



Psychology Bulletin Issue 1

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Psychology Association of Villa College



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FOREWORD

It gives me immense pleasure to introduce the psychology bulletin, first of its kind in the Maldives. The bulletin is an initiative of the Psychology Association of Villa College which was launched last year. The psychology bulletin is an excellent platform for our students and academics to showcase their academic, practical and clinical work, initiatives and ideas. It also paves the way for our students to engage in academic and scholarly debate in the psychology domain. Their contributions in this bulletin will also help them engage and connect with the wider community. I am extremely proud to see our efforts in providing quality higher education transformed into students' intellectual and scholarly contributions.

At Villa College, we are always driven by the needs of our society. With many aspects of mental health within the community being challenged due to the COVID 19 pandemic and by other social factors, we launched our psychology programme of studies in the hope of addressing societal issues in general, and to contribute to society in the area of mental health and well-being in particular.

Dr Ali Najeeb
Vice-Rector, Villa College

With this initiative, we are very proud to see the first batch of our Bachelor of Psychology students completing their degree at the end of this year. They are work-ready graduates fully equipped with theoretical knowledge in different subjects in the field of psychology, work-specific and practical knowledge, skills and competencies.

With the introduction of the psychology bulletin, I particularly note the enthusiasm of our VC psychologists in making scholarly contributions to the field through collaborating with students and empowering them to engage in academia.

While this is just a beginning, I am sure there will be more innovative avenues for our scholars and students to engage with the industry and community in intellectual and scholarly debates and dialogues. This bulletin will serve as a resource for students and help them in their journey of learning in the psychology domain.

I take this opportunity to thank our psychologists and the leadership of the Faculty of Educational Studies for this initiative. I wish success to this bulletin and other exciting future initiatives from the psychology cluster.

EDITORIAL

As we launch the first issue of Psychology Bulletin, we hope to provide readers insights into psychological topics, concepts and cutting-edge research. We offer a rich assortment of perspectives on psychological topics to educate and create awareness within the society. While psychology is a field of study that provides deeper understanding of human brain and behaviour, this broad field of study is confused with the disciplines and major branches of psychology. No single branch of psychology is more important than the other, each discipline in psychology contributes to the understanding of how individuals think, feel and behave. Therefore, understanding subtopic of psychology can help create awareness about the epistemology of psychology.

This Issue's first article by Athifa Mohamed, titled **A Psychological Evaluation of the Juvenile Justice Act no. 18/2019**, Athifa analyzes the gaps in the Act and implementation policies. She addresses to the alarming concern of the community – whether the law protects the vulnerable, when a minor is involved in crime or is a victim. Next is a presentation by Najdha Abdul Razzaq, emphasizing the way psychology

overlaps with biology. Titled **Sympathetic Nervous System and Parasympathetic Nervous System**, Najdha explains well the fight or flight reaction and how our body suddenly calms down when the situation has passed from a psychological perspective. In an era where energy drinks are preferred over water or any other drinks, the next article by Hussain Junaan, signifies the **Health Effects and Concerns of Energy Drinks** and the detrimental effects of energy drinks.

Often, we feel safe when there are many people around, but research indicates that there is an 85% chance that some will help if he/she is the only person around. The next infographic themed **Bystander Effect: Stop It!** by Aishath Saba Abdullah Rasheed presents this phenomenon well. Presenting a glimpse on the process of psychological testing and assessment process, Aminath Rimaahath's article on **Psychological Testing and Assessment Process: Liebowitz Social Anxiety Scale** is next. Following on, Aishath Arza's **A Psychological Review: Children's Rights Protection Act (NO:19/2019)** reports the specific issues concerning children education, healthy eating and overall well-being.

Society often prejudices and discriminate people with disability or psychological diagnosis. However, if we try to understand how their minds work, these biases can be avoided. The next article by Fathimath Lamha Ahmed on **Importance of Working Memory (WM) in Social Issues Associated with ADHD** adds content to this understanding.

The final article by Ismail Shiyar titled **Review on the Role of Psychological Capital on Undergraduate Student Engagement in Learning** observes the four essential areas that can be developed to facilitate student engagement and learning. Transition periods in an individual's life has its challenges, being equipped with set of tools can help individuals navigate these challenges well.

We hope that readers will enjoy and find the content of our Psychology Bulletin beneficial.

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A PSYCHOLOGICAL EVALUATION OF THE JUVENILE JUSTICE ACT (NO. 18/2019)

by Athifa Mohamed

Section 15 of the Maldives' 2019 Juvenile Justice Act deals with the establishment of juvenile residential correctional centres. The Act aims to rehabilitate children under 18 who have delinquent behaviour so that they can be reintroduced into society as responsible non-reoffending individuals (Juvenile Justice Act, 2019).

However, Section 15 has not yet been implemented; no juvenile centres have been established in the country. The purpose of this paper is to evaluate the psychological consequences of this failure.

Juvenile Justice Act 18/2019, Section 15, nos. 79 and 80

Section 15 no. 79 states that children requiring short- or long-term confinement must be placed in residential correctional centres. No. 80 of this section clarifies the different types of centres that must be provided, such as residential treatment centres, children's shelters and, halfway housing. It states that at least one centre with trained staff must be established within 18 months of its enactment. This has not happened by the time of writing (October 2022).

Consequences of lack of implementation of the Act

In 2021, some of the children in 'Fiyavathi' (one of the state children's shelters) set fire to the inside of the building and vandalised the roof (Areeba, 2021). The

children involved could not be taken to a juvenile centre since there were none. The children were deprived of the professional care that could have been provided in a juvenile centre. Many of these children suffer from mental health issues such as Post-Traumatic Stress Disorder, depression, and other behavioural issues. One of the main reasons why children under state care act violently and break the law is that they come from environments where they have experienced sexual and physical abuse. According to Weaver et al. (2008), this makes them prone to violent behaviour.

Moreover, juvenile offenders are sent to adult prisons, which exposes them to further acts of violence and abuse. According to a former juvenile detainee who was sent to 'Maafushi' prison, she was bombarded with cat calls as she entered the prison, causing her significant distress (Miolene, 2019). She also noted that acts of violence occurred frequently, even during otherwise normal interactions.

Ng et al. (2013) note that juveniles imprisoned in adult prisons suffer from depression more than children confined to juvenile centres. They are often subjected to bullying and victimisation, and they imitate older inmates' criminal behaviour. This makes it difficult for child offenders to reintegrate into

society. For example, a study by Sobocki et al. (2007) indicates that depressed individuals are less likely to be accomplished at work due to decreased focus and productivity.

Underwood and Washington (2016) found that 15% to 30% of juvenile lawbreakers suffer from depression and suggested that this increases the likelihood of re-offending due to anger issues leading them to act aggressively. Gewirtz (2016) proposed that 11% of juvenile offenders are at risk of being re-arrested after completing their sentence, demonstrating the vulnerability of child offenders to crime.

Other mental health conditions commonly found in juvenile offenders include psychosis, generalised anxiety, panic attacks, separation anxiety, and obsessive-compulsive disorder (Underwood & Washington, 2016). This is in addition to having behavioural disorders such as conduct disorder, oppositional defiant disorder, attention deficit hyperactivity disorder, and substance abuse disorders. Additionally, 3% to 7% of juvenile offenders are diagnosed with bipolar disorder and 11% to 32% with PTSD. Those children affected with PTSD are also at risk of responding to threats aggressively leading to re-arrest. Substance abuse disorder has also been linked

with repeated re-arrest. (Underwood & Washington, 2016). There are approximately 7,500 Maldivians who abuse drugs, the vast majority being adolescents (UNODC, 2013). Re-imprisonment in turn leads to increased mental health issues among juveniles.

Conclusion

The Juvenile Justice Act 18/2019, Section 15, nos. 79 and 80 has not been implemented. Minors sentenced for crimes are sent to adult prisons and are subsequently exposed to further violence and abuse. This leads to various psychological problems, mainly psychosis, PTSD, and depression. Juvenile offenders suffering from depressive symptoms have a difficult time reintegrating into society. PTSD is likely to lead to re-arrest due to unpredictable aggression causing delinquent behaviour. Substance abuse disorder also causes repeated offending among juveniles.

It is vital that the state establish appropriate treatment centres for child offenders, either directly or through private providers, so that children may be rehabilitated in a healthy environment, instead of being subjected to further abuse, violence, and mental disorder. Let us hope that this happens in the near future.

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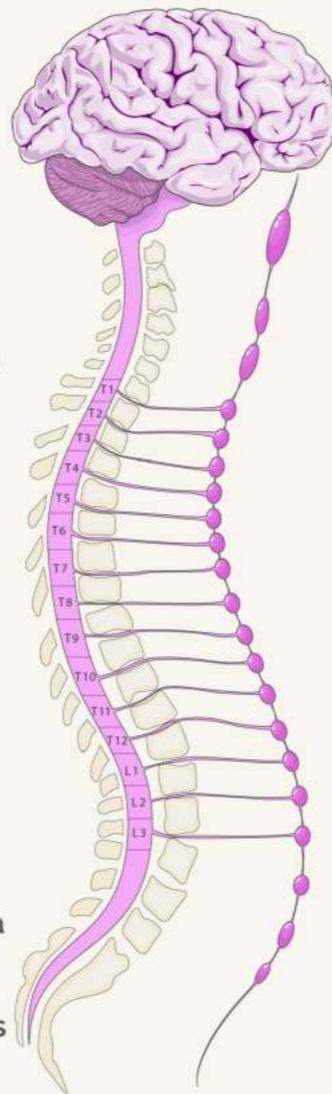
SYMPATHETIC NERVOUS SYSTEM AND PARASYMPATHETIC NERVOUS SYSTEM

by Najdha Abdul Razzaq

SYMPATHETIC NERVOUS SYSTEM

The sympathetic nervous system regulates processes that speed up heartbeat and blood pressure while also delaying digestion. The fight-or-flight reaction is sometimes referred to as all of this because it increases blood flow to the muscles and brain and can assist you either flee from or confront a threat. The sympathetic nervous system is structurally made up of several nerve cells that can be found in the peripheral and central nervous systems.

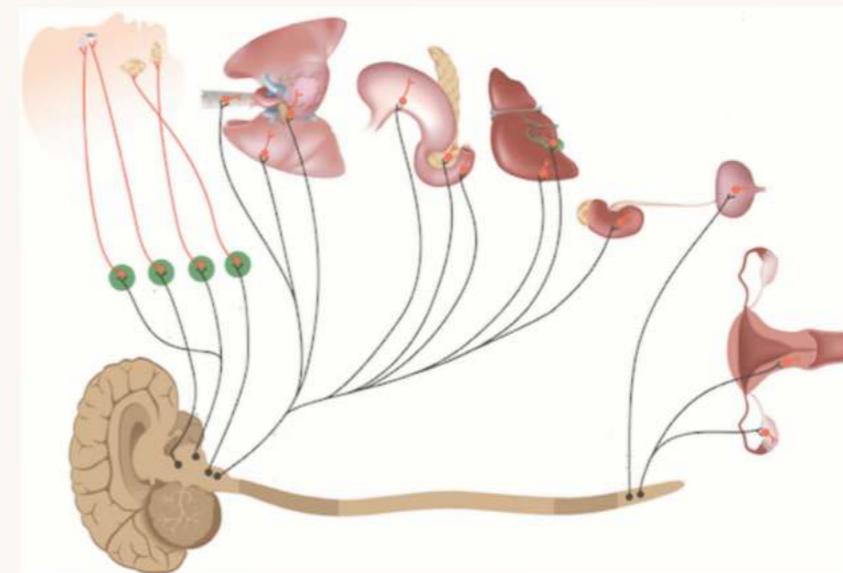
Sweating to release heat or adjusting cardiac output based on position and activity level are two ways the SNS can keep the body in a stable state. However, it is most well-known for triggering the body's fight-or-flight-reaction. (*Sympathetic Nervous System, n.d.*)



PARASYMPATHETIC NERVOUS SYSTEM

The parasympathetic nervous system is a division of the autonomic nervous system (ANS), which controls automatic body processes that are not under conscious control. The parasympathetic nervous system, which conserves the body's natural activity and relaxes the person once an emergency has passed, is also known as the "rest and digest" system.

Unlike the sympathetic nervous system, the parasympathetic nervous system slows the heart rate and stimulates digestion - the effects can be summarized as 'rest and digest' (*Sympathetic Nervous System, n.d.*).



HEALTH EFFECTS AND CONCERNS OF ENERGY DRINKS

by Hussain Junaan

Energy drinks are packed with ingredients that are not essential for the human body. The main ingredients in energy drinks could cause mental and physical harm to their users (Higgins et al., 2018). Ingredients such as sugar and caffeine that are commonly present in energy drinks have been labeled by doctors and pediatricians as harmful substances when abused and have strongly suggested the ban of energy drink sales to children and adolescents (American Academy of Pediatrics 2018; Higgins et al., 2018). While parents carry a major responsibility in maintaining their children's diet, often parents provide energy drinks for their children under the false impression that energy drinks could boost their child's cognitive abilities when studying for exams (Al-Shibly et al., 2020).

The AAP, (2018) describes energy drinks as beverages containing a wide variety of substances such as caffeine, guarana, creatine, glucuronolactone, ginseng, and taurine that act as nonnutritive stimulants in the human body (Schneider et al., 2011). For example, a single 250ml Red bull can is concentrated with around 80mg of caffeine (AAP, 2018). Caffeine in energy drinks is associated with poor sleep quality and quantity in college students and students who consume energy drinks regularly feel more tired the following day (Patrick et al., 2018). Following caffeine, the same 250ml Red bull can consist of around 25.5g of sugar (Clapp et al., 2019; Hashem et al., 2018). Sugar in energy drinks is associated with major public health issues such as obesity, type two diabetes, insomnia, anxiety, and gastric problem (Hashem et al., 2018; Scuri et al., 2018). It is advised by World Health Organization that the maximum amount of sugar intake from energy drinks should not exceed 5% (Hashem et al., 2018).

According to a study conducted by (Hardy et al., 2021) students who consume energy drinks are found to perform less academically compared to students who do not consume energy drinks. Students consume energy drinks for several reasons. Firstly, many students mistake energy drinks for sports drinks (Ghozayel et al., 2020).

Sports drinks are beverages that replenish water and electrolytes that are lost during exercise (AAP, 2018). Unlike sports drinks, the regular consumption of energy drinks to improve athletic performance could lead to cardiovascular disorders (Gutiérrez-Hellín & Varillas-Delgado, 2021). Secondly, while playing video games, students often consume energy drinks for cognitive and physical enhancement (Thomas et al., 2019). Finding suggests that there is no link between the use of energy drinks and mental or physical improvement when researchers measured the cognitive and physical performance of students who played video games for long hours, such as their attention, reaction time, working memory, and fatigue (hand grip and finger tap speed) while playing the game (Thomas et al., 2019).

Thirdly mixing energy drinks with alcohol is common among college students (Goc et al., 2019). Energy drinks and alcohol could be mixed to increase the duration and sensation of a drunken state (Goc et al., 2019). Intake of energy drinks with alcohol could cause severe health problems among young adults (Goc et al., 2019; Nowak et al., 2018). It is reported that in the United States of America most patients aged 18-39 are reported to the emergency department regarding energy drinks-related cases (Cao et al., 2021). Mixing energy drinks with alcohol could be more hazardous than consuming alcohol separately (Goc et al., 2019). Therefore, doctors consider it dangerous to consume energy drinks in combination with alcohol (Goc et al., 2019).

In 2011, 2017, and 2019 AAP discouraged the use of energy drinks and promoted water as a preferred beverage for children and adolescents (Kraak et al., 2020).

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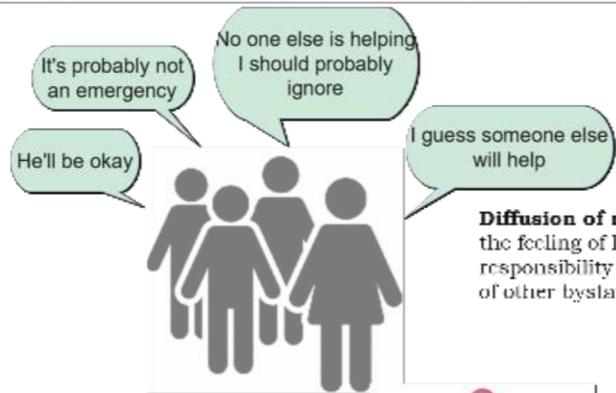
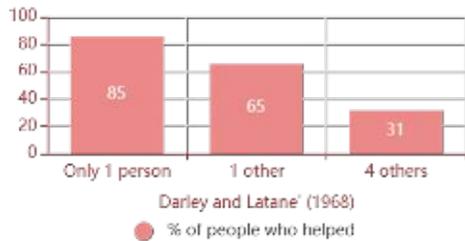
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BYSTANDER EFFECT : Stop it!

The **bystander effect** is the phenomenon in which people are less likely to help others in distress as the number of bystanders increase (You & Lee, 2019).

Bibb Latane and **John Darley** were the first psychologists to discover and study the Bystander Effect (Cicchura, 2016). Darley and Latane (1968), in their study, showed the impact of bystanders on an individual's behaviour when someone is in need.

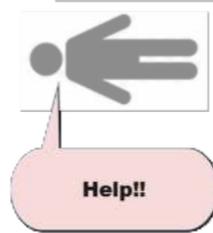


According to Hortensius and De Heder (2018), three main **psychological phenomena** are associated with bystander apathy. They are:

Diffusion of responsibility: the feeling of having less responsibility in the presence of other bystanders.



Evaluation apprehension: Fear of negative public judgement upon helping.



Pluralistic ignorance: Belief that the situation is not urgent as others are also not helping.



ARE YOU A BYSTANDER?

Do you act, or are you silent when you witness cyberbullying?



Do you tolerate when others are being catcalled and sexually harassed on roads?

What did you do when your classmates were bullied in front of your class?



What do you do when someone gets into an accident on the street?



BYSTANDER INTERVENTION: What can we do?

STAND OUT!



Distract: Distraction is a subtle way to intervene. Distract either the perpetrator or the victim with conversation unrelated to the harassment.



Direct: Talk to the perpetrator directly, physically intervene if necessary.



TAKE ACTION!



Delegate: Bring a third party to help, perhaps, someone with authority.



Fox (2013)

Delay: If intervening at the moment is difficult, check on the victim later and offer comfort and support.

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PSYCHOLOGICAL TESTING AND ASSESSMENT PROCESS: LIEBOWITZ SOCIAL ANXIETY SCALE

by Aminath Rimaahath

Introduction

Psychologists use psychological testing and assessments in the field of psychology, in order to reach a diagnosis for an individual with a suspected mental disorder. Such tests and assessments play a vital and important role while reaching the final diagnosis of a client.

According (Eabon & Abrahamson, 2020) a client's behavior can be measured and observed with the help of these tests and assessments. Moreover, they will help the psychologist in establishing a treatment guide that would aid the client's recovery process. These tests are conducted for various reasons such as administering memory tests on an individual who is suspected to have dementia or brain injuries. Furthermore, other tests might help a psychologist in identifying emotional disorders in a client that is experiencing problems in their relationships or social environments (Geisinger et al., 2013).

This essay briefly describes the process of psychological testing. The test used in this essay is The Liebowitz Social Anxiety Scale (LSAS), developed by Dr. Michael R. Liebowitz in 1987, which aims to identify the anxiety and avoidance levels of an individual with suspected symptoms. This essay will include the

Liebowitz Social Anxiety Scale (LSAS), its reliability, validity, administration process and the scoring procedure of the test (Heimberg et al., 1999).

The Liebowitz Social Anxiety Scale

The Liebowitz Social Anxiety Scale is a psychological test consisting of 24 items in a Likert scale which is used to assess the ways social anxiety affects the daily lives of individuals throughout multiple situations (Heimberg et al., 1999). Found and developed by researcher and psychiatrist, this test could be used in research studies in order to identify the social anxiety levels among the participants or in a clinical setting to study the symptoms of a particular client for any probable signs for an anxiety disorder (Baker et al., 2002; Beard et al., 2011; Heimberg et al., 1999). According to (Beard et al., 2011), unlike assessing specific symptoms, LSAS aims to measure and assess the anxiety levels associated with certain situations and participant's avoidance levels for it. This scale is suitable for both the male and female population however, since routine anxiety screenings are now recommended by experts for girls above the age of 13 and women, LSAS is now commonly administered on these populations even during a routine visit to a doctor (Baker et al., 2002).

Validity and Reliability. It is to be noted that this test is used widely all across the globe and translated in many languages. LSAS is known to have good psychometric properties and to be sensitive to the effects pharmacological treatments (Baker et al., 2002; Heimberg et al., 1999).

Administering LSAS. The test is administered by asking the client to rate their anxiety or fear along with their avoidance levels for the items listed in the test. Their responses to each item should be described by the chart below.

Fear or anxiety: 0 = None, 1 = Mild, 2 = Moderate, 3 = Severe

Avoidance: 0 = Never (0%), 1 = Occasionally (1%-33%), 2 = Often (33%-67%), 3 = Usually (67-100%)

The responses should be based on their experiences of the past week only. If the client comes across a situation that they have not experienced yet, they are required to imagine their reaction and response to that specific situation had it occurred and then rate the items based on it (Beard et al., 2011).

Scoring. In order to identify the overall score for the LSAS, the total scores of fear/anxiety and

avoidance should be summed together and it can be interpreted as below:

50-69: Moderate Social Anxiety Disorder

70-89: Marked Social Anxiety Disorder

90-109: Severe Anxiety Disorder

110 or greater: Very Severe Anxiety Disorder

Furthermore, a performance score for the clients can be calculated by adding the total fear/anxiety and avoidance scores for performance items which are questions: **1,2,3,4,6,8,9,13,14,16,17,20** and **21**. By adding the social interaction items which are questions **5,7,10,11,12,15,18,19,22,23** and **24**, the social interaction score for the participant can be calculated. Additionally, scores for performance fear/anxiety, performance avoidance, social interaction fear/anxiety and social interaction avoidance can be calculated by summing the performance and social scores excluding the fear/anxiety and avoidance totals (SOCIAL ANXIETY (SOCIAL PHOBIA), 1991).

Conclusion

In conclusion, psychological testing plays a vital role in diagnosing a patient with a mental disorder. The test used in this essay was Liebowitz Social Anxiety Scale. According to Higuera (2018), social anxiety disorders can be treated by cognitive behavioral therapy, exposure therapy and group therapy as well.

Moreover, implementing behavioral changes such as avoiding caffeine and getting plenty of sleep may prove to be useful as home treatments.

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A PSYCHOLOGICAL REVIEW: CHILDREN'S RIGHTS PROTECTION ACT (NO:19/2019)

by Aishath Arza

This paper aims to highlight the children's rights Act 20th and 21st clauses of the Maldives and the possible psychological consequences that could occur in the absence of it being executed.

In the 20th clause, part A talks about children's living standards and social protection while part B states every child should get the proper food, water, shelter, and clothing to ensure they grow up healthy (Children's Right Protection act, 2019). The 21st clause part A state, all children should be given the right to education without any discrimination, and part B of it states that every child has the right to get primary and secondary education. Therefore, it is incumbent upon the parents and the state to provide these rights for the children of the country.

Impact of Food provisions and shelter for children

According to the children's rights protection act, if any child is abandoned by their parents or caretakers, the state must assume charge and, protect the children (Children's Right Protection act, 2019). Therefore, In the Maldives, the state has provided shelters for orphans and abandoned children namely, "Fiyavathi", "Kuda kudhingge hiya" and, other establishments on different islands.

A study determining the significance of eating patterns and mental health problems in adolescence found a relationship between these two variables (Oellingrath et al., 2013). This study indicated children who ate nutritious food, such as fruits, vegetables, unrefined grains, and fish, were less likely to have any mental health disorders and hyperactivity disorders. However, they suggested that the children who were consuming unhealthy food

such as junk food and processed food were more likely to develop psychological disorders and hyperactivity disorders. Furthermore, the lack of nutrition in diet can lead to psychological problems such as ADHD. Another study conducted to determine the relationship between a nutritious diet and mental health suggests that a proper healthy diet can positively affect mental health (Open Access Government, 2021). Furthermore, It was found that poor nutrition in the diet, such as a lack of fruits and vegetables, can increase aggression and violence. Therefore, a proper nutritious diet is required for children to be healthy and mentally fit and, this should be provided by parents and in state care facilities to avoid adverse mental health issues.

What does the research say about mental health, poor clothing, and living standards?

Children from low-income homes are more likely to suffer mental health problems (Hodgkinson et al., 2017). According to Hodgkinson et al. (2017), 33% of Americans live in poverty, which increases the chance of children experiencing mental health problems that affect their social and emotional behavior leading to mood disorders such as anxiety and depression. Moreover, according to research, low and middle-income countries have a higher number of orphans with underlining mental health disorders (Dorsey et al., 2015). Their results show that 44% of the children have problems with a lack of clothing or torn clothing, which leads to emotional issues. Therefore, it is essential to highlight that children residing at home and state are provided with educated clothing.

Mental health problems due to discrimination in school

According to Dorsey et al. (2015) adolescents need to maintain their mental health well-being as otherwise, it could impact unfavorably in adulthood. Children facing discrimination in school are likely to suffer from increased mental health problems in adolescents. Research also suggests that children separated from their parents have mental health issues. (Ntuli et al., 2020). They indicate that adolescents have a more substantial influence on their psychosocial mentality, which leads them sometimes to leave school causing problems later in life, especially developing social anxiety. The increase of stress in lives is one of the major reasons why adolescents drop out of school because they feel deserted and with no future. Furthermore, evidence shows that education increases children's survival and development and also gives them a chance for better adulthood through better employment opportunities (Ntuli et al., 2020). Also, any child who leaves education early can have psychological, economic, and health problems.

Conclusion

The children's right protection act 20th and 21st clauses ensure the importance of providing children with a good life to increase their health and general

well-being. In line with this act the parents, caretakers of the children, and, the state must ensure that the children under their care are provided nutritious food, clothing, and shelter to avoid any negative psychological problems. Furthermore, emphasis must be given that children are educated to increase their chances of obtaining prosperous adulthood.

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IMPORTANCE OF WORKING MEMORY (WM) IN SOCIAL ISSUES ASSOCIATED WITH ADHD

by Fathimath Lamha

Working memory is a fundamental executive function that is tied to a variety of educational skills including written expression, performing mathematical calculations, and comprehending language (Baddeley, 2000). Working memory is crucial in assessing a child's capacity to participate effectively in routine classroom activities (Gathercole et al., 2008). Studies have also established an indirect relationship amongst impaired working memory functioning and social issues amongst youngsters suffering from ADHD (Kofler et al., 2011; Martinussen et al., 2005). ADHD is a disorder characterized by chronic impulsivity, hyperactivity and inattention that affects daily functioning and development (American Psychiatric Association, 2013). According to (Huang-Pollock et al., 2009). fifty-two to eighty-two percent of children suffering from ADHD face notable social impairments in their daily life. These social impairments can be significantly detrimental and isolating. For instance, children with ADHD encounter judgment and rejection from their peers after as soon as thirty minutes of interaction (Boo & Prins, 2007). This is because children with ADHD do not have the same social abilities as their peers. While they are aware of the social norms that are required of them, they are unable to successfully use this information to direct their conduct when

engaging with their peers (Kofler et al., 2011).

Existing research carried out on the relationship between problems in social settings and WM impairments reveal a noteworthy link between the two (Alloway et al., 2005).

Treatment & Training

Psychostimulant medicines, which have been demonstrated to improve visuo-spatial working memory, are the most common treatment given to those who suffer from ADHD disorder (Bedard et al., 2007). Furthermore, recent research has introduced a computerized training program to combat ADHD symptoms such as inattention and hyperactivity and further increase working memory functioning of individuals with ADHD (Holmes et al., 2009). This program has been revealed to substantially improve the working memory of youngsters afflicted with ADHD who are not being given drug treatments for this disorder. As individuals suffering from ADHD face significant impairment in executive functioning throughout their lives, it is of the utmost importance that additional research be carried out into examining the effects of working memory training and other forms of treatment amongst those afflicted with this disorder.

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A REVIEW ON THE ROLE OF PSYCHOLOGICAL CAPITAL ON UNDERGRADUATE STUDENT ENGAGEMENT IN LEARNING

by Ismail Shiyar

Introduction

Students often transition from secondary education, facing different expectations from the higher education system; and some may find it difficult to adjust even if basic entrance requirements are met (Martínez et al., 2019). Positive psychology tools such as Psychological Capital (PsyCap) play an essential role in student engagement (SE) and thus enhance student learning and development (Elyazied et al., 2022; Luthans et al., 2016).

Psychological Capital (PsyCap) and Student Engagement (SE)

The psychological capital is a state-like resource of an individual and comprises four main areas; efficacy, optimism, hope and resilience (Luthans & Youssef-Morgan, 2017). The self-confidence caters to the challenge taken to succeed, depicting (1) efficacy (Fati et al., 2019; Martínez et al., 2019; Luthans & Youssef-Morgan, 2017). Individuals high in self-efficacy have the confidence and self-assurance to accept challenges and work towards attaining goals; and thus, self-efficacy positively correlates with performance (Bandura, 1997, as cited in Lin, 2020; Chai et al., 2022). The positive outlook on the now and the future represents (2) optimism (Fati et al., 2019; Martínez et al., 2019; Luthans & Youssef-Morgan, 2017). Optimists tend to see good in everything and expect good things to happen to succeed (Luthans

& Youssef-Morgan, 2017; Scheier, 2009, as cited in Martínez et al., 2019; Siu et al., 2021). Being goal-oriented and having defined pathways to achieve goals signifies (3) hope (Fati et al., 2019; Martínez et al., 2019; Luthans & Youssef-Morgan, 2017). Hope promotes students to generate multiple pathways or way-power to attain goals and is unique to the hope domain (Luthans & Youssef-Morgan, 2017; Siu et al., 2021; Siu et al., 2014). Lastly, the ability to face adversity and challenges and get back up denotes (4) resilience (Fati et al., 2019; Martínez et al., 2019; Luthans & Youssef-Morgan, 2017). Resilient students can better mobilize and tap into psychological, social and personal assets to overcome and get back up from difficult situations (Martínez et al., 2019; Onivehu, 2020).

Study engagement plays an essential role in student life in making the student journey successful. A positive PsyCap and positively engaged student population facilitate students to successfully navigate higher education easily (Siu et al., 2014; Siu et al., 2021; Slåtten et al., 2021). Engagement is a positive state that caters to three distinctive characteristics; (1) absorption, (2) dedication and (3) vigour (Barratt & Duran, 2021; Martínez et al., 2019; Slåtten et al., 2021). Absorption concerns how students are engrossed with studies and how genuinely students are interested in the field of study (Barratt & Duran, 2021; Bond et al., 2020; Martínez et al., 2019; Shi & Tan, 2020; Slåtten et

al., 2021). At the same time, dedication is concerned with physical involvement with studies that give a level of enthusiasm (Bond et al., 2020; Schaufeli et al., 2002, as cited in Martínez et al., 2019; Shi & Tan, 2020; Slåtten et al., 2021). Furthermore, vigour is concerned with energy invested and the mental eagerness or self-regulation to willingly put the effort even when faced with challenges (Bond et al., 2020; Schaufeli et al., 2002, as cited in Martínez et al., 2019; Shi & Tan, 2020; Slåtten et al., 2021). Therefore, it is imperative to understand how PsyCap affects SE in the higher education sector.

Student engagement can bring about the desired level of academic performance required by the higher education system. Student engagement is the student's connection with the educational institution, classmates, faculty staff, class lessons and learning in general (Elyazied et al., 2022). It is believed that Psychological Capital (PsyCap) caters to student wellbeing, thus enhancing the rigour, absorption and dedication that leads to student engagement (Fati et al., 2019; Martínez et al., 2019). Resilience, hope, optimism, and efficacy (PsyCap) as a whole cater to a positive psychological state that enhances student engagement and, thus, overall performance. Both PsyCap and SE are on a state-like continuum that is malleable to an extent; consequently, it is essential to cater to the constructs that give rise to the states as

a whole. Therefore, the maintenance and sustenance of PsyCap are inherent to have the desired student engagement for better performance in the higher education setting.

Summary

In summary, there is a positive relationship between Psychological Capital and Student Engagement based on previous research. The literature review found the four main dimensions of PsyCap (HERO – Hope, Efficacy, Resilience and Optimism) and the three predictors of engagement (vigour, dedication and absorption) work together to bring about a “state-like” presence in individuals. Therefore, to bring about the best in students, it is imperative to understand how PsyCap affects students to bring about an engagement to navigate higher education life and perform better in studies.

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- performance in the higher education setting.

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