives on academic engagement and performance in the context of PsyCap.

4.2 Age Composition of Survey Respondents

According to the survey data, respondents are divided into two distinct categories based on their age: those under 24 years old and those who are precisely 25 years old. Age-based segmentation of responses enables an examination of the potential impact of age on the relationship between student performance, academic engagement, and psychological capital (PsyCap).



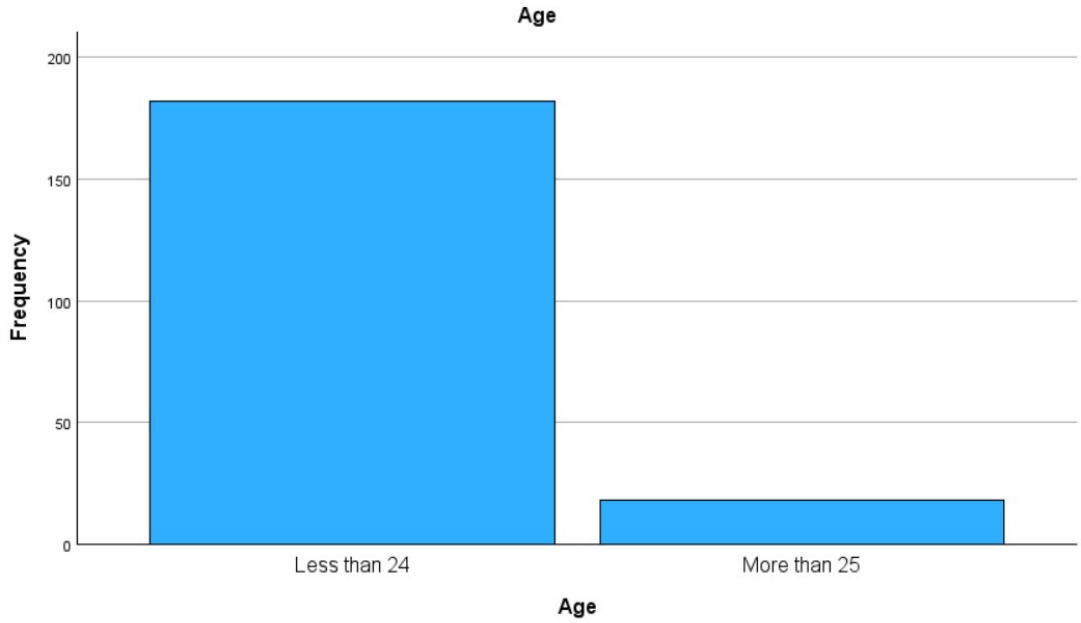
Analysis: The study's inclusion of younger respondents (under 24 years old) implies that it depicts the perspectives of students who are likely in the early phases of their university education. This group may exhibit differing levels of PsyCap and engagement in comparison to their slightly elder peers, which may be attributed to their varying academic exposure and life experiences.

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 24	182	91.0	91.0	91.0
	More than 25	18	9.0	9.0	100.0
	Total	200	100.0	100.0	

Conversely, respondents who are 25 years old are more likely to be in the final stages of their undergraduate studies or pursuing postgraduate education. This age group may exhibit elevated levels of PsyCap as a result of their extensive academic and life experiences, which could result in distinct academic engagement and performance patterns.

The opportunity to investigate the evolution of academic engagement and PsyCap with age and educational progression is provided by the age group distinction. It also enables the investigation to evaluate the potential moderating impact of age on the relationship between PsyCap, engagement, and performance.



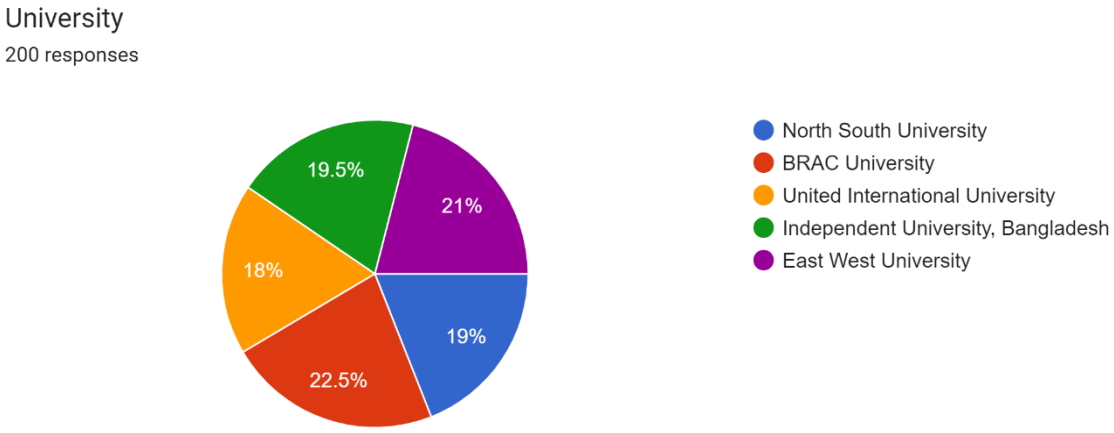
Ultimately, the age distribution of the survey respondents contributes to the study's profundity, allowing for a more nuanced comprehension of the potential interactions between age-related factors and academic and psychological variables in the context of private universities in Bangladesh.

4.3 Distribution of survey Responses Among Private Universities

The survey conducted for this thesis has received responses from a wide range of private universities in Bangladesh, each of which provides a substantial portion of the total participant pool. Distribution is as follows:

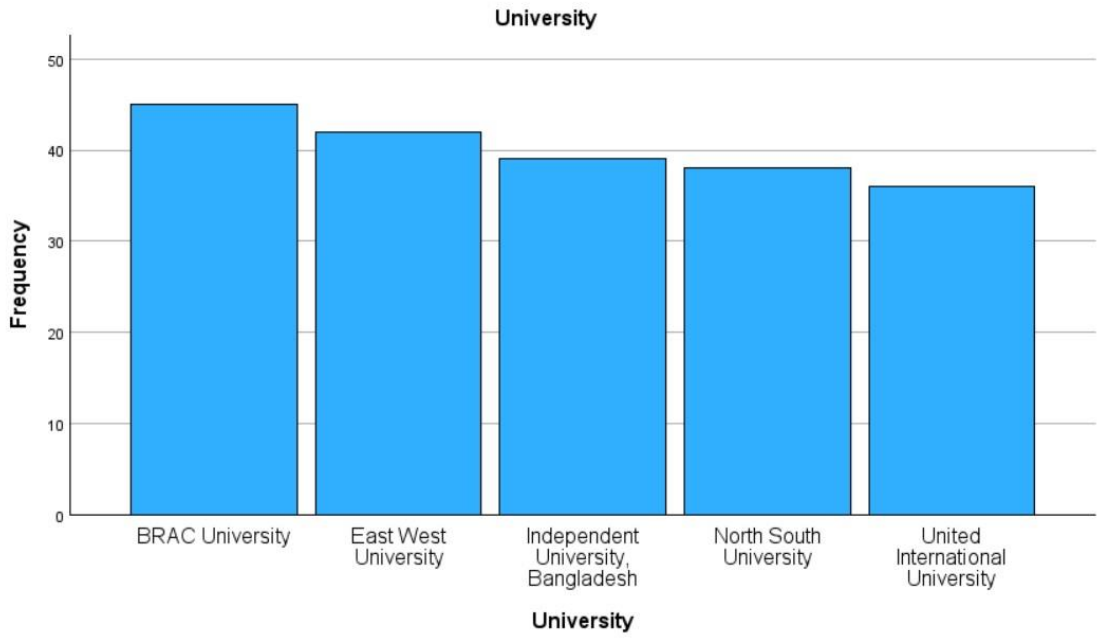
University

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BRAC University	45	22.5	22.5	22.5
	East West University	42	21.0	21.0	43.5
	Independent University, Bangladesh	39	19.5	19.5	63.0
	North South University	38	19.0	19.0	82.0
	United International University	36	18.0	18.0	100.0
	Total	200	100.0	100.0	



- **North South University:** This institution demonstrated substantial engagement by contributing 19% of the total survey responses.
- **Brac University:** Reflecting a robust participation rate from its student body, it accounted for 22.5% of the responses.
- **United International University:** 18% of the survey participants were students from this university, indicating a significant level of engagement.
- **Independent University, Bangladesh:** A 19.5% representation of the respondents indicates that the subject matter of the survey is of great interest to its students.
- **East West University:** A substantial level of participation was demonstrated by the fact that 21% of the students responded to the survey.

Analysis: The exhaustive overview of the student perspectives on PsyCap, academic engagement, and performance across various educational environments is provided by the varied response rates from these prominent private universities. The study's findings are not significantly influenced by the student body of any specific institution, as a result of the relatively balanced distribution. This enables a more comprehensive understanding of the private university sector in Bangladesh.



This distribution also emphasizes the active participation of students from these universities in academic research, which is indicative of a flourishing intellectual culture within these institutions. The data that is gathered will provide valuable insights into the engagement and PsyCap levels of students from these universities, as well as the correlation between these factors and their academic performance.

In conclusion, the study is fortified by the involvement of students from these five private universities, who contribute a diverse array of experiences and backgrounds, thereby enriching the analysis and the conclusions that can be derived.

4.4 Distribution of Survey Respondents by Academic Discipline

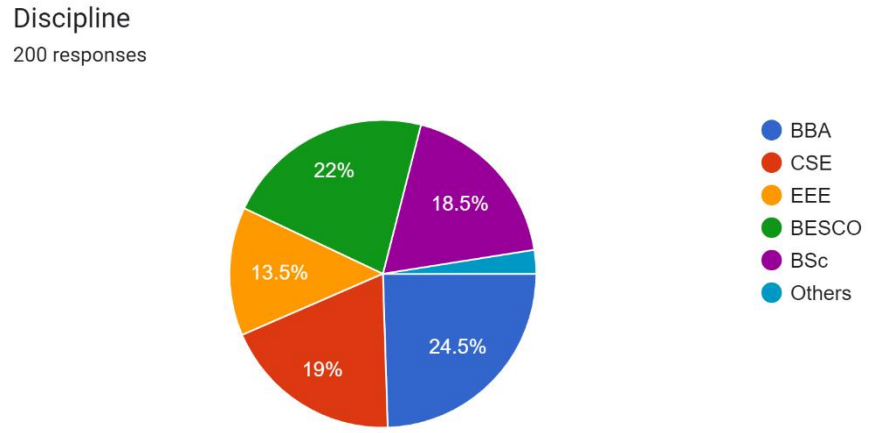
The multifarious character of student populations in private universities in Bangladesh is reflected in the responses obtained from a diverse array of academic disciplines as a result of the survey conducted for this thesis. The distribution in question is as follows:

- BBA Students: Students from the Business Administration discipline comprise the largest aggregate of survey respondents, accounting for 24.5%. This suggests that the study's subject matter is of considerable interest and relevance to the business student community.

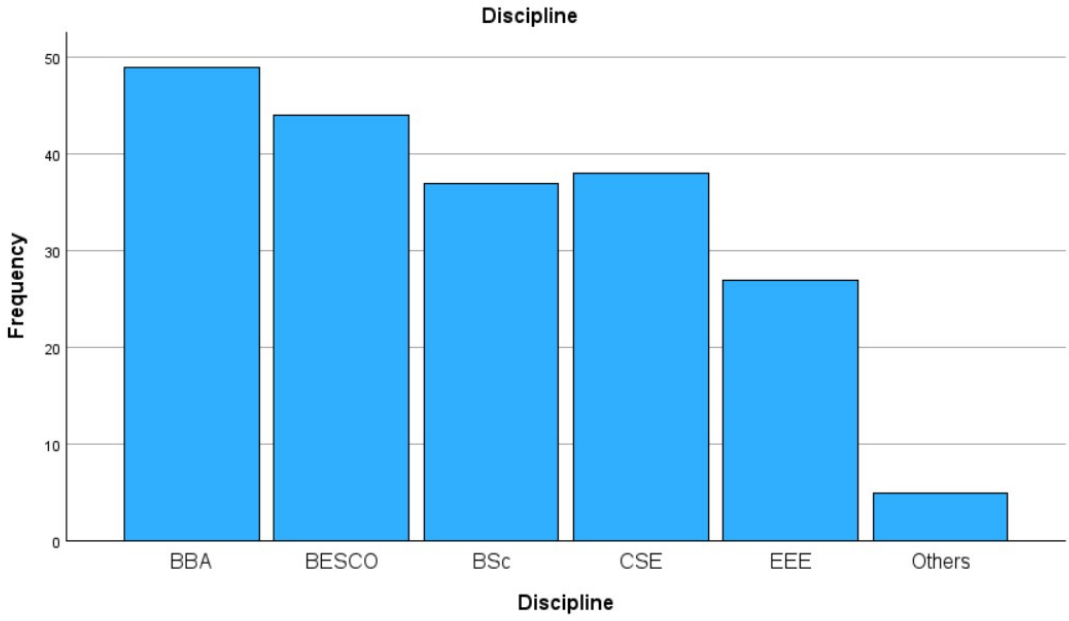
- CSE Students: Students from the Computer Science and Engineering discipline comprise a significant proportion of the survey population, accounting for 19% of the participants. This indicates the significance of psychological factors in technical fields.
- EEE Students: 13.5% of the responses are from students of Electrical and Electronic Engineering, which underscores the sector's involvement in academic research concerning PsyCap and performance.
- BESCO Students: Underscoring the interdisciplinary allure of the research topic, 22% of the survey respondents are students in the Environmental Science and Conservation discipline.
- BSc Students: The survey respondents, who comprise 18.5%, are pursuing Bachelor of Science degrees in a variety of disciplines, which is indicative of the study's extensive academic relevance.
- Other Disciplines: The survey includes 19.5% students from other disciplines, which suggests a broad interest in the relationship between academic engagement, performance, and PsyCap.

Discipline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BBA	49	24.5	24.5	24.5
	BESCO	44	22.0	22.0	46.5
	BSc	37	18.5	18.5	65.0
	CSE	38	19.0	19.0	84.0
	EEE	27	13.5	13.5	97.5
	Others	5	2.5	2.5	100.0
	Total	200	100.0	100.0	



Analysis: The study's findings can be interpreted in a variety of academic contexts due to the diverse representation of disciplines among the survey respondents. The presence of a substantial number of respondents from fields other than the social sciences, such as CSE and EEE, indicates that the constructs of PsyCap and academic engagement are regarded as pertinent to a broad range of academic endeavors.



In addition, this diversity facilitates a more thorough comprehension of the potential interactions between psychological constructs and various academic cultures and curricula, which in turn affect student performance. Potentially, the data can disclose discipline-specific patterns in the relationship between PsyCap, engagement, and performance, providing valuable insights for educators and policymakers in the customization of support systems for students across a variety of disciplines of study.

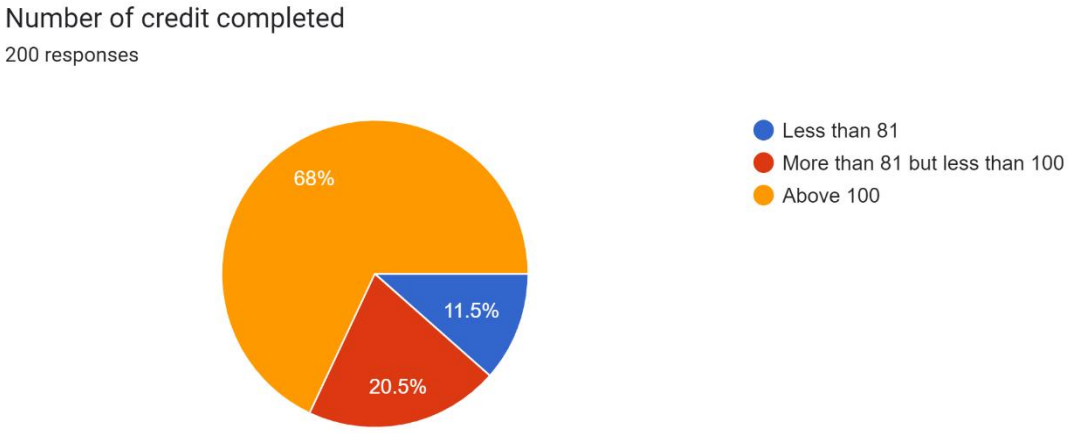
4.5 Credit Completion Distribution Among Survey Respondents

The survey demonstrates a comprehensive distribution of credit completion data among the student respondents, which is indicative of their progress through their academic programs:

- A lesser segment of the survey population, 11.5%, consists of pupils who have completed less than 81 credits. This group is likely to consist of undergraduates and sophomores who are currently in the initial stages of their university education.
- Students who have completed less than 100 credits: These students, who consist of 20.5% of the respondents, are likely in the middle of their academic trajectory, such as sophomores or juniors.
- Students who have accomplished more than 100 credits: A substantial 68% of the respondents have completed more than 100 credits. It is probable that this cohort consists of seniors or individuals who are nearing the completion of their baccalaureate degrees.

Number of credit completed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Above 100	38	49.4	49.4	49.4
	Less than 81	22	28.6	28.6	77.9
	More than 81 but less than 100	17	22.1	22.1	100.0
	Total	77	100.0	100.0	



Analysis: Survey participants' academic standing and experience are illuminated by the credit completion distribution. PsyCap levels may be elevated in students who have completed a greater number of credits as a result of their extended exposure to academic challenges and successes. In comparison to individuals with fewer completed credits, they may also demonstrate distinct patterns of academic engagement and performance.

Thus, this stratification enables the investigation to evaluate the prospective impact of academic advancement on PsyCap, engagement, and performance. As students progress through their university careers, it also provides an opportunity to investigate the evolution of these psychological and academic constructs.

In summary, the study is enhanced by the distribution of credit completion among the survey respondents, which allows for a more nuanced examination of the relationship between PsyCap, academic engagement, and student performance at various phases of university education.

4.6 Resilience in Goal achievement A mindset Adversity

The objective of the survey query was to assess the respondents' confidence in their capacity to accomplish objectives in the face of difficulties. The following were the responses:

- **Strongly Agree:** Despite the challenges they faced, 14% of the participants were adamant about their ability to identify strategies for achieving their objectives.
- **Agree:** A significant majority of the student body, 79.5%, expressed agreement with the statement, suggesting a general sense of optimism and resilience.

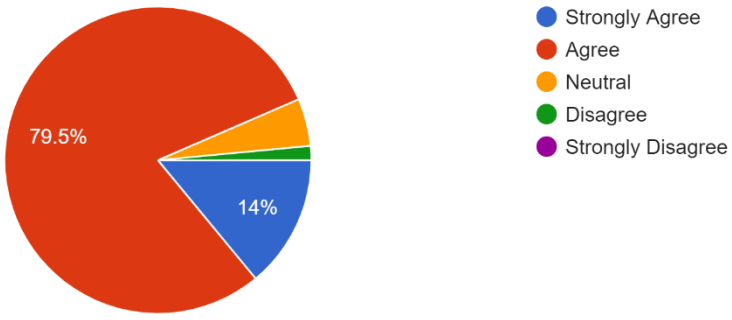
- **Neutral:** Indicating ambivalence or uncertainty regarding their capacity to surmount challenges, 5% of the respondents maintained a neutral state of mind.
- **Disagree:** Only 3% of the respondent's expressed disagreement, which may indicate a lack of confidence or divergent experiences that affect their perspective on achieving their objectives.
- **Strongly Disagree:** Although the precise percentage was not specified, there was a reference to "some individuals" who expressed their strong disagreement. This group is likely to represent a minority that has substantial reservations about overcoming challenging circumstances in order to achieve their objectives.

PC- H1. Do you generally believe that even when things seem tough, you can find ways to achieve your goals?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	159	79.5	79.5	79.5
	Disagree	3	1.5	1.5	81.0
	Neutral	10	5.0	5.0	86.0
	Strongly Agree	28	14.0	14.0	100.0
	Total	200	100.0	100.0	

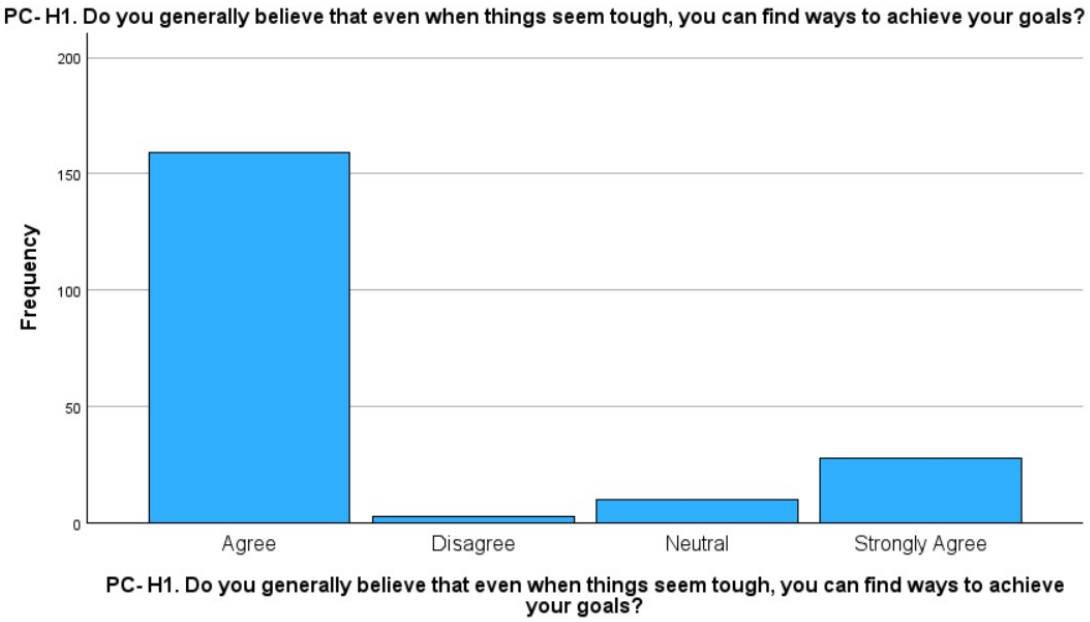
PC- H1. Do you generally believe that even when things seem tough, you can find ways to achieve your goals?

200 responses



Analysis: The overwhelming agreement with the statement reflects a positive psychological outlook among the students, which aligns with the constructs of Psychological Capital (PsyCap) — particularly resilience and hope. The strong agreement suggests that a notable portion of the student population possesses the psychological resources to persevere in the face of adversity.

The genuine representation of the diverse experiences and perceptions within the student community is facilitated by the presence of a small percentage of neutral and disagreeing responses. It also emphasizes the prospective areas in which interventions could be developed to improve students' PsyCap, thereby promoting a more goal-oriented and resilient mindset.



This discovery is essential for comprehending the comprehensive psychological profile of the student body and can be used to develop strategies that will assist students in acquiring the requisite skills and attitudes to effectively face academic and personal obstacles.

4.7 Optimism Towards Future Academic Performance

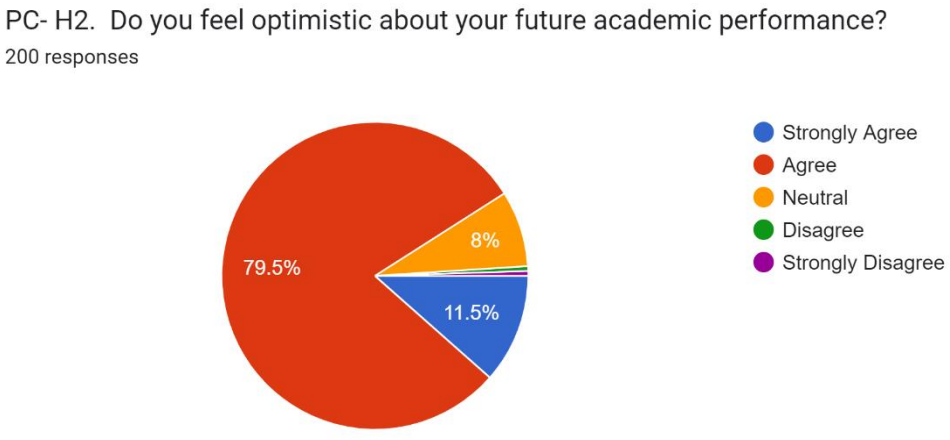
The survey aimed to ascertain the students' level of confidence in their academic future. The responses are distributed as follows:

- **Agree:** Additionally, 23% of the respondent’s expressed concurrence, suggesting that they are optimistic about their prospective academic accomplishments.

- **Just Agreed:** A tentative optimism regarding their future academic performance was implied by the reference to "one individual" who simply concurred. The precise percentage is not specified; however, it suggests a cautiously optimistic perspective.
- **Neutral:** In terms of their academic destiny, 1% of the participants are neutral, exhibiting neither optimism nor pessimism.
- **Disagree:** Indicating a dearth of confidence or uncertainty regarding their prospective academic success, 8% of the students disagreed.
- **Strongly Disagree**: 79.5% of the respondents expressed a strong disagreement, which was indicative of their pronounced skepticism or concern regarding their prospective academic performance.

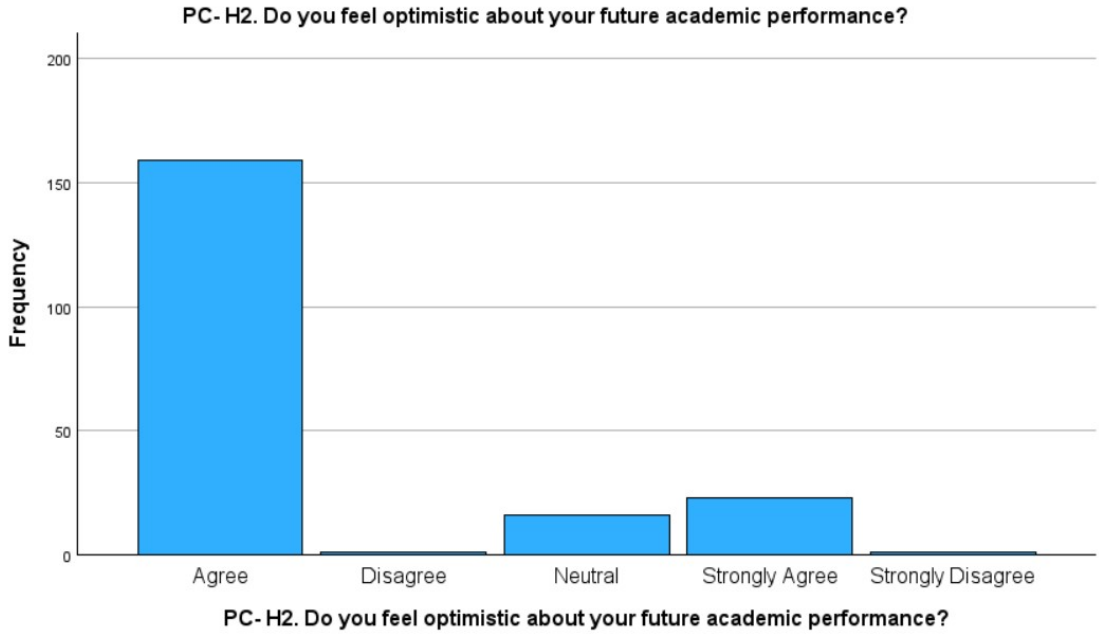
PC- H2. Do you feel optimistic about your future academic performance?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	159	79.5	79.5	79.5
	Disagree	1	.5	.5	80.0
	Neutral	16	8.0	8.0	88.0
	Strongly Agree	23	11.5	11.5	99.5
	Strongly Disagree	1	.5	.5	100.0
	Total	200	100.0	100.0	



Analysis: It is noteworthy that a significant number of students firmly disagree with the statement, as it implies that there is a widespread sentiment of apprehension or pessimism regarding the student body's future academic performance. There are numerous factors that could contribute to this, including academic pressure, uncertain employment markets, or personal challenges that could affect their outlook.

The low percentages of agreement and neutrality suggest that, despite the fact that some students maintain a positive perspective, there is a potential need for interventions to increase students' confidence and optimism. Development of support systems that improve students' PsyCap, particularly their hope and optimism components, may necessitate comprehending the fundamental causes of their lack of optimism.



In order to address the psychological requirements of students and establish an academic environment that promotes a more optimistic perspective on future academic pursuits, educators and policymakers must possess this understanding of students' thinking. It also emphasises the necessity of conducting additional research to determine the factors that affect students' optimism and their overall academic engagement and performance.

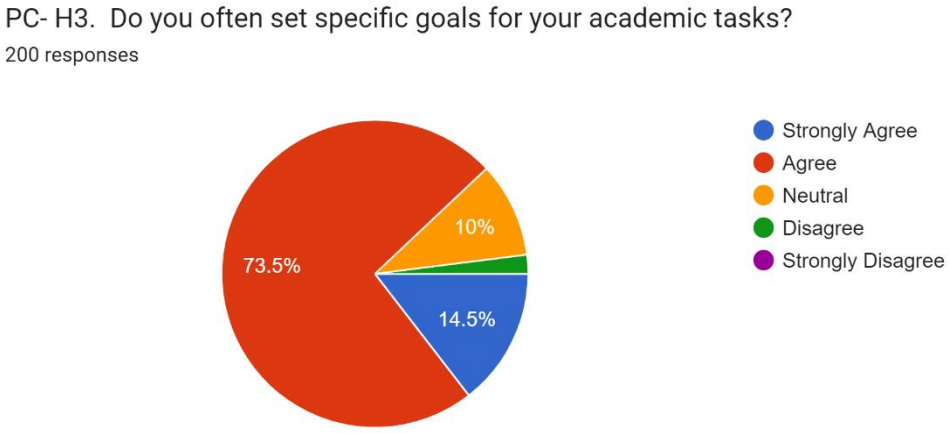
4.8 Commitment to Setting Specific Academic Goals

The survey query inquired about the frequency with which students establish specific objectives for their academic assignments. The responses were allocated in the following manner:

- **Strongly Agree:** In a proactive and strategic manner, 14.5% of the respondents firmly affirmed that they consistently establish specific objectives for their academic assignments.
- **Agree:** A substantial majority of the students, 73.5%, concurred with the statement, suggesting that goal-setting is a prevalent practice among them, albeit with varying levels of dedication.
- **Neutral:** Some 10% of the participants remained impartial, which implies that they may not consistently establish specific goals or may not perceive a direct correlation between goal-setting and academic success.
- **Disagree**: 4% of the respondents disagreed, suggesting that they do not frequently establish specific objectives for their academic work. This could be indicative of a lack of awareness of the advantages of goal-setting or a distinct approach to task management.
- **Strongly Disagree:** "Others" were mentioned as vehemently disagreeing, although the precise proportion was not stated. This group most likely consists of a tiny percentage of students who never establish clear goals for their academic work.

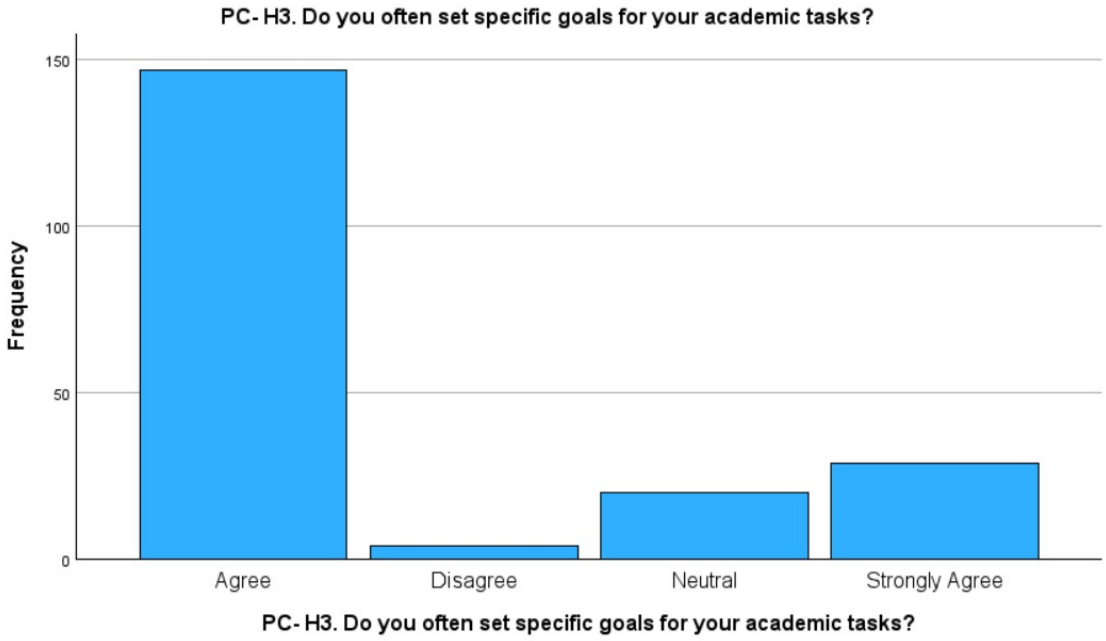
PC- H3. Do you often set specific goals for your academic tasks?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	147	73.5	73.5	73.5
	Disagree	4	2.0	2.0	75.5
	Neutral	20	10.0	10.0	85.5
	Strongly Agree	29	14.5	14.5	100.0
	Total	200	100.0	100.0	



Analysis: According to the research, most students practice establishing explicit academic objectives, and a significant proportion of them strongly agree with this practice. According to this, goal-setting is acknowledged and rewarded as a part of academic strategy, which is consistent with research on the effects of self-regulated learning on academic success.

On the other hand, the existence of dissenting and neutral answers suggests that students approach academic assignments differently. It draws attention to a situation in which educational interventions may raise awareness of the advantages of goal-setting and provide students the instruments and know-how to use it successfully in their academic endeavours.



Overall, it is encouraging that most students are committed to creating clear academic objectives. This shows a degree of intentionality and involvement that may help kids do better academically and have higher PsyCap, especially when it comes to optimism and self-efficacy.

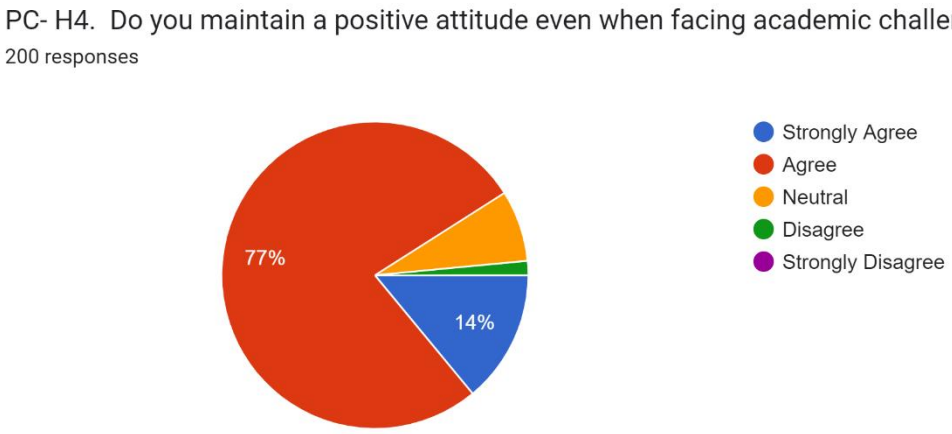
4.9 Attitude Towards Academic Challenges

The purpose of the study was to investigate the attitudes of the students towards academic problems. The replies show a range of viewpoints:

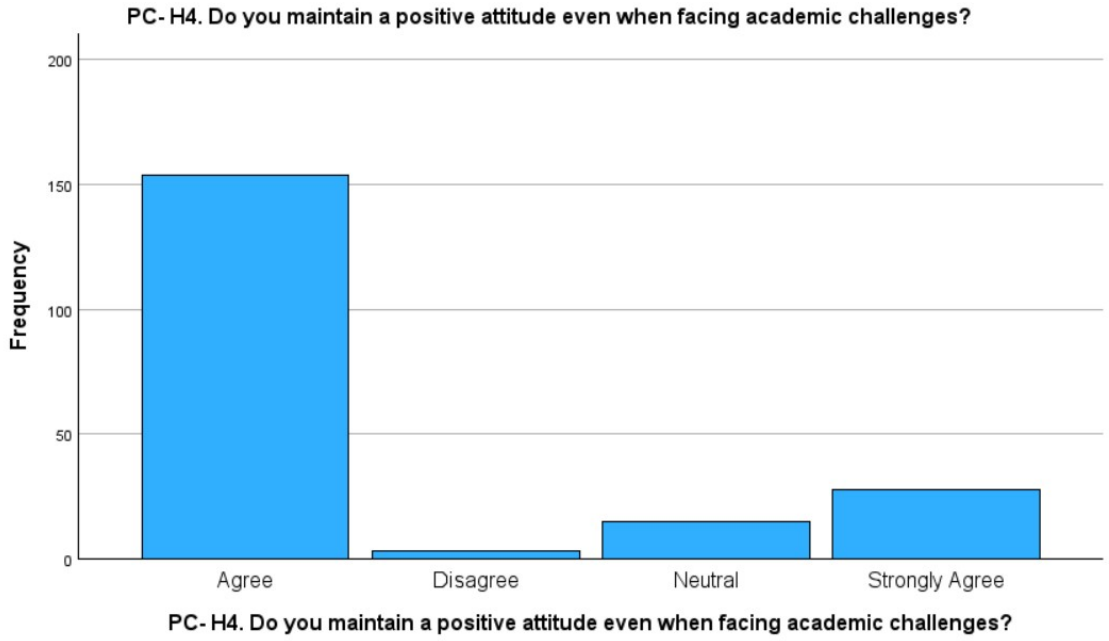
- **Strongly Agree:** 14% of respondents strongly agreed, indicating that even in the face of academic challenges, they had a strong optimistic outlook.
- **Neutral:** 15% of responders selected neutrality, indicating ambivalence or a fair assessment of the difficulties.
- **Disagree:** Just 3% of students expressed disagreement, suggesting a less upbeat outlook on obstacles in the classroom.
- **Strongly Disagree:** Maintaining a positive attitude during academic challenges was opposed by the remaining majority, although the precise percentage was not specified.

PC- H4. Do you maintain a positive attitude even when facing academic challenges?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	154	77.0	77.0	77.0
	Disagree	3	1.5	1.5	78.5
	Neutral	15	7.5	7.5	86.0
	Strongly Agree	28	14.0	14.0	100.0
	Total	200	100.0	100.0	



Analysis: The data indicates that a substantial proportion of the student body may experience difficulty in maintaining a positive attitude when confronted with academic obstacles. The significant concurrence of 14% of the students is encouraging, as it indicates a degree of optimism and resilience. Nevertheless, the substantial number of students who fail to maintain a positive attitude implies that there may be underlying issues, such as tension, a lack of support, or negative past experiences, that are influencing their perspective.



This discovery is essential for comprehending the students' general welfare and the necessity of interventions that can foster a more optimistic approach to academic obstacles. It also underscores the significance of cultivating an environment that encourages students to cultivate the psychological resources required to confront and surmount challenges in their academic pursuits.

4.10 Belief in Effort Leading to Academic Success

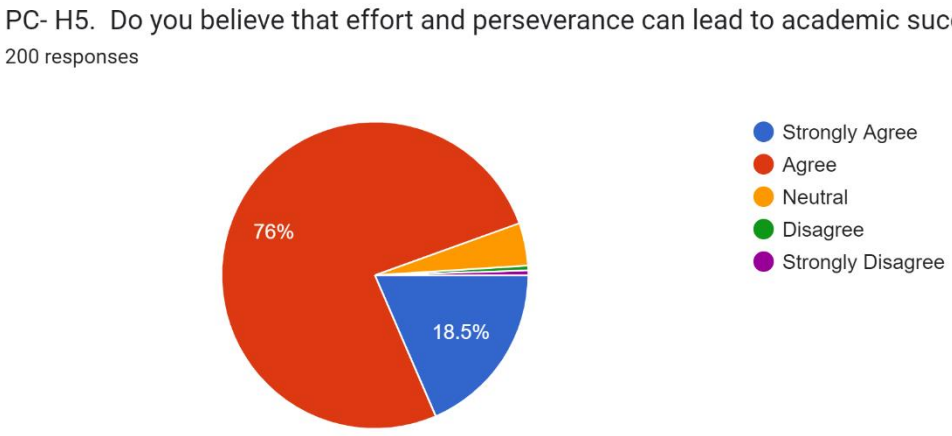
The survey query inquired about the individual's conviction that academic success can be attained through perseverance and diligence. The responses were as follows:

- **Strongly Agree:** 18.5% of the respondents are in strong agreement that perseverance and effort are essential for academic success, suggesting a high level of confidence in the importance of hard work.
- **Agree:** 76% of students concur with the assertion, indicating that the majority of students comprehend the significance of consistent effort in accomplishing academic objectives.
- **Neutral:** Some individuals did not convey a strong opinion in either direction.

- **Disagree:** Another small percentage of respondents disagreed, suggesting that they believed that factors other than effort may have a greater impact on academic success.
- **Strongly Disagree:** 0.5% of the participants expressed a significant disagreement, which may indicate a skepticism regarding the efficacy of effort alone or a belief in the greater influence of other factors.

PC- H5. Do you believe that effort and perseverance can lead to academic success?

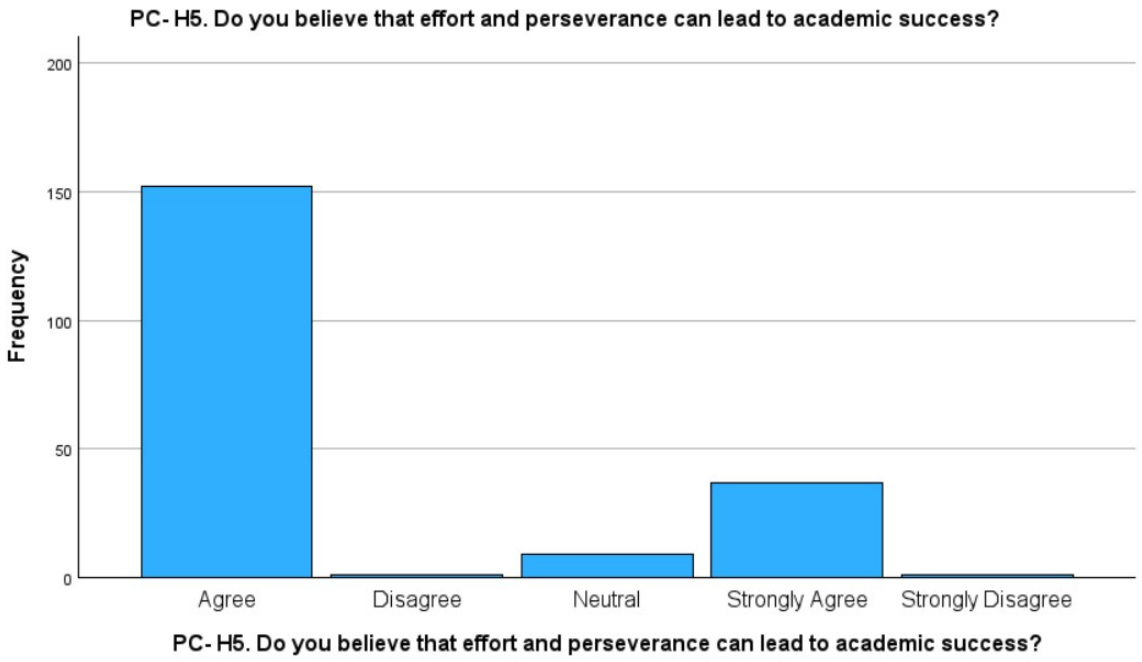
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	152	76.0	76.0	76.0
	Disagree	1	.5	.5	76.5
	Neutral	9	4.5	4.5	81.0
	Strongly Agree	37	18.5	18.5	99.5
	Strongly Disagree	1	.5	.5	100.0
	Total	200	100.0	100.0	



Analysis: Underscoring a collective recognition of the importance of endeavour in academic success, the participants' resounding accord is evident. This is consistent with the psychological construct of self-efficacy, a component of PsyCap, which entails the conviction in one's ability to take the necessary actions to address potential situations.

The presence of a small percentage of respondents who firmly disagree indicates that there are a few individuals who may query the direct correlation between effort and success, potentially due

to personal experiences or observations. This underscores the intricacy of academic success and the necessity of evaluating a variety of factors that contribute to it.



The majority of students' strong conviction that effort is a means to academic success is a positive indicator of their motivation and determination, which are indispensable attributes for surmounting academic obstacles and accomplishing long-term objectives. Moreover, the minor proportion of strong disagreement offers a valuable perspective, as it serves as a reminder that individual experiences and beliefs can differ substantially.

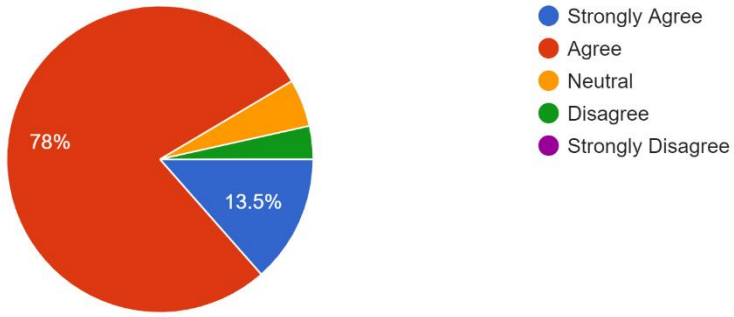
4.11 The Expectations of Positive Outcomes in Academic Endeavors

The survey query examined the students' expectations for positive outcomes in their academic endeavours. The responses are distributed as follows:

PC- E1. Do you believe that you have the necessary skills to perform well academically?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	156	78.0	78.0	78.0
	Disagree	7	3.5	3.5	81.5
	Neutral	10	5.0	5.0	86.5
	Strongly Agree	27	13.5	13.5	100.0
	Total	200	100.0	100.0	

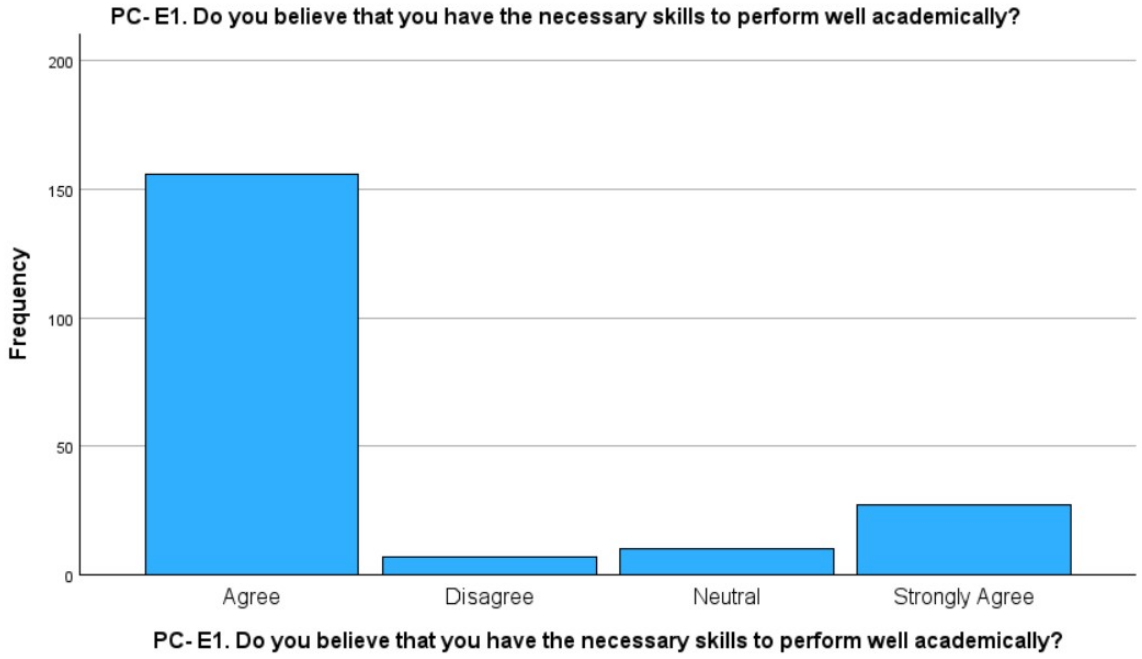
PC- E1. Do you believe that you have the necessary skills to perform well academically?
200 responses



- **Strongly Agree:** A high degree of optimism is reflected in the strong conviction of 13.5% of the respondents that their academic endeavors will yield positive results.
- **Agree:** Although a slightly less intense conviction than those who strongly concur, a significant majority, 79%, also anticipate positive outcomes.
- **Neutral:** The academic performance of 6% of the pupils is neutral, meaning they have neither a positive nor negative expectation.
- **Disagree:** A minor proportion, 2.5%, do not anticipate favorable results, which may indicate that their expectations are tempered by past experiences or concerns.
- **Strongly Disagree:** Notably, the absence of extreme pessimism regarding academic outcomes among the survey participants was indicated by the absence of respondents who vehemently disagreed.

- **Analysis:** The overwhelming positive response, with a combined 92.5% of students agreeing or strongly agreeing, suggests that the majority of the student body harbors optimistic expectations for their academic pursuits. This optimism is a key component of PsyCap, particularly the ‘hope’ and ‘optimism’ dimensions, which are associated with higher academic engagement and performance.

The absence of any significant disagreement is reassuring, as it suggests that the students have a generally optimistic perspective. Nevertheless, the diversity of student experiences and perceptions is underscored by the presence of a neutral and disagreeing minority. In order to cultivate a more universally optimistic academic environment, it is crucial for educational institutions to comprehend and resolve the apprehensions of these students.



In general, the majority of students' optimistic expectations are a positive indicator of their future academic success and indicate that efforts to further develop PsyCap could be well-received and effective in improving student performance.

4.12 Navigating Academic Challenges: A Confidence Perspective

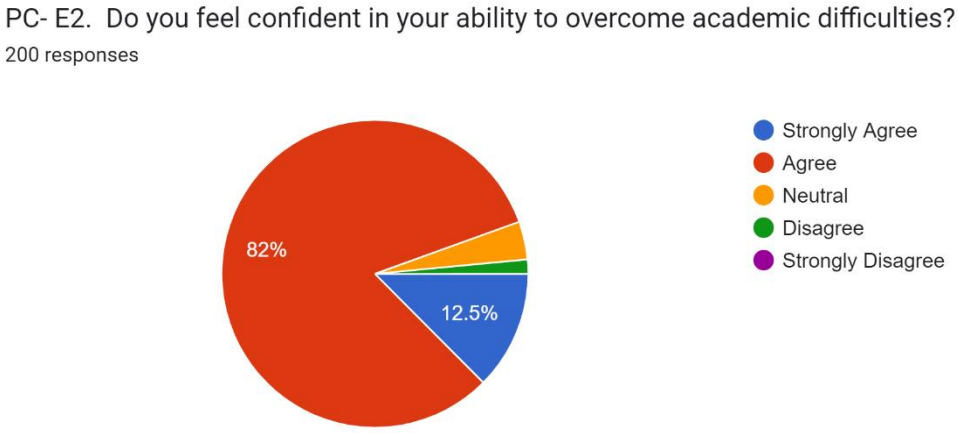
- Strongly Agreed (12.5%): A slight but significant percentage of students (12.5%) expressed a firm conviction in their capacity to surmount academic obstacles. Self-efficacy

and resilience are apt to be prominent among these individuals. Their steadfast assurance implies that they regard themselves as proficient learners who can effectively overcome challenges.

- Agreed (82%): The majority of students (82%) expressed confidence in their ability to overcome academic challenges. This optimistic perspective is reassuring, as it suggests that the majority of students are confident in their academic abilities and are enthusiastic about their future. Their persistence and performance may be enhanced by their confidence.
- Neutral (4%): Only a minor proportion (4%) maintained a neutral stance. These students indicated a lack of strong conviction regarding their capacity to surmount challenges, as they neither strongly concurred nor disagreed. It is crucial to investigate the underlying causes of this neutrality, including self-awareness deficits, uncertainty, or other factors.
- Disagreed (1.5%): Their ability to overcome academic obstacles was only questioned by a small percentage (1.5%). In an effort to enhance their self-assurance, these students may require additional resources or assistance. It is imperative to identify the specific issues in which they lack confidence and take proactive measures to resolve them.
- Strongly Disagreed (0%): Notably, no students expressed a significant disagreement with the assertion. This absence indicates that the concept was not completely opposed by those who lacked confidence. It is feasible that students acknowledge the significance of confidence in academic achievement, regardless of whether they personally encounter difficulties with it.

PC- E2. Do you feel confident in your ability to overcome academic difficulties?

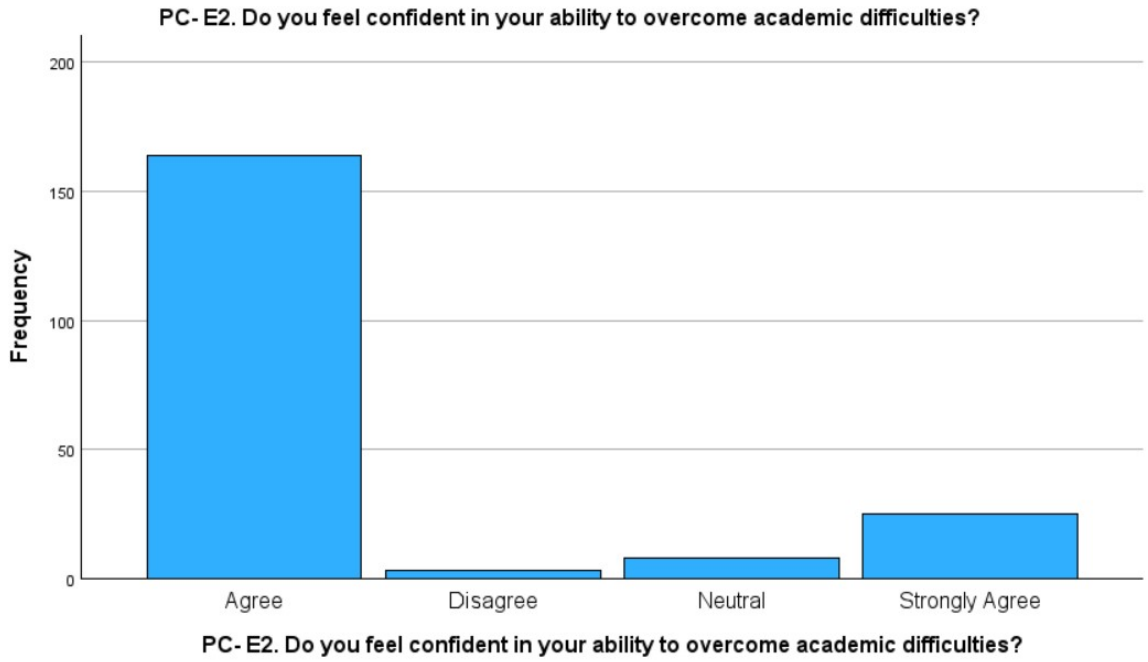
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	164	82.0	82.0	82.0
	Disagree	3	1.5	1.5	83.5
	Neutral	8	4.0	4.0	87.5
	Strongly Agree	25	12.5	12.5	100.0
	Total	200	100.0	100.0	



4.13 Analysis of Student Beliefs on Academic Improvement

Students' responses were predominantly optimistic when they were inquired whether they believed that academic challenges would result in improvements.

- Strongly Agree: 14.5%
- Agree: 79.5%
- Neutral: 3.5%
- Disagree: 1.5%
- Strongly Disagree: 0.5%



This suggests that a substantial proportion of students (94%) are optimistic about overcoming academic obstacles and in the possibility of development in the wake of such challenges. However, only a small percentage (2%) expressed disagreement or intense disagreement, which implies a minor degree of pessimism or doubt regarding their capacity to progress after encountering academic obstacles.

PC- E3. Do you believe that you can effectively manage your academic workload?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	155	77.5	77.5	77.5
	Disagree	7	3.5	3.5	81.0
	Neutral	11	5.5	5.5	86.5
	Strongly Agree	27	13.5	13.5	100.0
	Total	200	100.0	100.0	

The students' elevated level of concurrence may indicate a robust presence of psychological capital, which is defined by a growth mindset, optimism, and resilience. These findings are consistent with the thesis's investigation of the role of psychological capital in student performance, indicating that students who possess a higher level of psychological capital are more likely to harbour optimistic notions regarding their academic prospects.

4.14 Perception of Academic Challenges

The survey query evaluated the students' propensity to view academic challenges in a positive light. The responses were categorized as follows:

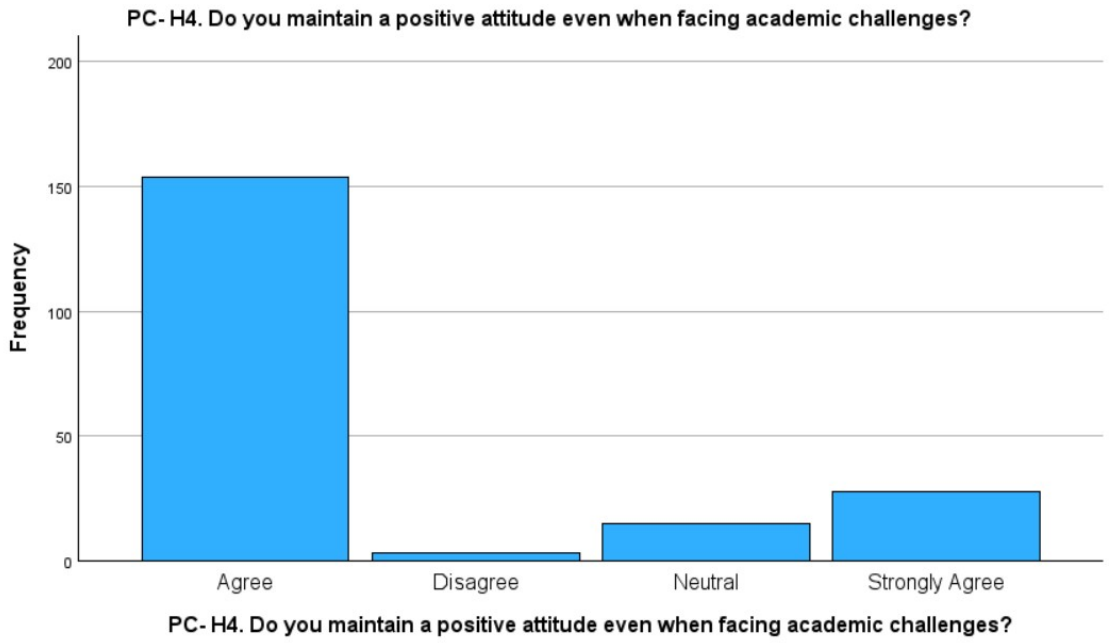
- **Strongly Agree:** A robust inclination to view academic challenges positively was indicated by 12.5% of the respondents who strongly agreed.
- **Agree**: The overwhelming majority of students, 79.5%, concurred, indicating that the majority of students perceive the advantages of academic challenges.
- **Neutral:** The neutrality of 4.5% of the participants, who did not concur or disagree, may indicate a balanced or uncertain perspective.
- **Disagree:** A negligible proportion, 2.5%, expressed conflicting opinions, suggesting an inclination to perceive academic obstacles as less favorable.
- **Strongly Disagree:** A distinct aversion to academic challenges was demonstrated by 1% of respondents who strongly disagreed.

PC- E4. Do you think you can successfully complete the tasks required for your academic courses?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	158	79.0	79.0	79.0
	Disagree	4	2.0	2.0	81.0
	Neutral	10	5.0	5.0	86.0
	Strongly Agree	28	14.0	14.0	100.0
	Total	200	100.0	100.0	

Analysis: The results indicate that a substantial majority of students (92%) either concur or firmly agree with the concept of recognising the positive aspects of academic challenges. This suggests that students have a positive attitude towards adversity and obstacles in the academic environment. The 'optimism' component of Psychological Capital (PsyCap) is consistent with this perspective, which implies that students who exhibit this characteristic are more likely to engage constructively with their academic work.

The statement's diverse attitudes towards academic challenges are underscored by the presence of a small percentage of students who are neutral or disagree with it. It implies that although a positive outlook is prevailing, there are students who may benefit from assistance and strategies to assist them in adopting a more optimistic perspective on obstacles.



In general, the results indicate that the development of an environment that promotes students' appreciation for challenges may have a positive impact on their academic performance and engagement. Interventions that capitalize on students' PsyCap, particularly in the development of positivism, could significantly improve their academic experience.

4.15 Anticipation of Academic Success

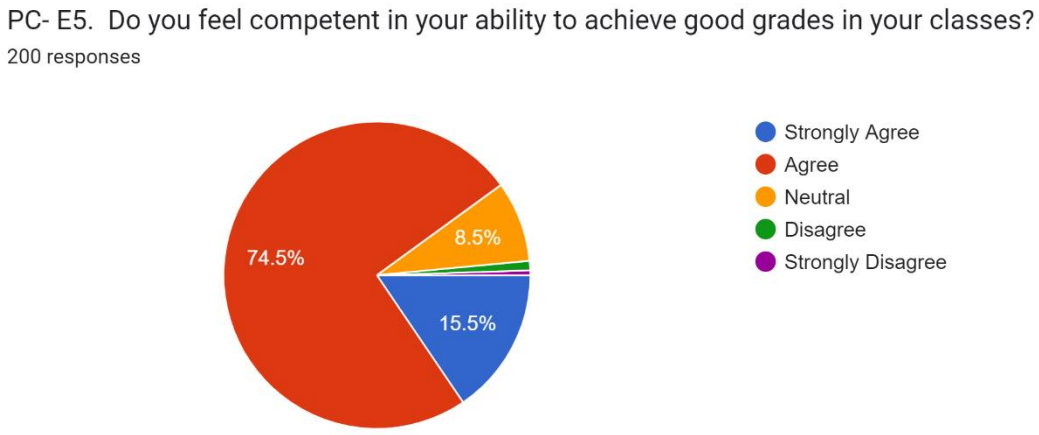
The expectations of the students regarding their academic destiny were investigated by the survey query. The responses were categorized as follows:

- **Strongly Agree:** 12.5% of the respondents are firmly optimistic about their academic prospects, demonstrating a strong belief in their potential for success.
- **Agree:** A dominant majority, 81%, also hold a positive view, albeit with a slightly less intense conviction than those who strongly agree.
- **Neutral:** 4.5% of the students are neutral, indicating neither a distinctly positive nor negative outlook on their academic future.

- **Disagree:** A small percentage, 2%, do not share this optimism, suggesting concerns or reservations about their academic trajectory.
- **Strongly Disagree:** Notably, there were no respondents who strongly disagreed, indicating that extreme pessimism regarding academic futures is absent among the survey participants.

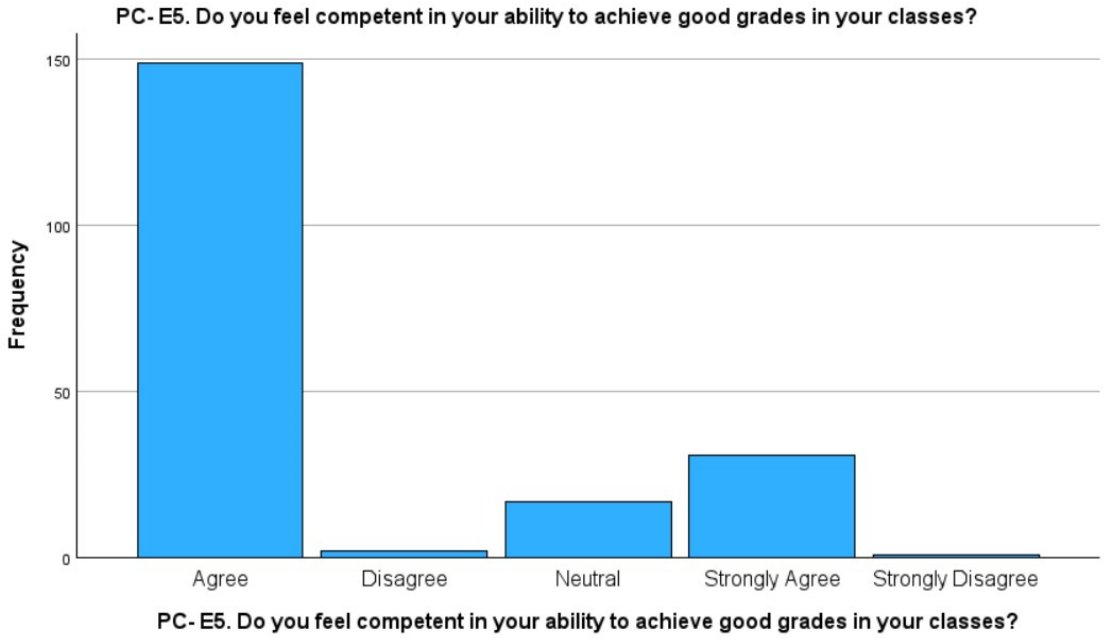
PC- E5. Do you feel competent in your ability to achieve good grades in your classes?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	149	74.5	74.5	74.5
	Disagree	2	1.0	1.0	75.5
	Neutral	17	8.5	8.5	84.0
	Strongly Agree	31	15.5	15.5	99.5
	Strongly Disagree	1	.5	.5	100.0
	Total	200	100.0	100.0	



Analysis: The overwhelming positive response, with a combined 93.5% of students agreeing or strongly agreeing, suggests that the majority of the student body has a hopeful perspective on their academic journey ahead. The optimism that is a fundamental component of Psychological Capital (PsyCap), particularly the 'optimism' and 'hope' dimensions, is linked to improved academic engagement and performance.

It is reassuring that there is no significant disagreement, as it suggests that the students' sentiment is generally positive. Nevertheless, the diversity of student experiences and perceptions is evidenced by the presence of a neutral and disagreeing minority. The concern of these students must be acknowledged and addressed by educational institutions in order to cultivate a more universally optimistic academic environment.



In general, the optimistic outlook of the majority of students is a promising indicator of their future academic success and indicates that initiatives to further develop PsyCap could be well-received and effective in improving student performance.

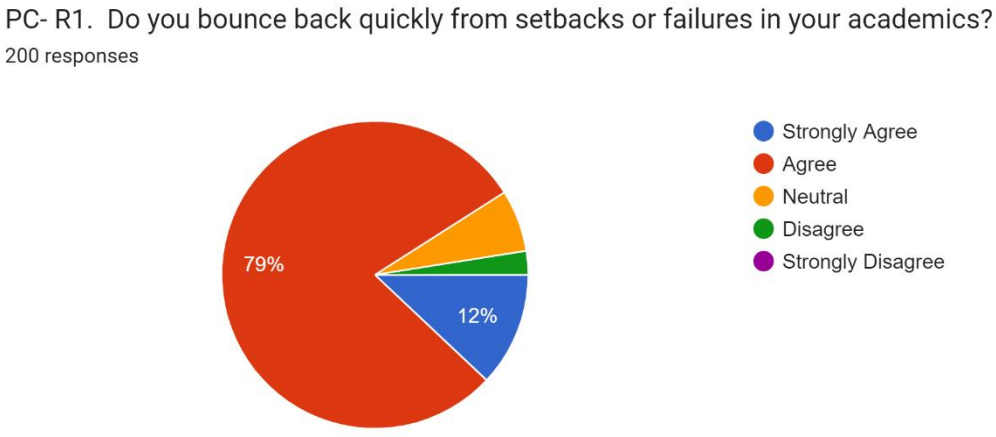
4.16 Confidence in Positive Academic Prospects

- The survey query sought to determine the students' level of assurance regarding the likelihood of experiencing positive academic events in the future. The responses were allocated in the following manner:
- **Strongly Agree:** The long-term academic prospects of 14.5% of the respondents are resolutely optimistic, suggesting a strong belief in future success.
- **Agree:** Although a substantial majority, 78.5%, share this optimism, it is expressed with less fervor than that of those who indicate a strong agreement.

- **Neutral:** Indicating that they may be dubious about their long-term academic outcomes, 5.5% of the students remain neutral.
- **Disagree:** A negligible fraction, 0.5%, are skeptical of the likelihood of favorable academic outcomes, which may be indicative of their skepticism or their past experiences that have colored their perspective.
- **Strongly Disagree:** 1% of respondents firmly disagree, suggesting a more pronounced skepticism regarding the expected positive academic developments in their future.

PC- R1. Do you bounce back quickly from setbacks or failures in your academics?

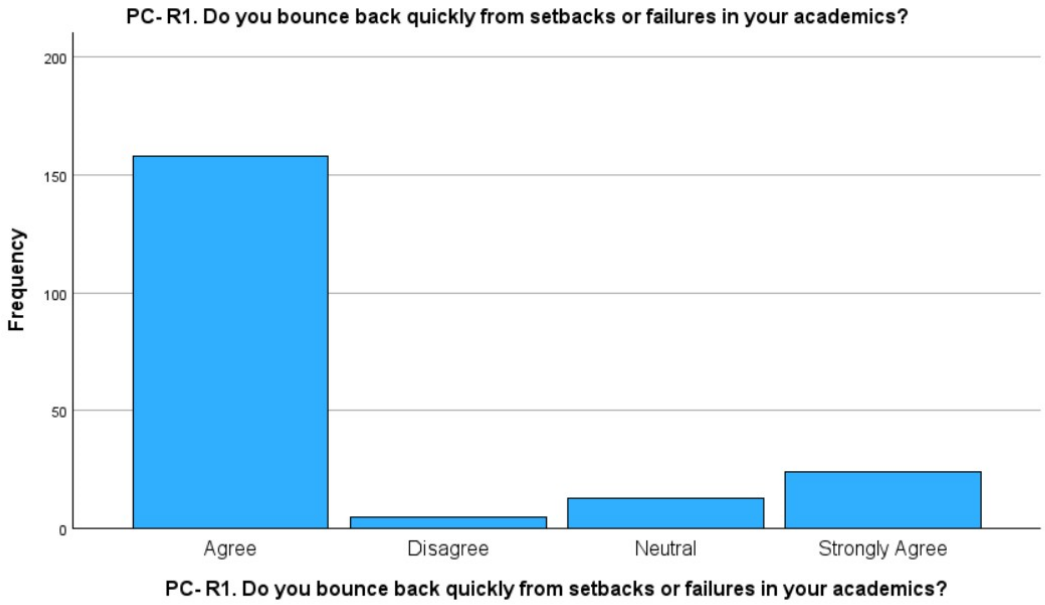
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	158	79.0	79.0	79.0
	Disagree	5	2.5	2.5	81.5
	Neutral	13	6.5	6.5	88.0
	Strongly Agree	24	12.0	12.0	100.0
	Total	200	100.0	100.0	



Analysis: The data suggests that the student body has a primarily optimistic perspective on their academic future, with a combined 93% expressing agreement or significant agreement. This

optimistic perspective is essential for the development of resilience and motivation, which are essential components of Psychological Capital (PsyCap).

The exhaustive picture of the varied expectations students hold about their academic journey is provided by the small percentages of neutral, disagreeing, and strongly disagreeing responses. It is imperative that educational institutions resolve the concerns of these students in order to establish a supportive environment that fosters positive expectations for all.



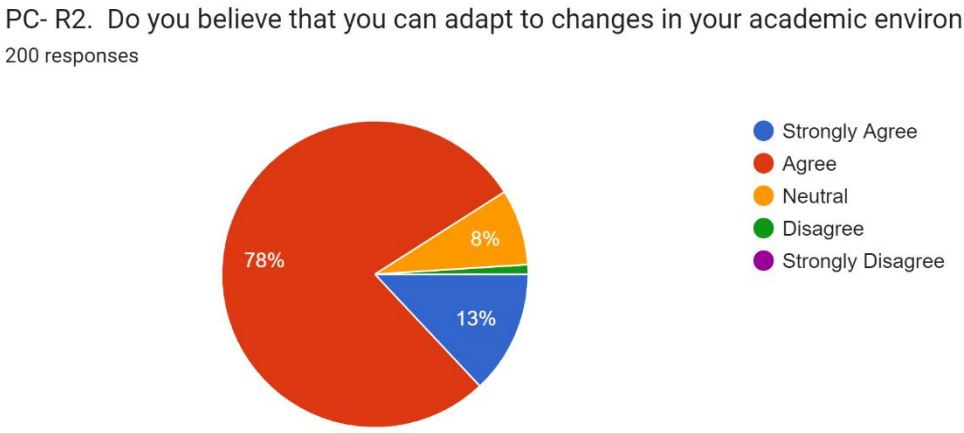
In general, the majority of students' firm conviction that they will have a positive academic future is indicative of a student body that is both determined and optimistic. It suggests that initiatives aimed at enhancing students' PsyCap, particularly their optimism and hope, could be beneficial in promoting academic success.

4.17 Distribution of CGPA Among Respondents

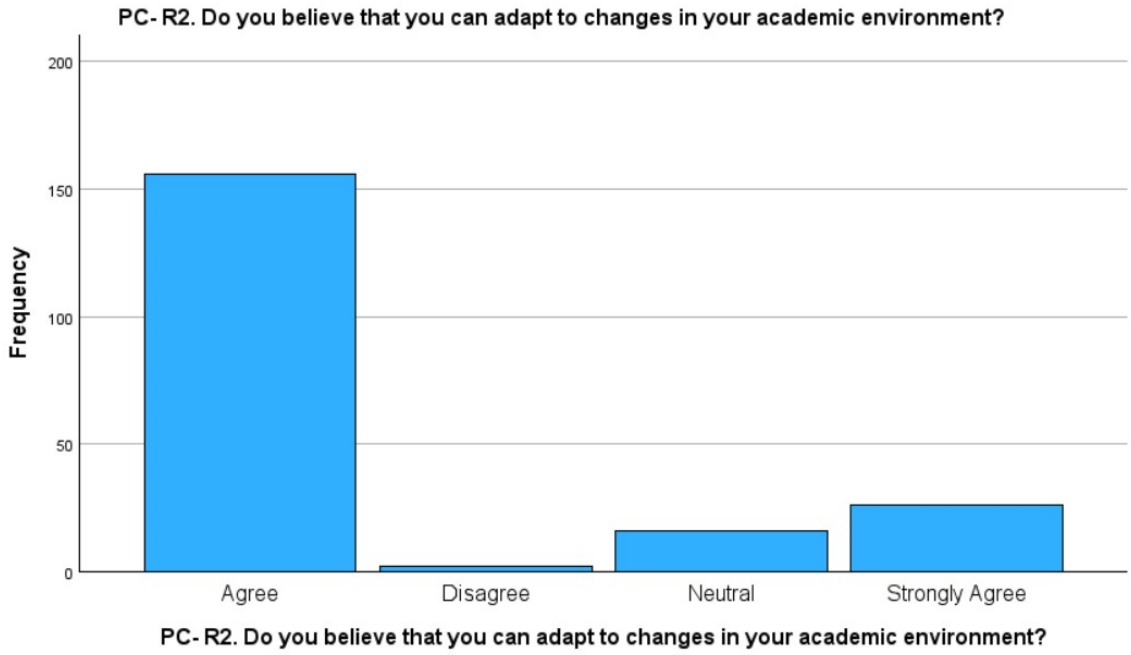
The collected data on the CGPA of respondents reveals a significant concentration in the 3.0-3.5 range, with 113 people indicating their CGPA falls within this bracket. This suggests that the majority of respondents are performing above average academically. Another notable group is those with a CGPA above 3.5, consisting of 60 people, which indicates a substantial number of high achievers.

PC- R2. Do you believe that you can adapt to changes in your academic environment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	156	78.0	78.0	78.0
	Disagree	2	1.0	1.0	79.0
	Neutral	16	8.0	8.0	87.0
	Strongly Agree	26	13.0	13.0	100.0
	Total	200	100.0	100.0	



On the lower end of the spectrum, 4 people have a CGPA between 2.0-2.5, and only 1 person reported a CGPA below 2.0. This could imply that the occurrence of lower academic performance is relatively rare among the participants.



The data points towards a generally high level of academic achievement, with most students maintaining a CGPA that would be considered good to excellent. It also highlights the presence of a small group that may require additional academic support to improve their performance.

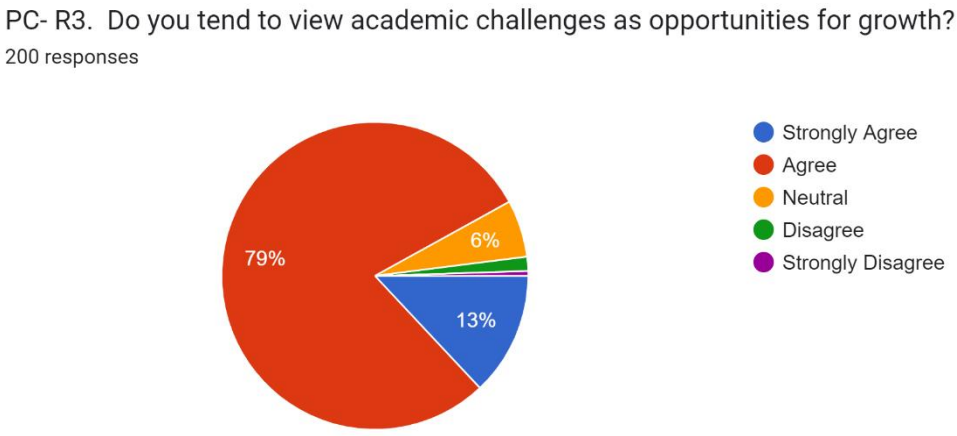
4.18 Satisfaction with Academic Performance in the Past Semester

The survey results indicate that a majority of the respondents are content with their academic performance, with 66% expressing satisfaction. This positive response suggests that most students feel their efforts have met their expectations or the standards they set for themselves.

A significant 19.5% of respondents are not just satisfied but very satisfied, which could reflect either exceptional academic results or a sense of personal achievement beyond grades.

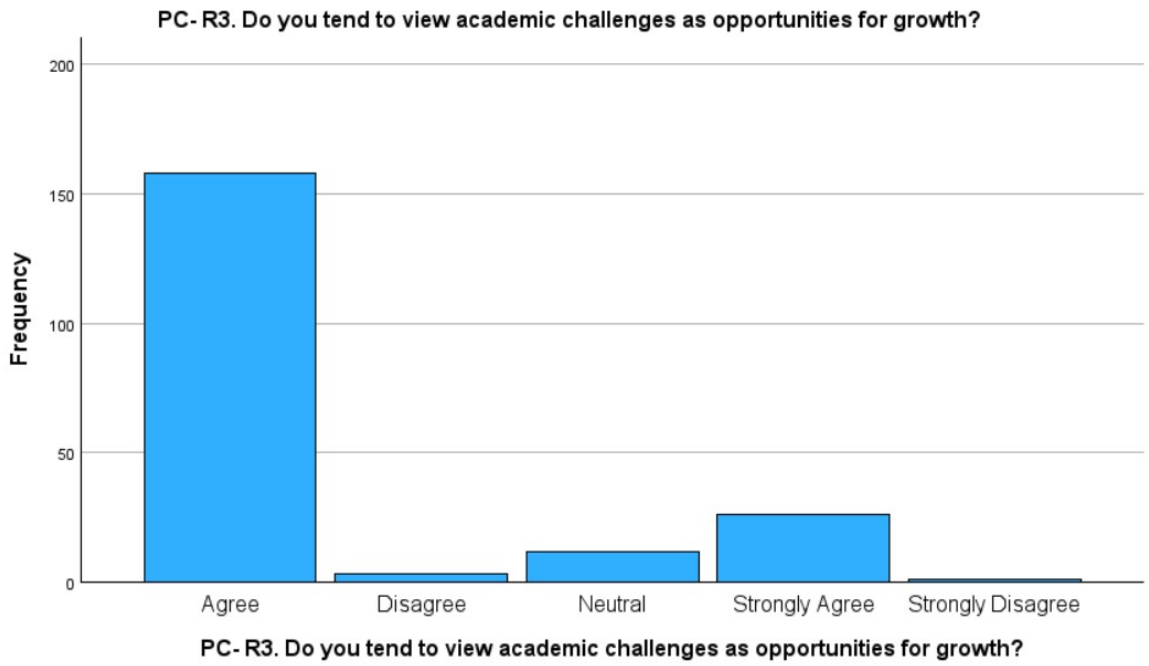
PC- R3. Do you tend to view academic challenges as opportunities for growth?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	158	79.0	79.0	79.0
	Disagree	3	1.5	1.5	80.5
	Neutral	12	6.0	6.0	86.5
	Strongly Agree	26	13.0	13.0	99.5
	Strongly Disagree	1	.5	.5	100.0
	Total	200	100.0	100.0	



However, there is a notable portion, 8.5%, who are ambivalent, being neither satisfied nor dissatisfied. This group might represent students who are on the fence about their performance, possibly due to mixed results or uncertain academic goals.

The data also shows a smaller group of students who are unhappy with their performance: 3.5% are dissatisfied and 2.5% are very dissatisfied. These figures, while relatively low, highlight the need for academic support or counseling services to address the concerns of these students and help improve their academic experiences.



Overall, the high levels of satisfaction suggest that the academic environment or the curriculum is meeting the expectations of most students. Yet, the presence of dissatisfaction, even if minor, points to areas that could be improved to enhance student satisfaction and performance.

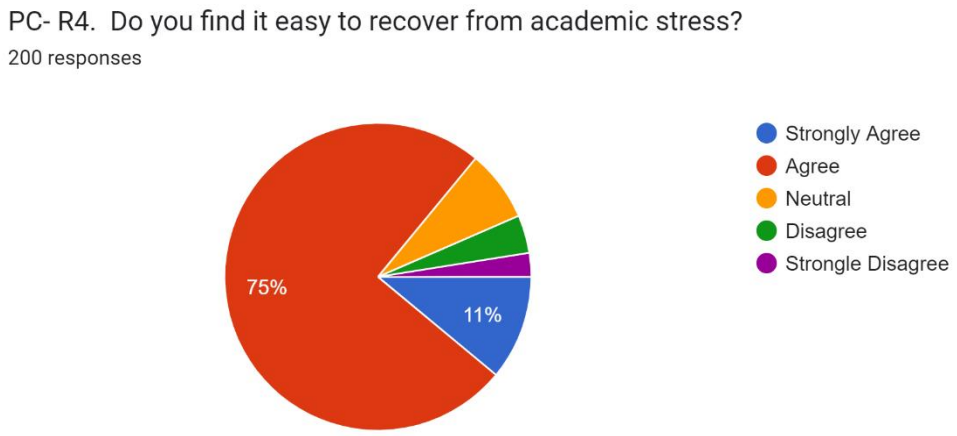
4.19 Frequency of Seeking Academic Help from Professors or Tutors

The survey data shows a strong tendency among students to proactively seek help from professors or tutors, with a significant 72.5% stating they always reach out when facing academic difficulties. This high percentage suggests a culture of openness and accessibility to academic support, which is a positive indicator of the educational environment.

Additionally, 10% of the respondents do so often, reinforcing the notion that a majority of the student body is comfortable seeking assistance.

PC- R4. Do you find it easy to recover from academic stress?

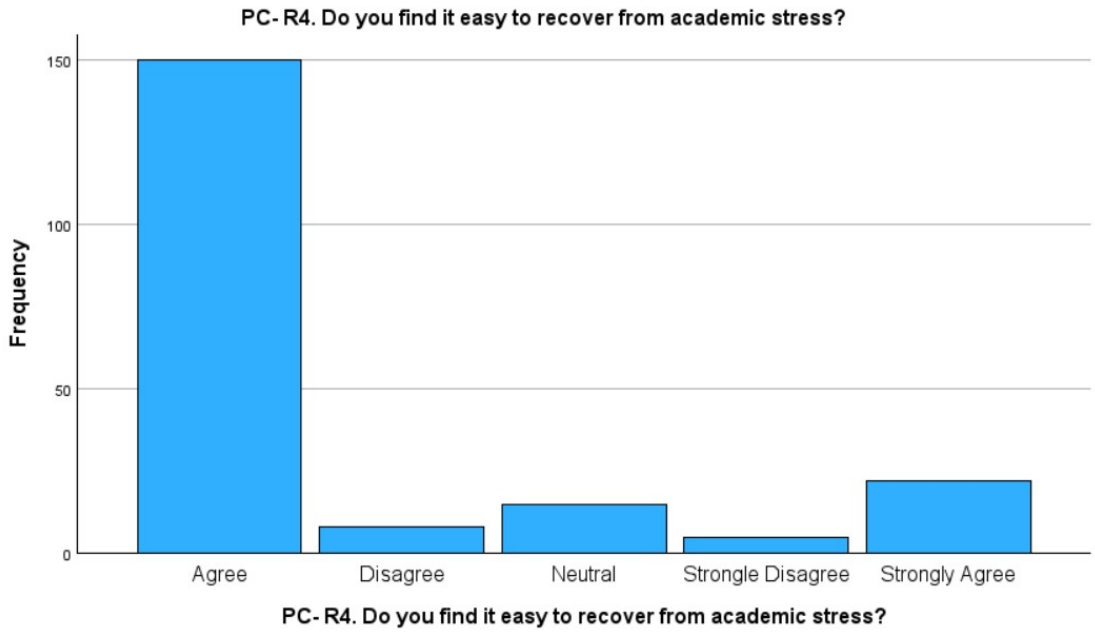
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	150	75.0	75.0	75.0
	Disagree	8	4.0	4.0	79.0
	Neutral	15	7.5	7.5	86.5
	Strongle Disagree	5	2.5	2.5	89.0
	Strongly Agree	22	11.0	11.0	100.0
	Total	200	100.0	100.0	



The 11% who seek help sometimes might do so depending on the severity of the difficulty or their confidence in handling the issue independently.

A lesser proportion, approximately 5%, seldom seek assistance, which may be attributed to a variety of factors, including personal preference, perceived accessibility issues, or past experiences.

Finally, the 1.5% of individuals who do not seek assistance are a very small minority. This could suggest a strong sense of self-reliance or potential obstacles that prevent these students from seeking help, such as a lack of awareness of available resources, scheduling conflicts, or a reluctance to ask for help.



In general, the data suggests that the academic support system is being utilized most effectively by the majority of students, a critical component of student well-being and academic success.

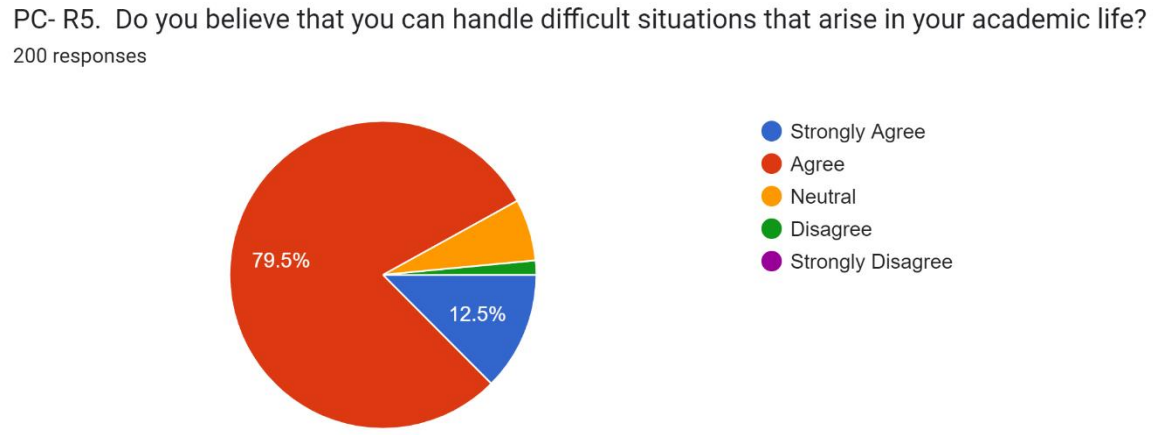
4.20 Self-Rated Confidence Levels in Completing Academic Tasks

The survey results indicate that students' self-rated confidence levels in completing academic duties and assignments are primarily positive. A substantial 45.5% of respondents rate themselves as a 5 on the scale, indicating that they have high confidence. This suggests that they are confident in their abilities and are well-equipped to confront academic obstacles.

44.5% of respondents rated themselves a 4, which is still indicative of a high level of confidence, despite the occasional uncertainties or room for improvement.

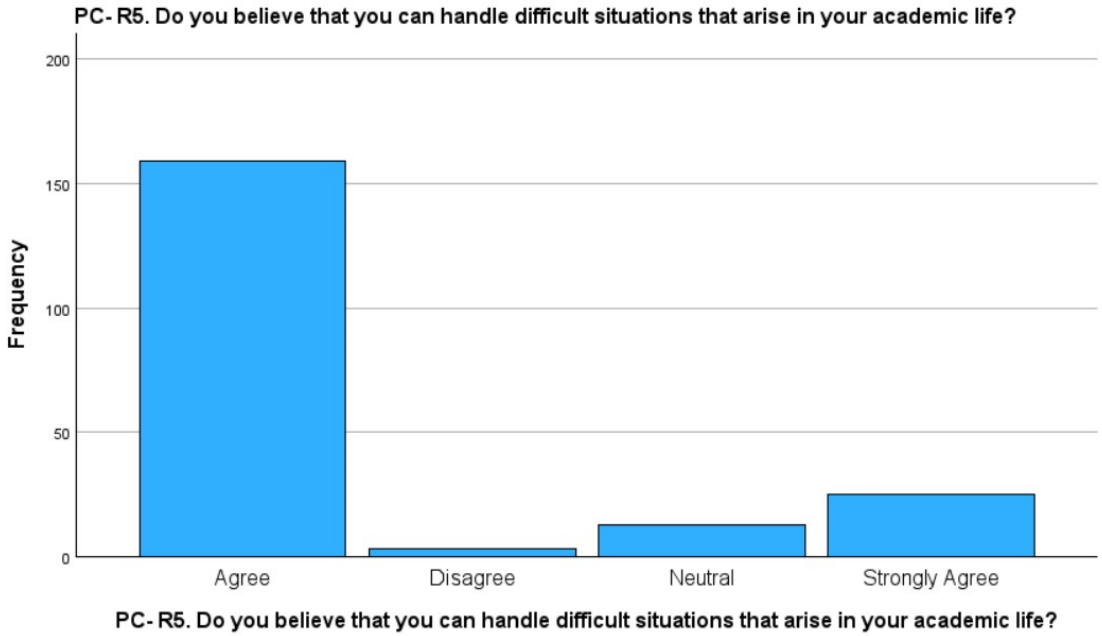
PC- R5. Do you believe that you can handle difficult situations that arise in your academic life?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	159	79.5	79.5	79.5
	Disagree	3	1.5	1.5	81.0
	Neutral	13	6.5	6.5	87.5
	Strongly Agree	25	12.5	12.5	100.0
	Total	200	100.0	100.0	



In contrast, a smaller segment, 9%, rated their confidence level at 3, which may indicate a moderate level of confidence in their abilities. This may be associated with a variety of factors, including the complexity of the tasks, personal circumstances, or prior academic experiences.

An equal 0.5% of respondents evaluated their confidence as 1, while only 0.5% rated it as 2, which is considered low confidence. While these low percentages are encouraging, they also underscore the necessity of targeted support to strengthen the confidence of these students, thereby ensuring that they have the requisite resources and encouragement to achieve success.



In summary, the data indicates that the student body is generally confident in their academic capabilities, which is a favorable indication of their potential for success in their academic pursuits.

4.21 Finding: Perceived Control Over Academic Success

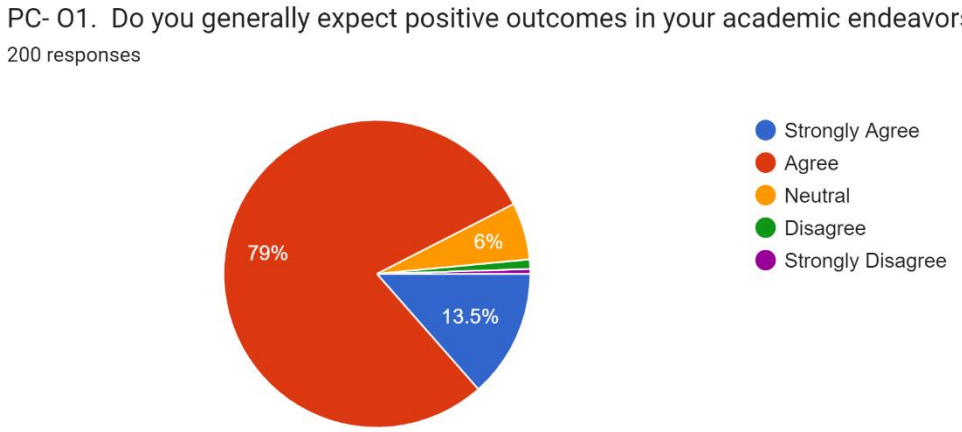
According to the survey results, a significant proportion of students, 76.5%, hold the belief that they have complete control over their academic success, which suggests a strong sense of self-efficacy and personal agency. As it frequently correlates with improved academic outcomes and increased motivation, this perception is essential.

A further 12.5% of respondents believe that they have a significant degree of control over their academic performance, a sentiment that, while not entirely accurate, indicates a positive outlook on their ability to influence their performance.

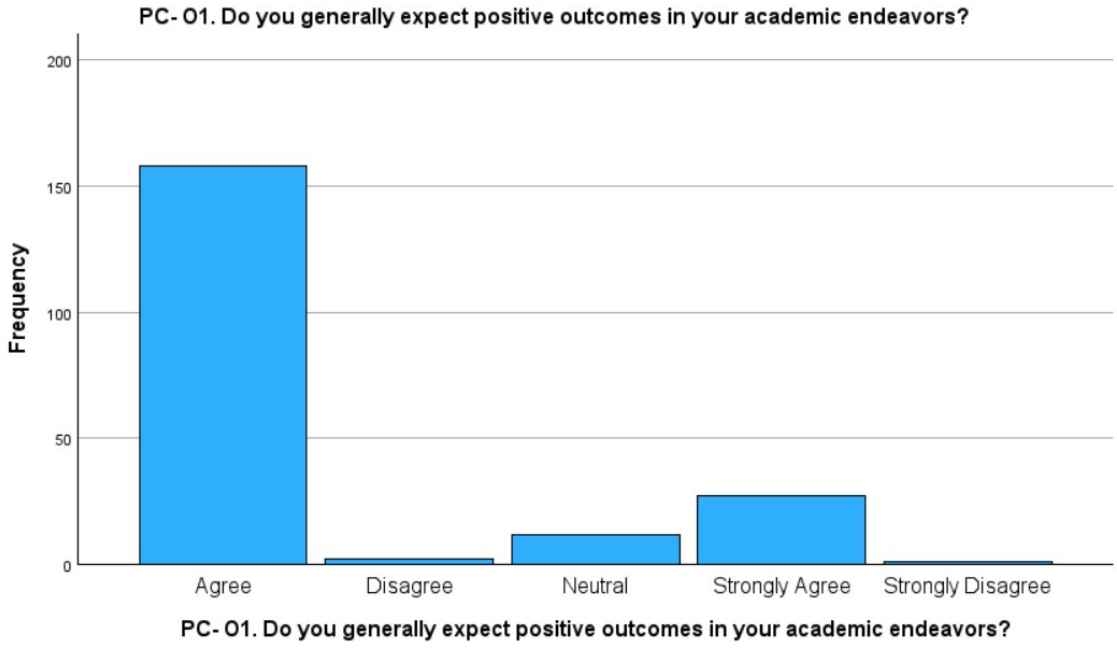
8.5% of respondents believe that they have a moderate measure of control. This group may acknowledge that external factors can affect their success, but they continue to believe that their actions are influential.

PC- O1. Do you generally expect positive outcomes in your academic endeavors?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	158	79.0	79.0	79.0
	Disagree	2	1.0	1.0	80.0
	Neutral	12	6.0	6.0	86.0
	Strongly Agree	27	13.5	13.5	99.5
	Strongly Disagree	1	.5	.5	100.0
	Total	200	100.0	100.0	



A minimal proportion, 2% perceive that they have only a limited degree of control while an even smaller fraction, 0.5% , believe that they have no control at all. Potential areas in which students may feel disempowered or constrained by external circumstances may be indicated by these responses.



In general, the data indicates that the student body is highly confident in their capacity to influence their academic voyage. Nevertheless, individuals who perceive themselves as having minimal to no control may find it advantageous to investigate support systems that can boost their sense of agency and offer strategies for surmounting obstacles.

Chapter 5:

Limitation and Conclusion

This thesis, which investigates the mediation role of academic engagement in the relationship between psychological capital and student performance in private universities in Bangladesh, is a valuable contribution to the field of educational psychology. Nevertheless, the generalizability and interpretation of the findings may be impacted by certain limitations, as is the case with all research. The following are a few potential constraints:

Sample Specificity The research is concentrated on private universities in Bangladesh, which means that the results may not be readily apply to other types of institutions, such as public universities or those located outside of Bangladesh. In ways that are not applicable elsewhere, the relationship between psychological capital, academic engagement, and student performance may be influenced by the distinctive socio-economic and cultural context of Bangladesh.

Cross-Sectional Design The study can only provide a snapshot of the relationship between the variables at a specific point in time if it uses a cross-sectional design. This restricts the capacity to infer causality or the direction of the relationships between student performance, academic engagement, and psychological capital.

Measures of Self-Report measures for academic engagement and psychological capital may introduce bias, as students may overestimate their engagement levels or positive attributes. This can have an impact on the data's validity and reliability.

Restrictions on Variables The thesis may not encompass all potential variables that affect academic performance. If not adequately controlled for, factors such as personal issues, familial background, and teaching quality can also play significant roles and potentially confound the results.

Construct Operationalization The operationalization of psychological capital and academic engagement in the thesis may not encompass all of their dimensions, as the definition and measurement of these constructs can vary. This could potentially restrict the study's comprehensiveness.

Statistical Power The study may have limited statistical power to detect minor but meaningful effects, depending on the sample size. This could result in an underestimation of the actual relationship between the constructs.

Efficiency of Intervention The efficacy of interventions to improve psychological capital or academic engagement may differ among individuals, and the results may not be consistent across various student populations, if they are included in the thesis.

Impact Over Time The thesis may not address the long-term effects of academic engagement and psychological capital on student performance. In order to evaluate the evolution of these relationships over time, a longitudinal study would be necessary.

Cultural Sensitivity In various cultural contexts, the concepts of academic engagement and psychological capital may have distinct meanings and implications. The cultural sensitivity of the constructs and their measurements should be taken into account in the thesis.

In summary, The thesis titled "Exploring the Mediation Role of Academic Engagement in the Relationship Between Psychological Capital and Student Performance: Evidence from Private Universities in Bangladesh" provides a substantial investigation into the dynamics of higher education. It emphasizes the critical role of psychological capital—which encompasses self-efficacy, optimism, resilience, and hope—in influencing the academic journeys of students. The study's emphasis on academic engagement as a mediating factor provides a nuanced comprehension of the process by which students' psychological resources are translated into tangible educational outcomes.

The research results indicate that the development of psychological capital through the cultivation of a supportive academic environment can result in improved performance and increased student engagement. This is especially pertinent in the context of private universities in Bangladesh, where the pressures of academic achievement are frequently exacerbated by socio-economic challenges.

Additionally, the thesis contributes to the broader discussion of educational psychology by offering empirical evidence from the perspective of a developing country. It underscores the necessity of

educational policies and interventions that prioritize the psychological well-being of students in addition to academic rigor.

Nevertheless, the research recognizes its limitations, such as the potential biases inherent in self-report measures and the specificity of its sample. The significance of additional research to verify and broaden the thesis's findings across a variety of educational environments is underscored by these constraints.

In conclusion, this thesis not only contributes to the academic literature but also functions as a call to action for policymakers, administrators, and educators. It emphasizes the significance of comprehensive educational strategies that cater to the psychological and intellectual requirements of students, with the objective of providing them with the resilience and optimism required to confront the obstacles of higher education and beyond. This research has implications that extend beyond academic performance, providing insights into the development of a more resilient and psychologically empowered student body that is capable of making a positive impact on society.

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