

Psychological Capital in Secondary School Students: A Narrative Review of Theory, Evidence, and Future Directions

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Abstract

Psychological Capital (PsyCap) has become a significant concept in the realm of positive psychology, highlighting the importance of positive psychological assets in fostering adaptive behavior and overall well-being. Originally formulated within the context of Positive Organizational Behavior, PsyCap consists of four key elements: hope, self-efficacy, optimism, and resilience. While considerable research has been conducted on PsyCap in workplace settings, its importance in educational environments, especially among high school students, has begun to receive more attention. This narrative review explores the theoretical underpinnings, empirical findings, and prospective avenues for future research on Psychological Capital in secondary school students. The review elaborates on the conceptualization of PsyCap as a higher-order and state-like construct, emphasizing its capacity for enhancement through targeted interventions and supportive environments. Current studies suggest that elevated levels of PsyCap correlate with favorable academic and psychological results, such as increased engagement, motivation, academic adaptation, and overall well-being among learners. Additionally, the review identifies factors that foster the growth of PsyCap, including teacher encouragement, school climate, and social connections. Despite the rising interest, research concerning PsyCap in secondary school students is still sparse, particularly in relation to intervention-focused studies and culturally sensitive methods. Future investigations should aim to create and assess school-based initiatives designed to boost students' psychological resources.

Keywords: Psychological Capital, Positive Organizational Behaviour, state-like, hope, efficacy, resilience, optimism.

Introduction

Education in the twenty-first century goes beyond merely imparting knowledge; it aims to nurture the holistic development of students and provide them with the psychological tools necessary to manage academic and personal obstacles. The rising academic pressures, social changes, and emotional strains during adolescence have led to a greater emphasis on identifying the positive psychological elements that enhance students' learning, happiness, and long-term achievements. This viewpoint is grounded in the positive psychology movement, which highlights the scientific exploration of human strengths and optimal functioning rather than solely focusing on deficits and psychological issues (Seligman & Csikszentmihalyi, 2000). From this positive viewpoint, Psychological Capital (PsyCap) has surfaced as a

vital concept for understanding how individuals flourish in difficult situations. Introduced within the context of Positive Organizational Behavior, PsyCap is characterized as an individual's positive psychological state of growth, encompassing hope, self-efficacy, optimism, and resilience (Luthans et al., 2004; Luthans, Youssef, & Avolio, 2007). Unlike relatively fixed personality traits, PsyCap is viewed as a state-like psychological asset that can be developed through suitable experiences, learning opportunities, and interventions (Luthans et al., 2006; Luthans & Youssef, 2007). This developmental aspect makes PsyCap especially pertinent in educational environments, where schools create chances to enhance students' psychological strengths alongside their academic skills.

Although Psychological Capital originated in the realm of organizational research, its use has gradually broadened to include educational settings. An increasing amount of evidence indicates that PsyCap is linked to various positive outcomes, such as enhanced performance, engagement, well-being, and adaptive functioning (Avey et al., 2011; Luthans et al., 2007). In educational contexts, elevated levels of PsyCap have been correlated with increased academic engagement, motivation to learn, academic success, sense of belonging in school, life satisfaction, and overall psychological well-being, while also serving as a buffer against academic stress and burnout (Luthans, Luthans, & Jensen, 2012; Datu & Valdez, 2019; Carmona-Halty et al., 2019). These results underscore the importance of positive psychological resources in helping students navigate the academic and developmental challenges of adolescence. The years spent in secondary school are especially crucial for exploring Psychological Capital. Adolescence is characterized by swift cognitive, emotional, and social growth, alongside rising academic demands and career-related choices. During this time, students often face setbacks, uncertainty, and performance-related stress that necessitate confidence, perseverance, optimism, and the capacity to bounce back from challenges. As a result, schools are increasingly recognized as not only centers for academic learning but also as environments conducive to positive psychological growth, preparing students to confront future challenges.

Despite the rising interest in PsyCap within educational research, the available literature is still relatively sparse compared to the extensive body of organizational studies. Much of the early educational research focused on the individual components of PsyCap—hope, self-efficacy, resilience, and optimism—rather than the integrated higher-order concept itself. Additionally, while research involving university students has significantly increased, there have been relatively fewer studies targeting secondary school students specifically, and existing findings remain scattered across various educational and psychological fields (Datu et al., 2016; Datu & Valdez, 2019). A thorough integration of the theoretical principles and empirical findings related to Psychological Capital (PsyCap) among high school students is therefore necessary to enhance existing knowledge and pinpoint areas for future inquiry. In light of this, the current narrative review compiles the available literature on Psychological Capital among high school students. It delves into the theoretical underpinnings of the construct, evaluates empirical data concerning its impact on students' academic and psychological results, and discusses emerging research avenues to guide subsequent studies and educational practices.

2. Objectives of the Review

This narrative review aims to investigate the existing body of work on Psychological Capital (PsyCap) among high school students, with a specific focus on its theoretical basis, empirical findings, developmental factors, and potential for interventions. The review explicitly aims to:

1. Investigate the conceptual foundations and theoretical viewpoints surrounding Psychological Capital and its essential components: hope, self-efficacy, optimism, and resilience.
2. Summarize empirical findings on the role of Psychological Capital in facilitating academic, psychological, and adaptive outcomes for high school students.
3. Examine the elements that aid in the development of Psychological Capital during adolescence, including personal experiences and environmental factors.
4. Review current approaches to Psychological Capital interventions and highlight research gaps regarding the creation and assessment of school-based programs aimed at enhancing students' psychological resources.

3. Methodology

This narrative review was conducted to explore the theoretical underpinnings, empirical findings, and intervention strategies associated with Psychological Capital (PsyCap) among high school students. Relevant literature was gathered through searches of electronic databases such as Google Scholar, Scopus, Web of Science, ERIC, and ScienceDirect. The search strategy included combinations of keywords like “Psychological Capital,” “PsyCap,” “hope,” “self-efficacy,” “optimism,” “resilience,” “high school students,” “adolescents,” “academic outcomes,” and “psychological capital intervention.”

The review encompassed foundational theoretical works, peer-reviewed empirical research, and recent studies related to PsyCap and its implementation in educational settings. Key studies from positive psychology and organizational psychology were incorporated to elucidate the conceptual evolution of PsyCap, while empirical research involving students was prioritized to assess its significance in secondary education. Literature addressing PsyCap-related interventions was also reviewed to comprehend existing strategies for cultivating students' psychological resources and to pinpoint areas needing further exploration.

The selected literature was critically analyzed to offer a cohesive understanding of Psychological Capital among high school students, with a specific focus on its conceptual foundations, connection to student outcomes, developmental influences, and the potential for enhancement through interventions.

4. Theoretical Foundations of Psychological Capital

Grasping the concept of Psychological Capital (PsyCap) is crucial prior to investigating its function in secondary education. Since its inception within the framework of Positive Organizational Behavior, PsyCap has developed into a well-regarded construct that amalgamates four positive psychological resources—hope, self-efficacy, resilience, and optimism—to clarify individuals' ability to reach their goals, adjust to challenges, and sustain positive functioning (Luthans, 2002; Luthans et al., 2007; Luthans & Youssef-Morgan, 2017). In contrast to many conventional psychological traits that tend to be relatively constant, Psychological Capital (PsyCap) is viewed as a malleable psychological asset, making it especially pertinent in educational environments where students' inherent abilities can be purposefully cultivated. This section delineates the theoretical underpinnings of Psychological Capital by tracing its conceptual roots, examining its defining traits, and underscoring its significance in secondary education.

4.1 Origins and Conceptualization of Psychological Capital

The advent of Psychological Capital (PsyCap) signifies an increasing acknowledgment that success and well-being hinge not only on individuals' knowledge, skills, or social circles, but also on their positive psychological assets. Historically, achievement has been interpreted through the lenses of human capital,

which pertains to an individual's knowledge and skills, and social capital, which highlights the importance of social connections and networks (Becker, 1993; Bourdieu, 1986). Building on these ideas, Luthans and Youssef (2004) introduced the concept of positive psychological capital to emphasize the significance of "who you are" and, more crucially, "who you have the potential to become." This viewpoint redirected focus towards psychological resources that can be developed, enabling individuals to perform effectively and manage challenges successfully.

The conceptual basis of PsyCap is deeply rooted in the larger movement of positive psychology, which promotes the scientific exploration of human strengths, optimal functioning, and well-being instead of solely concentrating on psychological shortcomings and disorders (Seligman & Csikszentmihalyi, 2000). Drawing on this perspective, Luthans (2002) proposed the Positive Organizational Behavior (POB) framework, which emphasizes positive psychological capabilities that are grounded in theory, measurable, amenable to development, and capable of enhancing performance. Within this structure, Psychological Capital surfaced as a fundamental construct representing a collection of positive psychological resources that meet these criteria (Luthans, 2002; Luthans & Youssef, 2004).

Psychological Capital was formally described by Luthans, Youssef, and Avolio (2007) as an individual's positive psychological state of growth characterized by self-efficacy, hope, optimism, and resilience, collectively referred to as the HERO resources. Although each component stems from a unique theoretical background—self-efficacy from Social Cognitive Theory (Bandura, 1997), hope from Hope Theory (Snyder et al., 1991; Snyder, 2002), resilience from research on development and positive adaptation (Luthar & Cicchetti, 2000; Masten, 2001), and optimism from expectancy theory (Scheier & Carver, 1985; Carver & Scheier, 2002)—their amalgamation into a singular construct illustrates the idea that these psychological capacities function synergistically to promote adaptive functioning and goal achievement (Luthans et al., 2007).

Unlike perspectives that analyze these psychological resources in isolation, PsyCap stresses their collective impact on human functioning. Individuals seldom depend on a single psychological strength when facing challenges; instead, confidence, goal-oriented thinking, positive outlooks, and the capacity to bounce back from difficulties synergize to facilitate effective adaptation and sustained performance. As a result, PsyCap is envisioned as a multidimensional yet cohesive psychological resource that provides greater explanatory strength than its individual elements considered separately (Luthans et al., 2007; Luthans & Youssef-Morgan, 2017). Though the idea was first formulated in organizational environments to elucidate employee attitudes, performance, and well-being (Luthans et al., 2007; Avey et al., 2011), its significance has increasingly been acknowledged in educational frameworks. Modern educational research recognizes that learners, especially during their teenage years, face a multitude of academic, social, and emotional hurdles that necessitate not only intellectual capabilities but also positive psychological assets. As a result, Psychological Capital has garnered growing interest as a framework for comprehending students' motivation, engagement, resilience, well-being, and academic achievements, thereby broadening its applicability from the workplace to schools and other educational environments (Datu et al., 2016; Datu & Valdez, 2019; Luthans & Youssef-Morgan, 2017).

4.2 Core Components of Psychological Capital: Hope, Self-Efficacy, Resilience, and Optimism

Psychological Capital (PsyCap) is understood as a higher-order psychological asset consisting of four essential components: hope, self-efficacy, resilience, and optimism (Luthans et al., 2004; Luthans et al., 2007). Although these elements arise from various theoretical frameworks, their unification within the PsyCap model indicates the belief that they work synergistically to boost individuals' motivation,

adaptability, and ability to attain desired results (Luthans et al., 2007; Luthans & Youssef-Morgan, 2017).

Hope, based on Snyder's Hope Theory, is described as a cognitive motivational state that involves both goal-directed energy (agency thinking) and the perceived capability to develop multiple strategies for achieving objectives (Snyder et al., 1991; Snyder, 2002). In educational contexts, students who are hopeful are more inclined to set meaningful academic objectives, recognize alternative approaches when faced with challenges, and persist in their efforts despite setbacks (Snyder, 2002; Marques et al., 2011). Therefore, hope acts as a crucial psychological resource that bolsters students' academic motivation, tenacity, and achievement-oriented behaviors (Luthans et al., 2007; Datu & Valdez, 2019).

Self-efficacy, rooted in Bandura's Social Cognitive Theory, pertains to individuals' beliefs about their ability to organize and carry out actions necessary to reach specific goals (Bandura, 1997). Students possessing higher academic self-efficacy typically show increased engagement, persistence, self-regulation, and a readiness to tackle challenging academic tasks (Bandura, 1997; Zimmerman, 2000). Bandura (1997) explains that self-efficacy is cultivated through mastery experiences, observational learning, social encouragement, and the interpretation of emotional states, underscoring its potential for enhancement through supportive educational environments.

Resilience signifies the ability to sustain or regain positive adaptation when faced with adversity, stress, or failures (Masten, 2001; Luthans & Cicchetti, 2000). In the context of PsyCap, resilience denotes students' capacity to bounce back from difficulties and maintain effective functioning in tough situations (Luthans et al., 2007). During adolescence, when learners encounter academic pressures, social transformations, and uncertainties about future aspirations, resilience becomes a vital psychological resource that fosters adjustment and well-being (Masten, 2001; Tugade & Fredrickson, 2004).

Optimism is characterized by positive anticipations about future results and the propensity to interpret experiences through constructive explanatory frameworks (Scheier & Carver, 1985; Seligman, 1991). Optimistic individuals typically view challenges as temporary and manageable, allowing them to sustain motivation and utilize effective coping mechanisms (Carver & Scheier, 2002). Among students, optimism has been linked to higher academic involvement, psychological well-being, and adaptive responses to academic difficulties (Seligman, 1991; Luthans et al., 2007). Together, these four resources create an interconnected psychological system instead of being separate traits. Hope helps in pursuing goals, self-efficacy boosts confidence in one's abilities, optimism encourages positive expectations, and resilience aids in recovering from setbacks (Luthans et al., 2007; Luthans & Youssef-Morgan, 2017). Thus, the HERO model offers a solid framework to understand how secondary school students build psychological skills that support academic success, emotional adjustment, and the ability to handle developmental challenges (Datu et al., 2016; Datu & Valdez, 2019).

4.3 Psychological Capital as a Higher-Order and Developable Construct

Psychological Capital is seen as a higher-order construct that combines the effects of hope, self-efficacy, resilience, and optimism instead of considering these resources separately (Luthans et al., 2007). While each part shows a unique psychological strength, their integration within PsyCap means that individuals often use several positive resources at the same time when pursuing goals, facing challenges, and maintaining effective functioning. This combined view offers a broader understanding of human capability than looking at individual strengths alone (Luthans & Youssef-Morgan, 2017).

One key aspect that sets PsyCap apart from more stable personality traits is its ability to change and grow. Unlike fixed characteristics, PsyCap can be improved through specific experiences, learning

opportunities, and interventions aimed at boosting positive psychological resources (Luthans et al., 2006; Luthans & Youssef, 2007). Studies on PsyCap interventions have shown that short, structured activities focusing on setting goals, building confidence, expecting positive outcomes, and developing coping strategies can lead to better psychological resources for individuals (Luthans et al., 2006; Luthans et al., 2010).

The ability to develop PsyCap makes it especially important in educational settings, where adolescence is a key stage for shaping beliefs, coping strategies, and motivation. By encouraging hope, self-efficacy, resilience, and optimism, schools can create supportive environments that help students adjust academically and improve their psychological well-being while also preparing them for future challenges (Datu et al., 2016; Datu & Valdez, 2019). Therefore, viewing PsyCap as a higher-order and developable construct offers a strong basis for designing programs aimed at boosting students' psychological resources.

4.4 Relevance of Psychological Capital in Secondary Education

The secondary school period is a crucial time of growth marked by rising academic demands, identity formation, social changes, and decisions focused on the future. During this time, students face various challenges that require not just cognitive skills but also psychological resources to stay motivated, cope well, and adjust to new situations. Psychological Capital offers a helpful framework for understanding these positive resources and their role in aiding students' academic and personal growth (Luthans et al., 2007; Luthans & Youssef-Morgan, 2017).

Research in educational environments indicates that students with higher levels of PsyCap engage in more adaptive academic behaviors, such as increased learning involvement, motivation, perseverance, and academic adjustment (Datu et al., 2016; Datu & Valdez, 2019). The combination of hope, self-efficacy, optimism, and resilience allows students to tackle academic goals confidently, find alternative ways to overcome difficulties, and bounce back from failures. As a result, PsyCap has been linked to positive outcomes such as better academic performance, psychological well-being, and a lower risk of academic stress (Luthans, Luthans, & Jensen, 2012; Carmona-Halty et al., 2019). The importance of PsyCap in secondary education also lies in its potential for development. Schools offer vital social and learning environments where supportive teacher relationships, positive classroom experiences, and structured interventions can strengthen students' psychological resources (Luthans et al., 2006; Datu & Valdez, 2019). By intentionally fostering students' psychological capacities, educational institutions can shift their focus from just academic performance to promoting overall development and lifelong adaptability.

Despite its rising significance, research on PsyCap among secondary school students is still limited compared to studies in organizational and higher education settings. More investigation is needed to understand what influences students' PsyCap and to create culturally responsive, school-based interventions that aim to improve these psychological resources.

5. Empirical Evidence on Psychological Capital among Secondary School Students

Research on Psychological Capital (PsyCap) in educational contexts has highlighted its role in students' academic performance and psychological well-being. Although initially studied in organizational settings, PsyCap has gained attention in education for its ability to promote motivation, engagement, resilience, and general well-being among students (Luthans et al., 2007; Luthans & Youssef-Morgan, 2017).

Studies focusing on secondary school students show that higher levels of PsyCap link to positive academic outcomes. Datu et al. (2016) found that PsyCap played a significant role in academic motivation, engagement, and achievement among Filipino high school students. Likewise, Datu and Valdez (2019) noted that psychological capital predicted academic engagement and well-being, suggesting that students with stronger psychological resources are more likely to engage actively in learning and achieve better educational outcomes.

Beyond academics, PsyCap is associated with students' psychological well-being and coping skills. The combination of hope, optimism, resilience, and self-efficacy helps students stay focused on their goals, respond effectively to challenges, and recover from setbacks (Luthans et al., 2007; Carmona-Halty et al., 2019). Self-efficacy has consistently emerged as a key factor influencing students' persistence, self-regulation, and academic success (Bandura, 1997; Zimmerman, 2000).

Despite increasing evidence supporting the benefits of PsyCap, research on secondary school students remains limited compared to studies in organizational and higher education contexts. Most existing research has primarily looked at connections between PsyCap and student outcomes. However, fewer studies have focused on creating and evaluating interventions aimed at enhancing students' psychological resources. Thus, more research is necessary to explore culturally relevant, school-based strategies for boosting PsyCap among secondary school students.

6. Factors Influencing the Development of Psychological Capital among Secondary School Students

Psychological Capital is viewed as a developable resource that emerges from individual experiences and supportive environments (Luthans et al., 2007; Luthans & Youssef-Morgan, 2017). In secondary school students, PsyCap development is influenced not just by personal traits but also by the social and educational contexts in which they grow.

The school environment plays a vital role in shaping students' psychological resources. Supportive teacher-student relationships, positive classroom experiences, and encouragement can enhance students' self-efficacy, hope, and resilience by providing opportunities for success, feedback, and emotional support (Bandura, 1997; Hattie, 2009). Teachers who encourage autonomy, acknowledge students' efforts, and create safe learning environments help build students' confidence and expectations regarding their abilities.

Family and peer relationships also significantly impact PsyCap development during adolescence. Supportive family backgrounds offer emotional security and encouragement, while positive peer interactions boost students' sense of belonging and coping skills (Masten, 2001; Wentzel, 2016). These social resources can help students stay optimistic, tackle challenges, and persist in their academic goals. Personal experiences, especially mastering tasks and successfully coping with challenges, are crucial for developing PsyCap. According to Bandura (1997), successful experiences boost self-efficacy, while overcoming difficulties enhances resilience and confidence in handling future challenges. Similarly, experiences involving goal-setting and finding alternative paths can foster hope (Snyder, 2002).

Overall, the development of Psychological Capital among secondary school students is a dynamic process shaped by personal experiences and supportive social environments. Understanding these influencing factors is essential for designing effective school-based interventions that aim to enhance students' psychological resources and support their academic and personal growth.

7. Psychological Capital Interventions in Educational Settings: Evidence and Emerging Directions

The idea of Psychological Capital (PsyCap) as a developable resource has shifted research focus from merely studying its effects to exploring how these positive psychological abilities can be intentionally strengthened. Since hope, self-efficacy, optimism, and resilience are adjustable aspects, interventions aimed at these areas have developed within the broader framework of positive psychology (Seligman et al., 2005; Sin & Lyubomirsky, 2009). These programs assume that psychological strengths can grow through organized activities that promote positive thinking, goal-directed behavior, adaptive coping, and personal agency.

The Psychological Capital Intervention (PCI) introduced by Luthans et al. (2006) was one of the first systematic approaches designed to nurture PsyCap. Based on hope theory, social cognitive theory, optimism research, and resilience theory, the intervention sought to enhance individuals' ability to set meaningful goals, identify alternative paths, build confidence, maintain positive expectations, and effectively tackle challenges (Luthans et al., 2006; Luthans et al., 2010). Evidence from these studies suggests PsyCap can improve through relatively short developmental programs, reinforcing the view that it is a state-like resource rather than a fixed trait (Luthans et al., 2010; Avey et al., 2011).

The underlying principles of PsyCap interventions align with research on the HERO model components. Hope-based interventions rooted in Snyder's Hope Theory have shown that teaching goal-setting strategies, pathway thinking, and agency beliefs can improve students' motivation and academic success (Snyder, 2002; Lopez et al., 2009). Similarly, self-efficacy interventions based on Bandura's Social Cognitive Theory emphasize mastery experiences, modeling, feedback, and self-regulatory strategies as ways to bolster students' beliefs in their academic capabilities (Bandura, 1997; Usher & Pajares, 2008). Research into optimism and resilience interventions reveals that cognitive restructuring, positive attribution styles, and coping skills training can bolster psychological adjustment among young people (Seligman et al., 2005; Reivich et al., 2011). In educational settings, applying PsyCap interventions is especially relevant since schools are environments where students' psychological resources can grow through learning experiences and social interactions. New research indicates that enhancing students' psychological resources may lead to better engagement, motivation, and well-being. For example, Datu et al. (2016) and Datu and Valdez (2019) found that PsyCap was positively related to academic engagement, achievement, and psychological well-being in high school students. These results suggest that strengthening PsyCap may equip students with internal resources that facilitate positive responses to academic challenges. Although interest is increasing, research on PsyCap interventions specifically targeting secondary school students is still limited. Most studies have focused on employees or university populations, leaving adolescence relatively neglected (Avey et al., 2011; Luthans & Youssef-Morgan, 2017). Additionally, many educational studies mainly explore PsyCap as a predictor of outcomes rather than studying how it can be systematically developed through structured programs. This gap is significant since adolescence is a developmental stage when beliefs about competence, future options, and coping abilities are still forming.

Another important aspect is adapting interventions to the specific context. Programs originally designed for organizational settings may not fully address the developmental needs, learning experiences, and cultural realities of secondary school students. Effective school-based PsyCap interventions should include age-appropriate activities, culturally relevant examples, and active involvement from teachers and educational environments. Suggested activities may include goal-setting exercises to boost hope, mastery experiences to enhance self-efficacy, cognitive reframing activities to foster optimism, and

coping strategies to build resilience (Bandura, 1997; Snyder, 2002; Masten, 2001). Overall, evidence supports the potential of PsyCap interventions for encouraging positive psychological development, yet significant gaps remain regarding their application among secondary school students. Future research should focus on designing and assessing structured, context-specific intervention models using rigorous methods. Such efforts can not only boost students' academic and psychological outcomes but also strengthen the role of schools as environments for positive youth development.

8. Future Directions and Research Implications

Research on Psychological Capital (PsyCap) has grown significantly, but several areas still need more study, especially in secondary education. The existing literature highlights the role of hope, self-efficacy, optimism, and resilience in improving students' academic performance and psychological well-being. However, there is relatively little research on PsyCap specifically targeting secondary school students. Future studies should go beyond viewing PsyCap solely as a predictor of outcomes. Instead, they should focus on how to develop these psychological resources systematically within educational settings. One key area for future research is the creation and assessment of school-based PsyCap interventions. While some existing studies show that PsyCap can be improved, most research has focused on employees and university students. We need intervention models that are suitable for adolescents, addressing their unique academic, social, and emotional challenges during secondary schooling (Luthans & Youssef-Morgan, 2017; Datu & Valdez, 2019). Future research should also use more robust methods, including longitudinal and experimental designs, to assess the sustainability and effectiveness of PsyCap enhancement programs. Although cross-sectional studies have provided useful insight into the relationship between PsyCap and student outcomes, intervention-based research is vital for establishing cause-and-effect links and finding effective ways to develop students' psychological resources.

Another important area to explore is the impact of context on PsyCap development. Since students' psychological resources are influenced by interactions with teachers, peers, families, and school environments, future studies should look into how these social and educational elements contribute to the formation of PsyCap. This research could help design interventions that involve students, teachers, and school communities. Moreover, future research should examine PsyCap across various cultural and educational contexts. Most current studies come from limited geographical areas, so it's important to see how cultural values, education systems, and social environments shape students' development and expression of PsyCap. Research that focuses on specific contexts can lead to more relevant and effective intervention strategies.

Overall, Psychological Capital offers a promising framework for fostering positive youth development by strengthening students' psychological resources. Future research should aim to shift from merely understanding PsyCap to actively nurturing it through evidence-based educational practices. Developing and assessing structured PsyCap enhancement programs for secondary school students could make significant contributions to positive psychology, educational research, and student well-being.

9. Conclusion

Psychological Capital serves as a helpful framework for understanding the positive psychological resources that assist students in managing academic pressures and developmental challenges. By combining hope, self-efficacy, optimism, and resilience, PsyCap shifts the educational focus from just academic success to fostering students' adaptive abilities and overall well-being. Current evidence

shows that higher levels of PsyCap correlate with increased engagement, motivation, academic adjustment, and psychological well-being among students. However, research on PsyCap in secondary schools is still developing, especially regarding intervention strategies. Given that PsyCap can be developed, it holds great promise for supporting positive youth development through tailored educational interventions. Future efforts should concentrate on creating and evaluating school-based PsyCap enhancement programs that equip students with the psychological resources needed for lifelong learning, resilience, and successful adaptation.

10. References

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