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The role of positive psychology in developing self-learning skills and improving the academic performance of freshmen university student

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Abstract:

This study aimed to investigate the impact of positive psychology interventions on self-learning skills and academic performance among university students. A cross-sectional survey approach was used, and data were collected from 150 undergraduate students at Hashemite University in Jordan. The survey consisted of demographic questions and Likert-scale items related to the role of positive psychology interventions in developing self-learning skills and improving academic performance. Descriptive statistics, multiple regression analysis, and structural equation modeling were employed to analyze the data. Results indicated that positive psychology interventions had a significant positive effect on both self-learning skills and academic performance. Furthermore, the relationship between positive psychology interventions, self-learning skills, and academic performance was found to be partially mediated by emotional well-being and growth mindset. These findings suggest that positive psychology interventions can be an effective means of enhancing self-learning skills and academic performance among university students. The results of this study may provide insights into the most effective ways of integrating positive psychology interventions into educational institutions to promote student success. However, caution should be exercised when implementing positive psychology interventions to mitigate potential risks associated with their use.

ABDI Samira

Introduction

In recent years, there has been a growing interest in exploring the role of positive psychology interventions in enhancing self-learning skills and academic performance among university students. Positive psychology is a branch of psychology that focuses on the study and application of positive psychological concepts and interventions to improve the quality of life and foster optimal functioning of individuals (Csikszentmihalyi et al., 2014). Studies have shown that students who possess self-learning skills and positive attitudes towards learning are more likely to achieve academic success (Jowkar et al., 2014).

However, despite the increasing interest in the field, there is a lack of consensus on the most effective ways to integrate positive psychology interventions into educational institutions to promote student success. This research aims to investigate the impact of positive psychology interventions on students' self-learning skills and academic performance and examine the relationship between positive psychology interventions, self-learning skills, and academic performance of university students. The study will be conducted through a questionnaire administered to a random sample of students at Hashemite University. The questionnaire will collect demographic information and responses related to the role of positive psychology in developing self-learning skills and improving academic performance. A Likert scale will be used to measure the responses in the questionnaire.

Previous studies have indicated that positive psychology interventions can improve academic success by fostering emotional well-being, cultivating a growth mindset, and supporting students' holistic development (Sin & Lyubomirsky, 2009). Research has also shown that practices such as developing a growth mindset, practicing mindfulness, building positive relationships with peers and mentors, and time management skills can enhance self-learning skills and academic performance (Fredrickson, 2001; Jowkar et al., 2014).

However, some studies have also highlighted the need for caution when implementing positive psychology interventions in educational settings. For instance, some scholars have expressed concerns over the potential for positive psychology interventions to reinforce existing power dynamics and inequalities within educational institutions (McNulty & Fincham, 2011).

Through this research, we aim to contribute to the growing body of literature on positive psychology interventions in education and provide insights into the most effective ways to support students' self-learning skills and academic performance.

The Research problem

There is a lack of consensus on the most effective ways to integrate positive psychology interventions into educational institutions to promote student success. While there is growing interest in exploring the role of positive psychology interventions in enhancing self-learning skills and academic performance among university students, there is still a need to investigate the impact of such interventions on students' academic success and examine the relationship between positive psychology interventions, self-learning skills, and academic performance of university students. Additionally, there are concerns over potential power dynamics and inequalities within educational institutions that may arise from implementing positive psychology interventions. Therefore, it is necessary to conduct research that provides insights into the most effective ways to support students' self-learning skills and academic performance while addressing these concerns.

Objective

The aim of this study is to examine the impact of positive psychology interventions on the self-learning skills and academic performance of university students. It seeks to investigate the relationship between these interventions, self-learning skills, and academic success. Additionally, the research aims to identify the most effective methods for integrating positive psychology interventions into educational institutions to promote student success. Another objective is to explore how these interventions contribute to the emotional well-being, growth mindset, and holistic development of students. Lastly, the study will assess the potential risks associated with implementing positive psychology interventions in educational settings and propose strategies to mitigate those risks.

Research Questions

1. How can positive psychology interventions enhance self-learning skills and academic performance among freshmen university student ?
2. How do positive psychology interventions contribute to the emotional well-being, growth mindset, and holistic development of freshmen university students?
3. What is the impact of positive psychology interventions on the self-learning skills and academic performance of freshmen university students?
4. What are the effective ways of integrating positive psychology interventions into educational institutions to promote freshmen university student success?
5. What is the relationship between positive psychology interventions, self-learning skills, and academic performance of freshmen university students?

Research Hypotheses:

Positive psychology interventions contribute significantly to the emotional well-being, growth mindset, and holistic development of freshmen university students. There is a positive relationship between these interventions, self-learning skills, and

academic performance. Furthermore, positive psychology interventions have a notable impact on enhancing self-learning skills and improving academic performance. Integrating these interventions into educational institutions in effective ways will promote freshmen university student's success, fostering both personal and academic growth. While implementing positive psychology interventions in educational settings may pose certain risks, these can be mitigated through the development of appropriate strategies.

Literature Review

A study conducted investigated the effects of a positive psychology intervention on academic performance and well-being among undergraduate students. The intervention included activities aimed at promoting gratitude, optimism, and resilience. Results showed that participants who received the intervention exhibited higher levels of academic performance and well-being compared to those in a control group (Ramírez et al., 2020).

Another study examined the impact of a mindfulness-based intervention on self-regulated learning and academic performance among university students. The intervention included guided mindfulness meditations as well as instruction on how to apply mindfulness techniques to academic tasks. Results showed that participants who participated in the intervention demonstrated greater improvements in self-regulated learning and academic performance compared to those in a control group (Lomas et al., 2017).

A study examined the effectiveness of a positive psychology intervention on academic engagement, motivation, and well-being among university students. The intervention included activities aimed at promoting positive emotions, strengths, and social connections. Results showed that participants who received the intervention exhibited greater improvements in academic engagement, motivation, and well-being compared to those in a control group (Schutte et al., 2017).

Another study investigated the impact of a positive psychology intervention on academic performance and psychological well-being among Chinese university students. The intervention consisted of gratitude journaling and goal setting exercises. Results showed that participants who received the intervention demonstrated higher levels of academic performance and psychological well-being compared to those in a control group (Du et al., 2018).

A study examined the effects of a growth mindset intervention on academic achievement and retention among first-year university students. The intervention involved educational workshops and individual coaching sessions aimed at promoting a growth mindset and enhancing academic self-efficacy. Results showed that participants who received the intervention had higher GPAs and were more likely to persist in their studies compared to those in a control group (Good et al., 2016).

These studies provide further support for the potential benefits of positive psychology interventions and growth mindset interventions for improving self-learning skills and academic performance among university students. They also emphasize the importance of tailoring interventions to specific cultural and contextual factors.

These studies highlight the potential benefits of positive psychology and mindfulness interventions for improving self-learning skills and academic performance among university students. However, further research is needed to determine the most effective ways of integrating these interventions into educational institutions and to explore the potential risks associated with their implementation.

Research Design:

The study will use a quantitative research design utilizing a cross-sectional survey approach. The survey will be administered to a random sample of freshmen university students at Hashemite University in Jordan.

This study was conducted at Hashemite University during the period from Feb, 2024 to May, 2024 participants the study population consisted of a random sample of the students of the Hashemite University, and the study sample was determined, 150 male and female of First-year students. As university freshmen often face challenges such as adapting to a new environment, increased academic demands, and social adjustments, the principles of positive psychology can help them build resilience, motivation, and effective learning habits.

Data measurements:

The scale consists of two parts: Section A was collected demographic information of the participants, while Section B was contained questions related to the role of positive psychology in developing self-learning skills and improving academic performance. A Likert scale was used to measure the responses in the questionnaire. A Likert scale is a type of rating scale, often found on survey forms or questionnaires, that measures how people feel and levels of agreement which can be useful in many different situations. The 5-point Likert scale consists of the below points – (1) Strongly Disagree; (2) Disagree; (3) Neither Agree nor Disagree; (4) Agree; (5) Strongly Agree.

Data Analysis:

Descriptive statistics will be used to summarize the data collected. Inferential statistics, including multiple regression analysis and structural equation modeling, will be used to examine the relationships between positive psychology interventions, self-learning skills, and academic performance. SPSS and AMOS software will be used for data analysis.

Results :

The study population consisted of a random sample of the students of the Hashemite University, and 150 male and female students were enrolled.

Table 1 shows the demographic characteristics of participants.

Table 1: Demographic characteristics of participants (n = 150)

Gender	Male	42 (28%)
	Female	108 (72%)
Age	17 years old	2 (1.33%)
	20 years old	138 (92%)
	21 years and over	10 (6.67%)

Table 2 shows questions related to the role of positive psychology in developing self-learning skills.

Table 2: Questions related to the role of positive psychology in developing self-learning skills (n = 150)

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Do you think that developing a growth mindset can improve self-learning skills?					
Do you think that practicing mindfulness and focus and attention during learning activities?					
Do you think that developing self-discipline can contribute to better self-learning?					
Do you think that positive affirmations can boost self-confidence and motivation during learning activities?					
Do you think that gratitude practices can improve self-learning skills?					
Do you think that building positive relationships with peers and mentors can improve learning skills?					
Do you think that time management skills are important for self-learning?					
Do you think that positive psychology can be useful for overcoming learning challenges?					
Do you think that developing a positive attitude is important for effective self-learning?					

that self-reflection practices students improve their self- ?					
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Table 3 shows questions related to the role of positive psychology in academic performance.

Table 3: Questions related to the role of positive psychology in academic performance (n = 150)

	agree	disagree	free nor ee		agree
that positive psychology can improve academic					
that a growth mindset can academic success?					
that practicing mindfulness academic performance?					
ve that positive affirmations students overcome academic failures?					
that gratitude practices can emic performance?					
ieve that building positive with professors and peers can academic performance?					
that time management skills ant for academic success?					
k that self-compassion can s cope with academic stress and pressure?					
k that developing a positive s important for academic success?					
that resilience practices can ents overcome academic enges and obstacles?					

In this blog post, was explored the research hypotheses related to positive psychology interventions and their impact on university students' self-learning skills, academic performance, emotional well-being, growth mindset, and holistic development. also

discussed the potential risks associated with implementing positive psychology interventions in educational settings and how these risks can be mitigated through appropriate strategies.

Hypothesis 1: Positive psychology interventions have a significant impact on the self-learning skills and academic performance of freshmen university students.

The first hypothesis suggests that positive psychology interventions can have a significant impact on university students' self-learning skills and academic performance. Self-learning skills are essential for students to become independent learners and take responsibility for their learning.

Several studies have shown that positive psychology interventions can improve self-learning skills. Studies demonstrate that positive psychology intervention program significantly improved university students' self-directed learning skills (Liao & Wei, 2018). Similarly, positive psychology interventions significantly improved academic performance (Kavitha & Priyadarshini, 2018)

These studies suggest that positive psychology interventions can have a positive impact on university students' self-learning skills and academic performance.

Hypothesis 2: There is a positive relationship between positive psychology interventions, self-learning skills, and academic performance of freshmen university students.

The second hypothesis suggests that there is a positive relationship between positive psychology interventions, self-learning skills, and academic performance of university students. This hypothesis builds upon the first hypothesis and suggests that positive psychology interventions can have a significant impact on university students' self-learning skills and academic performance, and there is a positive relationship between these variables.

Several studies have confirmed this hypothesis. Studies demonstrate that positive psychology interventions significantly improved academic performance and self-efficacy among university students (Khawaja & Ibrahim, 2015). Similarly, positive psychology interventions significantly improved self-learning skills and academic performance (Lian et al., 2019).

These studies suggest that positive psychology interventions can have a positive impact on self-learning skills, academic performance, and self-efficacy among university students.

Hypothesis 3: Integrating positive psychology interventions into educational institutions in effective ways that will promote freshmen university student's success. The third hypothesis suggests that integrating positive psychology interventions into educational institutions in effective ways can promote student success. This hypothesis focuses on the importance of effective implementation strategies for positive psychology interventions.

Several studies have highlighted the importance of effective implementation strategies for positive psychology interventions. Studies demonstrate that positive psychology interventions were more effective when implemented as part of a broader school-wide approach to well-being (Waters et al., 2014). Similarly, positive psychology interventions were more effective when implemented by trained teachers (Rusk et al., 2018).

These studies suggest that effective implementation strategies are critical for promoting student success through positive psychology interventions.

Hypothesis 4: Positive psychology interventions contribute significantly to emotional well-being, growth mindset, and holistic development of freshmen university students.

The fourth hypothesis suggests that positive psychology interventions can significantly contribute to university students' emotional well-being, growth mindset, and holistic development. Emotional well-being is essential for students to develop positive relationships, cope with stress, and overcome challenges. Growth mindset is essential for students to develop a love for learning and embrace challenges. Holistic development is essential for students to develop into well-rounded individuals.

Several studies have shown that positive psychology interventions can contribute significantly to emotional well-being, growth mindset, and holistic development. Studies demonstrate that positive psychology interventions significantly improved well-being and reduced symptoms of depression among university students (Seligman et al., 2005). Similarly, growth mindset interventions significantly improved academic performance and motivation (Dweck, 2008).

These studies suggest that positive psychology interventions can significantly contribute to emotional well-being, growth mindset, and holistic development among university students.

Hypothesis 5: Implementing positive psychology interventions in educational settings may pose risks, but these risks can be mitigated through appropriate strategies.

The fifth hypothesis suggests that implementing positive psychology interventions in educational settings may pose risks, but these risks can be mitigated through appropriate strategies. This hypothesis focuses on the potential risks associated with implementing positive psychology interventions and the importance of appropriate risk mitigation strategies.

Several studies have highlighted the potential risks associated with implementing positive psychology interventions. Studies demonstrate that emphasizing extrinsic values in positive psychology interventions could undermine intrinsic motivation (Kasser & Ryan, 1999). Similarly, controlling behavior in positive psychology interventions could undermine autonomy (Deci et al., 2001).

These studies suggest that appropriate risk mitigation strategies, such as focusing on intrinsic values and promoting autonomy, are critical for ensuring the success of positive psychology interventions in educational settings.

Conclusion

In conclusion, positive psychology interventions can have a significant impact on freshmen university students' self-learning skills, academic performance, emotional well-being, growth mindset, and holistic development. However, effective implementation strategies and appropriate risk mitigation strategies are critical for ensuring their success in educational settings. As educators, it is essential to test these hypotheses and evaluate the impact of positive psychology interventions on our students to promote their success and well-being.

Furthermore, it is important to note that positive psychology interventions should not be seen as a replacement for traditional academic instruction. Rather, they should be used in conjunction with other teaching and learning approaches to create a well-rounded, comprehensive education experience. By incorporating positive psychology interventions into our curricula, we can help students develop the skills and mindset they need to succeed academically and beyond. Ultimately, investing in the well-being and development of our students is an investment in their future success and the success of our society as a whole.

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