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## Research Article

# Psychological Capital in Relation to Peer Pressure of School Students in Punjab

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## ABSTRACT

The study was conducted to explore the psychological capital in relation to peer pressure among school students. The study was conducted on school students. Psychological capital scale of Luthans *et al.*, 2014 and peer pspressure scale of singh and saini 2017, were used for data collection. The results indicated significant relationship between psychological capital and peer pressure of school students.

**KEYWORDS:** Psychological Capital, Peer Pressure, self-efficacy, optimism

## 1. INTRODUCTION

Education is a platform to transfer our culture, social and historical background from one generation to next generation. Education plays a critical role to know about cultural custom, economic and social responsiveness. Education starts from birth of human being and it ends when individual dies. Education is weapon to explore our knowledge, thought and feelings. Education helps modifying behavior so that individual can adjust better in the society. According to Shabalina (2004), all dependent behaviors share a common process for generating a desire for the addictive substance, which is habituation to the substance. Education helps to know about strengths as well as weaknesses of a person. Education provides opportunity to grow up mentally and physically. Education is everywhere in all over the world not just school, college and universities. Education is source to flourish our potentialities.

### Psychological Capital

Psychological capital can be defined as the positive developmental state of an individual as characterized by high self-efficacy, optimism, hope and resiliency. Psychological capital highlights individuals' psychological sources with their basic four components. Therefore, it is called psychological capital such as hope, resiliency, self-efficacy and optimism. According to Luthans (2002), organizational research and organizations can benefit greatly from positive psychology capital. It is believed that psychological capital is a combination of all these four fundamentals and it can be measured, established, and successfully managed for improving the work performance.

### Hope

It is defined as a positive motivational state where two basic components - effective feeling of work or goal oriented determination and ways or proactively organization to achieve those objectives interact.

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**Self-Efficacy**

It can be defined as people's confidence in their capability to achieve a specific goal in a specific condition. Self-efficacy represents the overall confidence of people while they exhibit their performances and makes logic away from the actual aptitudes that lead to complete jobs.

**Resilience**

It is an ability to bounce back from stress, conflict, disappointment, modification or growth in responsibility. Resiliency is defined as a tendency to improve difficulty or depressing procedure, allows people to hopefully look at the overwhelming conditions.

**Optimism**

It can be defined as hopefulness and confidence about the future or the success of something. Optimism in Psychological capital is believed as a realistic concept that regards and worker can or cannot do, as such, optimism strengthens efficacy and hope.

**Peer Pressure**

Peer pressure or influence is when you do something because you want to think recognized and valued by your friends. Peer influence can be positive or negative. Coping well with peer influence is about receiving the right balance between being yourself and appropriate in with your group. Peer pressure is the direct or indirect manipulate on people of peers, members of social groups with similar happiness, experiences or social statuses. Members of a peer group are more possible to pressure a person's attitude and performance.

Peer pressure can affect persons of all ethnicities, genders and ages. Researchers have repeatedly studied the effects of peer pressure on children and on adolescents and in popular communication the term "peer pressure" is used most often with suggestion to those age groups. For children, the themes most commonly studied are their ability for independent decision-making. Kellough (2008) stated that one might learn well with some friends and enjoy more with other. For young people, peer pressure's relationships to sexual interaction and substance mistreatment have been significantly researched.

**Studies Related to Psychological Capital**

Abdullah (2023)<sup>[1]</sup> conducted organizational climate and psychological capital of university faculty members in Saudi Arabia. The sample comprised of 232 faculty members from Saudi Arabia. The result showed that there was a positive association between organizational climate and psychological capital. Bidaki *et al.* (2023) investigated comparative study of psychological capital and marital adjustment of the medical staff of covid-19 ward and other wards of the hospital. The sample comprised of 80 people from Iran. The result found that there was a significant difference between group therapy working in the ward related to covid -19 and other medical staff of the hospital in terms of psychological capital and marital adjustment. Citation *et al.*, (2023) examined predicting the model of psychological capital based on mindfulness with the intermediary anxiety in

obese women candidates for bariatric surgery Persian. The sample comprised of 250 women from Iran. The result showed that the important role of mindfulness and anxiety in predicting the psychological capital. The result had also found that trainings and interventions aiming increase in mindfulness and decrease in anxiety should be included in preoperative plans dedicated for bariatric surgery candidate.

Kariri and Radwan (2023)<sup>[5]</sup> studied the influence of psychological capital on individual's social responsibility through the pivotal role of psychological empowerment. The sample comprised of 813 persons from Saudi Arabia. The result found that there was a positive relationship between psychological capital and social responsibility. The result had shown that the direct influence of psychological capital on social responsibility was positive.

Sharma and Saha (2023)<sup>[10]</sup> analyzed psychological capital and life satisfaction among university teachers. The sample comprised of 200 teachers from Lovely Professional University, Phagwara. The result showed that there was a positive correlation between psychological capital and life satisfaction. The result also found that presence of psychological capital has a significant effect on the satisfaction of life among university teachers. Xu (2023)<sup>[12]</sup> studied the interplay between china teachers' positive psychological capital and their work engagement. The sample comprised of 412 teachers from China. The result had shown that there was a significant positive association between positive psychological and work engagement.

**Studies Related to Peer Pressure**

Sahu (2022)<sup>[8]</sup> conducted peer pressure among undergraduate students. The sample comprised of 120 students from Tezpur. The result showed that there was no significance difference between the levels of peer pressure based on gender of undergraduate students. Sarkar *et.al*, 2022<sup>[9]</sup>, concluded peer pressure and its impact on academic achievements of students of secondary schools. The sample comprised of 400 secondary school students from Tripura. The result of the study revealed that private school students have extremely high level of peer pressure. The result had also shown that academic achievement of secondary student was negatively related with peer pressure.

Yadav and Kumari (2023) examined a study on impact of peer pressure on the academic achievement of high school students. The sample comprised of 160 high school students from Bhilai. The result showed that there are several factors that could affect students' academic performance in school regarding to peer pressure. The result had also found that peer pressure does not give negative impact directly to student toward their peers.

Xu *et al.*, 2023, <sup>[12]</sup> investigated understanding the role of peer pressure on engineering students' learning behavior. The sample comprised of 160 college engineering students from South Bank University, London. The result found that both male and female engineering students were also significantly motivated by high peer achievement.

## 2. SIGNIFICANCE OF THE STUDY

School education is the foremost stage where the pleasing skills, attitudes and cognitive abilities are to be promoted among adolescents. The build adds the value of positive psychological resources to the obtainable best compute of organizational worth, comprised of the more established constructs of social capital, human capital and customary physical and financial capital. The present study an effort to explore the fundamental principles behind psychological capital, analyzing the model with a specific focus on the clarifying the unique value of component construct, and more on illustrating the process or technique by which it can improved for those persons having lower psychological capital. Luthans and Youssef (2004) illustrate the dimensions of psychological capital, summarizing the method in which each state is definite within the included build.

Positive peer pressure can help adolescence develop the coping skills required for adulthood. It might support youth to become more active in games or to avoid risky behaviors, which can be especially helpful during tough times. Moldes *et al.*, 2019<sup>[6]</sup>, stated peer pressure is often seen during the teens stage of a teenagers because they often look for relieve among their peers and mean to do what their peers does without meaningful if it is good or bad for them.

## 3. OBJECTIVE

To study relationship between the psychological capital and peer pressure of school students.

### Hypotheses

There will be no relationship between the psychological capital and peer pressure of school students.

## 4. RESEARCH METHOD

The study was conducted through descriptive method of research.

### Sample of the Study

The sample comprised of 100 school students by using the random sampling.

### Tools Used

Psychological capital scale of Luthans *et al.*, 2014.  
Peer pressure scale of Singh and Saini, 2017.

### Relationship between Psychological Capital and Peer Pressure

The relationship of psychological capital and peer pressure among university students was explored by using the Pearson's correlation method of coefficients.

### Relationship between Psychological Capital and Peer Pressure of University Students

Variable	N	Coefficient of correlation
Psychological Capital/Peer Pressure	100	0.10 <sup>NS</sup>

NS = not significant at 0.05 level

The table presented the results of correlation, which indicate that coefficient of correlation (r) of scores on tests of psychological capital and peer pressure school students is 0.10. It is not significant at the 0.05 level. It means that there is no significant relationship between psychological capital and peer pressure of school students.

## 5. CONCLUSION

The results of the study revealed that there was not significant relationship between psychological capital and peer pressure. It was also found that low level of relationship exists between psychological capital and peer pressure at 0.05 level but no significant even at 0.05 level of significance.

## 6. CONFLICT OF INTEREST: No Conflict

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