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Proposed Vision for Enhancing Psychological Capital Management as a Gateway to Achieving Competitive Advantage in Arab Universities

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Abstract: This paper develops proposed vision for enhancing psychological capital management as a gateway to achieving competitive advantage in Arab universities. The descriptive approach and prospective analysis approach are used to achieve the research objectives. The questionnaire is used as a research instrument. The research sample consists of (513) faculty members randomly selected and 199 experts selected using the stratified purposeful sampling method. The findings indicate that the overall mean of the reality of availability of psychological capital is (3.49) with a medium degree for all dimensions, as the highest dimension is resilience with (3.56) while the lowest dimension is hope with (3.43). The results also show there is a consensus among experts on the mechanisms for enhancing the management of psychological capital in Arab universities, as all dimensions achieve a high degree, as follows: hope (4.94), self-efficacy (4.87), self-resilience (4.86), and optimism (4.85). Given these results, the research develops a vision to enhance the management of psychological capital in Arab universities as a gateway to achieving competitive advantage including its objectives, starting points, elements, implementation requirements, implementation stages, those responsible for implementing the proposed vision, and obstacles to its implementation and methods to overcome.

Keywords: Arab universities, Competitive Advantage, Mechanisms, Psychological Capital

1 Introduction

In the global competition era and ever-changing dynamic environments, scholars and researchers wonder about the nature of the practices critical to the efficacy of organizations that are considered among the most important practices in achieving or maintaining competitive advantage. Most entrepreneurs believe that an enterprise's sustainable competitive advantage results from tangible economic capital, human capital, and social capital (Pan & Zhu, 2018). The interest in financial capital and resources such as equipment, technologies, and patents that cannot be imitated by competitors is always on the rise. However, with the stability of the financial situation of organizations, attention has been paid to non-material factors playing an important role, such as the presence of a vision, long-term planning, and cultural compatibility within organizations (Luthans & Youssef, 2004).

Hereafter, in the mid-twentieth century, economists have begun to pay attention to people as the most important assets of organizations (Reinhard, 2012). Resource-based theory (RBT) has dominated various research related to the determinants

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of organizational performance (Crook et al., 2008) concerned with the role of knowledge, experience, skills and employee competencies “human capital” in building business efficiency (Božek, 2015). However, other studies have found that attention to these factors is overestimated, especially explicit knowledge (Harter & Schmidt, 2002). There has been continued research into other factors for competitive advantage, especially social capital (Luthans et al., 2004), as social capital represented by social networks has a positive role in career success and other related factors (Adler & Kwon, 2002). The advent of positive psychology has changed the way of thinking, as it aims to increase research on what is good in humans, what they succeed at, and what is being expanded upon (Sheldon & King, 2001). Positive organizations have become one of the main areas of interest in positive psychology, as they are organizations that allow their employees to prosper every day (Seligman & Csikszentmihalyi, 2000). When looking to develop the organization and employees to achieve a competitive advantage, finding an answer to the question “Who am I?” is equally important to the questions “Who do I know?” and “what do I know” (Luthans et al., 2004). Also, not only the qualities surrounding employees are taken into account, but also their potential to develop “Who they have become”, and this is reflected by psychological capital (Luthans et al., 2010).

Psychological capital is considered an extension of both positive psychology and positive organizational behavior, as psychological capital seeks to develop and improve the capabilities of individuals working within their organizations by developing their view of their environment in which they work through the four dimensions of psychological capital (Luthans et al., 2004). Psychological capital outperforms traditional economic capital, human capital, and social capital, and represents the main source of an organization’s value and competitive advantage. Psychological quality and positive attitude, therefore, are another important source of competitive advantage (Pan & Zhu, 2018).

An organization's ability to achieve its goals depends largely on the psychological and physical engagement of employees and workers, as a higher degree of development of positive psychological state of employees can lead to improved performance, operational effectiveness, participation, and voluntary commitment to organizational goals, leading to higher competitive advantages (Cavus & Gokcen, 2015; Tang, 2020). Therefore, Nafei (2015) focuses on the necessity of paying attention to the dimensions of psychological capital as a main source for organizations to enhance competitive advantage.

Moreover, Al-Shamaa (2016) believes that psychological capital leads organizations to improving work relationships, assuming responsibility and improving administrative performance, improving the organization’s behavior in the field of social responsibility and work ethics, accepting new innovative initiatives, organizational citizenship, and attaining better relations with the organization’s owners. For working individuals, it also contributes to improving self-commitment at work, initiative at work, high morale, lack of absence, stability at work, satisfaction with work and positive optimism for the collective, as all of these benefits are considered one of the most important sources of inimitable competitive advantage. Luthans et al. (2007) maintain that the basic structure of psychological capital consists of hope, self-efficacy, optimism, and resilience, which are the basic factors that contribute to the development of individuals and their performance, thus achieving competitive advantage. Psychological capital is a source of sustainable competitive advantage for organizations (Jafri et al., 2019; Pan & Zhu, 2018; Toor & Ofori, 2010) as it represents the development of human competitive advantage (Luthans et al., 2007). Updating individuals’ positive psychological states can determine the workforce’s creativity and drive consistent innovation, thus achieving a sustainable competitive advantage. The ability to envision future business opportunities, make adequate preparations and critical decisions, and influence other stakeholders toward attaining set goals is essential for individuals to achieve competitive advantage, and this is what psychological capital constitutes (Atiku & Fields, 2019).

Importantly, the theory of positive organizational behavior and knowledge management theory shows that employees’ psychological capital plays a prominent role in achieving breakthrough innovation, which is necessary to maintain competitive advantage (Hu et al., 2023). Psychological capital represents one of the positive trends in the field of organizational behavior, as it is a development of the idea of positive organizational behavior (El-Sherbiny & Awad, 2016). It is also widely concerned with management and organizational behaviors as a basic resource that goes beyond social and human capital (Xin & Li, 2023). A few years ago, Martin Seligman introduced a new movement in psychology called positive psychology, which addresses how to build on individuals’ strengths, such as traits, virtues, and talents to make their lives more valuable and productive (Seligman & Csikszentmihalyi, 2000).

In addition, the conventional wisdom stipulating “Happy workers are productive workers” dates back to the beginning of the field of positive organizational behavior and human resource management (Youssef & Luthans, 2013). In the book on authentic happiness, Seligman stated that when we engage in flow, we may be investing and building psychological capital for our future (Seligman, 2002). Within the framework of this movement and recent trends in positive psychology, interest in psychological capital by Fred Luthans has increased through a focus on strengths in the workplace and an interest in enhancing the strengths of employees rather than their negatives and weaknesses.

The dimensions of psychological capital have been separately addressed before. Bandura, through Social Cognitive Theory (SCT), addressed the dimension of self-efficacy, while Snyder is credited with coming up with the Hope Theory. Scheier and Carver contributed significantly to the theory of optimism, but the resilience dimension was addressed at the beginning of the twenty-first century with the beginning of the positive psychology trend (Hussein & Ali, 2021). According to Luthans et al. (2015), psychological capital represents making the necessary efforts to succeed in difficult tasks and taking

them into account, adopting a positive point of view about success now and in the future, persevering to achieve goals, correcting and directing one's course when necessary in order to achieve success, and bearing problems and adapting to them while confronting them to return to normal life.

The concept of the psychological capital has included the four dimensions of psychological capital (self-efficacy, optimism, hope, and resilience) addressed by the most recent studies (Wary, 2021). Developing the psychological state of the individual from the point of view of Luthans et al. (2007) includes (1) having confidence (efficacy) to take on or put in the necessary effort to succeed at challenging tasks, (2) making positive attribution (optimism) about succeeding now and in the future, (3) persevering towards goals and, when necessary, redirecting paths to goals (hope) in order to succeed; and (4) when set by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success. Hence, psychological capital is a high-level construct that reflects psychological resources for hope, self-efficacy, resilience, and optimism (Dawkins et al., 2018).

Younis (2018) argues that the four dimensions mentioned previously work as an interconnected and interrelated whole and influence each other. Optimists will view their chances of success as having high self-efficacy, will deliberately select goals with high intrinsic value, and will be motivated to achieve them. As a result, there will be hope, which will encourage the making of many paths and alternatives towards achieving goals, and this will help to adapt, be flexible, and quickly return to normal when facing challenges and crises. Psychological capital is the focus of attention of researchers and scholars in organizational behavior and organization theory, as it touches on the feelings, thinking, and behavior of individuals within organizations, is a fundamental pillar of their success, and is a combination of human resource capabilities that represent the positive psychological state of development among employees (Nwanzu & Babalola, 2019).

Psychological capital is also a more positive approach to individual and organizational performance, has strong repercussions on behaviors and attitudes toward work, and is closely linked to the individual's successes in the organization (Cerovic & Kvasic, 2016). It affects workers' attitudes, behavior, and performance (Nwanzu & Babalola, 2019), and is a crucial element in motivating employees to be optimistic and solve challenges strategically (Çimen & Ozgan, 2018). It also searches for the best ways to develop the strong and positive aspects of individuals, enabling them to relate to the situation of employees and the organization in which they participate (Göçen, 2019), as well as being the basis that helps the organization to compete with other organizations (Vilariño del Castillo & Lopez-Zafra, 2022).

Psychological capital plays a prominent role in employee creativity (Yu et al., 2019), reduces personal stress, depression, and anxiety (Rahimnia et al., 2013), and improves well-being, mental health, and life satisfaction (Luthans et al., 2013; Youssef & Luthans, 2015). Psychological capital looks for the positive aspects of employees rather than focusing on their negatives (Sameer, 2018). For universities, the intensity of competition between universities is increasing, which has become a major challenge for them with the entry of the Fourth Industrial Revolution (David et al., 2023; Panda et al., 2019). Therefore, it must sustainably improve its quality (Aleixo et al., 2018), maintain its competitive characteristics (Sultan & Wong, 2019), and constantly enhance its capabilities and competitive advantage to maintain its existence (Trunina et al., 2021), especially since these capabilities and competitive advantages are complete, diverse and powerful systems that require continuous enhancement.

As a result, this requires universities to pay attention to the quality of their human elements, which are the most important assets of the university and constitute a competitive source. The quality of these elements is also determined by the quality of universities and their ability to achieve competitive advantages, and this requires attention to the development of psychological capital (El Shobaky et al., 2020). Therefore, literature related to universities has focused on the factors that hinder or support the quality of performance of its human elements, most notably psychological capital as one of the concepts related to the performance and commitment of employees in academic institutions, which in turn is a set of what the individual possesses in terms of improvement (Abu Saif, 2018).

In contrast, it is difficult for universities to survive, continue, and compete in light of internal and external challenges and changes, without making important changes and urgent new visions, including serious attention to the positive psychological factors and variables of the human element through highly efficient management of psychological capital (Atris, 2020). Psychological capital can be measured, developed, and managed (Cerovic & Kvasic, 2016), and the components of positive psychological capital are open to development and management (Luthans & Youssef, 2004). They also depend on theory, research, measurement, changeability, management, and development (Kappagoda et al., 2014).

Psychological capital is concerned with the application of positive human strengths and psychological capabilities that can be measured, developed, and managed (Nwanzu & Babalola, 2019). It describes the psychological ability of an individual that can be measured, developed and managed to improve performance (Nolzen, 2018), looks for the best ways to develop the strong and positive aspects of individuals, and enables them to relate to the situation of employees and the organization in which they participate (Göçen, 2019). Hence, achieving a sustainable competitive advantage in today's highly competitive environment with context-specific, renewable and difficult-to-imitate resources can only be achieved through investment, development and management of psychological capital (Luthans et al., 2007).

Therefore, understanding and managing the psychological capital of the human resource efficiently, identifying psychological capabilities, their composition, and enhancing them have become matters of importance that modern university administrations pay great attention to achieving and completing work in the manner they aspire to (Al-Zeer,

2019). It is also confirmed the urgent need to train managers and leaders on how to develop, improve and manage the dimensions of psychological capital, as managing psychological capital must be viewed as a competitive advantage that can create very important results (Nafei, 2015). Božek (2015) also concludes that developing employees' self-efficacy, hope, optimism and resilience can contribute to strengthening participatory attitudes among workers, thus enhancing the efficiency of the entire organization.

Improving psychological capital has also been linked to several motivators, including the nature of incentives, training patterns, leadership methods and policies, safety elements at work, work procedures and pressures (El Shobaky et al., 2020). El Shobaky et al. (2020) also indicate that improving psychological capital requires working to improve working conditions and conscious leadership capable of understanding employee behavior. Given the introduction about psychological capital as a basic dimension that constitutes achieving competitive advantage, the literature review related to the issues previously raised is provided in the next section.

2. Literature Review

Research has documented that the effect of psychological capital in enhancing competitive advantage in organizations. Zuraiq (2017) identifies the impact of psychological capital in enhancing competitive advantage in Jordanian universities. The descriptive approach is used to achieve the research objectives. A questionnaire used as a research instrument is applied to a sample of (423) academics and administrators at the university. The results show a statistically significant effect at the level (0.05) of positive psychological capital in its dimensions "hope, confidence, optimism, and resilience" in enhancing competitive advantage in Jordanian universities. The findings also indicate that the hope dimension is the most influential dimension in achieving competitive advantage, while the optimism dimension had the least influence among the characteristics of positive psychological capital in achieving competitive advantage from the perspective of the research sample. The research recommends granting the university administration absolute freedom to employees to select how to work and manage activities using difficult-to-imitate rules to increase the impact of psychological capital in achieving competitive advantage.

Besides, Al-Kaabi and Al-Mashaykhi (2018) measure psychological capital in university settings and the nature of the difference in psychological capital according to a number of demographic variables such as job, gender, and specialization. The descriptive approach is used to achieve the research objectives. A psychological capital scale used as a research instrument is applied to a sample of (230) members of the University of Baghdad. The results show a high level of psychological capital among the entire research sample and a statistically significant difference in psychological capital according to the job variable "teachers, employees" and in favor of teachers.

Also, Al-Saadoun (2018) explains the extent of the impact of high inclusion management in its dimensions "participation in decision-making, possession of information, sharing of returns and possession of knowledge" on psychological capital in its dimensions "self-efficacy, hope, optimism and resilience". The descriptive approach is used to achieve the research objectives. The questionnaire used as research instrument is applied to a sample of (217) faculty members from some Iraqi universities and private colleges, in addition to personal interviews with them. The findings find a significant correlation between high containment management and psychological capital in all its dimensions and a significant impact relationship between high containment management and psychological capital. It recommends establishing psychological capital that contributes to establishing a positive psychological contract for human resources.

Furthermore, Shehata (2018) reveals the impact of positive psychological factors "self-efficacy, hope, resilience, cooperation" on organizational ambidexterity "exploitation and exploration". The descriptive approach is used to achieve the research objectives. Two questionnaires used as instrument are applied according to each variable on a sample of (302) faculty members. The findings show a statistically positive and significant effect of the total score of psychological factors on each dimension of organizational ambidexterity among the research sample.

Likewise, Abu Saif (2018) identifies the mediating role of the quality of work life in the relationship between psychological capital and the level of organizational commitment from the perspective of faculty members at the School of Education, Taif University. The descriptive approach is used to achieve the research objectives. Three questionnaires used as instrument are applied to measure the three variables on a sample of (51) faculty members. The results indicate a direct relationship between psychological capital and the level of a faculty member's feeling about the quality of work life, with an influence coefficient of (0.70), and a direct relationship for the quality of work life with the level of organizational commitment, with a correlation coefficient of (0.62).

Similarly, Al-Faqawi (2019) reveals the role of servant leadership in enhancing the psychological capital of administrators working at the university in the Gaza Strip. The descriptive approach is used to achieve the research objectives. Three questionnaire used as research instrument is applied to a sample of (219) individuals. The results find that the degree to which managers have practiced servant leadership and psychological capital is high, along with a statistically positive and significant relationship between practicing servant leadership and enhancing psychological capital. The findings also show the impact of some dimensions of servant leadership "service and modesty" on enhancing psychological capital among administrators working at universities in the Gaza Strip.

Equally, Al-Zeer (2019) identifies the role of psychological capital in its five dimensions “optimism, confidence, hope, ability to resist, and emotional balance” in improving the job performance of employees at Palestine Ahliya University. A comprehensive survey method is used to achieve the research objectives. The questionnaire used as a research instrument is applied to a sample of (93) individuals. It is found that the employees at Palestine Ahliya University have high psychological capital. Likewise, the job performance of the employees at Palestine Ahliya University is high. It is also shown that there is a strong correlation between psychological capital in all its fields and the job performance of employees at Palestine Ahliya University. The research recommends urging the university to pay attention to the psychological state of its employees and the optimism variable, guide and train them on how to confront the difficulties they face while carrying out their work, encourage them to participate in discussions related to the university’s strategy and future directions, and work to raise employee morale.

Moreover, El-Shobaky (2020) reveals the relationship between psychological capital and dedication to work among administrative employees in Palestinian universities. A descriptive method is used to achieve the research objectives. The questionnaire used as a research instrument applied to a stratified sample of (294) employees from four Palestinian universities. The results show that the level of psychological capital is high in Palestinian universities, as follows: optimism, self-efficacy, hope, and resilience, and that the level of dedication to work is also high. The research recommends assigning tasks and responsibilities to the employee that enhance his inclinations and positive outlook on the nature of his work and providing a work environment that enjoys the necessary vitality and interest in building human relations and creativity.

At the same time, Atris (2020) reveals how to activate the management of psychological capital among faculty members at the Faculty of Education, Zagazig University, in a way that achieves their job satisfaction. To achieve the research objectives, case study approach is used, personal interviews are conducted, and a survey study is applied. The questionnaire used as a research instrument is applied to a sample of (82) members of the teaching staff at the Faculty of Education, Zagazig University. The results of the survey study reveal that there are strengths and weaknesses in the faculty’s role in activating psychological capital management, and many obstacles and various factors that hinder achieving job satisfaction among the faculty’s faculty members.

Likewise, Hamid and Al-Khashab (2021) explore the concept of psychological capital in its four dimensions, represented by self-efficacy, optimism, hope, and resilience, and its role in the soft skills of communication skill, teamwork skill, crisis management skill, and negotiation skill among some teachers working at the University of Mosul. The survey method is used to achieve the research objectives. The questionnaire used as a research instrument is applied to a random “purposeful” sample of (350) individuals. The findings show an effect of psychological capital on soft skills in terms of its dimensions, and that the relationship between the variables in general is positive and significant. The results also indicate that the resilience dimension is the most important dimension of psychological capital among teachers at the University of Mosul.

Additionally, Ali (2021) identifies the impact of psychological capital on administrative creativity in private Jordanian universities. A descriptive method is used to achieve the research objectives. The questionnaire used as a research instrument applied to a sample of (202) university employees. The results find that the level of classification of psychological capital and administrative creativity is high. The findings also indicate a statistically significant effect of psychological capital, self-efficacy, hope, optimism, and resilience on administrative creativity in private Jordanian universities in the city of Amman. The research recommends adopting the concept of psychological capital in universities to contribute to raising the level of performance.

Further, Al-Zahrani (2021) measures the level of psychological capital and feeling of job satisfaction among faculty members at Imam Muhammad bin Saud Islamic University. A descriptive method is used to achieve the research objectives. Two scales used as a research instrument are applied to measure the research variables on a sample of (127) members and training staff. The results indicate a high level of job satisfaction. The findings of the multiple analyses of variance also show statistically significant effects of the variables of gender, academic rank, and level of psychological capital on the dimensions of job satisfaction, psychological capital, and the total score.

Besides, Ahmed, Shafiq, and Abdul Hadi (2021) measure the impact of human resource management practices on developing psychological capital in Iraqi public universities. The comprehensive inventory method is used to achieve the research objectives. The questionnaire used as a research instrument is applied to a sample of (622) academic leadership workers represented by university presidents and their assistants, faculty deans and their assistants, department heads, and department head rapporteurs at the universities of Baghdad and Babylon. The findings show a statistically significant positive impact of human resources management practices on psychological capital in the universities under study and statistically significant differences between the opinions of the respondents about the research dimensions according to demographic characteristics: gender, age, academic degree, and number of years of experience.

On the other hand, Ali et al. (2022) examine the role of psychological capital as a mediator between authentic leadership and job performance among teachers of public sector universities in Pakistan. The descriptive approach and the Authentic Leadership Inventory are used to measure comprehensive authentic leadership. Questionnaires used as research instrument are applied to a sample of (465) faculty members in public sector universities in Balochistan, Sindh, Punjab, and Khyber

Pakhwa, Pakistan. The results find that authentic leadership has a significant relationship with job performance in its two dimensions, and has a significant relationship with psychological capital and its four dimensions. The findings show that psychological capital has a significant relationship with job performance and its dimensions and plays a mediating and partial mediating role in the relationship between authentic leadership and job performance.

Then again, Al-Tablawy (2022) explains the impact of psychological capital on mental health. The positive approach is used based on the hypothetico-deductive model. The questionnaire used as research instrument is applied to a random sample of (261) employees at Kafr El-Sheikh University. The results show that there is a positive moral correlation between psychological capital in its dimensions and psychological well-being at the overall level and for each variable separately. The findings also indicate that the positive moral impact of psychological capital in its dimensions on comprehensive psychological health for each variable separately. The research recommends that managers should understand the importance of psychological capital for the psychological well-being of employees and those universities should focus on enhancing the psychological capital of employees as an initiative to increase psychological well-being.

In the same vein, Ghodbane & Alwehabie (2023) show the importance of psychological capital as a variable between academic support from universities and the development of green entrepreneurship intention, as well as between entrepreneurs' social capital and the development of green entrepreneurship intention. A descriptive method is used to achieve the research objectives. The results show that green entrepreneurship intentions depend on the positive psychological capital that can be developed in an individual that specifically includes optimism for success and a sense of personal competence.

Moreover, Hawil and Al-Jariri (2023) identify the impact of positive psychological capital with its dimensions of self-efficacy, hope, optimism, and resilience on creative performance with its four dimensions: originality, intellectual fluency, sensitivity to problem solving and mental resilience. A descriptive method is used to achieve the research objectives. The two questionnaires used as research instruments are applied to a sample of (56) faculty members at the Faculty of Administrative Sciences at the University of Aden. The results show that positive psychological capital and creative performance in their dimensions are available to a high degree in the research sample, along with a statistically significant effect of positive psychological capital on creative performance. The research recommends using methods to enhance feelings of psychological capital, enhancing the level of optimism among faculty members by aligning the college's goals with their personal goals, implementing a staff empowerment policy, participating workers in decision-making and implementing the work team policy, and continuous training for faculty members and workers to overcome pressures at work. With this review in mind, there is a dire need to conduct studies to propose mechanisms for enhancing psychological capital management in Arab universities.

3. Research Problem

Universities have recently witnessed numerous challenges affecting their policies, strategies, and programs. Universities have shifted from local competition to global competition, as standards for evaluating performance quality change from local standards to international standards, forcing Arab universities to raise their competitive capabilities at the regional and global levels (Hilal, 2019). Therefore, Arab universities find themselves facing a competitive future that requires developing systems that support future operations (Ashour, 2022). Many Arab countries are hopeful that their universities will reach the ranks of the international elite (Shaban, 2017).

These universities, however, are still far from this competition, as many Arab universities are absent from the international university classifications, a few of them rank in late positions, and it is rare for a single university to fall within the first two hundred universities in any of these international classifications (Hilal, 2019). There is a decline in the ranking of Arab universities and the majority of them have dropped out of these rankings, despite the efforts they are making for development and modernization (Mahmoud, 2016). University education in the Arab world faces multiple problems and negative aspects, which have had a negative impact on its various aspects, causing it to lose much of its effectiveness in performing its basic functions: research, teaching, and community service, especially in light of the intense competition for depleted resources, limited jobs, and a declining economy (Al-Sisi & Al-Zahrani, 2017).

The decline in the ranking of Arab universities in international classifications is a challenge for those in charge of universities to improve the ranking of their universities in the Arab world and internationally (Ghaigoub, 2016). It has become necessary for the active parties in the academic activity of Arab countries to make efforts and discuss successful measures to push towards increasing the efficiency of Arab universities and improving the quality of their outputs so that they meet development challenges and hopes and possess advantages capable of global competition (Fares, 2020). The university's efforts are achieved by adopting modern and diverse mechanisms to achieve this shift towards modernization and development to achieve competitive advantage for universities, including psychological capital (Al-Munji, 2020).

University institutions find it difficult to build, invest, and compete without making important changes and pressing new visions due to challenges, including serious attention to the positive psychological factors and variables of the human element (Atris, 2020). Developing psychological capital and its dimensions has a major role in achieving competitive advantage among Arab universities in general, and this means that investment in psychological capital must be

strengthened, which leads to the sustainability of self-efficacy in universities (Ali, 2021; Zuraiq, 2017). Psychological capital contributes to enhancing the competitive advantage of universities (Zuraiq, 2017). Traditional capital and traditional resources are no longer able to qualify universities to obtain better resources to achieve a sustainable competitive advantage, as psychological capital has become the magic resource to achieve this competitive equation in the long term (Hassan, Eid, and Mansi, 2016).

Numerous studies have proven the positive effects of psychological capital on many organizational variables. There is an effective positive impact of the psychological capital on job satisfaction (Al-Zahrani, 2021), professional adaptation and professional success (Bilal & Hejazi, 2021), and commitment to the psychological contract among faculty members (Daoud & Rifai, 2019), academic excellence (Shaheen, 2019), quality of work life (Shaheen, 2019), quality of work life (Abu Saif, 2018), and quality of the educational process (Al-Munji, 2020). Also, there is an effective positive impact of the psychological capital on organizational citizenship behaviors (Radhoun & Atta, 2018), improving job performance (Al-Zeer, 2019), administrative creativity (Ali, 2021), developing job engagement among employees (Al-Shoubaki, 2019), soft skills of communication and networking, working as a team, crisis management, Negotiation among faculty members (Hamid & Al-Khashab, 2021), strategic performance of human resources management (Moussa & Karji, 2015), innovative behavior (Moutonyi, 2021) and the presence of an effect of positive psychological capital in the relationship between pleasure in the workplace and job engagement (Ashri, 2020).

Besides, psychological capital has an excessive impact on the worker's attitude, behavior, and performance, which is necessary for overall organizational performance (Al-Mulhim, 2023), and its relationship to vitality among administrative employees in universities (El-Shobaky, 2020), as well as the presence of an inverse effect of psychological capital on organizational silence (Abdulwahed, 2020), and psychological well-being (Al-Tablawy, 2022). However, Li et al. (2023) points out the lack of studies addressing psychological capital in universities in general. Al-Zeer (2019) also believes that psychological capital and its management are among the topics that have recently emerged and receives no sufficient attention from researchers in Arab societies, especially at the university level, similar to the interest in the components of tangible and intangible economic capital, whether human capital, social capital, or structural money.

Hence, it is necessary for researchers in the field of contemporary management to pay attention to research addressing the strengthening of psychological capital and its management in Arab universities. Understanding the psychological reality of the human resource and identifying and enhancing psychological capabilities have become matters of importance that modern university administrations attach great importance to achieving competitive capabilities and advantages. Therefore, Jabari's study (2018) recommends the need to pay greater attention to studying positive psychological capital in universities due to its importance and impact on the individual's psychology and work at the university and for the benefits and competitive advantage for the university itself.

Importantly, many Arab studies have also recommended the need to expand the research work on the psychological capital, its management, and its investment in universities (see for example, Ali, 2021; Al-Zahrani, 2021; Ahmed, Shafiq, & Abdel-Hadi, 2021; Atris, 2020; Zuraiq, 2017). With this analysis in mind, the research problem crystallizes in answering the following questions:

- What is the degree of availability of psychological capital in Arab universities from the perspective of faculty members?
- What are the mechanisms for improving the management of psychological capital in Arab universities from the perspective of experts?
- What are the elements of the proposed vision for enhancing the management of psychological capital in Arab universities?

4. Research Significance

This research significance is reflected in enriching Arab libraries with scientific material about managing psychological capital in universities and the requirements for enhancing it to achieve competitive advantage. It is also hoped that the research results and the proposed vision will contribute to helping decision makers in Arab universities to work on improving the management of psychological capital in these universities. This research helps officials at the Ministry of Higher Education, universities and those in charge of following practical mechanisms, strategies, plans and programs to improve the management of the psychological capital of Arab universities to contribute to raising the university's competitive capabilities and gaining inimitable competitive advantages.

Hopefully, this research will benefit leaders of Arab universities in making decisions that allow the development of psychological capital management practices in universities. Also, this research will be a starting point for other studies in which other variables are added and linked to psychological capital management. The current study may address many problems that Arab universities suffer by adopting the perspective of psychological capital management as an approach to achieving competitive advantage, considering human resources, especially the psychological energies of individuals, as one of the most important sources for developing universities and raising their competitive level. It is expected that this study will employ study instruments to diagnose and develop the necessary plans and strategies to develop psychological capital

5. Research Terms and Definitions

In this paper, the terms “Psychological Capital and Psychological Capital Management” are mentioned, and their procedural definitions are as follows:

Psychological Capital: It refers to an individual's positive psychological development state that includes positive psychological elements including hope, optimism, self-efficacy and resilience that bring individuals strong competitive advantages through investment and development of "Who you are", or the individual's positive psychological development state in the organization. It contains dimensions such as self-efficacy, hope, optimism, and resilience (Luthans et al., 2007). Hope is related to the mindset of being motivated to achieve chosen goals, as it is a derived, interactive sense of goal-directed energy and paths “planning to achieve goals” (Snyder et al., 1991).

Resilience is the individual's ability to cope adequately when faced with negative situations and significant difficulties (Scheier et al., 2001). Optimism is related to the individual's expectations that constructive and decent things will happen in the future, as it represents the individual's positive psychological state, which makes them expect success in the future positively (Snyder et al., 1991; Luthans et al., 2010). Concerning self-efficacy, it is represented by the individual's perceived ability to achieve clear behaviors (Masten & Reed, 2002). Procedurally, psychological capital is defined as the degree obtained by Arab universities through the faculty members' answers to the questionnaire items related to psychological capital, consisting of four areas (hope, self-efficacy, resilience, and optimism).

Psychological Capital Management: It is defined as “those purposeful and planned efforts, activities, strategies, and programs in universities used to develop and enhance levels of self-efficacy, hope, optimism, and resilience, and create a positive work environment through which faculty members feel psychological enjoyment and ownership of the university institution” (Atris, 2020, p. 109). Procedurally, it is defined as the degree hoped that Arab universities will obtain through the answers of expert faculty members to the questionnaire items related to improving the psychological capital management, which consisting of four areas “hope, self-efficacy, resilience, and optimism).

6. Research Limitations

The findings of this research can be generalized in light of the following limitations:

1. Objective Limitations: This research is limited to proposing mechanisms to enhance psychological capital management in Arab universities.
2. Human Limitations: This research is limited to a sample of faculty members and experts from the teaching staff in Arab universities.
3. Spatial Limitations: This research is conducted in universities in Arab countries
4. Temporal Limitations: This research is conducted in the second semester of the academic year 2022/2023.

7. Method

Research Approach

The descriptive approach is used to achieve research objectives because it is the most appropriate approach for such research, along with using a questionnaire as a means of collecting data related to the research to describe the degree of availability of psychological capital in Arab universities. The research also appropriates the prospective analysis approach, where the Delphi method in its three rounds is used to prepare the initial and final form of the mechanisms used to construct the proposed vision. The first questionnaire is applied to the reality of psychological capital in Arab universities from the perspective of faculty members. The three Delphi rounds are conducted on mechanisms for improving the management of psychological capital in Arab universities from the perspective of experts in light of the results of applying the first questionnaire.

Research Population & Sample

The research sample consists of 513 faculty members from Arab universities randomly selected to answer the questionnaire on the reality of psychological capital in Arab universities. To develop the proposed mechanisms, a questionnaire on mechanisms for enhancing social capital management in Arab universities is applied to 77 educational experts “reference group” from faculty experts in Arab universities selected in the stratified purposeful sampling approach. When selecting the experts, their distinctiveness in experience, broad-mindedness, knowledge, and activity in university performance and participation in the areas of developing university education are taken into account. It is also taken into account that they should represent various scientific specializations, including literary and scientific specializations, have experience in managing or investing in human capital in general, and psychological capital in particular, take courses in this regard, and

hold administrative or academic positions in one of the Arab universities.

Research Instrument

A 64-item questionnaire is developed to measure the reality of psychological capital in Arab universities from the perspective of faculty members using the following theoretical literature and previous studies (see for example, Al-Saadoun, 2018; Abu Saif, 2018; Al-Kaabi & Al-Mashaykhi, 2018; Al-Faqawi, 2019; El Shobaky, 2020; Hamid & Al-Khashab, 2021; Al-Zahrani, 2021; Ahmed, Shafiq, & Abdul Hadi, 2021; Ali, 2021; Ali et al., 2022; Al-Tablawy, 2022; Hawail & Al-Jariri, 2023). A five-point Likert scale is adopted for the questionnaire, as five levels are identified for the questionnaire: (5) always, (4) often, (3) sometimes, (2) rarely, and (1) never.

Research Instrument Validity

Face Validity

Face validity is used to check the research instrument validity by reviewing the questionnaire in its initial forms from (17) experienced and specialized faculty members in Arab universities. The comments, modifications, and recommendations proposed by the validators are taken into account, as the items have obtained an approval rating of (80%) or more. The necessary action is taken with the items suggested to be deleted, modified, or reformulated, and thus the questionnaire in its final form consists of (64). This method is suitable for checking the face validity of the questionnaire, that is, its items can measure what they are set to measure.

Internal Consistency Validity

By applying the questionnaire to a survey sample of (45) faculty members, the correlation coefficient is calculated between the degree of each item with the total degree of the related domain as shown in Table (1).

Table 1

Correlation Coefficients between the Degree of the Item and the Total Score of the Related Domain

Hope		Self-efficacy		Resilience		Optimism	
No.	Correlation	No.	Correlation	No.	Correlation	No.	Correlation
1	0.69	1	0.65	1	0.68	1	0.74
2	0.67	2	0.68	2	0.71	2	0.69
3	0.71	3	0.73	3	0.73	3	0.68
4	0.70	4	0.74	4	0.69	4	0.71
5	0.74	5	0.68	5	0.74	5	0.65
6	0.69	6	0.71	6	0.69	6	0.68
7	0.68	7	0.65	7	0.68	7	0.73
8	0.71	8	0.68	8	0.71	8	0.74
9	0.65	9	0.68	9	0.65	9	0.68
10	0.68	10	0.73	10	0.68	10	0.73
11	0.73	11	0.74	11	0.73	11	0.74
12	0.74	12	0.68	12	0.74	12	0.71
13	0.68	13	0.73	13	0.65	13	0.65
14	0.71	14	0.74	14	0.68	14	0.73
15	0.65	15	0.68	15	0.73	15	0.74
				16	0.74	16	0.65
				17	0.65		
				18	0.68		

The values of the correlation coefficients have ranged from (0.62) to (0.74), where they are all positive and statistically significant at the level (0.05), indicating the internal consistency between the degree of each item with the total degree of the related domain.

Internal Consistency Reliability

The research instrument reliability is checked by calculating the reliability coefficient by applying Cronbach's Alpha formula on all domains. The Cronbach's Alpha formula measures the extent of consistency in the respondents' answers to all the items in the questionnaire as shown in Table (2).

Table 2

The Reliability Coefficients of the Psychological Capital Instrument in Arab Universities

Domain	Internal Consistency
Hope	0.87

Self-efficacy	0.89
Resilience	0.85
Optimism	0.86
Overall Psychological Capital	

As shown in Table (2), the reliability coefficients of the psychological capital instrument in Arab universities have ranged between (0.85) and (0.89), where the highest reliability coefficient is the self-efficacy, while the lowest is resilience.

Statistical Processing

The following statistical methods are used to answer the research questions and process the data statistically.

1. Means, standard deviations, ranks, and degrees are used to answer the first and second research questions.
2. Cronbach's Alpha coefficient is used to find the internal consistency coefficient of the research instrument.

The degree of availability of the requirements is also determined by applying the following equation:

Length of One Category = (the Highest Value of the Alternative - the Minimum Value of the Alternative) ÷ Number of Levels = $(5-1) \div 3 = 1.33$

And by adding (1.33) to the Minimum Value of the alternative (the minimum); the criterion for expressing those levels is: the Mean ranging between (1-2.33) indicates a Low Degree, the Mean ranging between (2.34-3.67) indicates a Medium Degree, and the Mean ranging between (3.68-5) indicates a High Degree.

8. Results & Discussion

First: Results related to the First Research Question

What is the degree of availability of psychological capital in Arab universities from the perspective of faculty members?

To answer this question, the means and standard deviations of responses of faculty members to the questionnaire on the degree of availability of psychological capital in Arab universities are calculated. Table (3) illustrates those results.

Table 3

Means, Standard Deviations, degrees, and Rank of Availability of the Psychological Capital Instrument in Arab Universities from the Perspective of Faculty Members

No.	Domain	Mean	Standard Deviation	Degree	Rank
1	Hope	3.43	0.87	Medium	4
2	Self-efficacy	3.52	0.86	Medium	2
3	Resilience	3.56	0.84	Medium	1
4	Optimism	3.46	0.91	Medium	3
The Overall Degree of Availability of Psychological Capital		3.49	0.87	Medium	

As shown in Table (3), the means for faculty members' perception of the degree of availability of psychological capital in Arab universities have ranged between (3.43) and (3.56), with a medium degree of availability for all dimensions. The ranking of the dimensions in terms of the means is as follows: resilience, self-efficacy, optimism, and hope, where the overall mean for the degree of availability of psychological capital in Arab universities is (3.49) with a moderate degree. The results of this research differ in the order of availability of dimensions with the studies of (see Al-Saadoun, 2019; Al-Zeer, 2019; Shobaky, 2020). The current results, however, agree in some dimensions with the study of Atris (2020). However, the results also differ in the level of availability of the dimensions with a number of studies (see for example, Al-Faqawi, 2019; Al-Kaabi & Al-Mashaykhi, 2018; Al-Zahrani, 2021; Ali, 2021; Huwail & Al-Jariri, 2023) due to applying these studies in specific university environments, unlike the current study, which differed in the population of the research sample studied. This research is applied in a large number of Arab universities with different environments and interests, which indicates that these dimensions have fallen below the expected high level in terms of their availability as essential components to achieve the competitive advantage of Arab universities because they did not receive sufficient attention in

terms of study in these universities. Therefore, university administrations do not have sufficient knowledge of psychological capital, as they may apply some of its elements individually, without strategies, plans and programs established for this purpose.

As a result, this may hinder the visions of Arab countries for sustainable development, especially since these dimensions have a significant impact on achieving competitive advantage, particularly the most influential dimension of hope. As indicated by many studies, such as (Al-Saadoun, 2018; Jabari, 2018), it is necessary to improve the management of psychological capital in these universities so that they can achieve all their goals and ambitions.

Second: Results related to the Second Research Question

What are the mechanisms for improving the management of psychological capital in Arab universities from the perspective of experts?

To answer this question, the Delphi method is conducted to survey the opinions of experts “the reference group” using three successive rounds to reach consensus and agreement in their opinions about these requirements and the extent of their agreement with them. The first-round questionnaire is distributed to 85 experts, of whom only 77 have responded. In the second round, 51 experts responded, so 16 new experts were added, bringing the number in the second round to 67 experts. Of other experts, 55 experts responded in the third round, including 43 experts who participated in the first and second rounds, and 12 experts who were added in the second round. The means and standard deviations of the experts' responses to the expert opinion survey on mechanisms for improving psychological capital management in Arab universities are also calculated as shown in Tables (4, 5, and 6).

Table 4

Results of the Second Round of Experts' Response to Identifying Mechanisms for Improving Psychological Capital Management in Arab universities

Text of Item	SD	AM	Degree	Rank
The university should build an organizational culture that supports hope.	4.53	0.91	1	High
The university should provide opportunities that require challenge and self-confidence to implement them.	4.51	0.84	2	High
The university should treat faculty members as if they are truly capable of success.	4.50	0.79	3	High
The university should enhance participation and cooperation initiatives to enhance the concept of psychological ownership among employees.	4.48	0.81	4	High
The university should divide its long-term and complex goals into sub-objectives and interim ones that can be managed.	4.45	0.90	5	High
The university should adopt the principle of management by trust instead of management by intimidation.	4.41	0.85	6	High
The university should instill a sense of readiness for multiple possibilities in its employees.	4.38	0.82	7	High
The university should train its members on when and how to “retarget” when faced with absolute goal obstacles.	4.36	0.77	8	High
The university should encourage its employees to enjoy the process of developing their hopes and achieving their goals instead of focusing on their final achievements.	4.33	0.79	9	High
The university should provide adequate appreciation for innovative faculty members.	4.28	0.81	10	High
The university should help faculty members achieve their professional ambitions.	4.26	0.87	11	High
The university should train faculty members on problem-solving methods.	4.19	0.77	12	High
The university should provide the appropriate psychological and material conditions to raise hope among its employees.	4.17	0.82	13	High
The university should focus on achieving all its goals to inspire hope among its employees.	4.15	0.85	14	High
The university should enable its employees to search for alternative paths to overcome poor work.	4.13	0.81	15	High
The overall hope management dimension	4.34	0.83	-----	High
The university enables faculty members to participate effectively in decision-making.	4.55	0.79	1	High
The university should provide real opportunities to present ideas in light of reality's problems and real circumstances.	4.53	0.91	2	High
The university should provide various programs and strategies to develop self-efficacy.	4.50	0.84	3	High

Text of Item	SD	AM	Degree	Rank
The university should give great importance to the concept of authorization to prepare new leadership cadres.	4.49	0.83	4	High
The university should provide real opportunities for highly qualified people to assume leadership positions.	4.47	0.87	5	High
The university should support and stimulate the individual's successful performance achievements.	4.43	0.77	6	High
The university should train faculty members to deal with challenges and difficult situations.	4.41	0.76	7	High
The university should encourage learning through modeling by hosting successful models to showcase its expertise.	4.40	0.85	8	High
The university should provide learning and self-development opportunities for faculty members in light of the individual's previous successful experiences.	4.33	0.78	9	High
The university should direct faculty members to a positive view of mistakes as opportunities for learning.	4.31	0.75	10	High
The university should create a forum for dialogue to share knowledge and exchange experiences.	4.27	0.86	11	High
The university should encourage faculty members to participate in university events.	4.25	0.89	12	High
The university should provide psychological support to faculty members struggling to advance to higher academic degrees.	4.23	0.84	13	High
The university should give confidence to its employees in analyzing problems and finding solutions to them.	4.19	0.83	14	High
The university should encourage a method of social persuasion to enhance self-confidence in achieving success and excellence.	4.18	0.87	15	High
The overall self-efficacy management dimension.	4.34	0.79	-----	High
The university should put in place all the necessary mechanisms and procedures to transform it into a learning organization.	4.44	0.90	1	High
The university should provide all forms of diverse organizational support to faculty members.	4.43	0.76	2	High
The university should support employees to continue learning and sustainable professional development to face difficult situations.	4.42	0.81	3	High
The university should pay attention to the problems of faculty members and try to solve them with specialists.	4.39	0.85	4	High
The university should provide the necessary resources and requirements for faculty members to carry out their duties in the best possible way.	4.35	0.79	6	High
The university should adopt effective strategies to make the most of its resources to adapt quickly and flexibly to new realities.	4.34	0.83	7	High
The university should reshape its structure to become more focused on the ability to adapt and be flexible for employees.	4.33	0.86	8	High
The university should constantly train its members on managing pressures, risks, crises, and psychological stress.	4.32	0.81	9	High
The university should train faculty members on strategies that support their resilience .	4.27	0.75	10	High
The university should provide independence and freedom of action for faculty members.	4.25	0.79	11	High
The university should strengthen mechanisms for activating organizational resilience at the university.	4.23	0.84	12	High
The university should develop the capabilities of its members to face adversity and setbacks on the personal and organizational levels.	4.22	0.82	13	High
The university should spread an organizational culture that encourages respect for ideas and discussing them objectively.	4.15	0.84	14	High
The university should provide training programs on risk management.	4.14	0.87	15	High
The university should develop its services based on the proposal of its employees.	4.12	0.79	16	High
The university should have the ability to modify plans according to surrounding circumstances.	4.10	0.83	17	High

Text of Item	SD	AM	Degree	Rank
The university should provide resilience in making decisions to ensure the development of its employees.	4.09	0.77	18	High
The overall resilience management dimension.	4.03	0.85	-----	High
The university should establish a fair, transparent and objective system of reward and punishment.	4.51	0.88	1	High
The university should provide an organizational climate and an environment that encourages optimism.	4.47	0.84	2	High
The university should pay real attention to the rights of faculty members and improve their conditions.	4.38	0.88	3	High
The university should adopt initiatives to achieve work-life balance among faculty members.	4.35	0.75	4	High
The university considers faculty members to be active participants in achieving its goals.	4.33	0.88	5	High
The university should encourage its members to objectively assess the circumstances of the situation with resilience and optimism.	4.29	0.84	6	High
The university should encourage its employees to learn and benefit from the past, and to consider setbacks as opportunities for growth and learning.	4.27	0.82	7	High
The university should establish a fair and flexible program for rewards and incentives.	4.26	0.88	8	High
The university should direct its employees to look for opportunities and challenges likely to occur in the future as opportunities for growth and success.	4.24	0.84	9	High
The university should strengthen relationships and social ties between faculty members.	4.23	0.88	10	High
The university should provide an organizational climate and an environment that encourages optimism.	4.22	0.88	11	High
The university should enhance the emotional aspects of faculty members.	4.21	0.84	12	High
The university should encourage its employees to appreciate the present and deal with it realistically to support and build on the positive points.	4.21	0.84	13	High
The university should take into account the desires and capabilities of faculty members when distributing workloads and tasks.	4.11	0.88	14	High
The university should activate the reward and punishment system and implementing it transparently.	4.09	0.75	15	High
The university should acknowledge that errors in work are normal.	4.07	0.84	16	High
The overall optimism management dimension.	4.27	0.81	-----	High

*numbers are rounded to two decimal places.

As shown in Table (4), there is consensus on the items, as all of them are highly rated. Concerning the second round, items scoring less than (4.20) are excluded. The questionnaire items are now 48 items instead of 64 items, as 67 experts responded to it. Table (5) shows the results.

Table 5

Results of the Second Round of Experts' Response to Identifying Mechanisms for Improving Psychological Capital Management in Arab universities

Text of Item	SD	AM	Degree	Rank
The university should build an organizational culture that supports hope.	4.94	0.88	1	High
The university should provide opportunities that require challenge and self-confidence to implement them.	4.93	0.92	2	High
The university should treat faculty members as if they are truly capable of success.	4.92	0.85	3	High
The university should enhance participation and cooperation initiatives to enhance the concept of psychological ownership among employees.	4.91	0.83	4	High
The university should divide its long-term and complex goals into sub-objectives and interim ones that can be managed.	4.89	0.92	5	High
The university should adopt the principle of management by trust instead of management by intimidation.	4.88	0.86	6	High

Text of Item	SD	AM	Degree	Rank
The university should instill a sense of readiness for multiple possibilities in its employees.	4.87	0.88	7	High
The university should train its members on when and how to “retarget” when faced with absolute goal obstacles.	4.85	0.79	8	High
The university should encourage its employees to enjoy the process of developing their hopes and achieving their goals instead of focusing on their final achievements.	4.84	0.80	9	High
The university should provide adequate appreciation for innovative faculty members.	4.76	0.83	10	High
The university should help faculty members achieve their professional ambitions.	4.73	0.77	11	High
The overall hope management dimension	4.87	0.81	-----	High
The university enables faculty members to participate effectively in decision-making.	4.96	0.85	1	High
The university should provide real opportunities to present ideas in light of reality’s problems and real circumstances.	4.95	0.93	2	High
The university should provide various programs and strategies to develop self-efficacy.	4.94	0.87	3	High
The university should give great importance to the concept of authorization to prepare new leadership cadres.	4.93	0.87	4	High
The university should provide real opportunities for highly qualified people to assume leadership positions.	4.91	0.83	5	High
The university should support and stimulate the individual’s successful performance achievements.	4.89	0.79	6	High
The university should train faculty members to deal with challenges and difficult situations.	4.88	0.81	7	High
The university should encourage learning through modeling by hosting successful models to showcase its expertise.	4.87	0.78	8	High
The university should provide learning and self-development opportunities for faculty members in light of the individual’s previous successful experiences.	4.86	0.90	9	High
The university should direct faculty members to a positive view of mistakes as opportunities for learning.	4.85	0.78	10	High
The university should create a forum for dialogue to share knowledge and exchange experiences.	4.84	0.82	11	High
The university should encourage faculty members to participate in university events.	4.76	0.89	12	High
The university should provide psychological support to faculty members struggling to advance to higher academic degrees.	4.73	0.85	13	High
The overall self-efficacy management dimension.	4.87	0.79	-----	High
The university should put in place all the necessary mechanisms and procedures to transform it into a learning organization.	4.92	0.91	1	High
The university should provide all forms of diverse organizational support to faculty members.	4.91	0.84	2	High
The university should support employees to continue learning and sustainable professional development to face difficult situations.	4.90	0.79	3	High
The university should pay attention to the problems of faculty members and try to solve them with specialists.	4.89	0.86	4	High
The university should provide the necessary resources and requirements for faculty members to carry out their duties in the best possible way.	4.88	0.83	6	High
The university should adopt effective strategies to make the most of its resources to adapt quickly and flexibly to new realities.	4.87	0.77	7	High
The university should reshape its structure to become more focused on the ability to adapt and be flexible for employees.	4.86	0.79	8	High
The university should constantly train its members on managing	4.85	0.84	9	High

Text of Item	SD	AM	Degree	Rank
pressures, risks, crises, and psychological stress.				
The university should train faculty members on strategies that support their resilience .	4.76	0.83	10	High
The university should provide independence and freedom of action for faculty members.	4.74	0.82	11	High
The university should strengthen mechanisms for activating organizational resilience at the university.	4.70	0.87	12	High
The university should develop the capabilities of its members to face adversity and setbacks on the personal and organizational levels.	4.69	0.76	13	High
The university should spread an organizational culture that encourages respect for ideas and discussing them objectively.	4.67	0.81	14	High
The overall resilience management dimension.	4.03	0.85		High
The university should establish a fair, transparent and objective system of reward and punishment.	4.81	0.82	1	High
The university should provide an organizational climate and an environment that encourages optimism.	4.93	0.83	2	High
The university should pay real attention to the rights of faculty members and improve their conditions.	4.91	0.91	3	High
The university should adopt initiatives to achieve work-life balance among faculty members.	4.90	0.89	4	High
The university considers faculty members to be active participants in achieving its goals.	4.89	0.83	5	High
The university should encourage its members to objectively assess the circumstances of the situation with resilience and optimism.	4.88	0.79	6	High
The university should encourage its employees to learn and benefit from the past, and to consider setbacks as opportunities for growth and learning.	4.86	0.76	7	High
The university should establish a fair and flexible program for rewards and incentives.	4.85	0.80	8	High
The university should direct its employees to look for opportunities and challenges likely to occur in the future as opportunities for growth and success.	4.84	0.83	9	High
The university should strengthen relationships and social ties between faculty members.	4.75	0.79	10	High
The university should provide an organizational climate and an environment that encourages optimism.	4.73	0.76	11	High
The overall optimism management dimension.	0.86	4.85	-----	High

*numbers are rounded to two decimal places.

As shown in Table (5), there is a difference among the items, as all of them are highly rated. The third round is conducted, where the items obtaining a mean of (4.80) or less are excluded. As a result, the questionnaire items are now 36 items instead of 48 items, as 55 experts responded to it. Table (6) shows the results.

Table 6

Results of the Third Round of Experts' Response to Identifying Mechanisms for Improving Psychological Capital Management in Arab universities

Text of Item	SD	AM	Degree	Rank
The university should build an organizational culture that supports hope.	4.97	0.96	1	High
The university should provide opportunities that require challenge and self-confidence to implement them.	4.96	0.93	2	High
The university should treat faculty members as if they are truly capable of success.	4.95	0.91	3	High
The university should enhance participation and cooperation initiatives to enhance the concept of psychological ownership among employees.	4.94	0.88	4	High

Text of Item	SD	AM	Degree	Rank
The university should divide its long-term and complex goals into sub-objectives and interim ones that can be managed.	4.93	0.93	5	High
The university should adopt the principle of management by trust instead of management by intimidation.	4.90	0.79	6	High
The university should instill a sense of readiness for multiple possibilities in its employees.	4.89	0.87	7	High
The university should train its members on when and how to “retarget” when faced with absolute goal obstacles.	4.97	0.90	8	High
The university should encourage its employees to enjoy the process of developing their hopes and achieving their goals instead of focusing on their final achievements.	4.96	0.85	9	High
The overall hope management dimension	4.94	0.85	-----	High
The university enables faculty members to participate effectively in decision-making.	4.91	0.89	1	High
The university should provide real opportunities to present ideas in light of reality’s problems and real circumstances.	4.90	0.91	2	High
The university should provide various programs and strategies to develop self-efficacy.	4.89	0.85	3	High
The university should give great importance to the concept of authorization to prepare new leadership cadres.	4.87	0.88	4	High
The university should provide real opportunities for highly qualified people to assume leadership positions.	4.91	0.87	5	High
The university should support and stimulate the individual’s successful performance achievements.	4.89	0.81	6	High
The university should train faculty members to deal with challenges and difficult situations.	4.88	0.90	7	High
The university should encourage learning through modeling by hosting successful models to showcase its expertise.	4.87	0.81	8	High
The overall self-efficacy management dimension.	4.87	0.78	-----	High
The university should put in place all the necessary mechanisms and procedures to transform it into a learning organization.	4.91	0.94	1	High
The university should provide all forms of diverse organizational support to faculty members.	4.90	0.87	2	High
The university should support employees to continue learning and sustainable professional development to face difficult situations.	4.88	0.75	3	High
The university should pay attention to the problems of faculty members and try to solve them with specialists.	4.87	0.82	4	High
The university should provide the necessary resources and requirements for faculty members to carry out their duties in the best possible way.	4.86	0.79	6	High
The university should adopt effective strategies to make the most of its resources to adapt quickly and flexibly to new realities.	4.85	0.83	7	High
The university should reshape its structure to become more focused on the ability to adapt and be	4.84	0.81	8	High

Text of Item	SD	AM	Degree	Rank
flexible for employees.				
The university should constantly train its members on managing pressures, risks, crises, and psychological stress.	4.85	0.84	9	High
The university should train faculty members on strategies that support their resilience .	4.76	0.83	10	High
The university should provide independence and freedom of action for faculty members.	4.74	0.82	11	High
The university should strengthen mechanisms for activating organizational resilience at the university.	4.70	0.87	12	High
The university should develop the capabilities of its members to face adversity and setbacks on the personal and organizational levels.	4.69	0.76	13	High
The university should spread an organizational culture that encourages respect for ideas and discussing them objectively.	4.67	0.81	14	High
The overall resilience management dimension.	4.86	0.88	-----	High
The university should establish a fair, transparent and objective system of reward and punishment.	4.89	0.85	1	High
The university should provide an organizational climate and an environment that encourages optimism.	4.87	0.78	2	High
The university should pay real attention to the rights of faculty members and improve their conditions.	4.86	0.86	3	High
The university should adopt initiatives to achieve work-life balance among faculty members.	4.85	0.87	4	High
The university considers faculty members to be active participants in achieving its goals.	4.84	0.83	5	High
The university should encourage its members to objectively assess the circumstances of the situation with resilience and optimism.	4.83	0.81	6	High
The university should encourage its employees to learn and benefit from the past, and to consider setbacks as opportunities for growth and learning.	4.82	0.79	7	High
The university should establish a fair and flexible program for rewards and incentives.	4.81	0.96	8	High
The overall optimism management dimension.	4.85	0.78		High

*numbers are rounded to two decimal places.

As indicated in Table (6), There is a consensus on mechanisms for improving psychological capital management in Arab universities, as all items are with a mean higher than (4.80), and all items are of a high degree. The dimensions are ranked as follows: hope management requirements with a mean of (4.94), self-efficacy management with a mean of (4.87), resilience management with a mean of 4.86), and finally the optimism management with a mean of (4.85). A significant correlation is also found between the experts' responses in the second and third rounds, indicating the significance of these requirements as mechanisms that contribute to improving the management of psychological capital in Arab universities.

The said result is consistent with the results of Saadoun (2017), showing that the most influential dimension in achieving competitive advantage is the dimension of hope, and the least influential is the dimension of optimism. As described by Luthans et al. (2007), the components of psychological capital: Hope, Self-Efficacy, Resilience, and Optimism (HERO) are the basic factors that contribute to achieving competitive advantage and enhancing and managing all dimensions of psychological capital as a main source for organizations to enhance competitive advantage (Nafei, 2015). According to the theory of conservation of resources (COR), every individual wants to maintain the quantity and quality of resources and eliminate factors and conditions that reduce the quality and quantity of their resources (Lee, 2010). Hence, the university must take advantage of this to improve these resources and interactions in quantity and quality and eliminate obstacles to their growth and development by improving the management of psychological capital in Arab universities.

Simply put, hope management is ranked first in terms of requirements, since hope represents a positive motivational state

that depends on willpower and energy directed towards the goal (Snyder, 2000). It also represents perseverance and striving towards achieving goals, and redirecting paths towards achieving these goals when necessary in order to achieve success (Al-Munji, 2020). As indicated by Luthans et al. (2015), hope is the cognitive state in which an individual sets goals that are difficult and realistic at the same time, and then has the determination and energy to achieve them. Hope is a dynamic cognitive and motivational system exhausted by the cognitive process of achieving the goal, thinking about goals while having motivation and methods to achieve goals helps the individual achieve them.

Besides, hope is an interaction between responsibility towards achieving the goal, the way of thinking, and the link between the current situation and the desired one in the short and long term (Snyder, 2000). It represents an individual's behavior pattern for future development (Scioli et al., 2011) and helps in facing challenges effectively (Valle et al., 2006). When an individual faces difficulties, hope helps him set difficult goals and search for all available resources to achieve them, maintain a positive attitude and produce more innovative behaviors (Luthans et al., 2008). Therefore, taking comprehensive measures to improve the willpower and determination of faculty members is an extremely important factor in achieving university goals and aspirations in light of national and international requirements.

Regarding, self-efficacy is ranked second based on the previous results. According to Bandura (1977), it relates to an individual's beliefs and ideas about their individual abilities due to the experiences he has gained and confidence in these abilities and experiences to perform. It represents his belief in completing a task or work behavior, as it is strength of belief in an individual's abilities and skills regardless of the circumstances and situations surrounding him (Norman et al., 2010). Individuals who have self-efficacy are confident in their abilities to quickly master learning methods and basics because they are convinced of their ability to use their knowledge and professional abilities to solve various problems to obtain better results (Abbas & Raja, 2015).

With this in mind, their confidence in their abilities to engage the motivation, cognitive resources and actions needed in a specific task in a specific context (Stakovic & Luthans, 1998). Therefore, they are more motivated to select difficult tasks (Luthans et al., 2010). They have psychological support for creative activities and innovative behaviors (Malik et al., 2015; Klacijnsen et al., 2018), and prefer to select positive coping strategies against stress in order to commit to achieving goals (Tang, 2020). Thus, self-efficacy contributes to completing career development tasks towards global competitiveness, and building more new relevant skills. Therefore, attention to managing this dimension is extremely important, so that we can build on these capabilities and move towards development on firm footing.

On the subject of, resilience is ranked third with a high degree based on the previous results. Resilience represents a dynamic process of positive adjustment, adapting to stress and adversity, rebalancing and gathering strength after facing obstacles, problems, and continually overcoming them successfully (Snyder, 2000; Cole et al., 2009). Resilience also increases an individual's ability to thrive in a changing environment, not just survives (Salem, 2021), affects their development and helps them practice adaptive behavior successfully (Näswall et al., 2019). Resilience also develops new skills, maintains a good organizational atmosphere (Cooke et al., 2019), and leads to happier employees and improved satisfaction (Kuntz et al., 2017).

Thus, resilience helps in overcoming university challenges that are frequently encountered, viewing them as real opportunities for learning and growth, and realizing the importance of this dimension in view of the local and international challenges that universities face in the ever-changing, dynamic environment. Consequently, there are many problems, challenges, and requirements that the university faces to enhance its capabilities and competitive advantages, and thus managing the resilience of faculty members is important to restore positive alignment and successfully face the future challenges and problems.

With regard to, optimism is also ranked last with a high degree based on the aforementioned results. Optimism is a characteristic of the behavior and positive results that an individual expects (Scheier et al., 2001). It also represents the basis of psychological capital because of its connection to future events, which include positive feelings, emotions and motivation with a realistic assessment of those events about the possibility of their occurrence, which increases the person's effectiveness (Seligman, 1998). It also creates a positive characteristic about achieving success now and in the future (Al-Munji, 2020). Likewise, optimism plays a role in improving relationships between people (Shepperd et al., 2017).

Furthermore, optimism helps individuals in their strategic choices and organization development and performance (Paolillo et al., 2015). It enables individuals to stay motivated about their work (Hmieleski & Baron, 2009), set challenging goals and pursue innovative activities to seize opportunities to achieve higher performance (Fang et al., 2012). Thus, optimism creates a positive outlook that contributes to achieving more outstanding performance and real achievements, which provides new achievements for the university in creating inimitable competitive advantages. Therefore, improving the university's management of this dimension will achieve many gains in the short and long term.

Third: Results related to the Third Research Question

What are the elements of the proposed vision for enhancing the management of psychological capital in Arab universities?

According to previous literature and studies, the reality of psychological capital in Arab universities, and the opinions of experts "the reference group", the features of the proposed vision are as follows:

1- Objectives of the Proposed Vision

The proposed vision aims to develop a set of proposed mechanisms, requirements and procedures to improve the management of psychological capital in Arab universities to achieve competitive advantage, covering its four dimensions “hope, self-efficacy, and resilience, optimism” and establish a set of basic requirements and guarantees for the success of implementing the proposed vision and overcoming its obstacles.

2- The Starting Points of the Proposed Vision

The significance of the proposed scenario is reflected in managing psychological capital as a gateway to achieving competitive advantage in universities in general, and Arab universities in particular, as proven by many previous studies. The results of the theoretical and field studies show the scarce studies dealing with the management of psychological capital in Arab universities compared to other capitals “social and human”. The findings also show that its dimensions can be measured, developed and improved, are in line with the trends of international universities towards increasing investment in psychological capital due to its importance at the organizational level, and are compatible with the visions of Arab countries for ambitious sustainable development that place investment in human assets as one of their most important priorities.

3- Elements of the Proposed Vision

Given the results of the theoretical and field study and in accordance with the opinions of experts, the proposed vision includes a set of proposed mechanisms and procedures that Arab universities should do to improve the management of psychological capital in Arab universities as follows:

(a) Hope Management Dimension

The proposed vision of the hope management dimension includes building an organizational culture that supports hope, dealing with faculty members as if they are actually capable of success, instilling in faculty a sense of preparedness for multiple eventualities such as emergency planning, scenario analysis, and exploring alternative courses of action, providing opportunities that require challenge and self-proof to implement them, adopting the principle of management with trust instead of management with intimidation, strengthening participation and cooperation initiatives to enhance the concept of psychological ownership among employees, grading long-term and complex university goals into sub-objectives and interim ones that can be managed, training faculty on when and how to “retarget” when faced with absolute goal obstacles, and encouraging faculty members to enjoy the process of developing their hopes and achieving their goals instead of focusing on their final achievements.

(b) Self-efficacy Management Dimension

The proposed vision of the self-efficacy management dimension comprises drawing up various programs and strategies to develop self-efficacy, enabling faculty members to participate effectively in decision-making, providing real opportunities to present ideas in light of reality’s problems and real circumstances, supporting and motivating the individual’s successful performance achievements, training faculty to deal with challenges and difficult situations, giving great importance to the concept of authorization to prepare new leadership cadres, providing real opportunities for highly qualified people to assume leadership positions, furnishing learning and self-development opportunities for faculty members in light of the individual’s previous successful experiences, establishing a dialogue forum to share knowledge and exchange experiences, directing faculty members to a positive view of mistakes as opportunities for learning, and encouraging learning through modeling by hosting successful models to showcase their experiences.

(c) Resilience Management Dimension

The proposed vision of the resilience management dimension contains providing all forms of diverse organizational support to faculty members, establishing all the necessary mechanisms and procedures to transform it into a learning organization, providing the necessary resources and requirements for faculty members to carry out their duties in the best possible way, reshaping its structure to become more focused on the ability to adapt and be flexible for employees, paying attention to the problems of faculty members and solve them with specialists, continuously training faculty members on managing pressures, risks, crises, and psychological stress and strategies such as strategies for managing crises, pressures, and failures, a strategy for managing stress and psychological burnout, a strategy for reducing, minimizing and preventing risks, strategies for focusing on human resources development, a strategy for focusing on operations and interactive entrance strategies, adopting effective strategies to make the most of the university’s resources to adapt quickly and flexibly to new realities, and supporting employees to continue learning and sustainable professional development to face difficult situations.

(d) Optimism Management Dimension

The proposed vision of the optimism management dimension covers paying real attention to the rights of faculty members and improving their conditions establishing a fair, transparent and objective system of reward and punishment, developing a fair and flexible program for rewards and incentives taking into account fairness and transparency in distribution and motivation, announcing the names of the winners and the reasons for receiving the reward, clear and precise controls, standards and policy for motivation, linking rewards to performance, clear and precise standards of accountability, and rewarding financial resources, adopting initiatives to achieve work-life balance among faculty members, providing an organizational climate and an environment that encourages optimism, encouraging faculty members to objectively assess the circumstances of the situation with flexibility and optimism, directing faculty members to look for opportunities and

challenges likely to occur in the future as opportunities for growth and success, and boosting faculty members to appreciate the present and deal with it realistically to support and build on the positive points.

4. Implementation Requirements of the Proposed Vision

Implementation requirements of the proposed vision includes various key points such as persuading university leaders with the importance of psychological capital as it is the most important university asset with all forms of real support and a gateway to achieving competitive advantage for Arab universities, building a common vision through the exchange of ideas around which all employees of any Arab university can rally, and which represents a framework for developing policies and making decisions about improving psychological capital, providing all allocations and sufficient financial and material resources to improve the psychological capital of faculty members, and urging all concerned parties to participate in developing plans, strategies and procedures to ensure the success of psychological capital management processes in Arab universities.

Other key requirements are spreading the culture of psychological capital in Arab universities to form awareness and an organizational culture that supports its investment to achieve personal and organizational goals and gain support from all university employees, leaders, and relevant parties to put it into practice, raising the value of teamwork, enhancing psychological ownership, paying attention to human relations, rejecting differences, and managing conflicts in a constructive manner, viewing faculty members as the most important assets of the university institution, and that managing their psychological capital has intrinsic value in itself, and that it is one of the most important tools for achieving a sustainable competitive advantage for the university, establishing effective mechanisms to manage complaints and suggestions submitted by faculty members to reduce the pressures placed on the faculty member and manage them effectively, and providing professional and personal safety requirements for the faculty member, and an organizational climate that supports trust, respect and positive flexibility, investing in strength and addressing weaknesses.

Of the important requirements are also providing places and rooms for deep contemplation and relaxation for the faculty members, learning about their previous experiences, and comparing their current situation with some criteria for development, providing entertainment and recreation programs, and appropriate, safe, and psychologically comfortable workplaces, to reduce levels of stress and job stress, and provide the causes of happiness, placing the right man in the right place and time, and activating the principle of delegating authority on the ground to prepare a second row of leaders, creating or activating university platforms, initiating professional learning communities, and transforming the university into a learning organization, and producing open and effective communication channels within universities to identify problems, proposals, and sources of pressure and interact with them positively.

In the same context, other points include considering the process of improving psychological capital management as an Arab project adopted by all Arab countries to achieve future visions of sustainable development, developing the necessary legislation to restructure Arab universities to provide independence and autonomy, and support levels of decentralization in decision-making at the level of colleges and academic departments, establishing the necessary legislation and guarantees to achieve job stability and psychological, moral, and professional security for faculty members, starting criteria for selecting university leaders, with the level of psychological capital being one of the most important of these criteria, adopting the improvement of psychological capital in the vision, mission, goals and strategic plans of Arab universities, and providing agreements and partnerships with international, local and Arab universities with leading expertise in managing psychological capital is a gateway to achieving competitive advantage.

Another key group of implementation requirements include providing training programs, and other means of human and professional development, to improve the psychological capital of faculty members, motivating fair policies for rewards, prizes and rewarding incentives to support the improvement of the psychological capital of faculty members, increasing attention to financial conditions and psychological support, and improving the job conditions of the faculty member, activating the role of psychological counseling centers in Arab universities to work on providing a university psychological climate that supports creativity and healthy growth, creating university conditions and factors that help create psychological flow, develop the level of ambition, peace of mind, and other factors affecting psychological capital, and setting appropriate and ambitious academic goals that increase the level of motivation of faculty members, redouble effort and insistence on achieving goals, and stimulate excitement and exploration, provided that these goals are realistic and achievable.

Importantly, there are more and more implementation requirements such as setting priorities and distributing the necessary resources, while developing gradual plans to sustain psychological capital and achieve the desired goals, modifying and structuring the wages and incentives system, through increasing wages and adopting profit-sharing plans, fair wages and bonuses, praise and promotion, making compensation a tool for attraction, sharing revenues at a fair level, and providing rewards and incentives for the purpose of improving organizational performance, paying attention to raising the morale of faculty members by enhancing the great role of the dimensions of hope and optimism, and making them believe in their ability to provide the best, looking at the bright side of the future, and generating a sense and feelings in them that they are successful people.

5. Implementation Stages of the Proposed Vision

The proposed vision is implemented through three stages: planning and preparation, implementation and follow-up, and evaluation, as follows:

a. Planning and Preparation

The planning and preparation stage includes the following four procedures: Adopting the idea of improving psychological capital in all Arab universities through successful management. Managing psychological capital requires strong support and the mobilization of all relevant forces in society, and treating it as a challenge for a prosperous future, with strong and inimitable competitive capabilities and advantages. Secondly, spreading the organizational culture that supports the management of psychological capital can be done by promoting it by all available means and capabilities. The availability of university's intention that is aware of the value of psychological capital as it is free from all forms of routine. Other related procedures are supporting and endorsing senior management, and changing the attitudes of all employees in line with mechanisms for improving psychological capital management and seeking the assistance of prominent experts in this field. Thirdly, another element is to establish controls, rules and legislation related to the management of psychological capital, which must keep pace with the changes and transformations in the local and global university system, such as the incentive and reward system, decentralization and self-governance of universities. Fourthly, another key procedure is preparing a psychological capital management work guide that includes the concept, goals, plans, strategies, flexible administrative system, training needs, committees, standards, rules, etc.

b. Implementation and Follow-up

Implementation and follow-up stage comprises several procedures such as selecting qualified, creative human cadres capable of achieving the goals of improving psychological capital management in Arab universities, forming a supportive organizational structure that improves the management of psychological capital and achieves its goals, provided that it is developed with the participation of all relevant university categories and experts based on clear and specific criteria, training all stakeholders on managing psychological capital at all levels, developing all human resources professionally to meet the requirements of improving psychological capital management in Arab universities, improving a gradual strategy and plans to improve the management of psychological capital, and complete the preparation of all relevant programs and metrics, and determining the tasks and competencies of all participants.

c. Evaluation

The evaluation stage takes place through adopting a policy of careful interim and final follow-up, continuous evaluation, and benchmarking with global experiences to identify strengths and weaknesses, available opportunities and potential threats, and enhancing accountability. This is done through precise mechanisms for follow-up and evaluation in accordance with global indicators and the experiences of advanced universities. The process is also carried out by issuing periodic reports "monthly, quarterly, and annual" on the university's performance in managing psychological capital and the degree of achieving goals.

6. Those Responsible for Implementing the Proposed Vision

As managing psychological capital in Arab universities is everyone's responsibility for the university's role in achieving sustainable development for society as a whole, implementing the proposed vision requires the combined efforts of all concerned parties represented by the Ministry of Higher Education, the relevant ministries, universities with their faculties, departments, units, thinkers, scientific research centers, and media institutions.

7. Obstacles to its Implementation and Methods to Overcome

A review of the relevant literature and previous studies identifies some obstacles to improving psychological capital management in Arab universities. Among those obstacles and methods to overcome them is the habituation of traditional formal systems in university education through the tendency of some decision makers to resist change and engage in new experiences, which may be a reason for obstructing the implementation of the proposal. This obstacle is solved by adopting a national and Arab project in cooperation with the media and holding seminars and conferences to raise awareness of the importance of psychological capital to reveal its importance as a source of value, its challenges and requirements to achieve competitive advantages for Arab universities, and openness to advanced universities in this field through agreements and partnerships to transfer and exchange experiences.

Another obstacle is the absence of a common vision directing each of the Arab universities to improve the management of psychological capital. This can be overcome by holding seminars and workshops to exchange ideas, bring viewpoints closer, and build common visions and directions to ensure everyone gathers around this project to ensure continuous support. This vision will be the general framework for developing policies and making future decisions to ensure their progress according to what was agreed upon, and placing psychological capital in the vision, mission and goals of these universities.

Also, another problem is the prevalence of traditional patterns that is not supportive of building and managing psychological capital in universities. This requires training current leaders at all university levels on modern methods of management and leadership relevant to the subject and setting criteria for selecting university leaders, where psychological capital is one of the most important components. Another key obstacle is lack of trained human cadres among faculty members who can play a prominent role in improving psychological capital. This requires the development of training programs according to a scheduled plan relevant to this matter and the use of qualified experts and trainers to train trainers

at universities to be the nucleus of the University Capital Management Center.

In the same context, there is the lack of university administration awareness of the importance of psychological capital in achieving competitive advantage. This requires holding events and seminars to demonstrate the importance of psychological capital, its positive impact on all positive organizational variables, and how it can be supported, strengthened, and transformed into strategic goals. Also, there is the weakness of the resources, capabilities, and digital infrastructure in some Arab universities. This requires increasing the universities' budget for this purpose and searching for alternative funding sources. Moreover, there is the absence of an effective and fair system for incentives and rewards in universities. This requires developing an effective system for this purpose and linking rewards to performance and teamwork.

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