

The Reality of Psychological Capital among Employees in Palestinian Universities

Amal M. El shobaky¹, Suliman A. El Talla², Samy S. Abu-Naser³, Mazen J. Al Shobaki⁴

¹Department of Business Administration, the Islamic University - Gaza

²Department of Business Administration, Al-Azhar University – Gaza

³Faculty of Engineering and Information Technology, Al-Azhar University, Gaza, Palestine.

⁴Dean of Bait Al-Mqds College for technical Science, Gaza- Palestine

¹aml0599741353@gmail.com, ²Eltallasuliman@gmail.com, ³abunaser@alazhar.edu.ps, ⁴mazen.alshobaki@gmail.com

Abstract: The study aimed to identify the reality of psychological capital among Employees in Palestinian universities, and in order to achieve the objectives of the study, the descriptive and analytical approach was used, and the study population consisted of all the administrative Employees in Palestinian universities: the Islamic University, Al-Azhar University, Palestine University, and Al-Quds Open University, whose number is (1104) Male and female employees, and a proportional stratified sample consisting of (320) male and female employees was selected, where the study tool represented by Psychological Capital questionnaire was applied to them, and of them (294) male and female employees responded with a response rate of (91.90%). The study reached several results, the most important of which was that the level of Psychological Capital was high in Palestinian universities, where the relative weight reached (80.23%), and the field of optimism came first with relative weight (82.05%), then the field of self-efficacy with relative weight (80.75) The field of hope with relative weight (79.75%), and finally the field of flexibility with relative weight (78.37%), and the results also showed that there are no differences between the respondents' responses about Psychological Capital due to the variable of gender and years of service, while the Differences attributable to the age variable in favor of the category (more than 50 years old, and 31-40 years old), differences in favor of undergraduate and postgraduate studies at the expense of the diploma, and differences attributable to the variable of work status in favor of the academic in an administrative position. In light of the results of the study, the researchers recommend that the employee be given tasks and responsibilities that enhance his tendencies and positive outlook on the nature of his work, and provide a work environment that supports creativity and has the necessary vitality and interest in building human relationships.

Keywords: Psychological Capital, Administrative Employees, Palestinian Universities, Gaza Strip

Introduction

Higher education is a system linked to several elements, including faculty members, students, curricula, administrators, and senior management, and these elements overlap with each other; In order to affect the quality and quality of education and its outputs, and to the extent that there is quality in these elements, the quality of higher education is achieved, especially since human resources in academic institutions are a source of competition, and therefore the literature has focused on studying the factors that hinder or support performance, and among the most important concepts related to the performance and commitment of employees In academic institutions, Psychological Capital variable, which in turn constitutes a group of what the individual possesses in terms of the ability to advance his performance, his sense of hope and the enjoyment of sufficient flexibility, and an appropriate level of self-efficacy (Abu Saif, 2018: 117) .The results of the study (Erkus) indicated & Findikli, 2013) indicated that Psychological Capital directly affects the performance of employees.

Luthans, et al., (2008, p. 220) also emphasized that the trend towards Psychological Capital has become an urgent necessity and parallel to concern for human capital. The results of the study (Al-Dulaimi, 2016) emphasized the importance of developing work policies and procedures consistent with the characteristics of Employees, and meeting their needs.

Problem Statement

Academic institutions face great challenges, the most important of which is weak financial capabilities, in light of the prevailing economic and political conditions in the sector, which are reflected in the level of Palestinian family income, and Palestinian universities have many administrative cadres, but the degree of exploitation of these cadres is still below the desired level, despite the interest Palestinian universities with intellectual capital, but there is a need to integrate intellectual capital with Psychological Capital, which would strengthen and form the administrative personality of Employees, and thus make more use of their energies in achieving success and achieving goals despite difficult situations, through a feeling The employee is important, and his ability to plan and organize his daily tasks in a manner commensurate with the nature of the favorable circumstances.

Researchers have noticed recently the migration of some university Employees, and some of them moved to work in other institutions, and some of them complain about the nature of the procedures and regulations, and based on the importance of the university, what it means and the jobs assigned to it, and that it has importance in the knowledge industry, then these universities need To more interest in its human cadres, through concern for Psychological Capital, and this is another motivation for conducting this study. The problem of the current study is limited to answering the following questions:

Q1-: What is the level of psychological capital in the Palestinian universities in Gaza Strip?

Q2-: Are there statistically significant differences between the respondents' responses about the reality of Psychological Capital among the administrative Employees in Palestinian universities in Gaza Strip due to variables: Gender, Age, Educational Qualification, Years of Service, and Job Status?

Research Objectives

This study aims to achieve the following objectives:

1. Disclosure of differences between respondents' responses about the reality of Psychological Capital among administrative Employees in Palestinian universities in Gaza Strip according to variables: gender, age, academic qualification, years of service, and job status.
2. Make recommendations to the universities administration regarding enhancing Psychological Capital of Employees.

Research Importance

The study derives its importance from its subject, and aspects of the importance of the study can be determined from the contribution and expected addition, as follows:

Scientific (Theoretical) Importance:

1. The present study provides a literature and a theoretical framework related to two variables within the variables of managerial psychology, namely: Psychological Capital.
2. The study provides a theoretical explanation for the dimensions of Psychological Capital, which would enhance the well-being of administrative Employees, according to their expectations.
3. The study provides a theoretical framework that enriches the Palestinian library and the Arab library with variables that have not been addressed by many researchers and specialists.

Practical (Applied) Importance:

1. The results of the current study benefit those in charge of the administrative departments in Palestinian universities, as it can reach results that enhance employee practices for his tasks, and achieve optimal utilization of his capabilities, aptitudes and skills.
2. The results of the current study may benefit the administrative Employees themselves, as the interest in Psychological Capital enhances their self-confidence, and their ability to dedication and perseverance in achieving personal goals and the goals of the university as a whole.

Research hypothesis

In light of the study problem and its questions, the study starts from the following assumptions:

H0₁: There are statistically significant differences at the level of significance ($\alpha \leq 0.05$) between respondents' responses about the reality of Psychological Capital among administrative employees in Palestinian universities in Gaza Strip due to variables: gender, age, academic qualification, years of service, characteristic the work.

The first main hypothesis stems from the following sub-hypotheses:

H0_{1.1}: There are statistically significant differences at the level of ($\alpha \leq 0.05$) between the respondents' responses to the reality of Psychological Capital among the administrative employees in Palestinian universities in Gaza Strip due to the variable of gender.

H0_{1.2}: There are statistically significant differences at a significant level ($\alpha \leq 0.05$) between the respondents' responses about the reality of Psychological Capital among the administrative employees in the Palestinian universities in Gaza Strip due to the age variable.

H0_{1.3}: There are statistically significant differences at a significant level ($\alpha \leq 0.05$) between the respondents' responses about the reality of Psychological Capital among the administrative employees in the Palestinian universities in Gaza Strip due to the scientific qualification variable.

H0_{1.4}: There are statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the respondents' responses about the reality of Psychological Capital in developing job engagement among administrative employees in Palestinian universities in Gaza Strip due to the variable of years of service.

H0_{1.5}: There are statistically significant differences at a significant level ($\alpha \leq 0.05$) between the respondents' responses about the reality of Psychological Capital among the administrative employees in the Palestinian universities in Gaza Strip due to the variable of work status.

Research Limits and Scope

The scope of the study shall be as follows:

1. **The Objective (Academic) Limit:** the study was limited in its objective limit to a study
2. **Human Limit:** The study was conducted on the administrative Employees in Palestinian universities,
3. **Institutional Limit:** The study was conducted on four Palestinian universities in Gaza Strip: the Islamic University, Al-Azhar University, Palestine University, and Al-Quds Open University.

Research Terminology

- **Psychological Capital:** a state of psychological development for Employees, whereby management gives them confidence in undertaking tasks, investing their efforts in achieving success, perseverance towards achieving employees' personal goals, aligning them with the achievement of the organization's goals, directing business paths towards achieving goals, and maintaining Employees' efforts and development of their capabilities in facing obstacles and difficulties (Luthans, Youssef, & Avolio, 2007: 3).
- Researchers define Psychological Capital as the positive evaluation of administrative Employees in Palestinian universities of the surrounding conditions, the probability of success based on perseverance, and motivating effort. It has four components: hope, optimism, efficiency, and flexibility.

Literature Review

- A study of (Abu Saif, 2018) aimed at identifying the mediating role of the quality of work life in the relationship between Psychological Capital and job commitment from the viewpoint of the faculty members of the College of Education at Taif University, and to achieve the goals, the descriptive approach was used, and the study sample was formed Of (51) faculty members, and the researcher prepared three questionnaires. The study concluded that there is a direct relationship between Psychological Capital and the quality of work life, and a direct relationship between the quality of work life and organizational commitment, and it shows the existence of a mediating relationship for the quality of work life in the relationship between Psychological Capital and organizational commitment, and there is a role other than Direct dimensions of Psychological Capital in forecasting organizational commitment.
- A study (Khamis, 2018) which aimed to explore the effect of Psychological Capital on the job performance of the employees of the Algerian Electricity and Gas Distribution Company in Ouargla, and to achieve the goals, a descriptive analytical approach was used, and the sample of the study consisted of (100) employees affiliated with the Electricity Distribution Directorate And gas in Ouargla, and the questionnaire was used as a basic tool for data collection. The study concluded that there is a high level of psychological capital and job performance among employees, and it was evident that there is an impact of the dimensions of psychological capital on the job performance of employees.
- A study of (Po Derham, 2018), which aimed to test the effect of work pressures on the positive Psychological Capital in the hospital public institution, and to achieve the objectives, a descriptive approach was used, and the study was applied on a sample of (110) employees of the public hospital in Saad Dahlab. Use the questionnaire as a tool to collect data. The study found a statistically significant effect of work pressures on positive psychological capital, and the relationship was inverse, and it was found that there are no differences between the respondents' responses due to the variables of sex, age, job permanence, educational level, experience, job and family status.
- The study of (Al-Fatlawi, 2017) aimed at exploring the positive role of Psychological Capital in supporting strategic leadership, and a descriptive analytical approach was used, and the study sample consisted of (90) individuals working in industrial organizations in Najaf. Masculinity. The study concluded that there is an impact of positive Psychological Capital as an independent variable in supporting strategic entrepreneurship, and it was found that there is an availability of optimism, self-efficacy, flexibility and hope at work. The study reached several results, the most important of which is the participation of employees in making decisions and hearing their suggestions that would meet their needs and facilitate daily work procedures.
- Study of (Bouzari & Karatepe, 2017) aimed to propose and test a research model that examines Psychological Capital as a mediating variable in the impact of servant leadership on the attitude of delay from work and the intention to remain in the organization, compliance with services, and service organizational citizenship behaviors of sales representatives in Iran, and to achieve the objectives, the relational approach was used. , Data were collected from sales representatives using a three-period design with a two-week delay between each application, and (26) supervisors evaluated service organizational citizenship behaviors directed towards customer service, and in light of this, the direct and intermediate effects were identified. The results showed that Psychological Capital functions as a complete mediator in the effects of servant leadership on the position of delay in work and the intention to remain in the organization, and the servant leadership enhances Psychological Capital of delegates, and this reinforcement affects delay in work, And it affects the survival of the work in the organization, and it has been shown that servant leadership promotes service-oriented organizational citizenship behaviors, and that Psychological Capital has a mediating role between servant leadership and service-oriented organizational citizenship behaviors.
- Study of (Karatepe & Talebzadeh, 2016) aimed to develop and test a model to reveal the mediating role of Psychological Capital in the relationship between servant leadership and work participation, and the effect of Psychological Capital on the performance of restoration of service and satisfaction with life, and to achieve the goals, the relational approach was used. The data before and after the application of the servant leadership to a sample of (121) flight attendants of private airlines in Iran, where (13) companies were addressed, and only three companies that applied the study to their flight attendants were approved. The data collection tool was a questionnaire that was applied tribally and afterwards. The study found that there is a mediating relationship for Psychological Capital in the relationship between servant leadership and work participation, and it

was found that Psychological Capital has an effect on restoration performance, job satisfaction, and general satisfaction, and the researchers reached a model that represents these relationships And the intermediary roles of Psychological Capital.

- Study of (Kirrane, Lennon, Connorb and Fu, 2016) aimed to examine the mediating role of Psychological Capital in the relationship between perceived administrative support and willingness to change, and the relational approach was used, and the questionnaire was a tool for the study to collect data, as it was applied to a sample of (120) employees in organizations from the public sector and subject to initiatives A change. The results of the structural model showed that Psychological Capital partly mediated the relationship of perceived management support and employees 'willingness to change. The results indicated that employees' responses to change are formed from their psychological and personal resources and their perceptions about the organizational environment.
- The study (Al-Karawi, 2016) aimed at identifying both the degree of positive psychological capital, the implicit knowledge and the relationship between them, and the detection of differences in the degree of research variables according to the variables of gender, specialization and educational stage, and the study sample consisted of (370) students And a female student from Wasit University, distributed equally among the variables of gender, specialization, and stage of study. The descriptive approach was used for its relevance to the objectives of the study. The study reached several conclusions, the most important of which was the positive effect of Psychological Capital on tacit knowledge, and it was found that there are no differences according to the variables of gender, specialization and educational stage.
- Study of (Paterson, Luthans, & Jeung, 2013) aimed to clarify the effect of some variables on prosperity at work, and the relationship of prosperity to work with some compulsory work behaviors, such as focusing on the task and commitment related to the job, and to achieve the objectives, the relational approach was used, and the opinions of a sample of employees and their supervisors were surveyed in companies of different sectors in the western United States of America. Where a questionnaire was applied, sent via the Internet, and (198) employees and supervisors responded. The results showed support for the principles and theory of learning and self-development, and it was found that prosperity at work is greatly influenced by psychological capital, support for supervisors, and the provision of an appropriate work environment. The work.
- The study of (Abdel Wahab, 2013) aimed at identifying the direct and interactive effects of Psychological Capital and psychological ownership on work trends (job satisfaction and job commitment) and withdrawal behaviors (withdrawal from work and withdrawal from the job). The researcher used the analytical descriptive approach. Where the questionnaire was used as a tool for the study, and the study population consisted of (5890) male and female nurses working in (16) government hospitals in Kafr El Sheikh Governorate, where the study sample consisted of (411) male and female nurses working in government hospitals. The study found that Psychological Capital and Psychological Ownership have direct and positive effects on both job satisfaction and organizational commitment, and that the interaction between Psychological Capital and Psychological Ownership has a significant effect on both job satisfaction and organizational commitment, as well as ownership. Psychology has a negative effect on both work withdrawal and job withdrawal.

Commenting On Previous Studies:

In terms of goals: It is evident from the presentation of Psychological Capital studies that there is interest in Psychological Capital as one of the factors that contribute to the success of the organization and the achievement of its objectives, and these studies aimed to clarify the factors and variables that affect the capital. Psychological Capital, and it turns out that most of the studies of the first axis dealt with Psychological Capital as an intermediate variable, such as the study (Kirrane, Lennon, Connorb & Fu, 2016), (Karatepe & Talebzadeh, 2016), and (Bouzari) & Karatepe, 2017). As for the study (Abdel Wahab, 2013), and (Paterson, Luthans, & Jeung, 2013), it dealt with psychological capital as an independent variable.

Thus, the current study agrees in terms of the goal with some previous studies such as the study (Abu Saif, 2018), (Khamis, 2018), and (Al-Fatlawi, 2017), but the current study differs in terms of the goal with the study (Po Derham, 2018) (Al-Karawi, 2016), (Abdel Wahab, 2013), (Bouzari & Karatepe, 2017), (Karatepe & Talebzadeh, 2016), and (Kirrane, Lennon, Connorb & Fu, 2016).

In Terms Of Approach: The scientific approaches used by Psychological Capital studies have varied, such as the descriptive and analytical approach (Abdel Wahab, 2013), and the relational approach such as the study (Paterson, Luthans, & Jeung, 2013), and the current study agrees in terms of Curriculum with some studies such as (Abu Saif, 2018), (Khamis, 2018), (Po Derham, 2018), and (Al-Fatlawi, 2017). But the current study differs with several studies in terms of methodology, such as the study of (Bouzari & Karatepe, 2017), (Karatepe & Talebzadeh, 2016), (Kirrane, Lennon, Connorb & Fu, 2016).

In Terms Of The Tool And Procedures: The tools of this study varied in terms of construction and application, but most of them used the questionnaire, and the objectives varied, so the target groups and organizations varied, and this indicates that Psychological Capital has importance in different fields of work, whether educational, profit or economic. Or cultural.

The current study agrees with some of the study that it uses the questionnaire as a basic tool, such as the study (Abdel Wahab, 2013), (Paterson, Luthans, & Jeung, 2013). It also agrees with some studies in terms of the dimensions covered by the questionnaire in the current study, such as (Abu Saif, 2018), (Khamis, 2018), (Po Derham, 2018), and (Al-Fatlawi, 2017).

Theoretical Framework

Psychological Capital

Administrative sciences have overlapped with all other sciences, especially sociology and psychology, and with the emergence of positive psychology variables and factors, management sciences have benefited from studies and research conducted in the field of positive psychology. Because it researches variables that enhance the mental health of the individual, and helps him to face challenges and accept risks in order to achieve goals, meet needs, and psychological capital consists of four components related to positive psychology.

The term Psychological Capital focuses on personal psychological resources with four components: hope, optimism, Flexibility, and self-efficacy (Gooty et. Al, 2009). Many psychologists and management scholars considered that there is an overlap between the individual's feelings, and his ability to produce and carry out tasks and responsibilities, and (Gohel, 2012: 36) considered that Psychological Capital are personal qualities that help the individual to be productive and work efficiently.

Hobfoll (2002: 318) was the first to develop a theory of Psychological Capital and the most important factors affecting it. It is based on hope and self-efficacy, as he considered Psychological Capital as a nucleus that can be built upon, and that it is located in the middle of the administrative organization, and is formed based on the interaction of individuals within their work, the nature of the prevailing relations between them and their superiors, and that Psychological capital Capital) achieves the well-being of Employees, enhances their readiness to perform tasks, and develops their spirit and enthusiasm for work.

Tsui, Nifadkar, & Ou (2007) also pointed out some interpretations of Psychological Capital as the gap between what the employee expects and what is happening in his organization, and considered that the employee's sense of satisfaction, the ability to develop and the training systems provided to him, In addition to the leadership style, and the availability of other opportunities for work, they adopt concepts about Psychological Capital, and his enjoyment of psychological well-being within his profession, as they see that there are orientations by the employee towards his profession before its practices and this may reflect negatively and positively on his understanding and awareness, and thus the formation of Psychological Capital.

Based on the foregoing, it is clear that the emergence of Psychological Capital was later than the emergence of human capital, intellectual capital, and social capital, but it received great attention. Because there is a conviction realized by psychologists and management that the mood of Employees helps them to enhance their capabilities, inclinations and preparations to do their work, and assume their responsibilities, and it is clear that Psychological Capital is one of the variables that the employee realizes through his interaction within his organization.

The Concept of Psychological Capital

Psychological capital is defined as an individual's positive evaluation of circumstances and likelihood of success based on perseverance and motivated effort and has four components: hope, optimism, competence, and Flexibility (Luthans, Youssef, & Avolio, 2007: 55). Psychological capital is defined as the psychological essential factors at work, which control the criteria of positive organizational behavior, bypassing human and social capital, to achieve competitive advantage by developing the organization's reputation and achieving its goals, and it includes four dimensions: hope, optimism, efficiency or Self-efficacy and Flexibility (Al-Hasani, 2013: 5). Psychological capital as a variable with related components (hope, optimism, efficiency, and Flexibility) develops and grows with providing psychological well-being to Employees, giving them skills and knowledge about business performance and facing challenges (Kirrane, Lennon, Connor & Fu, 2016: 1484).

It is a set of positive psychological feelings that afflict the employee, and make him feel hope in achieving his goals, optimism about the future, raising the ability to endurance and returning to a normal state in the event of exposure to challenges and crises, and the conviction in the ability to overcome those problems (Gohel, 2012, p. 36). In light of the definitions of Psychological Capital, researchers see that it is a multidimensional variable that is influenced by multiple factors, and that most studies and researchers have agreed that psychological capital constitutes emotional and emotional aspects, and includes abilities and cognitive skills, responsibilities and procedural skills related to performance Tasks. Most of the definitions have shown that Psychological Capital is represented by four components: hope, optimism, self-efficacy, and flexibility.

Characteristics of Psychological Capital

1. Psychological Capital is a variable that is measurable, as there are many tools that have been used to measure Psychological Capital, the most important of which is the implicit measurement prepared by (Harms & Luthans, 2012: 592), or a measure of psychological capital. Psychological Capital on the organizational level prepared by (McKenny, at. Al, 2013: 154), or the questionnaire prepared by (Avey et. Al, 2010: 290).
2. Psychological Capital is a multi-dimensional content, as many researchers and specialists agree that Psychological Capital has four components that represent dimensions to measure it: hope, optimism, flexibility, and self-efficacy.
3. Psychological Capital represents a specific field that is usually activated in the field of work, and this means that the individual may enjoy a high level of psychological capital. To achieve business goals, and be more resistant to challenges, and more acceptable to change.
4. Psychological Capital is stable, and this is confirmed by the results of previous studies conducted on Psychological Capital, and it became clear that Psychological Capital is more stable than emotions, feelings and emotions, and at the same time more open to change in a way. Greater than personality.
5. Psychological capital is considered one of the determinants of performance, as many studies have indicated that it has a strong influence on the performance of Employees, such as the study (Newman, et. Al. 2014, p. 130).

6. Psychological Capital is characterized by activating opinion and self-evaluation, as it can be measured by the response of individuals about what they have in the work environment.

Ways to Enhance Psychological Capital

Psychological capital is one of the perceived variables of Employees in organizations, and at the level of higher education institutions, universities can provide an organizational climate, and adopt a culture, regulations and work policies that raise the level of psychological capital. Because the mood of Employees has become of great importance in raising the level of efficiency, effectiveness and productivity, and many researchers and specialists have mentioned some ways that would enhance Psychological Capital as follows (Luthans, Avey, Avolio, & Peterson, 2010, p. 53) and (Kirrane, Lennon, Connor & Fu, 2016: 1483):

1. Promote the spirit of cooperation and participation among the organization's personnel; and that by spreading the culture of dialogue and tolerance.
2. Provide as much security as possible within the work, and provide opportunities for promotion and career growth in accordance with clear-cut standards.
3. Influencing the personality of Employees, and building a culture based on accepting change, especially since there are manifestations of change that depend on psychological factors and variables such as attitudes, trends and tendencies.
4. Help Employees develop their knowledge and skills, give them a measure of experience, and work to simulate the experiences of successful organizations in using modern technologies.
5. Developing Employees' abilities to face the daily challenges and problems of work, inspiring their enthusiasm, encouraging them to accept risks, reducing levels of tension towards crises, and enhancing ways to head towards the future.
6. Determine the most important types and sources of work stress, and the causes of job stress, and work to reduce and limit them.
7. Adopting training systems and programs to achieve professional growth commensurate with work conditions.
8. Giving Employees tasks commensurate with their abilities, aptitudes and preferences; this is done by studying the personal characteristics of the employees, and working to meet their personal needs.
9. Giving Employees the freedom to express opinions and participate in the administrative process, in a way that ensures enhancing their sense of importance, and improving their administrative and organizational positions.
10. The researchers conclude from the above that Psychological Capital is one of the variables that can be achieved without high costs, as the administration can search for policies and work procedures that are commensurate with the characteristics, capabilities and preparations of Employees, and provide them with a work environment commensurate with the nature of their tasks and responsibilities. And to give them confidence and enhance their spirit of cooperation and participation, and therefore they are mechanisms and strategies that can be applied continuously, and for the management to be close to employees, and to provide them with instructions and programs that enhance their ability to adapt to the working conditions and the changing organizational environment.

Psychological Capital Dimensions

Scientists initially disagreed about the dimensions of Psychological Capital, but after the emergence of the term and the spread of global, field and applied research on Psychological Capital, there was agreement about four dimensions of Psychological Capital, namely: hope, optimism, Self-efficacy, and flexibility. The researchers presented these dimensions in more detail as follows:

The First Dimension: Hope:

Hope is a multi-dimensional variable, as the circumstances surrounding the determination of its levels play, and in light of the current conditions in Gaza Strip, the state of siege, recurrent wars, unemployment, poverty, cultural, social and economic conditions negatively affected the students' achievement of their goals, and may have affected their moods and their levels of hope. Reflected on their scientific progress, especially since there are several studies that have confirmed that hope affects success at the academic level, and constitutes a motivation for the individual to persevere, initiative and diligence (Al-Qasim, 2011: 7). Where hope is an important concept in managerial psychology, and hope is hope, and hope is what makes the conditions of the individual possible, and both Joudeh and Abu Jarad (2011, p.139) were defined as a cognitive destination and a state of motivation that includes the individual's belief in his ability and possessing the necessary capacity for planning And continuous work to achieve its goals.

Hope is the ability that the individual perceives, which helps and provides him with motivation to find the means and methods that enable him to achieve the goals he desires (Rahim and Abdel Hafez, 2015: 325). Hope is a psychological preparation and a cognitive preparation that directs the individual towards his goals, and gives him the desire and urgency in order to achieve the goals amid the expectation of success in that (Hussein and Abdullah, 2015: 84).

Researchers believe that hope and feeling it will enhance the individual's achievement and improve his abilities in the face of difficulties and challenges. As the person who enjoys hope has optimism and does his best to achieve the goals, because his convictions indicate that he is able to overcome challenges, face problems and life pressures, and his convictions and has the physical and psychological ability to achieve goals, and thus he turns towards life in a better way, and has for himself Expectations that correspond to the nature of his physical and psychological capabilities, and the expectations of an optimist are often consistent with life circumstances.

The Second Dimension: Optimism:

Optimism means an individual's expectation of positive things to happen in the future, and excludes negative things, and this drives him to make every effort in order to achieve his goals (Nabil and Shwa`el. 2014: 152). As he knew (Aweidah, 2015: 43), optimism means a prospective look at situations, events and the future that makes the individual always expect better, good and success, and he is able to face his problems in a positive way that sends him satisfaction, happiness and hope, and excludes thoughts of despair and helplessness.

The researchers believe that the optimist is characterized by self-confidence, risk, and the ability to make decisions calmly, and the optimist is more able to adapt to reality, life pressures and challenges, and has flexible methods in facing problems, more focused and activated mental and cognitive processes in overcoming situations and stimuli, and the optimist has the necessary persistence To succeed and excel.

The Third Dimension: Self-Efficacy:

The concept of self-efficacy is one of the perceived concepts in management psychology, as Bandura referred to it in his theory of social cognitive learning, and self-efficacy refers to the effectiveness of the individual in facing new challenges and situations, his awareness of his abilities and experiences and his belief that they are sufficient to face problems and challenges. Self-efficacy is one of the basic determinants of personality, and one of its important functions, as it expresses the striving for the achievement of goals (Sadiq and al-Najjar, 2017: 133).

Self-efficacy is also one of the variables associated with positive psychology, as it expresses the ability of the individual to complete the work that he performs, the ability to build healthy relationships, and enjoy good mental and health health. Where he defined (Bandura, 1997, p. 123) self-efficacy as the perception of the individual and the judgments he makes about his abilities to organize and accomplish actions that require the achievement of clear types of performance. (Skaalvik & Skaalvik, 2007, p. 617) emphasized that the individual's beliefs about his ability to influence others, and these beliefs represent an important variable related to the individual's behavior.

It is the confidence of the individual inherent in his abilities during new situations or situations with many unfamiliar demands (Ibrahim, 2017: 125).

The individual's self-efficacy is an important basis for determining the level of his motivation, his level of psychological health, and his ability to achieve personal achievement. The level of self-efficacy affects the quality of the activity that the individual chooses, its quantity, and the amount of effort that he exerts in these activities to complete the tasks assigned to him, and he has capabilities and methods to resist Challenges, Al-Khatib pointed out that self-efficacy is generated from life experiences and from one's previous experiences, and self-efficacy is something that is built over many years of doing business and reactions to various challenges, and training in dealing with these challenges (Al-Khatib, 2010, p. 166) .

The researchers believe that the individual's perception of his efficiency is linked to his evaluation of his ability to achieve a specific level of achievement, his level of control over stimuli, and the individual's belief in his ability to overcome problems and challenges makes him able to formulate realistic goals according to appropriate and clearer expectations, which allows the individual the ability to achieve goals.

Also, Komarraju & Nadler (2013) emphasized that self-efficacy helps in achieving goals, acquiring new skills and capabilities through learning, training and development.

The Fourth Dimension: Flexibility:

Flexibility means the ability of an individual to rapidly produce ideas, diversify them, and transform his mental destination in proportion to the situation and the surrounding stimuli. As these stimuli are by nature variable (Dibbets & Jolles, 2006, p. 62).

And flexibility is one of the dimensions of managerial creativity, where (Abdel Wahab, 2013: 25) saw that flexibility is part of creativity, and a feature of the creative individual, and it means changing the mental direction or diversity in unexpected ideas, generating them, directing them, and diverting their course. In proportion to the exciting or the requirements of the situation with the integrity of thinking and the lack of intellectual rigidity.

The importance of flexibility lies in the fact that it gives the individual the ability to adapt to the requirements of the surrounding reality, and makes him able to change his thoughts in accordance with the surrounding environment. Both (Kashdan & Rottenberg, 2010: 866) indicated that the decrease in flexibility causes many problems, both on Cognitive, mental, emotional, or behavioral level. On the importance of Flexibility (Hamill, 2003, p. 1 - 3), he emphasized that Flexibility refers to many dynamic processes that grow over time, and reflect the adaptation of a person: adapting to changing situational demands, reshaping mental resources, changing his perspective, and balancing his desires and needs. And areas of life and its changes and requirements, and that flexibility achieves self-efficacy and social competence.

Palestinian Universities

The university is an educational institution that provides education services, scientific research, and community service, and it is the main provider of knowledge, because it includes a constellation of scholars, and the concept, philosophy and goals of universities have developed in the twenty-first century. Shedding light on the Palestinian universities under study, and knowing the nature of Psychological Capital and its Job Engagement.

1. **The Islamic University:** The Islamic University of Gaza was established in 1978, and it is the first higher education institution to be established in Gaza Strip at the initiative of prominent national and academic figures in Gaza Strip and outside it. The university operates under the umbrella of the Ministry of Education and Higher Education. The Islamic University is considered a pioneering scientific beacon for knowledge, culture and service of humanity to bring about a comprehensive societal renaissance, and its mission expresses the advancement of scientific, cultural and civilizational aspects through qualitative education, productive scientific research, effective community participation and sustainable institutional building within the framework of Islamic values. Quality to ensure excellence and competition for university students and graduates, promote scientific research and employ it in the service of the labor market and the needs of society and launch it towards globalization, secure a financial future for the university, develop institutional building in a way that serves sustainability and productivity, provide a supportive environment for students and employees, develop infrastructure for information technology, and ensure participation The effective and influential university in society, and finally the development and investment of the university's relationships and local, regional and international partnerships towards quality and diversity.
2. **Al-Azhar University:** Al-Azhar University in Gaza was established in 1991-1992, to be among the prestigious Palestinian, Arab and international universities, and to be a center for scientific, research, and developmental radiation for the Palestinian community based on comprehensive quality and continuous improvement. The Palestinian and Arab society is one of the human resources qualified in various knowledge disciplines, applied scientific research, and sustainable development with a focus on employing information and communication technology, and among its most important strategic goals was the development of the capabilities of the academic and administrative staff and administrative processes in support of educational programs, scientific research and community service, as well as the development of programs The Academy meets the needs of Palestinian and Arab work by creating a high-quality educational environment, contributing to improving the level of knowledge as a basis for policy-making on the development of Al-Azhar University and the sustainable development of the Palestinian society, and linking the university with the Palestinian society by providing advisory, training, research and volunteer services, and finally seeking to improve relations Buzzing International University HR and strengthening its capabilities to access Palestinian, Arab, Islamic and international sources of financing.
3. **University Of Palestine:** The University of Palestine is an academic institution of the Palestinian higher education institutions established in order to serve the children of the Palestinian people at home and abroad in particular, and Arab and foreign students in general. It also provides support and assistance to students to ensure a high level of creativity and distinction, and is interested in scientific and cognitive research and communication with world civilizations and sciences, to consolidate the values of good citizenship, cooperation and respect for others in a way that achieves the well-being and happiness of humanity (up.edu.ps/ar).
4. **Al-Quds Open University:** The University started its educational services in Palestine in the year 1991 CE, taking the Holy City of Al-Quds Al-Sharif as its headquarters, and established branches and study centers in major Palestinian cities, and Al-Quds Open University adopts a system of marriage between traditional education and e-learning (integrated) that exceeds the limits of time and place It provides high-quality and affordable teaching and learning opportunities, and it is based on the printed curriculum, class lectures, meetings, face examinations, and the foundations of self-learning, and it employs modern technology in the educational process, especially e-learning with all its tools and means in a manner of programmed education and practical and training activities to serve the learner and his independence. Complementary to face-to-face meetings within the criteria and conditions for joining traditional and modern education systems.

Methodology and Procedures:

First- The Study Method: The study used the descriptive method, and the main study tool is the questionnaire.

Second- The Study Population: The study community consists of all the administrators working in the Palestinian universities operating in Gaza Strip: the Islamic University, Al-Azhar University in Gaza, the University of Palestine, Al-Quds Open University, and the number of administrators in the four universities is according to what was mentioned in the annual statistical book on education and higher education issued In June / 2018 to (1104):

Table 1: shows the population of the study according to the variables of the university and the trait

University	Administrative	Academic With A Management Position	Total
Islamic University	446	88	534
Al Azhar university	170	85	255
University of Palestine	78	28	106
Al-Quds Open University	160	49	209
Total	854	250	1104

Third- The Study Sample: The researchers selected the study sample by the stratified proportional sample method based on job title, university, and gender. (320) questionnaires were distributed to (320) male and female employees. The following table shows the questionnaires that were applied and the recovery rates by the stratified proportional sample method:

Table 2: shows the population of the study according to the variables of the university and the trait

University	Study Population	Percentage	Sample Is By Equation	Distributed Questionnaires	Questionnaires Recovered	Recovery Ratios
Islamic University	534	48.40	138	145	140	96.6
Al Azhar university	255	23.10	66	75	64	85.30
University of Palestine	106	9.600	28	35	30	85.70
Al-Quds Open University	209	18.90	54	65	60	92.30
Total	1104	100.0	286	320	294	91.9

It is clear from the table that the recovery rates were higher than (85%), and the recovery rate for all universities was (91.90%), which are acceptable rates.

Fourth - Study tools: In light of the previous literature, the researchers drafted and developed a questionnaire, and among the most important of these studies (Bouzari & Karatepe, 2017; Karatepe & Talebzadeh, 2016, Kirrane, Lennon, & Connorb, & Fu, 2016), the researchers have verified Those who validated the questionnaire and its reliability by applying it to an exploratory sample. The following is an explanation of the results:

The validity of the questionnaire: The truthfulness means that the paragraphs are able to measure the phenomenon to be measured, and that the dimensions are able to measure the total score, and the researchers verified the validity of the questionnaire by analyzing the survey sample data and followed the following methods and methods:

- A. **The Validity of The Arbitrators:** The researchers presented the questionnaire in its initial form to a group of specialists and faculty members in Palestinian universities, and the opinions and amendments of the jury were taken into consideration.
- B. **Validity Of Internal Consistency:** Correlation coefficients were calculated between the paragraphs of the questionnaire and the total degree of the dimension to which they belong, and the following table shows the results of the validity of the internal consistency of the paragraphs of the questionnaire: -

Table 3: shows the results of the internal honesty of Psychological Capital paragraphs.

#	The Field	Correlation Coefficient (R)	Probability Value (Sig.)
The First Dimension: Hope			
.1	I think of several ways to get rid of the daily work troubles.	**0.561	0.000
.2	I am hopeful to achieve my goals.	**0.454	0.003
.3	I use various means of communication to obtain useful information in the face of challenges.	**0.685	0.000
.4	I use my work time to perform the tasks required of me.	**0.727	0.000
.5	I see failure as an experience to achieve success in the future.	**0.552	0.000
.6	I see failure as failing to exert the necessary effort.	**0.598	0.000
.7	I seek to develop myself to face any renewal in the mechanisms of work.	**0.769	0.000
.8	I believe every problem has a solution.	**0.623	0.000
.9	Use my past experiences to achieve success in the future.	**0.551	0.000
.10	I consider myself capable of facing the challenges of the future, no matter what.	**0.545	0.000
.11	I see that there is an interest in the feelings of university Employees.	**0.756	0.000
.12	I predetermine ways to achieve goals.	*0.345	0.029
The Second Dimension: Optimism			
13	I start the daily work with energy and happiness.	**0.617	0.000
14	I am optimistic about my future goals.	**0.615	0.000
15	I see that I can overcome future challenges.	**0.630	0.000
16	My dedication to my work, whatever the size of the tasks.	**0.597	0.000
17	I know very well the level of my abilities and skills.	**0.600	0.000
18	I am bold enough to endure the consequences of the work I do.	**0.523	0.001
19	I consider myself persistent in accomplishing my assigned tasks.	**0.596	0.000
20	I have a high degree of determination to succeed.	**0.563	0.000
21	I use all sources to obtain information about my business.	*0.347	0.028
22	I would like to work in a group to overcome some challenges.	**0.525	0.001
23	My work gives me a positive view of the future.	*0.313	0.049
24	I can count on myself in the face of hardships.	**0.659	0.000

The Third Dimension: Self-Efficacy			
25	I plan well before starting my daily work.	**0.514	0.001
26	I realize that I can complete all the tasks assigned to me.	**0.790	0.000
27	Best New Business Performer.	**0.614	0.000
28	I see that I can solve any problem that I encounter in my work.	*0.389	0.013
29	I am preparing to redouble my efforts to do unique work.	*0.363	0.021
30	I see good planning as a reason to be successful.	**0.611	0.000
31	I choose activities carefully when taking on a new task.	**0.652	0.000
32	I have creative capabilities that match my work nature.	**0.645	0.000
33	I take responsibility for the business that I do.	**0.710	0.000
34	I enroll in all training programs that help me improve my effort.	**0.662	0.000
35	The university helps me develop my abilities and skills.	**0.642	0.000
36	I benefit from the experiences of others to improve my capabilities at work.	**0.450	0.004
The Fourth Dimension: Flexibility			
37	Arrange the positions according to their priority.	**0.516	0.001
38	I control my emotions when facing risks.	**0.726	0.000
39	I change my goals to be more in line with the requirements of reality.	**0.428	0.006
40	Move away from routine performance at work.	*0.378	0.016
41	I create flexible business plans that are applicable and change.	**0.724	0.000
42	I rely on effective communication and communication systems.	**0.736	0.000
43	I have the ability to convince others of my ideas.	**0.696	0.000
44	I change my thinking pattern to keep pace with internal and external changes.	**0.822	0.000
45	I clearly identify the sources of strength and weakness.	**0.804	0.000
46	I seek to remedy the weaknesses and shortcomings of my business.	**0.809	0.000
47	I am looking for new mechanisms to apply modern technologies at work.	**0.811	0.000
48	The university has a work environment that supports creativity.	**0.814	0.000

* The tabular t is at the degree of freedom (38) and at the level of significance (0.05) = 0.304

** The tabular t is at the degree of freedom (38) and at the level of significance (0.01) = 0.393

The previous table shows that all the values of probability (Sig.) Were less than the level of significance (0.05), and all the correlation values were higher than the correlation coefficient at degrees of freedom (38), where the correlation coefficient reached at degrees of freedom (38), and the level of significance (0.01) (0.393), and at the level of significance (0.05) (0.304), and this indicates that all correlation coefficients are statistically significant and therefore the paragraphs of Psychological Capital questionnaire are indicative and honest.

C. **Constructive Validity:** Inter-correlation coefficients for the dimensions of psychological capital (Psychological Capital) were calculated with the total score of the questionnaire, and the results are as follows:

Table 4: the inter-correlation coefficients for the dimensions of Psychological Capital questionnaire and the overall score of its paragraphs

Section	Hope	Optimism	Self-Efficacy	Flexibility	Total Marks
The First Dimension: Hope	1				
The Second Dimension: Optimism	**0.734	1			
The Third Dimension: Self-Efficacy	**0.701	**0.569	1		
The Fourth Dimension: Flexibility	**0.755	**0.697	**0.854	1	
Total marks	**0.679	**0.804	**0.674	**0.744	1

* The tabular t is at the degree of freedom (38) and at the level of significance (0.05) = 0.304

** The tabular t is at the degree of freedom (38) and at the level of significance (0.01) = 0.393

It is clear from the table that all the correlation coefficients were statistically significant, and therefore the questionnaire of Psychological Capital has good constructive validity.

Reliability: Stability means stability and the results will not change substantially if the questionnaire is re-applied several times under the same favorable conditions and conditions, and to verify the stability of the scale, the researchers have relied on several methods, as follows:

A. **Stability Using Cronbach's Alpha Coefficient Method:** This method is based on computing the Cronbach alpha coefficient for all areas of the questionnaire and the total score of its paragraphs, and the following table shows the results:

Table 5: Cronbach's alpha coefficient for all dimensions of Psychological Capital questionnaire and the total score of its paragraphs

Section	Number of Items	Cronbach's Alpha Coefficient
The First Dimension: Hope	12	0.874
The Second Dimension: Optimism	12	0.867
The Third Dimension: Self-Efficacy	12	0.897
The Fourth Dimension: Flexibility	12	0.901
Total Marks	48	0.923

It is clear from the previous table that the Cronbach alpha coefficients were high, and ranged between (0.767 - 0.901), and the Cronbach alpha coefficient for the overall degree of Psychological Capital was (0.923), and this indicates the stability of the questionnaire and the stability of its results.

- B. **Split Half Coefficient:** This method is based on dividing the questionnaire and its fields into items of individual ranks, items of even ranks, calculating the correlation coefficient between them, and then using the Spearman Brown equation to correct

$$\frac{2R}{R + 1}$$

the coefficient (Spearman- Brown Coefficient) according to the equation $\frac{2R}{R + 1}$ the results are as in the following table:

Table 6: The correlation coefficient between the individual ranks and the even ranks paragraphs shows the dimensions of the Psychological Capital and the overall degree.

Section	Paragraphs	The Correlation Coefficient Of Individual Paragraphs With The Total Score	The Correlation Coefficient Of Marital Paragraphs With The Total Degree	Correlation Coefficient Between Odd And Even Paragraphs	Corrected Correlation Coefficient
First Dimension: Hope	12	0.644	0.653	0.734	0.847
Second Dimension: Optimism	12	0.845	0.531	0.721	0.838
Third Dimension: Self-Efficacy	12	0.830	0.502	0.626	0.770
Fourth Dimension: Flexibility	12	0.505	0.509	0.491	0.659
Total Marks	12	0.759	0.577	0.743	0.853

The previous table shows that the correlation coefficients between individual ranks and even ranks paragraphs are statistically significant, and the correlation coefficient for the total score was (0.743), and after correction it was reported using Spearman Brown's equation (0.853). These high rates reassure researchers of the stability and validity of the results.

Correcting the Psychological Capital Questionnaire:

The Psychological Capital questionnaire, in its final form, consisted of (48) items distributed into four main dimensions, and the respondent was granted freedom of response on a gradient scale consisting of ten degrees, and therefore the degrees of approval they had ranged between (1-10 degrees).

Data Analysis and Hypothesis Testing

The researchers presented a presentation of the characteristics of the study sample by describing it statistically, answering the study questions and testing the hypotheses. This is done by relying on the most appropriate statistical tests, where the alignment of the data curve has been verified in order to determine the best statistical tests.

The Statistical Description of the Study Sample

The following table shows the personal characteristics of the study sample according to the variables of sex, age, academic qualification, years of service and job description:

Table 7: Distribution of the study sample according to personal characteristics

Section	Variables	Number of Items	Percentage
Gender	Male	223	75.90
	Female	71	24.10
Age	30 years or less	35	11.90
	31 - 40 years old	110	37.40
	41-50 years old	98	33.30
	More than 50 years old	51	17.30
Qualification	Diploma	58	19.70
	Bachelor	106	36.10
	Postgraduate	130	44.20
Years Of Service	5 Years Or Less	50	17.00

	6 - 10 Years	66	22.40
	11 - 15 Years Old	62	21.10
	Over 15 Years Old	116	39.50
Job Description	Administrative	231	78.60
	Academic With A Management Position	63	21.40
	Total	294	100.0

It is evident from the previous table that most of the study sample is male (75.90%), while the percentage of females is (24.10%), and this reflects the university's need for male employees more than females, because males are more able to withstand pressure and deal with students, in addition to accepting. The males have more administrative specialization than the females. It is also clear from the table that the ages of the study sample differed, and most of them were from the age group (31-40 years) with a percentage (37.40%), which is a group that represents most members of the Palestinian community, while most of the sample members came from the study holders Higher education by (44.20%), because most universities rely on experienced, skilled, competent and scientific qualifications to recruit administrative cadres, and there is also a remarkable tendency for administrators to complete their education, in addition to their desire to obtain an academic position. The table also shows that most of them have High experience and that most of the sample members are administrators at a rate of (78.60%), and some of them work as an academic in a managerial position (21.40%).

Results of the Study Questions and Their Discussion:

The first study question states: What is the level of psychological capital in the Palestinian universities in Gaza Strip?

To answer the question, the researchers used appropriate descriptive tests such as arithmetic means, standard deviations, relative weights, and ranks for the domains and paragraphs of Psychological Capital questionnaire, and the following is an explanation of the results:

Table 8: The arithmetic mean, standard deviation, relative weight and rank of the fields of Psychological Capital and the total score of its paragraphs

Areas of Psychological Capital	SMA	Standard Deviation	Relative Weight	Rank
Hope	7.975	1.095	79.75	3
Optimism	8.205	1.153	82.05	1
Self-Efficacy	8.075	1.119	80.75	2
Flexibility	7.837	1.160	78.37	4
Total Degree of Psychological Capital	8.023	1.048	80.23	

It is evident from the table that the level of Psychological Capital was high in the Palestinian universities, where the relative weight of the total degree was (80.23%), and the field of optimism came first with a relative weight (82.05%), then the field of self-efficacy with a relative weight (80.75%) Then, the field of hope with a relative weight (79.75%), and finally the field of flexibility came with a relative weight (78.37%). Researchers attribute these results to several factors, the most important of which is the degree of awareness among the administrative employees in Palestinian universities of the importance of hope, optimism, efficiency and flexibility to achieve personal goals and achieve university goals. Likewise, the employee's sense of his duty and responsibilities stemming from his national and moral duties makes him have hope, optimism, competence and flexibility, as well as the Palestinian universities, despite the difficult circumstances that they are going through, still pay great attention to their human cadres as they are an essential element in achieving goals, their most important resources and the most important inputs to administrative and academic work.

These results are consistent with the results of (Abu Saif, 2018), and are consistent with the results of the study (Khamis, 2018). And (Abdel Wahab, 2013); Perhaps the reason for the agreement is due to the use of most of these studies the dimensions of hope, optimism, flexibility, and efficiency of Psychological Capital, such as the current study, in addition to the increase in the importance of psychological aspects and the interest of most institutions in providing and developing them among employees. Psychological Capital:

Table 9: the arithmetic mean, standard deviation, relative weight and rank of the paragraphs of the first field "hope" and the total score for its paragraphs

#	Paragraphs Of The Field Of Hope	SMA	Standard Deviation	Relative Weight	Rank
1	I think of several ways to get rid of the daily work troubles.	7.765	1.750	77.65	10
2	I am hopeful to achieve my goals.	8.252	1.530	82.52	5
3	I use various means of communication to obtain useful information in the face of challenges.	8.109	1.673	81.09	6
4	I use my work time to perform the tasks required of me.	8.442	1.546	84.42	3
5	I see failure as an experience to achieve success in the future.	7.983	1.722	79.83	7

6	I see failure as failing to exert the necessary effort.	7.191	2.186	71.91	11
7	I seek to develop myself to face any renewal in the mechanisms of work.	8.317	1.399	83.17	4
8	I believe every problem has a solution.	8.701	1.412	87.01	1
9	Use my past experiences to achieve success in the future.	8.473	1.374	84.73	2
10	I consider myself capable of facing the challenges of the future, regardless of their status.	7.918	1.539	79.18	8
11	I see that there is an interest in the feelings of university Employees.	6.952	3.084	69.52	12
12	I predetermine ways to achieve goals.	7.603	1.594	76.03	9
Hope		7.975	1.095	79.75	

It is evident from the previous table that most of the paragraphs received high relative weights, as Paragraph (8) received the first rank and states (I believe that every problem has a solution), with a relative weight (87.01%), and this indicates the motivation available to Employees in Palestinian universities to Finding solutions to problems, and this is due to the nature of the work of universities, as they are institutions that provide knowledge, information and experiences to students and all segments of society and are primarily responsible for scientific research processes, the basis of which is finding solutions to community problems, while Paragraph (11) got the last rank and states (I see) That there is interest in the feelings of university employees), with a relative weight (69.52%), and perhaps this paragraph came in last place due to the conditions experienced by academic institutions in Gaza Strip, the low rates of salaries and disbursement rates, in addition to the weakness of incentive and bonus systems due to the financial crises facing institutions The Academy of all kinds and sizes.

These results are consistent with the results of the study (Al-Dulaimi, 2016), and perhaps the reason for the agreement is due to the importance of hope in business organizations of all kinds, and the interest and conviction of senior management for their role in enhancing the tendencies and preparations of employees, and thus the level of hope was high.

Table 10: the arithmetic mean, standard deviation, relative weight and rank of the paragraphs of the second field "optimism" and the total score of its paragraphs

#	Paragraphs Of The Field Of Optimism	SMA	Standard Deviation	Relative Weight	Rank
13	I start the daily work with energy and happiness.	8.357	1.505	83.57	5
14	I am optimistic about my future goals.	7.935	1.633	79.35	9
15	I see that I can overcome future challenges.	7.816	1.617	78.16	12
16	My dedication to my work, whatever the size of the tasks.	8.289	1.551	82.89	6
17	I know very well the level of my abilities and skills.	8.636	1.181	86.36	1
18	I am bold enough to endure the consequences of the work I do.	8.473	1.313	84.73	3
19	I consider myself persistent in accomplishing my assigned tasks.	8.367	1.397	83.67	4
20	I have a high degree of determination to succeed.	8.483	1.541	84.83	2
21	I use all sources to obtain information about my business.	8.10	1.506	81.00	8
22	I would like to work in a group to overcome some challenges.	7.912	1.656	79.12	10
23	My work gives me a positive view of the future.	7.898	1.601	78.98	11
24	I can count on myself in the face of hardships.	8.191	1.493	81.91	7
Optimism		8.205	1.153	82.05	

It is evident from the previous table that all the relative weights were high for the paragraphs of the field of optimism, and it appears that Paragraph (17) got the first rank and states (I know well the level of my abilities and skills), with a relative weight (86.36%), and this is due to the nature of academic work, and that Every employee has his duties and responsibilities, and he must be aware of his capabilities and skills and the extent to which they fulfill his responsibilities, so that he can perform his duties and be able to give and exercise the tasks, as it is evident that Paragraph (15) gets the last position and states: (I believe that I am able to overcome future challenges.), With a relative weight (78.16%), and perhaps this paragraph ranked last because of the employee's ignorance of the future, and the growing challenges facing work in the administrative and academic field in universities in light of the exceptional circumstances that the institutions of the Palestinian society are going through, as the unknown future

limits the effectiveness of the individual to predict challenges This reflects negatively on his optimism and his ability to face those challenges or feel frustrated as a result.

These results are consistent with the results of the study (Abu Saif, 2018). And (Khamis, 2018) and (Abdel Wahab, 2013). The researchers believe that the reason for the agreement may be attributed to several factors, the most important of which is the interest of most business organizations of all kinds in developing and providing the necessary standards to raise the level of optimism, in addition to the fact that all these studies were conducted on groups similar to the current study category, and most of the studies Previous questionnaires similar to the questionnaire of the current study were used to measure optimism.

Table 11: the arithmetic mean, standard deviation, relative weight and rank for the paragraphs of the third field "Self-Efficiency" and the total score for its paragraphs

#	Self-Efficacy Area Paragraphs	SMA	Standard Deviation	Relative Weight	Rank
25	I plan well before starting my daily work.	8.014	1.585	80.14	9
26	I realize that I can complete all the tasks assigned to me.	8.439	1.376	84.39	3
27	Best New Business Performer.	8.092	1.419	80.92	7
28	I see that I can solve any problem that I encounter in my work.	8.170	1.342	81.70	5
29	I am preparing to redouble my efforts to do unique work.	8.215	1.468	82.15	4
30	I see good planning as a reason to be successful.	8.714	1.342	87.14	1
31	I choose activities carefully when taking on a new task.	8.130	1.442	81.30	6
32	I have creative capabilities that match my work nature.	8.068	1.446	80.68	8
33	I take responsibility for the business that I do.	8.609	1.375	86.09	2
34	I enroll in all training programs that help me improve my effort.	7.510	1.731	75.10	11
35	The university helps me develop my abilities and skills.	6.956	2.166	69.56	12
36	I benefit from the experiences of others to improve my capabilities at work.	7.986	1.522	79.86	10
Self-Efficacy		8.075	1.119	80.75	

It is evident from the previous table that most of the paragraphs have high relative weights, and this indicates that the study sample has self-efficacy, as Paragraph (30) got the first rank and states (I believe that good planning is the reason for achieving success), with relative weight (87.14% Planning is one of the most important pillars of an individual's success in achieving his goals and objectives of his organization, and belief in the importance of planning is part of achieving success. Paragraph 35 came last, which states (The university helps me develop my abilities and skills), with a relative weight (69.56%), This is due to several factors, the most important of which is that Palestinian universities prefer to choose a competent and qualified employee, and thus help him, in a small part, in developing his skills and capabilities.

These results are consistent with the results of (Abu Saif, 2018) and (Khamis, 2018). And (Abdel Wahab, 2013); The reason for the agreement is due to the convergence of the current study category with the categories of these studies, and the importance of self-efficacy in bearing work pressures, so most organizations are making great efforts to develop employees' self-efficacy, so that they can prioritize their work and carry out it according to standards and with high efficiency. Self-efficacy expresses the capabilities and preparations of employees, and it is one of the aspects that most business organizations are interested in in attracting and employing employees, and it also sets plans and policies in order to develop self-efficacy, so the relative weights of competency items are high and consistent with some previous studies.

Table 12: the arithmetic mean, standard deviation, relative weight and rank of the paragraphs of the fourth field "flexibility" and the total score of its paragraphs

#	Spine Flexibility Area	SMA	Standard Deviation	Relative Weight	Rank
37	Arrange the positions according to their priority.	8.425	1.280	84.25	1
38	I control my emotions when facing risks.	7.864	1.483	78.64	6
39	I change my goals to be more in line with the requirements of reality.	7.691	1.653	76.91	10
40	Move away from routine performance at work.	7.534	1.645	75.34	11
41	I create flexible business plans that are applicable and change.	7.759	1.452	77.59	9
42	I rely on effective communication and communication systems.	7.840	1.558	78.40	8
43	I have the ability to convince others of my ideas.	8.088	1.337	80.88	2

44	I change my thinking pattern to keep pace with internal and external changes.	7.840	1.525	78.40	7
45	I clearly identify the sources of strength and weakness.	7.891	1.432	78.91	5
46	I seek to remedy the weaknesses and shortcomings of my business.	8.048	1.518	80.48	3
47	I am looking for new mechanisms to apply modern technologies at work.	7.939	1.588	79.39	4
48	The university has a work environment that supports creativity.	7.119	2.096	71.19	12
Flexibility		7.837	1.160	78.37	

It is clear from the previous table that all the paragraphs came with high relative weights, as Paragraph (37) Ranked first and states (Arranging the positions according to their priority), with a relative weight (84.25%). Perhaps arranging the positions according to priority is one of the most important factors for success in overcoming obstacles And challenges, and achieving goals, as it is a skill in managing daily work and its procedures. Paragraph 48 came last, and states (The university has a work environment that supports creativity), with a relative weight (71.19%). Perhaps the creativity environment needs great potentials, especially since There are creative ideas that can be developed through devices, equipment and supplies, and Palestinian universities provide an environment that supports creativity, but not at a high level.

These results are consistent with the results of the study (Khamis, 2018). And (Abdel Wahab, 2013); the reason for the agreement is due to the convergence of the study groups, and the convergence of the tools used in these studies with the current study.

The results of the second question, which states: Are there statistically significant differences between the responses of the respondents regarding the reality of psychological capital (Psychological Capital) of the administrative employees in the Palestinian universities in Gaza Strip due to variables: Gender, Age, Educational Qualification, Years of Service, and Job Status?

To answer the second question, the researchers tested the main hypothesis and the hypotheses emerging from it, using the Independent Samples T test according to the gender variables, job description, and the One Way ANOVAs test, according to for age, educational qualification and years of service variables:

H0₁: There are statistically significant differences at the level of significance ($\alpha \leq 0.05$) between respondents' responses about the reality of Psychological Capital among administrative employees in Palestinian universities in Gaza Strip due to variables: gender, age, academic qualification, years of service, characteristic the work.

The first main hypothesis stems from the following sub-hypotheses:

H0_{1.1}: There are statistically significant differences at the level of ($\alpha \leq 0.05$) between the respondents' responses to the reality of Psychological Capital among the administrative employees in Palestinian universities in Gaza Strip due to the variable of gender.

Table 13: A t-test for the differences between the respondents' responses according to the gender variable

Section	Gender	Number of Items	SMA	Standard Deviation	T value	Probability Value
Psychological Capital	Male	223	8.012	1.103	0.306	0.760
	Female	71	8.056	0.860		

Tabular t * at degrees of freedom (292) and a level of significance (0.05) equal to (1.98)

It is evident from the previous table that the probability values were greater than the significance level (0.05), and the calculated t values were less than the tabular t value, and this indicates that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the responses of the respondents about the reality of the head. Psychological capital among the administrative employees in Palestinian universities in Gaza Strip due to the variable of gender. The researchers explain these results in light of the fact that most academic institutions do not differentiate between male and female, and that all employees have the same level of supervision and the nature and characteristics of the tasks assigned to them. Consequently, the sample responses to the psychological capital variable were close and there were no differences attributed to the gender variable. These results are consistent with the results of (Po Derham, 2018) and (Al-Karawi, 2016).

H0_{1.2}: There are statistically significant differences at a significant level ($\alpha \leq 0.05$) between the respondents' responses about the reality of Psychological Capital among the administrative employees in the Palestinian universities in Gaza Strip due to the age variable.

Table 14: The one-size-fits-all analysis test for the differences between the respondents' responses according to the age variable

Section	The Source Of The Contrast	Total Averages	Degrees Of Freedom	Average Of Squares	F value	Probability Value
Psychological Capital	Between groups	9.208	3	3.069	2.847	0.038
	Within groups	312.626	290	1.078		
	Total	321.834	293			

* Tabularity at degrees of freedom (290-3) and a level of significance (0.05) equal to (2.605)

It is evident from the previous table that the probability value on Psychological Capital was less than the level of significance (0.05), and this indicates that there are statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the responses of the respondents regarding Psychological Capital Capital is due to the age variable, and these results differ with the results of the study (Powderham, 2018), which indicated that there are no differences in Psychological Capital due to the age variable, and perhaps the reason for the difference is due to the different application environment, as the study applied their powder to institutions As for the current study, it is concerned with academic institutions.

To clarify the nature and direction of the differences, the researchers used the Scheffe test for the dimensional comparisons, but did not discover the differences, so I resorted to the L.S.D test.

Table 15: L.S.D test for dimensional comparisons in Psychological Capital according to the age variable

Section	Age	30 Years Or Less	31 - 40 Years Old	41-50 Years Old	More Than 50 Years Old
SMA		7.898	8.122	7.82	8.286
Psychological Capital	30 years or less	--			
	31 - 40 years old	//0.224	--		
	41-50 years old	//0.078	*0.303	--	
	More than 50 years old	//0.388	//0.164	*0.466	--

It is clear from the previous table that the differences came in favor of the group (over 50 years old), (31-40 years old), and at the expense of the category (41-50 years old).

H0_{1.3}: There are statistically significant differences at a significant level ($\alpha \leq 0.05$) between the respondents' responses about the reality of Psychological Capital among the administrative employees in the Palestinian universities in Gaza Strip due to the scientific qualification variable.

Table 16: The one-way analysis of variance test for the differences between respondents' responses according to the scientific qualification variable

Section	The Source Of The Contrast	Total Averages	Degrees Of Freedom	Average Of Squares	F value	Probability Value
Psychological Capital	Between groups	9.138	2	40569	4.252	0.015
	Within groups	312.696	291	1.075		
	Total	321.834	293			

* Tabularity at degrees of freedom (291 - 2) and a level of significance (0.05) equal to (2.996)

It is evident from the previous table that the probability value on Psychological Capital was less than the level of significance (0.05), and this indicates that there are statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the responses of the respondents regarding Psychological Capital Capital), among the administrative Employees in the Palestinian universities in Gaza Strip, attributed to the scientific qualification variable. To find out the nature of these differences, the researchers used the (L.S.D) test, and the following table shows the differences:

Table 17: L.S.D test for dimensional comparisons in Psychological Capital according to the scientific qualification variable

Section	Qualification	Diploma	Bachelor	Postgraduate
SMA		7.668	8.124	8.10
Psychological Capital	Diploma	--		
	Bachelor	*0.4563	--	
	Postgraduate	*0.4305	//0.026	--

It is clear from the previous table that the differences came in favor of undergraduate and postgraduate studies and at the expense of the diploma; Because those with bachelors and postgraduate studies have sufficient awareness about the concepts and factors of achieving Psychological Capital, and ways to exploit the available capabilities in the performance of tasks, and therefore the size and nature of the problems they face inside work are less, and they have an acceptance of challenges and the ability to overcome them, and thus increase Their sense of Psychological Capital.

H0_{1.4}: There are statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the respondents' responses about the reality of Psychological Capital in developing job engagement among administrative employees in Palestinian universities in Gaza Strip due to the variable of years of service.

Table 18: An analysis of variance test for the differences between respondents' responses according to the variable of years of service

Section	The Source Of The Contrast	Total Averages	Degrees Of Freedom	Average Of Squares	F value	Probability Value
Psychological Capital	Between groups	2.343	3	0.781	0.709	0.547
	Within groups	319.492	290	1.102		

	Total	321.834	293			
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* Tabularity at degrees of freedom (290-3) and a level of significance (0.05) equal to (2.605)

It is evident from the previous table that the values of probability on Psychological Capital and Job Engagement were greater than the level of significance (0.05), and this indicates that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the responses of the respondents about The reality of Psychological Capital of the administrative Employees in the Palestinian universities in Gaza Strip is due to the variable of years of service.

These results are consistent with the results of the study (Po Derham, 2018). The researchers interpret these results in light of the study sample, despite the different years of service, but they work in academic institutions and have their own characteristics. The necessary capabilities for its employees, and thus no differences appeared in Psychological Capital attributable to years of service.

H0_{1.5}: There are statistically significant differences at a significant level ($\alpha \leq 0.05$) between the respondents' responses about the reality of Psychological Capital among the administrative employees in the Palestinian universities in Gaza Strip due to the variable of work status.

Table 19: T-test for the differences between the respondents' responses according to job description variable

Section	Job Description	Number of Items	SMA	Standard Deviation	T value	Probability Value
Psychological Capital	Administrative	231	7.948	1.102	2.360	0.019
	Academic With A Management Position	63	8.297	0.769		

Tabular t * at degrees of freedom (292) and a level of significance (0.05) equal to (1.98)

It is evident from the previous table that the probability values came less than the significance level (0.05), and the calculated t values were greater than the tabular value of t, and this indicates that there are statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the respondents' responses about the reality of capital. Psychological Capital among the administrative Employees in the Palestinian universities in Gaza Strip is attributed to the variable of work status, and the differences came in favor of the academic in an administrative position, and perhaps this reflects that the academic has the advantages and characteristics of work more obvious than administrative positions, and work in the academic field and administrative positions imparts sufficient knowledge For Employees, it enhances their social status, and this enhances their sense of psychological capital, and they have a strong connection with the goals of the university and its entity.

Conclusion and Recommendations

Conclusions

- The results of the study showed that the level of Psychological Capital in Palestinian universities was high, with relative weight (80.23%), and the field of optimism came first with relative weight (82.05%), then the field of self-efficacy with relative weight (80.75%), then The field of hope has a relative weight (79.75%), and finally the field of flexibility comes with a relative weight (78.37%).
- The results showed that there were no statistically significant differences between the respondents' responses about the reality of Psychological Capital among the administrative Employees in the Palestinian universities in Gaza Strip due to the variable of gender and years of service.
- It was found that there are statistically significant differences between the respondents' responses to Psychological Capital due to the age variable in favor of the category (over 50 years, and 31 to 40 years), among the administrative Employees in the Palestinian universities in Gaza Strip due to the age variable.
- There are statistically significant differences between the respondents' responses to Psychological Capital due to the scientific qualification variable in favor of bachelors and postgraduate studies among the administrative Employees in Palestinian universities in Gaza Strip due to the scientific qualification variable.
- There are statistically significant differences between the respondents' responses to the reality of Psychological Capital among the administrative Employees in the Palestinian universities in Gaza Strip due to the variable of the job status, and the differences came in favor of the academic in an administrative position.

Recommendations

Although most of the ratios were high, and the results were positive, the researchers identified some of the lowest proportions with relative weight, and some recommendations were formulated in light of them, and the recommendations came as follows:

- Giving administrative Employees in Palestinian universities skills in managing daily work situations and problems.
- Encouraging the employee on the principle of trial and error and ways to achieve feedback from failure situations
- Showing adequate attention to the feelings of Employees, meeting their desires and needs, and providing support to overcome their problems

- Help Employees overcome future challenges
- Spreading the spirit of optimism and hope among administrative Employees.
- Building work teams within Palestinian universities with diverse capabilities and skills to accomplish difficult tasks.
- Designing training programs that meet the needs of Employees and raise their capabilities and skills.

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