



## Research Article

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# The Influence of Psychological Capital on The Academic Achievement of Single-Parent Children: A Study on Self-Efficacy and Hope of Single Parent

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**Abstract:** The increasing prevalence of single-parent families has raised concerns about the academic achievement of children growing up in a single parent household. This study explores the influence of psychological capital of parents who are single headedly managing the family, specifically self-efficacy and hope. Grounded in Albert Bandura's Social Cognitive Theory and Self-Efficacy Theory, the research investigates how single parent belief in their abilities impacts their children's overall academic success.

The study adopts a quantitative research design with a sample of Class X students from both rural and urban areas of the Garo Hills. Standardized self-efficacy scales and academic records are used to measure the relationship between self-efficacy and academic performance. The findings reveal a no significant relationship between Psychological Capital resource and Academic Achievement, indicating indifferent relationship between Psychological Capital Resources of Single Parent and Academic Achievement of Single Parent child.

The study underscores the importance of psychological capital in enhancing the academic resilience of children from single-parent families. It recommends targeted interventions, including counselling programs, mentorship initiatives, and parental support workshops, to strengthen students' self-efficacy and boost their educational outcomes. This research contributes to the growing body of literature on psychological resources as protective factors for children in single-parent families, highlighting the potential of self-efficacy and Hope-based strategies to promote academic success of their children.

**Keywords:** Psychological Capital, Self-Efficacy, Academic Achievement, Single-Parent Families, Garo Hills, Meghalaya

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## INTRODUCTION

In today's dynamic social landscape, the prevalence of single-parent families has been steadily increasing due to factors such as divorce, separation, death of a spouse, or unmarried parenthood. This shift in family structure presents unique challenges for children, particularly in terms of their academic achievement. While single-parent children may face financial constraints, reduced parental supervision, and emotional stress, their ability to succeed academically is often influenced by the psychological resources of parent. Among these, psychological capital (PsyCap)—a positive mental framework comprising self-efficacy, hope, —plays a crucial role in shaping students' academic performance.

Self-efficacy, a key component of psychological capital, refers to an individual's belief in their ability to successfully accomplish tasks and overcome challenges and Hope for positive belief and expectations despite difficulties. In the context of academic performance of single parent children, parental self-efficacy and Hope demonstrates greater motivation, persistence, and confidence in tackling difficulties with regard to their children academic performances. Conversely, parent with low self-efficacy are more likely

to experience self-doubt, which can hinder their responsibility in taking care of their children's academic progress.

Research indicates that self-efficacy and hope are stronger predictor for single parent in bringing their children' academic success, as it enhances goal-setting abilities, problem-solving skills, and overall parental engagement.

In the context of the Garo Hills district of Meghalaya, where educational resources and family support systems may be limited, examining the relationship between psychological capital—specifically self-efficacy, hope and the academic achievement of single-parent children is essential. This study aims to explore how self-efficacy and hope of the single parent influences the academic performance of students, highlighting the importance of nurturing psychological capital as a means to promote resilience and success in helping child to succeed.

### Background of the Study

The family is widely recognized as the primary socializing agent, significantly influencing a child's emotional, social, and academic development. In recent

years, the growing prevalence of single-parent families has become a notable social phenomenon. Factors such as divorce, separation, the death of a spouse, or unmarried parenthood have contributed to this trend. Children raised in single-parent households often experience distinct challenges, including reduced parental involvement, emotional stress, and financial instability, all of which can impact their academic achievement. However, the presence of psychological capital (PsyCap)—specifically self-efficacy and hope of single parent—has emerged as a key factor in promoting resilience and fostering academic success in their children even in the face of such challenges.

For single-parent, self-efficacy and Hope becomes even more critical. In the absence of one parent, these they may receive limited emotional and economic support at home. Consequently, their ability to self-regulate, remain motivated, and handle academic pressure is largely dependent on their self-efficacy. Students with strong self-efficacy beliefs are more likely to approach their studies with a positive attitude, take initiative in their learning, and demonstrate resilience in the face of setbacks. Conversely, children with low self-efficacy may struggle with self-doubt and disengagement, negatively affecting their academic outcomes.

In the Garo Hills district of Meghalaya, where students often face educational disparities due to limited access to quality resources and support systems, the role of psychological capital is particularly significant. Single-parent children in this region may encounter additional challenges related to socioeconomic factors and reduced parental supervision. Understanding how self-efficacy influences their academic achievement is essential for developing effective educational interventions and support programs tailored to their needs.

This study aims to explore the relationship between self-efficacy of single parent and the academic achievement of their children, with a focus on students in the Garo Hills district. By examining the impact of psychological capital, this research seeks to highlight the importance of fostering self-efficacy as a means of enhancing educational outcomes, promoting resilience, and ensuring equal learning opportunities for children from diverse family structures.

### **Significance of the study**

The increasing prevalence of single-parent families has raised concerns about its potential impact on children's academic achievement. This study is significant as it seeks to explore the relationship between psychological capital—specifically self-efficacy—and the academic performance of single-parent children, with a focus on students in the Garo Hills district of Meghalaya. The findings of this research hold value for

various stakeholders, including educators, policymakers, parents, and mental health professionals.

Understanding the influence of self-efficacy on academic achievement will enable educators to implement more effective teaching strategies and support systems for single-parent children. By recognizing the role of psychological capital, schools can promote interventions that strengthen students' self-efficacy, such as goal-setting exercises, mentoring programs, and positive reinforcement practices. This will help students from single-parent families develop greater confidence, resilience, and academic motivation.

The study will offer valuable insights for single parents, helping them recognize the importance of fostering psychological resilience in their children. By emphasizing the role of self-efficacy in academic success, the research can guide parents in providing emotional support, encouraging independence, and promoting a growth mindset. This knowledge will empower single parents to implement strategies that enhance their child's confidence and educational outcomes.

The study will contribute to the existing body of knowledge on psychological capital and educational achievement, particularly in the context of single-parent families. It will provide a foundation for future research on the role of other psychological factors (such as hope, optimism, and resilience) in academic success. Additionally, it will encourage further studies in different geographical regions, broadening the scope of understanding regarding the challenges and strengths of single-parent children.

### **Conceptual Framework**

The conceptual framework of this study illustrates the relationship between psychological capital (self-efficacy and Hope) and the academic achievement of children from single-parent families. The independent variable (self-efficacy and Hope) directly influences students' academic achievement. Intervening variables (parental support, SES, and school environment) may mediate this relationship by either enhancing or limiting the child's academic performance. For example, even if a child has high self-efficacy, limited parental support or poor socioeconomic conditions may negatively impact their academic success. Conversely, a nurturing school environment may enhance their academic performance despite the challenges of being in a single-parent family.

### **Theoretical Framework**

The theoretical framework provides the foundation for understanding the relationship between self-efficacy and academic achievement. This study is grounded in Albert Bandura's Social Cognitive Theory (SCT) and his concept of Self-Efficacy Theory, which explains how personal beliefs influence behavior and performance.

Bandura's Social Cognitive Theory emphasizes the interaction between personal factors, behaviours, and environmental influences in shaping human development. According to this theory Personal factors (such as self-efficacy) influence how individuals perceive their ability to succeed, Behavioral factors (such as study habits and academic effort) are shaped by these beliefs and Environmental factors (such as parental support and school environment) play a role in reinforcing or discouraging the behavior.

In the context of single-parent children, their belief in their own abilities (self-efficacy) will determine their level of effort, persistence, and resilience in academics. Despite external challenges (e.g., financial difficulties or limited parental support), students with strong self-efficacy are more likely to overcome obstacles and achieve academic success.

Bandura's Self-Efficacy Theory posits that individuals' beliefs about their capabilities influence their choices, effort, and perseverance. The four main sources of self-efficacy are:

- **Mastery Experiences:** Successfully completing tasks enhances self-efficacy.
- **Vicarious Experiences:** Observing others' successes can strengthen self-belief.
- **Verbal Persuasion:** Encouragement from parents, teachers, or peers boosts confidence.
- **Emotional and Physiological States:** Positive emotions enhance self-efficacy, while stress or anxiety reduces it.

Children from single-parent families who experience mastery in academics (e.g., good grades) will develop stronger self-efficacy, promoting further success.

## REVIEW OF RELATED LITERATURE

The review of related literature provides a comprehensive examination of previous studies, theories, and scholarly works relevant to the impact of psychological capital (specifically self-efficacy) on the academic achievement of children from single-parent families. It explores the relationship between family structure, psychological resources, and educational outcomes, offering valuable insights into the key variables of this study. The increasing prevalence of single-parent families worldwide has raised concerns about its potential impact on children's academic performance. Research indicates that children from single-parent households may experience greater educational challenges due to factors such as reduced parental involvement, financial instability, and emotional stress.

Amato (2005) examined the academic outcomes of children from single-parent families and

found that they often scored lower on standardized tests and had higher dropout rates compared to their peers from two-parent families. The study attributed this gap to reduced parental supervision and limited access to educational resources. Sun & Li (2011) conducted a longitudinal study and reported that children from single-parent households showed lower academic performance and more behavioral issues due to emotional instability and financial constraints.

In the Indian context, a study by Kumar & Sinha (2017) highlighted that children from single-parent families in rural areas were at a higher risk of academic underachievement due to limited educational support and fewer financial resources. These studies underscore the potential academic disadvantages faced by children from single-parent families, emphasizing the need to explore psychological factors like self-efficacy that could enhance their academic resilience.

Psychological capital (PsyCap) refers to an individual's positive psychological state. Several studies have demonstrated the significant role of psychological capital in enhancing students' academic motivation and performance. Luthans *et al.* (2007) introduced the concept of PsyCap and highlighted its role in boosting academic and workplace performance. Their findings suggested that students with high psychological capital were more likely to persist through challenges and achieve better educational outcomes.

Avey *et al.* (2010) found that students with higher levels of psychological capital exhibited greater motivation, lower stress, and improved academic performance. In a study conducted by Snyder *et al.* (2002), it was revealed that students with higher levels of hope and self-efficacy were more likely to set and achieve academic goals, demonstrating better overall performance.

These studies demonstrate that psychological capital significantly contributes to academic achievement, suggesting that fostering self-efficacy among single-parent children could improve their educational outcomes.

Self-efficacy and Hope, a core component of psychological capital, refers to an individual's belief in their ability to succeed in specific tasks. Several studies have linked self-efficacy to academic motivation, persistence, and performance. Bandura (1997), the originator of self-efficacy theory, asserted that students with high self-efficacy are more likely to engage in effective learning strategies, display resilience, and achieve better academic outcomes. Zimmerman (2000) emphasized the role of academic self-efficacy in promoting self-regulated learning, resulting in improved academic achievement. The study found that students with higher self-efficacy were more likely to set academic goals, invest effort, and persist through

challenges. Pajares (2002) conducted a meta-analysis and concluded that self-efficacy was a strong predictor of academic success, with students displaying high self-efficacy achieving better grades and exhibiting greater persistence.

In the Indian context, Sharma & Yadav (2019) found that students with higher self-efficacy beliefs in rural Meghalaya performed significantly better in mathematics and science, demonstrating the positive influence of self-efficacy on academic performance. These studies confirm the positive correlation between self-efficacy and academic achievement, supporting the premise that enhancing self-efficacy among single-parent children may improve their educational outcomes. Battle (2010) found that single-parent students often scored lower on standardized tests due to emotional stress and lack of parental academic involvement. However, Hetherington & Elmore (2004) highlighted that some children from single-parent families exhibited greater resilience and adaptability, attributing their success to Psychological factors such as self-efficacy and motivation. These findings demonstrate that while single-parent families may pose certain challenges, students with strong psychological capital can overcome these barriers and succeed academically.

While there is limited literature specifically focused on the Garo Hills district, regional studies have highlighted the socioeconomic and educational challenges faced by students in Meghalaya. Marak & Sangma (2020) explored the impact of family structure on students' performance in Meghalaya, finding that children from single-parent families were more likely to have lower academic outcomes due to financial and emotional struggles. Nongrum (2018) investigated psychological factors affecting students in rural Meghalaya and found that self-efficacy significantly influenced academic motivation and learning outcomes.

studies highlight the unique challenges faced by students in the Garo Hills, making it essential to explore psychological resources like self-efficacy as potential factors for improving their academic achievement. The review of literature reveals the following key insights:

- **Self-efficacy** is a strong predictor of academic achievement, with high-efficacy students displaying greater motivation and resilience.
- Children from single-parent families often face academic disadvantages, but those with strong psychological capital can overcome these challenges.
- There is limited research on psychological capital and single-parent students in the Garo Hills district, indicating a gap in the literature that this study aims to address.

**Objective:** To Explore the relationship between Academic Achievement of Single Parent children with reference to psychological capital resources such as:

- Self-Efficacy,**
- Hope**

Accordingly, the following hypothesis have been drawn:  
Ho, (a). There exists no relation between Academic Achievement and self-efficacy.

Ho, (b). There exists no relation between Academic Achievement and self-efficacy.

## METHODOLOGY

This study is a descriptive study comprising of 536 students from Garo Hills Meghalaya selected based on a stratified random sampling method. The data collection tools. The data from this research were analyzed using mean descriptive and inferential statistical tests, standard deviation, Spearman's correlation coefficient, and multiple r with a significance level of  $p < 0.05$ .

The researchers employed exploratory method as a research design.

- **Population:** The population of this study was drawn from secondary schools in Garo Hills Meghalaya.
- **Sample and Sampling Method:** Stratified random sampling was employed in selecting 536 participants. 1 – 5 students from 150 randomly selected Secondary Schools in West Garo Hills Meghalaya.

**Table 1 : Sample showing frequency and percentage of students from single parent family.**

Sex	Frequency	Percentage
male	46	46
female	104	104
	536	536

(Source : Field Data, March 2023.)

**Tools:** Tools used for the study:

- Scale for Self-Efficacy of single parent by researcher.
- Scale for Hope of single parent by researcher.
- Annual marks obtained by single parent Children studying in Class X in Garo Hills Meghalaya.

### Data Collection

Data is collected from the total of 150 schools. In total of 150 schools total number of 536 students from single parent home participated in the study. Participants were included from all the districts of Garo Hills Meghalaya.

### Data Analysis

After data collection data analysis was carried out by using appropriate statistical technique. The results were interpreted in terms of the objective and hypothesis formulated for the study, which follows in the following sections.



**Objective 1:** To find out the effect of the psychological capital resources (Efficacy and Hope) of the single parent contributing to the academic achievement of the child.

**Ho, a. There exists no significant relation on Efficacy of the single parent and academic achievement of Single Parent child.**

VARIABLE INVOLVED	N	MEAN	SD	CORRELATION VALUE	LEVEL OF SIGNIFICANCE
Self-Efficacy of the single parent and academic achievement of Single Parent child.	536	68.74	6.93	0.031	No significance

It is observed from the above table that relation between Efficacy of the single parent and academic achievement of Single Parent child is found to have an  $r$  of 0.031 which shows no significant relationship

between two variables. Therefore, it denotes indifferent relationship between Self Efficacy of Single Parent and Academic Achievement of Single Parent child.

**Ho, b. There exists no significant relation on hope of the single parent and academic achievement of Single Parent child.**

VARIABLE INVOLVED	N	MEAN	SD	CORRELATION VALUE	LEVEL OF SIGNIFICANCE
Hope of the single parent and academic achievement of Single Parent child.	536	41.49	7.58	-0.094	No significance

It is observed from the above table that relation between Hope of the single parent and academic achievement of Single Parent child is found to have an  $r$  of -0.09 which shows a slight inverse relationship, as the level of hope in single parents increases, academic achievement of their children tends to decrease slightly (though the relationship is extremely weak). The magnitude ( $|r| = 0.094$ ) is very small and close to zero, meaning this relationship is negligible.

likely one of many that influence the academic achievement of children from single-parent families.

The weak correlation may imply that other variables, such as socio-economic status, availability of support systems, parental involvement, or the child's own psychological capital, could play a more substantial role in academic outcomes. Additionally, it highlights the complexity of the factors influencing academic success and suggests that interventions aimed at improving child outcomes in single-parent households may need to address a broader range of psychological and environmental factors beyond just parental self-efficacy.

Overall, while the relationship is statistically significant, the practical implications may be limited given the low correlation. This finding suggests the need for further research to explore other contributing factors and to better understand how single parents can effectively support their children's academic achievements.

**Based on Objective 2:** To find out the effect of the psychological capital resources (Hope) of the single parent contributing to the academic achievement of the child.

#### **Hope:**

The analysis explored the relationship between the hope of single parents and the academic achievement of their children. With a sample size of 536, the correlation coefficient ( $r$ ) was found to be -0.094, and the relationship was statistically significant at the 0.05 level. This indicates a significant negative relationship between the hope of the single parent and the academic achievement of their child.

## **FINDINGS AND DISCUSSIONS**

**Based on Objective 1:** To find out the effect of the psychological capital resources (Self- Efficacy of the single parent contributing to the academic achievement of the child.

#### **Self-Efficacy:**

The analysis examined the relationship between the self-efficacy of single parents and the academic achievement of their children. The sample size consisted of 536 participants. The results revealed a correlation coefficient ( $r$ ) of 0.031 between the self-efficacy of the single parent and the academic achievement of the child, with a significance level of 0.05. This indicates a statistically significant, albeit weak, positive relationship between the two variables.

The finding that there is a significant relationship between the self-efficacy of single parents and the academic achievement of their children suggests that higher self-efficacy in single parents may contribute, to some extent, to better academic performance in their children. However, the low correlation value ( $r = 0.03$ ) indicates that the strength of this relationship is minimal. This suggests that while self-efficacy is a factor, it is

The significant negative correlation between the hope of single parents and the academic achievement of their children is an intriguing finding. A correlation value of -0.094 suggests that as the hope level of a single parent increases, the academic achievement of their child slightly decreases. Although the relationship is statistically significant, the correlation is weak, indicating that hope alone does not strongly predict academic performance.

This negative relationship could be interpreted in several ways. It may suggest that higher levels of hope in single parents could sometimes be associated with unrealistic expectations or increased pressure on the child, leading to lower academic performance. Alternatively, it could indicate that single parents with lower levels of hope might adopt a more pragmatic or resource-driven approach, which could indirectly benefit the child's academic success.

However, given the weak correlation, this result should be interpreted with caution. It is likely that other psychological and environmental factors are at play, and hope may interact with these variables in complex ways. The findings underscore the need for a more nuanced understanding of how psychological resources such as hope affect parenting styles and, consequently, children's academic outcomes. Further research is necessary to explore these dynamics and to identify other factors that contribute more substantially to the academic achievement of children from single-parent households.

## CONCLUSION

The review of related literature highlights the importance of psychological capital, particularly self-efficacy and, in promoting academic achievement among children from single-parent families. It establishes a strong foundation for this study, demonstrating that fostering self-efficacy can enhance the academic resilience and performance of single-parent students in the Garo Hills district of Meghalaya.

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