

**PSYCHOLOGICAL CAPITAL IN ADOLESCENTS OF ALCOHOL DEPENDENCE PARENTS AND ITS ROLE IN
ACADEMIC ADJUSTMENT**

***Dasari Srija*, Dr.K.B. Kumar**

*** Research Scholar, Dept. of Psychology, Besti University, Andhra Pradesh***

The present study was psychological capital in adolescents of alcohol dependence parents and its role in academic adjustment. The purpose of the current study was to examine the role of psychological capital in academic adjustment in adolescents of parents with alcohol dependence. For this purpose, questionnaires were administered on adolescence of alcohol dependent parents were selected on 50 samples. For statistical analysis, Descriptive statistics like mean, standard deviation, were used to analyse the socio-demographic characteristics of the study sample. The group was assessed by using regression model to determine the strength of the predictor and the “t” test for correlation between variables Pearson correlation were used. Results revealed that there was psychological capital significantly with all domains of academic adjustment and strength and difficulty domains correlated not significantly with all domains of academic adjustment.

Key words: Psychological capital, Adolescence of alcohol dependent parent, Academic adjustment.

Introduction:

Positive psychological capital is a positive and developmental state of an individual as characterized by four components, self-efficacy, optimism, hope and resiliency. (Luthans, 2004). Academic adjustment is referring to students develop their coping skills and learning strategies aiming at achieving satisfactory academic results. Academic adjustments are modifications in how students participate in classes and activities. Academic adjustment important to understand the adolescents of parents with alcohol dependence have several factors effects on academic adjustment, particularly family disturbances, and poor academic achievement, dysfunctional family, and disturbed family environment due to parent’s alcoholism, psychological capital shown that, positive person adjustment and development.

Review Of Literature:

Psychological Capital:

Overview in Adolescents:

Psychological capital is good human resources to pursue global competencies. Psychological capital for competitive advantage has been expanded from human capital to social capital to positive psychological

capital (Luthans, 2004), individual positive psychological state, which consist of efficacy, hope, optimism, and resilience (Luthans, 2007) The literature claims the psychological capital has positive impacts on students and employee attitudes, behavior, and performance. As higher education is responsible for educating the students to meet social and organizational demands, attention should be paid to student psychological capital and organizational demand. college students often report that they face many challenges and stressors ,such as keeping up with their class work, earning degrees, preparing for jobs and confronting high employment rates and low job security , Luthans et al, (2014) suggested that the proactive approach of developing psychological resources for students could foster psychological strength and promote learning and overcome the barrier to academic success, in this context, a study looked into student psychological capital, are source that empowers learning, overcomes uncertainty, and facilitates future goal attainment. So, it has been recognized as an important resource for organizational behavior and effectiveness. This also study aimed to test the impact of psychological capital on students learning in an academic context. In this context the students who were pursuing Bachelor of Arts were asked to complete two questionnaires, one assessing participants' psychological capacity, the other academic adjustment. Average grade-point scores were collected at two points in time as an additional measure of academic adjustment. Correlation suggests that psychological capital is a positive resource with a central role in students' academic adjustment. The study extends knowledge on the impact of psychological capital on positive organizational behavior by generalizing it to higher education. Student's engagement has become the buzz word in educational organization in the same way as in corporate for employees. Issue of student's engagement has got more significance in current times within psychology and education (Lam & Jimerson, 2008). Educational institutions and all stake holders expect that students must get engaged in all activities of their academic life and be motivated in study so as meet current intuitional and future market challenges. High motivation and engagement of students have consistently been linked to various desirable outcomes in students such as high quality of learning, reduced dropout rates, increased academic success and achievements (Appleton et al., 2006). In addition to the above findings the psychological capital domains such as resilience, hope and optimism significantly predicted positive emotions and subjective well-being of an individual. Psychological Capital, is developed, higher-order construct, and happiness applied to the environment of work have been hypothesized to aid employees cope with stressors and job satisfaction in the workplace. This concept was taken to investigate their applicability in the academic environment, So Psychological capital is hypothesized to empower students with the necessary mental strength to cope up with adverse circumstances. DANIEL, (2014), this studied to explore the use of psychological capital and Happiness among first year students in the context of

coping with stressors. This study quantitative research design with two hundred and seven completed survey packages from first year psychology students of University of KwaZulu-Natal Howard College. The following measures were used namely the Demographic Survey, The Psychological Capital Questionnaire (PCQ), the Orientation to Happiness Scale (OHS) and Adolescent Coping Scale (ACS). Further this study indicated that there was a statistically significant positive relationship between Psychological Capital and Happiness, and productive coping. Africans reported a significant difference in mean scores of resilience and meaningful-engagement than other race groups. This was explained on the basis of "African connectedness." The age groups showed similar results on the measures while the "t" test result on gender reported statistically significant difference in resilience between male and female, regressions showed that psychological capital and happiness are predictors of productive coping as well as hope, pleasure and meaningful-engagement, while resilience was a predictor of nonproductive. In essence, a more positively oriented appraisal of the psychological capital resources and happiness along with productive coping styles may shield protective effects of well-being on students who might be facing stressors on campus. This provides important windows of action for prevention and intervention programs to foster students' well-being.

Academic adjustment:

Academic adjustment means adjustment of students in the school environment. It may refer to the way how a child adjusts himself/herself in the academic setting. Academic adjustment is a process in which students vary their behavior to produce more harmonious relationship between himself and his/her academic environment. Academic adjustment is large part of school life and it is important to understand what influences this factor. Secondary school stage is a base for the college life of the students and it is also base for the future life of students. The term academic adjustment is made up of two words academic and adjustment. The term academic has been derived from the word academy. The meaning of academic is a school where special types of instruction are imparted. Adjustment is defined as the process by means of which the individual seeks to maintain psychological and physical equilibrium. And Academic adjustment has been suggested to consist of and be measured by the student's functioning in four distinct domains the first domain, "academic achievement" is grounded in students' learning-motivation, the appropriateness of their study skills to particular study requirements and their ability to earn satisfactory grades. The second domain, "social adjustment" stands for students' involvement in their study environment, including their ability to establish social networks, the third domain, "personal emotional adjustment" reflects students' psychological and physical conditions. It is indicative of their self-

perception and represents their coping with study-related challenges that lead to the arousal of stress and anxiety. The fourth and last domain, “institutional adjustment” is revealing of how students feel about their relation to academy, in general, and to their academic environment, (Baker et al, 1984), In this context FAUSTINE, (2005), Investigated the relationship between social support, social adjustment, academic adjustment and academic performance among college students in Tanzania. The sample of this study comprised 405 students, and 12 staff from the College of Business Education and the Institute of Finance Management, they revealed that there were a positive and significant relations between social adjustment and academic performance among college students. And also reported that academic performance was significantly related to academic adjustment of college students and they are suggesting that students who fit well in the academic environment were likely to excel in academic work as well. Similarly, the study found that social support and social adjustment of college students were positively and significantly related ($r = .481, p < .01$)

The study, among other things, recommended that institutions of higher learning should assist students in identifying and addressing potential barriers to social and academic adjustment programs for students as Academic adjustment is one of important tasks during adolescence. studied whether social adjustment added to the prediction of academic outcomes above and beyond prior academic functioning. Researchers collected school records and peer, teacher, and self-report measures for third-grade children in the fall and spring of the school year. Measures of social adjustment included social acceptance by and aggression with peers. Academic outcomes included math and reading grade point average, classroom behavior, academic self-esteem, and absenteeism. As expected, the researchers found support for the causal model such that both forms of social adjustment contributed independently to the prediction of each area of academic adjustment. Brent Mallin, (1994) studied emotional, social, and academic adjustment of college students, Prior to initial enrollment, undergraduates completed surveys assessing expectations about their college adjustment, and later completed a second survey assessing actual adjustment. Six years later inspection of academic transcripts revealed which students had dropped out and whether they had been in good academic standing or poor academic standing. Results indicated that two different sets of items best discriminated among good-standing students, the persisters ($n=113$) and the leavers ($n=29$), and among poor-standing students, persisters ($n=36$) and leavers ($n=30$). Generally, emotional and social adjustment items predicted attrition as well or better than academic adjustment items. Bin-Bin Chen, (2017) examined associations between adolescents’ attachment relationships with both mother and father and their academic adjustment, and explored the potential mediation role of age = 15.13 years) from public schools in Shanghai, China. They completed self-report measures of

mother–adolescent attachment, father–adolescent attachment, general self-worth, academic engagement and school grades. The results indicated that adolescents' attachments to both parents were associated with higher levels of academic engagement. There was partial support of the mediating role of self-worth, as adolescents who had high levels of parent–adolescent attachment were more likely to have high levels of self-worth, which in turn enhanced their academic engagement and then improved high school grades. The findings highlighted the importance of parental attachment-based intervention strategies to promote and maintain academic adjustment among adolescents.

Adolescents of alcoholics

The term alcohol originally referred to the primary alcohol ethanol, by the chemical name ethanol, is a psychoactive drug that is the active ingredient in drinks such as beer, wine, and distilled spirits (hard liquor). Alcohol is a habit-forming substance. When a person starts drinking, it slowly becomes a habit which is difficult to quit. It produces many harmful effects on the person's health, family as well as to the community. In this context the previous researches have examined the impact of parental alcohol misuse on children's development. The psychological effect of parental alcoholism has been identified from infant period to adulthood. Velleman et al, (2008), examined five European countries and focusing on people in treatment, 45 children (12–18 years) living with parental alcohol misuse and parental violence were interviewed about their experiences and feelings as well as their efforts to cope. The children reported experiencing a great number of negative experiences, from fear and the observation of violence between their parents, to minor assaults and considerable psychological aggression. More than one third of the children were assessed as having a borderline or clinical level of behavioral and emotional problems. While a range of coping strategies was used, 'most young people often were left feeling extremely angry, frustrated and very sad'. (Fartein, 2011) investigated the relationship between parental drinking and school adjustment in adolescents, with independent reports from mothers, fathers, and adolescents. As a group, children of alcohol abusers have previously been found to exhibit lowered academic achievement. However, few studies address which parts of school adjustment that may be impaired, and in this study first they compared to children of light drinkers, children of alcohol abusers had moderately elevated attention and conduct problem scores. Maternal alcohol abuse was particularly predictive of such problems. Children of abstainers did significantly better than children of light drinkers. Controlling for adolescent mental distress reduced the association between maternal abuse and attention problems. The associations between parental reported of seeing their parents drunk, which itself predicted school adjustment.

Seljamo et al, (2006), examined a longitudinal population study from Finland showed an association between fathers' past and current drinking and their adolescent children's alcohol consumption. Parental heavy drinking and early onset of drinking by the child were the best predictors of problematic alcohol use when children reached 15 years. Jacob and Windle (2000) conducted a study on 128 adult children of alcoholic fathers and found out serious problem in the areas of drinking, personality, psychopathology, educational and social functioning. Diaz et al. (2008) identified the possible risk factors and negative outcomes associated with parental alcoholism with a secondary aim to determine the influence of the family density of alcoholism on children of alcoholics' (COAs) psychological functioning. A sample of 371 children of alcoholic parents and 147 children of non-alcoholics were selected for the study from a multisite epidemiological study in Spain. Both experimental and control groups received a comprehensive evaluation of mental disorders (no symptoms, subclinical symptoms or clinical diagnosis for each disorder; according to DSM- IV criteria); alcohol and other substance use (none, occasional, regular and risky consumption); school achievement (low, middle and high) and other academic performance indicators (WISC- R Information and Arithmetic subtests, school support activities and failed subjects and courses). The findings of the study were that COAs had a significantly higher risk than controls of attention deficit disorder/hyperactivity, depression, phobias, enuresis and tics and they also tended to have more symptoms of generalized anxiety disorder. COAs had worse results on all the cognitive tests used and their risk of low school achievement was nine times higher than that of controls. Bijttebier and Goethals (2006) identified the relationships among parental drinking, family environment, and child adjustment is investigated in a community sample of 207 10-14-year-olds. Multiple aspects of perceived family environment (e.g., cohesion, organization, conflict) as well as multiple indicators of adjustment (e.g., negative affect, feelings of competence, self-esteem) are taken into consideration. The findings indicated that parental alcohol problems are found to be associated with low family cohesion, poor family various researches about the psychosocial adjustment of adult children of alcoholics (ACOA) published since 1988.

Adult children of alcoholics appear at increased risk for a variety of negative outcomes, including substance abuse, antisocial or under-controlled behaviors, depressive symptoms, anxiety disorders, low self-esteem, difficulties in family relationships, and generalized distress and maladjustment. Many studies have shown that parental alcoholism has an effect on growing children. In this context, Brown and Sunshine, (1982) in their study suggests that children of alcoholics, like their parents are isolated and typically bear shame, confusion, and quite alone. Ambrozik (1983) diagnosed the social situation of 91 children from 34 alcoholic families. Generally, lacked parental care and control, lived in difficult financial

and housing conditions, and were involved in disturbed and often pathological family relations. They witnessed incest, seductions, suicides, and fights, resulting in developmental disturbances. They showed poor health; unsatisfactory progress at school; lack of educational aspirations; disturbed relations with their parents, teachers, and other children; and socially unaccepted or even criminal behaviour. Kondandararn (1995) studied the adjustment problems of 30 adolescent children of alcohol dependent fathers and 30 adolescent children of non-alcohol dependent fathers. Results indicate that the children of alcoholics have more adjustment problems than their counterparts in the areas of home, health, social and emotional. Children of alcoholic fathers had problems of parental rejection, persistent tension at home, and inability to identify with or relate to one or both parents. Kuendig and Kuntsche, (2006) studied the relationship between excessive drinking parents to adolescent alcohol use and family bonding. Results reveal excessive parental drinking to be positively related to adolescent alcohol used and family bonding negatively related. Salehi (1992) argues that family is the most important element in the prevention of drug abuse and high-risk behavior is considered. Most addiction in adolescent is greatly occurring from their parent's struggle, parent addiction; emotional shortage is common in family. Erla Rut, 2018 emphasized that the mothers' and the fathers' alcohol drinking negatively related to the adolescent's self-esteem. There was a significant interaction drinking had a negative relationship with the adolescents' self-esteem, with the lowest self-esteem observed among those who had a mother that drank alcohol occasionally or often and a father who drank alcohol occasionally or often. It showed that parental alcohol drinking had the same effects on the self-esteem of both genders. Aisling McLaughlin, (2011) provides evidence regarding the role of parental drinking on outcomes for their children during adolescence and early adulthood. They are reporting the Parental drinking impacted on levels of parenting within households and positive relationships with parents had a protective effect. Children of problem drinkers spent more time outside the home, however, few attended after school, youth clubs, which would normally be ideal sites of intervention. These youth also had reduced commitment and attitudes to school and educational aspirations.

METHODS:

Rationale:

The previous review of literature indicated that there is a relationship between psychological capital and academic adjustment in adolescents. This present study aims to examine psychological capital in academic adjustment in a group of adolescents of alcohol dependent parents.

Definition of the Constructs:

Academic adjustment is defined as the process of adapting to the role of being a student and to various aspects of the school environment, It is very important to study and find out favorable and unfavorable situations which affects child's adjustment, motivation and gradually it leads to academic achievement. (Palak, 2017).

Positive psychological capital is defined as the positive and developmental state of an individual as characterized by four components, self-efficacy, optimism, hope and resiliency. (Luthans, 2004)

The four components are defined as follows:

Hope – Is defined as a positive motivational state where two basic elements - successful feeling of agency (or goal-oriented determination) and pathways (or proactively planning to achieve those goals) interact.

Efficacy – Is defined as people's confidence in their ability to achieve a specific goal in a specific situation.

Resilience – Is defined in Positive Psychology as a positive way of coping with adversity or distress. In organizational aspect, it is defined as an ability to recuperate from stress, conflict, failure, change or increase in responsibility.

Optimism – was defined by Seligman by Attribution theory (Fritz Heider, 1958). An Optimistic person is defined as one that makes "Internal" or "dispositional", fixed and global attributions for positive events and "External" or "situational", not fixed and specific attributions to negative events. Optimism in Psycap is thought as a realistic construct that regards what an employee can or cannot do, as such, optimism reinforces efficacy and hope

Luthans (2014) refers to these four criteria-meeting positive psychological resources which comprise psychological capital as the "HERO Within".

Alcohol dependence is defined as individual is physically dependent upon alcohol (DSM-IV and ICD-10), harmful alcohol use in this guideline is that of WHO's International Classification of Diseases, 10th Revision (The ICD–10 Classification of Mental and Behavioral Disorders) (ICD–10; WHO, 1992).

Aim:

The purpose of the current study was to examine the role of psychological capital in academic adjustment in adolescents of parents with alcohol dependence.

Objectives:

- To measure the psychological capital in adolescents of parents with alcohol dependence.
- To measure the academic adjustment in adolescents of parents with alcohol dependence.
- To assess the strength and difficulty in adolescents of parents with alcohol dependence.
- To assess the difficulty (problem) in adolescents of parents with alcohol dependence.

The purpose of present investigation, the random samples of 50 adolescents of parents with alcoholic dependence were drawn from the various types of hospitals and de-addiction centres. The data required was collected from October to January 2020 from the twin cities of Hyderabad and Secunderabad of Telangana State and from Bellary of Karnataka State.

Sample

The adolescents were selected by the use of purposive sampling method. The sample size of the study included 50 adolescence of alcohol dependent parent and the sample were within the age range of 12 to 18 years ($M=15.74$, $SD=1.60$).

Inclusion criteria:

- Adolescents (Age)- 12years to 18years
- Both male and female
- Education is 7th to 12th standard.
- Data can be biased among healthy population due to 12 percentage prevalence of alcohol dependence.

Exclusion criteria:

- No conduct and defiant disorder
- No evidence of abnormal intellectual functioning
- No evidence of emotional adjustment

Research Design

A cross sectional research design was employed for the study. Non-randomized purposive sampling technique was used to select Adolescence of alcohol dependent parent. The adolescents who were between the age group of 12 to 18years were selected based on the inclusion and exclusion criteria.

The independent variable in the study is the alcohol dependent parent and the dependent variables are Academic adjustment and psychological capital.

MEASURES USED:

Psychological Capital Questionnaire (PCQ)

PCQ comprises 24 items the appropriateness of which is evaluated on a five-point Likert scale from Strongly disagree (1), Disagree (2), Somewhat disagree (3), Somewhat agree (4) Agree (5), Strongly agree (6). It comprises four six-item subscales, each designed to assess one of the four target psychological capacities: Self-efficacy, Hope, Optimism, Resilience. Total 24 items, three were reversed (9, 17, 22). The score range of the PCQ is 24–120, with higher scores indicating higher levels of Psychological Capital.

College Adjustment Questionnaire (CAQ)

CAQ is 14 items, the appropriateness of which is evaluated on a five-point Likert scale from 0: Very Inaccurate 1: Moderately Inaccurate, 2: Neither Inaccurate nor Accurate, 3: Moderately accurate 4. Very accurate, score range from 14 to 70.

Strengths and Difficulties Questionnaire

SDQ items and Scale scores the first 25 items in the SDQ comprise 5 scales of 5 items each. It is usually easiest to score all 5 scales before working out the total difficulties score. For data entry, the responses to items should always be entered the same way but they are not all scored the same way. Somewhat true is always scored as 1, but the scoring of not true is “0” and certainly true is “2” varies with each item for each of the 5 scales the score can range from 0-10 if all 5 items were completed.

(Modified CAST) CAST-6

These questions are a subsample of questions appearing on the Children of Alcoholics Screening Test, developed by Jones and Pilat, and have also been rigorously tested. Scoring: 3 or more yes answers - probably a COA (Children of Alcoholics).

Statistical Analysis:

The obtained data were analyzed with the help of the software Statistical Package for the Social Sciences (SPSS). Descriptive statistics like mean, standard deviation, were used to analyse the socio-demographic characteristics of the study sample. The group was assessed by using regression model to determine the

strength of the predictor and the “t” test for correlation between variables Pearson correlation was used.

Results:

- The purpose of the current study was to examine the, Role of psychological capital in academic adjustment in adolescents of alcohol dependence parents.
- This chapter describes the findings from a multiple regression analysis in which academic adjustment was used dependent variable and components of psychological capital as predictors.
- The data required was collected from October to January 2020 from the twin cities of Hyderabad and Secunderabad of Telangana State and from Bellary of Karnataka State. Total 50 adolescents met the study criteria were included.
- Descriptive statistics such as frequency and percentage were calculated for socio demographic variables. Pearson correlation was employed to examine the strength of relation among variables as a requisite assumption before regression analysis was undertaken. The academic adjustment was taken as a dependent variable in the present study and it was measured using college adjustment questionnaire on this score range from 14 to 70 and three domains namely educational functioning, Relational functioning, psychological functioning is studied.
- On this tool, the higher the score indicates higher level of academic adjustment. The measure allows total score to be taken as an index of overall academic adjustment while permitting domain wise analysis.

Table -1: Demographic details of the study sample (N=50)

Variables	Frequency	%
<u>Age</u>		
13Yrs	05	10
14Yrs	07	14
15Yrs	11	22
16Yrs	09	18
17Yrs	09	18
18Yrs	09	18
<u>Gender</u>		
Male	27	54.0
Female	23	46.0
<u>Education</u>		
7 th to 10 th class	26	52.0
10 th to 12 th class	23	46.0
Above	1	2.0
<u>Level</u>		
Middle	34	68.0
High	16	32.0
<u>Family</u>		
Nuclear	39	78.0
Joint	11	22.0

Table - 1 shows demographic details of the study sample (N=50). As seen above there was preponderance male in the sample, a greater number of 7th to 10th class students in education. Majority of the sample were in the age range of 15 to 18 years.

Table -2 Mean and (SD) scores on various measures employed in the study.

Measures	Mean (SD)
Psychological capital	
Self-efficacy	14.94(2.58)
Hope	13.64(2.68)
Optimism	15.70(3.57)
Resiliency	14.22(2.45)
Psychological total	58.50(9.77)
Academic adjustment	
Educational functioning	10.00(2.32)
Relational functioning	10.56(2.44)
Psychological functioning	9.00(2.32)
Academic total	29.56(6.08)
Screening	5.90(0.36)
Strength and difficulty	
Pro social	7.06(1.50)
Peer problem	2.04(0.40)
ADHD	2.68(0.55)
Conduct	1.02(0.24)

Table - 2 Shows all measures of mean and standard deviation

Correlation Analysis

To test the hypothesis that there would be relationship between psychological capital and academic adjustment Pearson correlations were calculated between psychological capital and academic adjustment.

Table -3 Correlations between the domains of psychological capital and academic adjustment

Psychological Capital	Academic Adjustment	p-value
<u>PsyCap</u>		
Self-efficacy	0.65	0.00
Hope	0.61	0.00
Optimism	0.40	0.00
Resilience	0.57	0.00
Total Score	0.63	

Note = * $p < 0.05$ ** $p < 0.01$

Table - 3 shows total scores on psychological capital correlated significantly with all domains of Academic adjustment.

Table -4 Correlation between the domains of strength and difficulty and academic adjustment

Variables	Academic Adjustment	p-value
<u>Strength & difficulty</u>		
Pro social	- 0.26	0.59
Peer problem	0.02	0.86
ADHD	- 0.49	0.73
Conduct problem	0.15	0.28

Note = * $p < 0.05$ ** $p < 0.01$

Table- 4 showing total score on strength and difficulty domains correlated no significantly with all domains of academic adjustment.

Table - 5: Summary of regression model on Academic adjustment (Dependent variable) and psychological capital (Predictor)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	'p'
1	0.67	0.45	0.40	4.68	9.37	0.00

Predictors: (Constant), Resilience, Optimism, Self-Efficacy, Hope (psychological capital), DV: Academic adjustment (Total score)

Model	B	Unstandardized Coefficient	Standard Coefficient		'p'
		Std.Error	Beta	't'	
Constant	5.14	4.23		1.21	0.23
Self-efficacy	1.02	0.46	0.43	2.18	0.03
Hope	0.42	0.48	0.18	0.88	0.37
Optimism	- 0.00	0.23	-0.00	-0.03	0.97
Resiliency	0.24	0.47	0.09	0.51	0.61

Note = * $p < 0.05$ ** $p < 0.01$

As seen in table - 5, 40% of the variance in academic adjustment could be explained by psychological capital.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	P
2	0.63	0.40	0.38	4.75	32.23	0.00

Predictors: (Constant), Psychological capital; DV: Academic adjustment (total score)

DISCUSSION

The present study was aimed to role of psychological capital in academic adjustment in a group of adolescents of alcohol dependent parents. The main objective of the study was to examine the relationship among psychological capital, academic adjustment and strength and difficulty in adolescents, and to determine whether psychological capital predicts academic adjustment the results indicated a significant correlation among the variables and also self-efficacy only predicted academic adjustment though the model accounted for 40% of the variance. The first hypothesis of the study was that there will be a low level in the psychological capital of adolescents of parents with alcohol dependence. But current study indicated there will be average value on psychological capital. The second hypothesis of the study was there will be a low level in the academic adjustment of adolescent's parents with alcohol dependence. But current data indicate there will be average values on academic. The third hypothesis of the study was there will be a relationship between Psychological Capital and academic adjustment domains, the study results revealed that, psychological capital correlated significantly with all domains of academic adjustment. adjustment in adolescents of parents with alcohol dependence. In addition, this study also assessed strength and difficulty in adolescents of parents with alcohol dependence. Results revealed that there are strength and difficulty domains correlated no significantly with all domains of academic adjustment. In sum evidence the present study indicates that psychological capital is important in academic adjustment and also provided valuable information to identifying student capable. the present study wants to examine the psychological capital and academic adjustment in adolescents of alcohol dependence parents. And also, the study showed optimism, the regression analysis showed that academic adjustment can be predicted by self-efficacy in adolescents of alcoholics. The results also explained that they don't have low psychological component and parental alcoholism is not influencing on them. maybe it could be the other mediators or other factors such as parental attachment styles, peer support and social support, teacher support and institutional support are influencing them to cope up with the parental alcoholism.

Summary and Conclusion

The study was undertaken to assess the psychological capital and academic adjustment in adolescent of parents with alcohol dependence, and to examine the mediating effect of strength and difficulty between academic adjustments in children of alcoholics. It also examined correlated between strength and difficulty and academic adjustment. The current study results indicating that there is psychological capital significantly with all domains of academic adjustment and strength and difficulty domains correlated not significantly with all domains of academic adjustment.

The regression analysis showed that academic adjustment can be predicted by self-efficacy in adolescents of alcoholics. In regression analysis 40% of the variance in academic adjustment could be explained by psychological capital. And the results also explained that they don't have low psychological component. and parental alcoholism is not influencing on them they maybe they could be having the other mediators or other factors such as parental attachment styles, peer support and social support, teacher support and institutional support are influencing them to cope up with the parental alcoholism.

Implication of the Study

1. The present study explained that the psychological capital components are there in adolescents of alcoholic parents
2. It also shows that self-efficacy can predict academic adjustment in children of alcoholics It also shows that based on this we can need to give the importance to develop intervention programs to increase all domains of psychological capital such as hope, self-adolescents of alcoholic parents; we should include this intervention programme in de addiction center to overall development of academic adjustment in adolescents of alcoholic parents.

Suggestions for the Further Research

The present study could be repeated with a much larger sample size and across different parts of the country to also understand if a difference exists within the country in different parts of our country. Also, the study should take into consideration the cultural differences of scales employed and use a validation for the scales.

References:

- Abott-Chapman, J. A., Hughes, P. W., & Wyld, C.(1992). Monitoring student progress: A Frame work for improving student performance and reducing attrition in higher education. Hobart: National Clearinghouse for Youth Studies.
- Aspelmeier, J. E., Love, M. M., McGill, L. A., Elliott, A. N., & Pierce, T. W. (2012). Self-Esteem, locus of control, college adjustment, and GPA among first- and continuing-Generation students: a moderator model of generational status. *Research in Higher Education*, 53(7), 755–781.
- Astin, A. (1999). Student involvement: a developmental theory for higher education. *Journal of College Student Development*, 40(5), 518–529.
- Abdalla, S. E., & Gibson, J. T. (1984). The relationship of exposure to American culture on the attitude of Libyan Nationals toward the role of women in the workplace. *Contemporary Educational Psychology*, 9, 294-302.
- Admiraal, W. R, Korthagen, F. A., & Wubbels, T. (2000). Effects of student teachers' coping behavior. *British Journal of Educational Psychology*, 70, 33-52. Alban Metcalfe, B. M. (1981). Self-concept and attitude to school. *British Education Psychological Journal*, 51, 66- 76.
- Youssef CM, Luthans F. 2005. Resiliency development of organizations, leaders and employees: multi-level theory building for sustained performance. In *Monographs in Leadership and Management*, Vol.3: Authentic Leadership Theory and Practice: Origins, Effects and Development, ed. W Gardner, B Avolio, F Walumbwa, pp. 303–43.
- Oxford, UK: Elsevier YoussefCM, LuthansF.2007. Positive organizational behavior in the work place: the impact of hope, optimism, and resilience. *J. Manag.* 33:774–800.
- Youssef CM, Luthans F. 2012. Positive global leadership. *J. World Bus.* 47:539–47
- Youssef CM, Luthans F. 2013. Developing psychological capital in organizations: cognitive affective and conative contributions of happiness. In *Oxford Handbook of Happiness*,ed. SADavid, IBoniwell, ACAyers, pp. 751–66.