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THE IMPACT OF POSITIVE PSYCHOLOGICAL CAPITAL IN ENHANCING THE EMPLOYEE EMPOWERMENT OF FACULTY MEMBERS IN PRIVATE JORDANIAN UNIVERSITIES IN THE NORTHERN PROVINCE

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Abstract

The study mainly aimed to show the impact of positive psychological capital in enhancing the employee empowerment of faculty members in private Jordanian universities in the Northern Province. To achieve this goal, the researchers relied on two approaches: inductive and descriptive analytical approach, the SPSS software was also relied on to analyze the study data, and to test hypotheses, which were descriptive statistics measures, model fit tests, and multiple linear regression analysis, to test the study hypotheses. The study population was the private universities in the northern region, which amounted to 4 universities, and the study sample consisted of 81 qualified faculty members working in those universities. The most important results of the study were the presence of a positive psychological capital impact in promoting and enhancing employee empowerment represented by (delegation of authority, participation of a faculty member for effective decision-making, self-motivation, work environment, building confidence). As for the most important recommendations of the study, it is crystallized that university administrations looking for educational leadership should pay attention to the issue of psychological capital through coordination and cooperation with professional organizations specialized in it, in order to enhance the behavioral dimensions of lecturers within the university and spread its meanings in terms of hope, optimism, self-efficacy and flexibility and the impact of this on the efficiency of their teaching performance in it.

Keywords: Positive Psychological Capital: Employee Empowerment: Private Jordanian Universities in the Northern province

The problem of the study: It includes all of the following:

The first main question:

Is there an impact of positive psychological capital in enhancing the employee empowerment of faculty members in private Jordanian universities in the Northern Province?

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First sub-question:

Is there an impact of positive psychological capital in enhancing the delegation of authority of faculty members in private Jordanian universities in the northern province?

Second sub-question:

Is there an impact of positive psychological capital in participation of a faculty member for effective decision-making of faculty members in private Jordanian universities in the northern province?

Third sub-question:

Is there an impact of positive psychological capital in self-motivation of faculty members in private Jordanian universities in the northern province.?

Fourth sub-question:

Is there an impact of positive psychological capital in enhancing the work environment of faculty members in private Jordanian universities in the northern province?

Fifth sub-question:

Is there an impact of positive psychological capital in enhancing confidence building of faculty members in private Jordanian universities in the northern province.?

Study Hypotheses:

Based on the questions of the study problem, the study hypotheses revolve around the following:

The first main hypothesis **H_{01}**:

There is no impact of positive psychological capital in enhancing the employee empowerment of faculty members in private Jordanian universities in the northern province .

First sub-hypothesis **H_{01-1}**:

There is no impact of positive psychological capital in enhancing the delegation of authority of faculty members in private Jordanian universities in the northern province .

Second sub- hypothesis **H_{01-2}**:

There is no impact of positive psychological capital in participation of a faculty member for effective decision-making of faculty members in private Jordanian universities in the northern province.

Third sub- hypothesis **H_{01-3}**:

There is no impact of positive psychological capital in self-motivation of faculty members in private Jordanian universities in the northern province.

Fourth sub- hypothesis **H_{01-4}**:

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There is no impact of positive psychological capital in enhancing the work environment of faculty members in private Jordanian universities in the northern province.

Fifth sub- hypothesis **H_{01-5}:**

There is no impact of positive psychological capital in enhancing confidence building of faculty members in private Jordanian universities in the northern province.

The Theoretical side:

The concept of positive psychological capital:

The term psychological capital was mentioned briefly in many fields, including economics, investment and sociology, and with the emergence of positive psychology, Martin Seligman made a great challenge, the goal of which was to change the interest in what is wrong in individuals and turn to what is right, and focus on strengths instead of Weaknesses, and on health and vitality rather than diseases.

The terms Psychological Capital and Positive Psychological Capital are also used by various researchers and sources synonymously. At the same time, Psychological Capital focuses on personal psychological resources with their four components: self-efficacy, optimism, hope and flexibility. (Cimen, Ismail, & Ozgan, Habib, 2018: 30).

So the researchers agree with. (Peterson et al., 2011) The term psychological capital or positive psychological capital emphasizes the approach to positivity, meanings and results, which are described as “the shared latent capacity that is critical to motivating human resources, cognitive processes and the pursuit of success and performance in the workplace.”

Therefore, psychological capital has been defined by psychologists as being the personal qualities that contribute to the productivity of the individual (Gohel, 2012). It represents a group of positive personal resources that help individuals achieve success in various aspects of life (Baron et al., 2013).

Accordingly, psychological capital is considered to be a positive psychological state developed for the individual, which is described through:

• The individual has the confidence to make the necessary efforts to achieve success in performing challenging tasks (self-efficacy).

• The individual makes distinctive positive contributions to achieving success at the present time and in the future (optimism).

• Perseverance of the individual and his quest towards achieving goals and re-adjusting the tracks when necessary in order to achieve the desired success (hope).

• The individual's ability to endure and bounce back to his usual state when facing various problems and obstacles in his quest to achieve goals (flexibility).(Kim, Minjung et al, 2018, P5ز)

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Empowerment concept:

Empowerment is a psychological concept based on the assumption that workers are internal customers and service providers, and therefore working to create an organizational environment based on meeting their physical and psychological needs and desires forms the basis of work operations. The company's attempts to empower employees positively affect their desires to provide better performance at work, in addition to increasing their level of emotional satisfaction with their daily tasks. Therefore, developing strategies based on enhancing employee empowerment is an important part of internal marketing (Yao, Chen & Cai, 2013).

While Al-Wadi (2012) asserts that empowerment necessarily means delegating authority to subordinates. It also gives workers enough power and resources, while giving them enough freedom to make decisions in order to achieve organizational goals.

As for(Daft), he believes that empowerment represents an inevitable response to achieve the comprehensive quality requirements that organizations focus on in providing products that are characterized by high quality and flexibility in order to achieve customer requirements in addition to reducing costs and the speed of response, and that empowerment is an important step in achieving learning (Greenfield, 2015).

Empowerment Objectives and Operations:

Empowerment aims to achieve several goals, the most important of which is to create commitment among employees towards the organization, work to achieve its goals, employ their optimal capabilities, and involve them in continuous development and improvement processes to meet the needs and expectations of customers.

It is also a way to overcome bureaucracy and achieve concepts of functional integration among employees, as it is based on helping them participate in decision-making, bear work risks, and take the initiative to solve problems without relying primarily on superiors and managers in every problem they face. It also leads to achieving job satisfaction, reducing the level of absenteeism from work, and developing concepts of work turnover, which is positively reflected on individual and organizational performance (Kumar, 2016).

Empowerment includes several operations, the most important of which are:

1. Granting employees sufficient powers in decision-making processes related to their tasks that affects their organizational performance.

2. Providing sufficient information about the organization's performance, such as the situation in the market and its operational outputs.

3. Providing employees with sufficient skills and knowledge to help them understand the inputs and outputs of the organization affecting its performance.

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Empowerment Benefits:

The benefits that organizations can reap from empowering their employees include quick decision-making while ensuring the safety of these decisions, especially at the operational levels, as well as delegating powers and reducing workloads at higher levels in the organization while ensuring the exercise of some kind of control.

William Umiker sees that empowerment has several advantages for the organization and individuals, including (Greenfield, 2015):

First: For the organization, it achieves the following advantages:

1. High productivity

2. Low absenteeism and work turnover

3. Improve the quality of production or services

Second: For an individual:

1. Satisfying the individual's needs for self-esteem and self-affirmation

2. High individual resistance to work pressures

3. High loyalty of the individual to the organization

4. The individual's sense of satisfaction with his job and his superiors

The importance of positive psychological capital, in the opinion of researchers, will give the true meaning of empowerment in motivating faculty members to work with their maximum potential, and to obtain the best educational innovations in the event that university presidents pave the way for teaching empowerment, which helps to achieve the university's goals that cannot be achieved without involving the teaching side In it, For that universities looking for educational innovation and pioneering development of education need their information, expertise and skills, as well as their joint efforts in order to achieve the university's own goals at the local and global levels.

The practical side:

Study population and sample:

The study population consists of the (4) private Jordanian universities in the northern province .a questionnaire was distributed to the study sample (100 faculty members), from which the researchers retrieved (87) questionnaires, and after reviewing the retrieved ones, it was found that there are (6) questionnaires that are not valid for analysis. Thus, the number of valid questionnaires for analysis reached (81).

The characteristics of the study sample:

Table No. (1) Shows the distribution of the sample members according to the personal variables of the study sample:

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Table No. 1: Distribution of sample members according to personal variables

Variable	level	Repeats	percentage
Age	Less than 25 years old	7	8.6
	25- Less than 35 years old	26	32.1
	35- Less than 45 years old	31	38.3
	45- Less than 55 years old	17	21.0
	Over 55 years old	7	8.6
	Total	81	100
Major	Economics and Administrative Sciences	23	28.4
	Literature	6	7.4
	Sciences	14	17.3
	Law	8	9.9
	Education	15	18.5
	Engineering	6	7.4
	Agriculture	3	3.7
	Computer	2	2.5
	Other	4	4.9
	Total	81	100
Years of work experience	Less than 5 years old	14	17.3
	5 - less than 10 years	15	18.5
	10 - less than 15 years	26	32.1
	15 - less than 20 years	15	18.5
	More than 20 years	8	9.9
	Total	81	100

It appears from Table No. (1) that:

1. The highest percentage of the distribution of sample members according to the age group variable (38.3%) was for the age group from 35 to 45 years, which is considered a high percentage, while the lowest percentage (6.8%) was for the age group less than 25 years and the age group more than 55 years This percentage is considered somewhat normal for these two categories, which indicates that the study sample is qualified to answer the items of the questionnaire and rely on it.

2. The highest percentage of the distribution of the sample members according to the academic specialization variable reached (28.4%) for the economics and administrative sciences, then education at (18.5%) and then the sciences with a percentage of (17.3%), which is a high percentage, since those specializations in private universities are the largest in the number of students and Then the number of faculty members, while the lowest percentage (2.5%) was for the (computer) specialization, which is a small percentage, and thus the study sample has the concepts, foundations, methods and technology that increases their awareness of the importance of the subject of the study, and therefore they can be relied upon in their answers.

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3. The highest percentage of the distribution of the sample members according to the variable years of work experience in companies was (32.1%) for the period of experience (10-15 years), while the lowest percentage (9.9%) for the period of experience was (more than 20 years). These percentages indicate that the study sample has sufficient experience, especially if it is addressed with the age group, which enhances and strengthens the results of this study.

Validity and reliability of the study instrument:

The validity of the content of the instrument used in the study was confirmed by presenting it to a group of experienced and competent faculty members in universities, to express their opinion in each field of study and the formulation of paragraphs and the extent to which each paragraph is related to its field, as some questions were modified, others were deleted and new questions were added to comply with the arbitrators' suggestions and observations, and thus the study instrument (the questionnaire) became in its final form, consisting of (35) paragraphs distributed over 6 fields

While the stability of the study instrument means the stability, reliability and predictability of the results; That is, the extent of agreement or consistency in the results of the questionnaire, as it was applied more than once in similar circumstances. To calculate the stability of the study instrument, it was divided into six fields to measure stability for each one of them and for the instrument as a whole The Cronbach Alpha internal consistency test was used for the obtained answers of the study sample, and (alpha) can be interpreted as the internal stability coefficient between the answers, and its high value indicates the degree of high stability. The statistically acceptable value for this scale is (60 %) or more (Sekaran & Roger, 2013), and in other studies, the statistically acceptable value is (70%) or more. It is clear from the results of data analysis in Table No. (2) that the result of the stability of the study paragraphs is high .

Table No. 2: Internal stability coefficients (Cronbach's alpha) for each field of the study instrument and for the instrument as a whole

Field	Number of paragraphs	Cronbach's alpha
The independent variable is positive psychological capital	9	80.5
Dependent variable: employee empowerment		
delegation of authority	5	83.5
participation of a faculty member for effective decision-making	5	87.4
self-motivation	6	92.9
enhancing the work environment	5	90.8
confidence building	5	86.5
employee empowerment as a whole	26	96.6
The instrument as a whole	35	95.9

It appears from Table No. (2) that all values of Cronbach's alpha coefficients were high, and the stability of the study paragraphs as a whole was high, reaching (95.9), which indicates that the study instrument is highly credible.

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Normal Distribution:

Table No. (3) shows the result of the normal distribution test for the data, where the Skewness & Kurtosis test was used, and the results were as follows:

Table 3

variable	Skewness	Kurtosis
The independent variable is positive psychological capital	-.549	1.068
Dependent variable: employee empowerment	-1.130	1.949
delegation of authority	-.906	.985
participation of a faculty member for effective decision-making	-.949	1.500
self-motivation	-1.112	1.559
enhancing the work environment	-.969	.925
confidence building	-.703	.510

It appears from Table No. (3) that the test value of Skewness lies between (1.96 ±) and the value of Kurtosis's test lies between (2.58 ±), and therefore the data distribution is subject to a normal distribution.

Descriptive analysis of the study variables:

After the researchers verified the validity of the data for statistical analysis and dependence on it, the other part comes in which an analytical description of the study variables takes place, testing their hypotheses, and drawing conclusions are as follows:

Table 4: shows the mean, standard deviations and t-value of the independent and dependent variables

Variable	Mean	Standard deviations	Rank	t-value	Statistical significance
The independent variable is positive psychological capital	4.239	.421	High	26.484	.000
Dependent variable: employee empowerment	3.856	.668	High	11.529	.000
delegation of authority	3.898	.692	High	11.665	.000
participation of a faculty member for effective decision-making	3.854	.711	High	10.820	.000
self-motivation	3.689	.867	High	7.145	.000
enhancing the work environment	3.901	.763	High	10.631	.000
confidence building	3.970	.706	High	12.362	.000

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RESULTS

Testing and discussing the hypotheses of the study:

The first main hypothesis **H_{01}**:

There is no impact of positive psychological capital in enhancing the employee empowerment of faculty members in private Jordanian universities in the northern province .

To test this hypothesis, simple regression analysis was used to identify the impact of positive psychological capital in enhancing the employee empowerment of faculty members in private Jordanian universities in the northern province. Table No. (5) shows the results related to the first main hypothesis as follows:

Independent variable	**value *β***	**value *t***	**Statistical significance**
constant	.7950	1.174	.244
positive psychological capital	.7220	4.541	.000
value *F*	20.619	Statistical significance *for F*	0.000
R	% 45.5	R^2	% 20.7
		Number of views	81

The table shows a strong, positive and statistically significant relationship for the first main hypothesis, where the value of R, which represents the size of the correlation between the independent variable and the dependent variable, achieved 45.5%, and it was found that there is an impact of positive psychological capital in enhancing employee empowerment represented by (delegation of authority, participation of a faculty member For effective decision-making, self-motivation, work environment, confidence-building), where the value of F was (20,619), with a statistical significance (0.000). Where R2 reached (20.7%), which represents the strength of the influence of the independent variable (positive psychological capital) on the dependent variable (employee empowerment), which indicates that 20.7% of the variance in the dependent variable represented in employee empowerment can be attributed to the change in the independent variable. Which is represented in the positive psychological capital, while the fixed α value is equal to (0.795), that is, when the positive psychological capital is equal to zero, the employee empowerment is equal to (0.795). As for the β coefficient, it reached (0.722) when the independent variable changes by one value, the dependent variable will change by the value of β, meaning that it will change by (0.722). Thus, we reject the first major null hypothesis, and accept the alternative hypothesis.

Results related to the first sub-hypothesis:

First sub-hypothesis **$H_{01\text{-}1}$**:

There is no impact of positive psychological capital in enhancing the delegation of authority of faculty members in private Jordanian universities in the northern province .

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To test this hypothesis, simple regression analysis was used to identify the effect of positive psychological capital in enhancing the delegation of authority of faculty members in private Jordanian universities in the northern province. Table No. (6) shows the results related to the first sub-hypothesis as follows:

Independent variable	**value *β***	**value *t***	**Statistical significance**
constant	.5510	.7970	.428
positive psychological capital	.7900	4.863	.000
value *F*	23.646	Statistical significance *for F*	0.000
R	% 48.0	R^2	% 23.0
		Number of views	81

The table shows a strong, positive and statistically significant relationship for the first sub-hypothesis, where the value of R, which represents the size of the correlation between the independent variable and the dependent variable, achieved 48.0%, and it was found that there an impact of positive psychological in enhancing the delegation of authority , where the value of F reached (23.646) and with statistical significance of (0.000). Whereas R2 reached (23.0%), which represents the strength of the influence of the independent variable (positive psychological capital) on the dependent variable (delegation of authority), which indicates that 23.0% of the variance in the dependent variable represented in the delegation of authority can be attributed to the change in the independent variable. Which is represented in the positive psychological capital. As for the fixed α value, it is equal to (0.551), that is, when the positive psychological capital is equal to zero, the delegation of authority is equal to (0.551). As for the β coefficient, it reached (0.790) which means that when the independent variable changes by one value, the dependent variable will change by the value of β, meaning that it will change by (0.790). Thus, we reject the first sub-null hypothesis, and accept the alternative hypothesis.

The results related to the second sub-hypothesis **H_{01-2}**:

There is no impact of positive psychological capital in participation of a faculty member for effective decision-making of faculty members in private Jordanian universities in the northern province.

To test this hypothesis, simple regression analysis was used to identify the impact of positive psychological capital in enhancing the participation of a faculty member for effective decision-making of faculty members in private Jordanian universities in the northern province. Table No. (7) shows the results related to the second sub-hypothesis as follows:

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Independent variable	**value *β***	**value *t***	**Statistical significance**
constant	.9120	1.237	.220
positive psychological capital	.6940	4.009	.000
value *F*	16.096	Statistical significance *for F*	0.000
R	% 41.1	R^2	% 16.9
		Number of views	81

The table shows a strong positive and statistically significant relationship for the second sub-hypothesis, where the value of R, which represents the size of the correlation between the independent variable and the dependent variable, achieved 41.1 % . It was found that there is an impact of positive psychological capital in enhancing the participation of a faculty member for effective decision-making, as the value of F was (16,096) and was statistically significant (0.000). Whereas R2 reached (16.9%), which represents the strength of the influence of the independent variable (positive psychological capital) on the dependent variable (the participation of a faculty member for effective decision-making), which indicates that 16.9% of the variance occurred in the dependent variable represented in the participation of a faculty member for effective decision-making ,can be traced back to the change in the independent variable represented in the positive psychological capital. As for the fixed α value, it is equal to (0.912), that is, when the positive psychological capital is equal to zero, the participation of a faculty member for effective decision-making is (0.912). As for the β coefficient, it reached (0.694) which means that when the independent variable changes by one value, the dependent variable will change by the value of β, meaning that it will change by (0.694). Thus, we reject the second sub-null hypothesis, and accept the alternative hypothesis.

Results related to the third sub-hypothesis:

Third sub- hypothesis **H_{01-3}:**

There is no impact of positive psychological capital in self-motivation of faculty members in private Jordanian universities in the northern province.

To test this hypothesis, simple regression analysis was used to identify the impact of positive psychological capital in enhancing self-motivation of faculty members in private Jordanian universities in the northern province. Table (8) shows the results related to the third sub-hypothesis as follows:

Independent variable	**value *β***	**value *t***	**Statistical significance**
constant	1.249	1.317	.192
positive psychological capital	.5760	2.587	.012
value *F*	6.690	Statistical significance *for F*	0.021
R	% 27.9	R^2	% 7.8
		Number of views	81

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The table shows a positive and statistically significant relationship for the third sub-hypothesis, where the value of R, which represents the size of the correlation between the independent variable and the dependent variable, achieved 27.9%, and it was found that there was an impact of positive psychological capital in enhancing self-motivation, where the value of F reached (6.690) and with statistical significance of (0,021). Whereas R2 reached (7.8%), which represents the strength of the influence of the independent variable (positive psychological capital) on the dependent variable (self-motivation), which indicates that 7.8% of the variance in the dependent variable represented in self-motivation can be attributed to the change in the independent variable that is represented in the positive psychological capital. As for the fixed α value, it is equal to (1.249), that is, when the positive psychological capital is equal to zero, the self-motivation is equal to (1.249). As for the β coefficient, it reached (0.576) which means that when the independent variable changes by one value, the dependent variable will change by the value of β, meaning that it will change by (0.576). Thus, we reject the third sub-null hypothesis, and accept the alternative hypothesis.

Results related to the fourth sub-hypothesis:

Fourth sub- hypothesis **H_{01-4}**:

There is no impact of positive psychological capital in enhancing the work environment of faculty members in private Jordanian universities in the northern province.

To test this hypothesis, simple regression analysis was used to identify the impact of positive psychological capital in enhancing the work environment of faculty members in private Jordanian universities in the northern province . Table No. (9) shows the results related to the fourth sub-hypothesis as follows:

Independent variable	**value *β***	**value *t***	**Statistical significance**
constant	.8850	1.108	.271
positive psychological capital	.7120	3.794	.000
value *F*	14.395	Statistical significance *for F*	0.000
R	% 39.3	R^2	% 15.4
Independent variable		Number of views	81

The table shows a strong positive and statistically significant relationship for the fourth sub-hypothesis, where the value of R, which represents the size of the correlation between the independent variable and the dependent variable, achieved 39.3%, and it was found that there is an impact of positive psychological capital in enhancing the work environment, where the value of F reached (14,395) and with statistical significance of (0.000). R^2 reached (15.4%), which represents the strength of the influence of the independent variable (positive psychological capital) on the dependent variable (work environment), which indicates that 15.4% of the variance in the dependent variable represented in the work environment can be attributed to the change in the independent variable that is represented in the positive psychological capital. As for the fixed α value, it is equal to (0.885), that is, when the positive psychological capital is equal to zero, the

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work environment is equal to (0.885). As for the coefficient β, it reached (0.712) when the independent variable changes by one value, the dependent variable will change by the value of β, meaning that it will change by (0.712). Thus, we reject the fourth sub-null hypothesis, and accept the alternative hypothesis.

Results related to the fifth sub-hypothesis:

Fifth sub- hypothesis **H_{01-5}:**

There is no impact of positive psychological capital in enhancing confidence building of faculty members in private Jordanian universities in the northern province

To test this hypothesis, simple regression analysis was used to identify the effect of positive psychological capital in enhancing confidence building ofaculty members in private Jordanian universities in the northern province. Table No. (10) shows the results related to the fifth sub-hypothesis as follows:

Independent variable	**value *β***	**value *t***	**Statistical significance**
constant	.3170	.4600	.647
positive psychological capital	.8620	5.319	.000
value *F*	28.294	Statistical significance *for F*	0.000
R	% 51.4	R^2	% 26.4
		Number of views	81

The table shows a strong positive and statistically significant relationship for the fifth sub-hypothesis, where the value of R, which represents the size of the correlation between the independent variable and the dependent variable, achieved 51.4%, and it was found that there is an impact of positive psychological capital in enhancing confidence-building, where the value of F reached (28.294) and with statistical significance of (0.000). R2reached (26.4%), which represents the strength of the influence of the independent variable (positive psychological capital) on the dependent variable (confidence building), which indicates that 26.4% of the variance in the dependent variable represented in confidence building can be attributed to the change in the independent variable that is represented in the positive psychological capital, while the fixed α value is equal to (0.317), that is, when the positive psychological capital is equal to zero, the confidence building is equal to (0.317). As for the coefficient β, it reached (0.862) when the independent variable changes by one value, the dependent variable will change by the value of β, meaning that it will change by (0.862). Thus, we reject the fifth sub-null hypothesis, and accept the alternative hypothesis.

RESULTS:

1-IT was found that there is an impact of positive psychological capital in enhancing employee empowerment represented by (delegation of authority, participation of a faculty member For effective decision-making, self-motivation, work environment, confidence-

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building), where the value of F was (20,619), with a statistical significance of (0.000). Where R2 reached (20.7%), which represents the strength of the influence of the independent variable (positive psychological capital) on the dependent variable (employee empowerment), which indicates that 20.7% of the variance in the dependent variable represented in employee empowerment can be attributed to the change in the independent variable. Which is represented in the positive psychological capital

2- IT was found that there an impact of positive psychological in enhancing the delegation of authority, where the value of F reached (23.646) and with statistical significance of (0.000). Whereas R2 reached (23.0%), which represents the strength of the influence of the independent variable (positive psychological capital) on the dependent variable (delegation of authority), which indicates that 23.0% of the variance in the dependent variable represented in the delegation of authority can be attributed to the change in the independent variable. Which is represented in the positive psychological capital.

3-IT was found that there is an impact of positive psychological capital in enhancing the participation of a faculty member for effective decision-making, as the value of F was (16,096) and was statistically significant (0.000). Whereas R2 reached (16.9%), which represents the strength of the influence of the independent variable (positive psychological capital) on the dependent variable (the participation of a faculty member for effective decision-making), which indicates that 16.9% of the variance occurred in the dependent variable represented in the participation of a faculty member for effective decision-making ,can be traced back to the change in the independent variable represented in the positive psychological capital.

4- IT was found that there was an impact of positive psychological capital in enhancing self-motivation, where the value of F reached (6.690) and with statistical significance of (0,021). Whereas R2 reached (7.8%), which represents the strength of the influence of the independent variable (positive psychological capital) on the dependent variable (self-motivation), which indicates that 7.8% of the variance in the dependent variable represented in self-motivation can be attributed to the change in the independent variable that is represented in the positive psychological capital.

5- IT was found that there is an impact of positive psychological capital in enhancing the work environment, where the value of F reached (14,395) and with statistical significance of (0.000). R^2 reached (15.4%), which represents the strength of the influence of the independent variable (positive psychological capital) on the dependent variable (work environment), which indicates that 15.4% of the variance in the dependent variable represented in the work environment can be attributed to the change in the independent variable that is represented in the positive psychological capital.

6-IT was found that there is an impact of positive psychological capital in enhancing confidence-building, where the value of F reached (28.294) and with statistical significance of (0.000). R2reached (26.4%), which represents the strength of the influence of the independent variable (positive psychological capital) on the dependent variable (confidence building), which indicates that 26.4% of the variance in the dependent

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variable represented in confidence building can be attributed to the change in the independent variable that is represented in the positive psychological capital.

Recommendations:

-Holding periodic meetings with faculty members by university administrations to disclose information affecting their psychological behavior and exchanging it publicly with them and committing to implementing it and telling them the truth even if it is difficult.

- Evaluation of faculty members by university administrations, taking into account all positive and negative statements, as well as carefully listening to different points of view before reaching any conclusions.

-Forming work teams of faculty members with expertise to help analyze work-related data before reaching any decision to place them within the university

-Reputable universities should establish awareness programs for the concept of psychological capital in order for faculty members to familiarize themselves with this core concept and its implications and replications on their teaching commitment.

- University administrations looking for educational entrepreneurship should pay attention to the issue of psychological capital through coordination and cooperation with professional organizations specialized in it, in order to enhance the behavioral dimensions of lecturers within the university and to spread its meanings in terms of hope, optimism, self-efficacy and flexibility and its impact on the efficiency of their teaching performance in it.

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