

**Influential Role of Psychological Capital Intervention towards
Enhancement of Female Teachers Attitude & Daughters
Education: Evidence from Universities of KP, Pakistan**

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Abstract

Study aim on the structure which encounter three factors; Psychological Capital (PC), Teachers Attitude (TA) and their Daughter's Education (DE) about the staff members of 10 public and private universities of KP, Pakistan. Questionnaire was incorporated in the study as a data collection tool and distributed among the individuals on cross-sectional basis. SPSS and Lisrel were utilized to analyze the collected data. Reliability and validity of the survey tool was checked through CFA and found ideal. Structure equation modeling (SEM) was incorporated to plaid 3 aforementioned variables and was also found good. Result depicts that there exists direct positive path among predictors and response variable.

Keywords: Psychological Capital, Teachers Attitudes, Daughters Education

In the education sector of Pakistan females are meted out discriminatory treatment as compare to male in almost all areas (Neman, 2013). To educate a girl is one of the vital tasks that bring a desired social change in a society. The role of women is at the center of human social relations and especially in family life (DFID, 2005). Due to the modern economic changes the more focus of the international community and national governments are on female education. Pakistan is a traditional society in general and one of its provinces Khyber Pakhtunkhwa (KP) in particular (Ahmad, 2010).

In Pakhtun culture women are coming into the job market, generally are not encouraged, due to various reasons. Because of jobs, women face various problems being under the dual responsibility at work and at home. In some cases, they spend less time to give attention to their children. In this process the victims are daughters as compare to sons. Research in Pakistan and third world societies suggests that sons are given more attention, support and even importance as compared to daughters (Ahmad, 2010). This trend is also prevalent in females who relate to the teaching profession.

According to (Mucbulary etal., 2012) the realization of daughters education and development is a difficult procedure in standard educational institutes and to overcome this, teachers and veteran members of the society have to take part in setting up. Various professionals draw attention with the aim of daughter's education and development through developing teacher's positive attitude in educational institutes (Fisher, Frey & Thousand, 2003). Furthermore, it assists to get enhanced students' behavioural skills (Lee & Odom, 1996) and add to the accomplishment of the personage education programs (Brinker & Thorpe, 1984). Psychological Capital (PC) is the observable fact that develops the individual's characteristics. PC is defined as the optimistic and developmental state of an individual as characterized by high resiliency, optimism, self-efficacy and hope. Self efficacy means the self-assurance a person needs to achieve the target. Optimism is the encouraging of the performance in attaining the objective well in the present and the future. Hope is the conservation and redirection of the goals in order to get success, while resilience is striding through the hardship and problems with satisfying performance to attain the success (Luthans, Avey, Avolio & Norman, 2007).

This study demonstrates the PC intervention towards teacher's attitude development that further leads towards daughter's education development. The objectives of the study are to explore the impact of PC on enhancement of teacher's attitude that further leads to daughter's learning and development and also to find out

the difference of opinion among the staff members of public and private universities views on positive teacher's attitude and daughter's learning and development through PC. This study assists policy makers as to know the causes behind the teachers' attitude development towards daughters' education. The study is also helpful for the International donor agencies, government, policy makers and researcher to focus on the areas of teachers' attitude development towards daughter's education and learning and its importance in the socio-cultural set up of the Pakhtun male dominated culture.

Literature Review

Psychological Capital and Teacher Attitude

According to Luthans (2005) psychological capital is the optimistic and constructive psychosomatic features of human being. Its idiographic demonstration is the emotional state and feelings of optimistic managerial manners and conduct. It goes beyond the individual assets and communal assets, and it can formulate the increase of human beings a spirited and viable benefit by a savings, enlargement and growth. Luthans, Youssef and Avolio (2007), modified the description of psychosomatic resources, and regarded as that it is the optimistic and affirmative psychosomatic growth condition of human being and its distinctive traits consist of: (1) self-assurance (2) hopefulness (3) expectation and (4) flexibility.

According to (Bandura, 1986; Ford, 1992), Inspirational procedure and practice is a purpose of one's individual objectives and of faith about one's capability and one's perspective. So, well thought-out teachers' work with full dedication and loyalty and are more provoked if they encompass internal objectives of a school and principles as their individual objectives. According to Gist and Mitchell (1992) self-effectiveness is the method and technique to find out the individual capabilities, and make use of the method of motivating, cognitive sources and means of accomplishment in order to achieve an upcoming performance on definite

responsibilities. Self efficacy has determined that people preferred behavioural responsibilities and the perseverance and endeavor in the tasks. In addition with, according to Bandura (1986) persons who are more probable to build up an optimistic sagacity of self-effectiveness in surroundings and environment wherever in present there are demanding and reasonable ambitions by means of definite and exact values. To promote self-effectiveness, aims and objectives have to be concrete and obvious and consist of short-range intentions that are understood as expensive within the framework of longer-term objectives (Gist & Mitchell, 1992). Research studies of Geijsel (2003; Slegers, 2003; Leithwood, 2003) shows that teachers' internalization of school objectives into individual objectives manipulates their specialized learning activities, in the same way directly along with by the use of educator self effectiveness.

Teacher Attitude and Daughter's Education

According to the Council of National Research (NRC, 2001) research described that ancestors association is the most powerful interpreter of children learning product and consequences. This aspect connected extensively with children's enthusiasm to learn, concentration, assignment determination, accessible terminology capability and low accomplish difficulties. Ancestors association in learning has been recognized like a favourable and helpful element in immature brood's learning. According to (Griffith, 1996; Reynolds, 1992; Sui-Chu, 1996; Willms, 1996) explored in their research a main factor of national educational policies and premature infancy plans. To a large extent of the study on parent participation and involvement, as it concerns to brood's product and upshots, has put emphasis on the association among particular parent attachment, performances and brood's accomplishment. Association of Parents in schools, for example, with various activities of school, direct communiqué and contact with educators along with their high ups is linked with better and great accomplishment in levels of parent participation in their children's

educational understandings at home in math along with reading. According to Keller (1999) efficient and successful teachers should pay concentration to learners' development and enthusiastically engage them in learning activities, at the same time as offering supervision and admire for endeavor and achievements. According to (Anderson 2000; Greeno, 2000; Clarke, 2002) all of them were inspired by this vision and along the lines of positioned cognitive point of view on learning and examines that the educator learning is a productive and beneficial in a social context. Based on above captioned literature following are the hypotheses of the study.

H₁: PC has positive effect on TA.

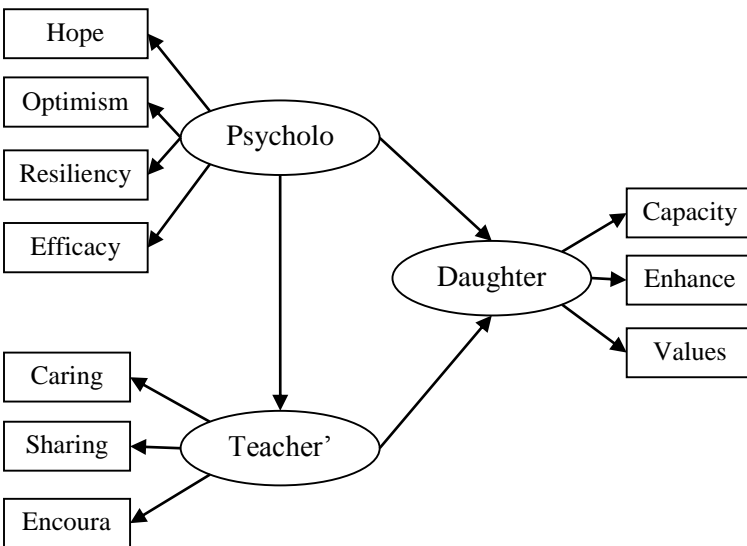
H₂: PC has positive effect on DE

H₃: TA has positive effect on DE.

H₄: There is no difference of opinion exist among the respondents of public and private universities views on positive TA and daughter's learning and development through PC.

Conceptual Framework

Conceptual framework of the study, namely, PTD is as follows.



Research Methodology

The nature of the research was quantitative. Random data was collected from 10 different public and private universities of KP, Pakistan. The targeted universities for data collection were Institute of Management Sciences, Peshawar, City University, Peshawar, FAST, Peshawar, Preston University Peshawar, University of Peshawar, Kohat University, Khushal Khan Khattak University, Bannu University, Gomal University, D.I. Khan and Abdul Wali Khan University Mardan. Questionnaires were distributed on cross-sectional basis among the Professors, Assistant Professor and Lecturers in above captioned universities and their views had been taken. The collected data was uploaded in SPSS version 17.0 software for data analysis.

Population and Sample

In the ten universities of KP, Pakistan approximately there was 1500 staff members including female and male. By the help of Yamane (1967) formula sample size was determined. The final sample was consisted of 315 staff members including Professors, Assistant Professor and Lecturers. For data collection simple random sampling technique was incorporated. The following table depicts the sample size calculation.

Populatio n (N)	Formula	Computatio n	Sampl e
1500	$n = \frac{N}{1 + N * e^2}$	$n = \frac{1500}{1 + 1500 * (.05)^2}$	315
		$n = \frac{1500}{1 + 1500 * .0025}$	
		$n = 1500 / 4.75$	

Measures

Questionnaire was the data collection tool which consists of demographic data collection and information about the PC, TA and

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 its effects on DE. The questionnaire was measured on Likert Scale
 five point.

Psychological Capital

For PC (hope, self-efficacy, resiliency and optimism) the measurement items were taken from (Avey et al., 2010; Luthans et al., 2007). After slightly amendments in the questions total 16 items were constructed. Reliability statistics was found .771.

Teachers Attitude

Factors determine TA (caring and kindness, sharing responsibility, encouraging creativity) was taken from the studies of (Ranjdoost, Gahramani & Rezayi, 2013; Kern, 2006) with a minor changes in measurement item contains total 16 items based on 5 point Likert scale. The reliability was $\alpha=.769$.

Student’s Development

The measurement item of daughter’s education including (capacity building, enhance literacy and values/norms) measured on 5 point Likert scale was taken from the study of (Tuana, Chinb & Shiehc, 2005). The reliability scale Cronbach’s α was .790.

Data Analysis and Result

This portion was comprised on statistical analysis including CFA through SEM along with multiple regression.

Table 1

Descriptive Analysis

	Faculty Members	Male	Female	Total	Percentage	μ	S.D
Title	Professors	25	10	35	11%	1.12	.412
	Assistant Professors	40	20	60	19%		

Lecturers	170	50	220	69%		
Total	235	80	315			
<hr/>						
Gender						
<hr/>						
Age	24-34	180	40	220	69%	
	35-45	45	15	60	19%	1.21 .140
	46 and above	30	5	35	11%	
		255	60	315		
<hr/>						

Among 315 respondents 35 were Professors, Assistant Professors 60 and 220 were Lecturers between the age of 24 and above.

Table 2

Reliability Statistics

Composite Measure	Items	Mean	DE	α
Psychological Capital	Hope	2.72	.388	
	Optimism	2.63	.372	
	Resiliency	2.42	.359	
	Self-efficacy	2.07	.311	.771
Teachers Attitude	Caring & Kindness	2.06	.312	
	Sharing Responsibility	2.09	.393	
	Encouraging Creativity	2.01	.283	.769
Daughter's Education	Capacity Building	2.04	.382	
	Enhance Literacy	2.22	.393	
	Values & Norms	2.02	.283	.790

The above captioned table exhibits the reliability statistics of three devotee variables namely PC including (hope, optimism, self-efficacy and resiliency), TA including (caring/kindness, sharing responsibility and encouraging creativity) and DE including (capacity building, enhance literacy and values/norms). For measuring the reliability of the three constructs of the Cronbach's α was calculated and were found .771, .769 and .790 for PC, TA, and DE respectively. According to Sekaran (2003) the acceptable range for the value of Cronbach's α for questionnaire reliability is above 0.75. So, the result depicts that all the computed

Table 3
Matrix Correlation

	PC	TA	DE
PC	—		
TA	.537**	—	
DE	.651**	.599**	—

** $p \leq 0.01$ (2tailed)

Correlation matrix demonstrate that there exists significant optimistic relationship at ($r = .537^{**}$, $p \leq 0.01$), ($r = .651^{**}$, $p \leq 0.01$) and ($r = .599^{**}$, $p \leq 0.01$) between PC, TA and DE.

Validity and Confirmatory Factor Analysis

At first, the questionnaires were submitted to 30 staff members of 6 universities of Kohat and Peshawar cities of KP, Pakistan to determine whether the questions were understandable, logical and clear order (face validity). Moreover, veteran staff members were asked to critically evaluate and to articulate their opinions on whether these questions were appropriate for the study context or need additional questions to be added (content validity). For construct validity appropriate statistical technique was used, total 40 questions were used as statements that assess the PC intervention towards controlling TA and DE. Regarding content and face validity university staff members and experts reported that the statements were apparent, easy to understand, and in a logical order, and totally representative of the needs of the study. For the construct validity CFA was performed.

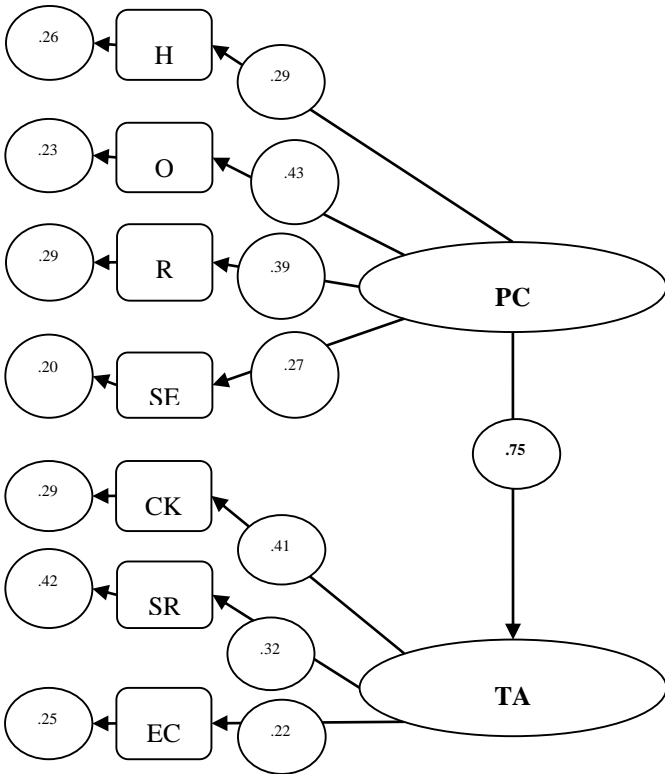
For construct validity the particular model of the research study was examine through Structural Equation Model (SEM). Result of CFA's analysis exhibits the uniqueness of the three variables i.e. PC (hope, optimism, self-efficacy and resiliency), TA including (caring

and kindness, sharing responsibility and encourage creativity) and DE including (capacity building, enhance literacy and values/norms). For examining model fitness 7 fit indices were utilized namely ($X^2/d.f$, GFI, AGFI, NNFI, CFI, RMSR, RMSEA).

Structural Model Analysis

CFA for Model 1 (PC & TA)

Result of 2 factor model i.e. PC and TA is as follows



Chi-Square=111.62, df =48, P-value=.000, RMSEA=0.06

The result of model (PC and TA) depicts that all values are in normal range and have their own significant loadings and there is no need for factor loading. Direct path indicates 75% variation exist in response variable by predictors. The following table exhibits the values of 7 fit indices of CFA analysis including X^2/df , GFI, AGFI, NNFI, CFI, RMR and RMSEA. All the computed values of 7 fit indices are in normal and acceptable ranges according to (Usluel,

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 Asker & Bas, 2008). Following are the recommended value of 7 fit indices. Result depicts that all the values are in normal range for model PC and TA.

Table 5

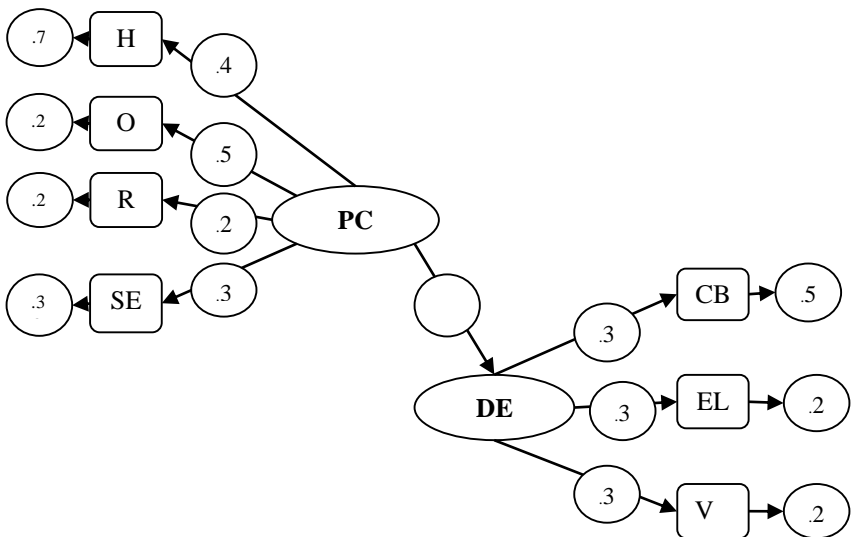
Model 1

Model 1	X ² /df	GFI	AGFI	NNFI	CFI	RMR	RMSEA
PC & TA	2.5	0.92	0.94	0.97	0.90	0.02	0.06
Standard Value	<3.0	>.90	>.80	>0.90	>.90	<.10	0.06-0.08

(Usluel et al., 2008)

4.3.2 CFA for Model 2 (PC & DE)

Result of 2 factor model i.e. PC and DE is as follows



Chi-Square=101.05, df =43, P-value=.000, RMSEA=0.07

Result of model (PC and DE) portray that all the values are in normal range and have their own significant loadings. Result depicts that all values are in normal range for model PC and DE. The direct path indicates 72% variation exist in the response variable. The following table exhibits the values of 7 fit indices of CFA analysis. All the computed values are in acceptable ranges (Usluel, Asker & Bas, 2008).

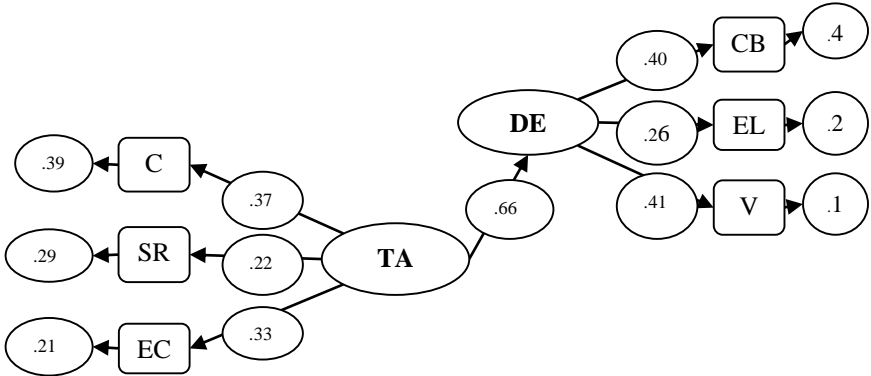
Table 6

Model 2

Model 2	X ² /df	GFI	AGFI	NNFI	CFI	RMR	RMSEA
PC & DE	2.9	.93	.86	.91	.96	.03	.07
Standard (Usluel etal., 2008)	Valu <3.0	>.90	>.80	>0.90	>.90	<.10	0.06- 0.08

CFA for Model 3 (TA & DE)

Result of two factor model i.e. TA and DE is as follows



Chi-Square=101.12, df =43, P-value=.000, RMSEA=0.06

The result of model i.e. (TA and DE) portray that all the computed values are in normal range and have their own significant loadings. The direct path indicates 66% variation exist in the response variable through predictors. The following table exhibits the values of 7 fit indices of CFA analysis which demonstrates all the computed values are in acceptable ranges (Usluel, Asker & Bas, 2008).

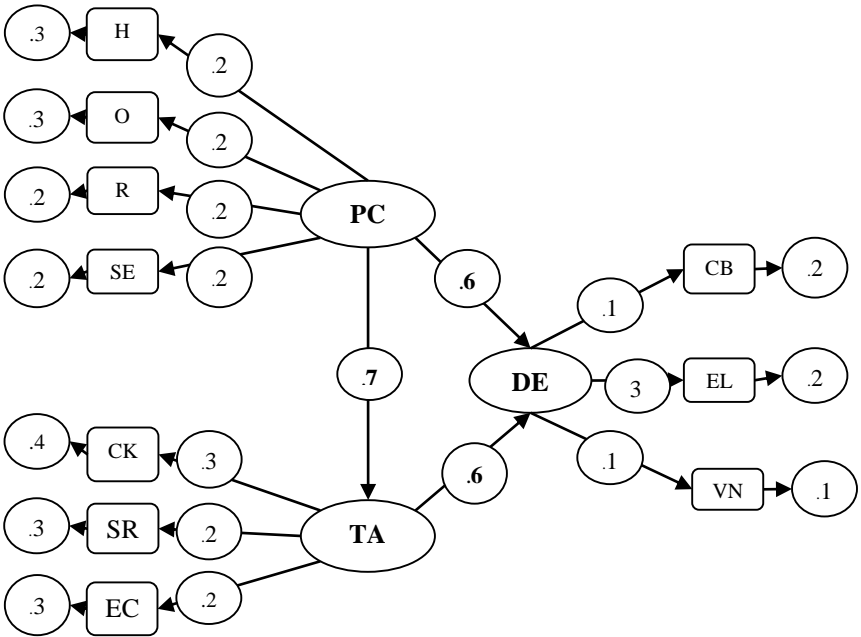
Table 7

Model 3

Model 3	X ² /df	GFI	AGFI	NNFI	CFI	RMR	RMSEA
TA & DE	2.2	.94	.83	.90	.99	.01	.06
Standard (Usluel etal. 2008)	Valu <3.0	>.90	>.80	>0.90	>.90	<.10	0.06- 0.08

4.3.4 CFA for Model 4 (PC, TA and DE)

Result of three factor model is as follows



Chi-Square=114.22, df =42, P-value=.000, RMSEA=0.080

The result of fourth 3 factor model i.e. (PC, TA and DE) exhibits that that all the computed values are in acceptable range. In addition, this envisions that all the variables of the study have their own significant loadings. Result depicts that all the values are in normal range for model PC, TA and DE. The direct path of PC and TA, PC and DE, and TA and DE indicates 75%, 69% and 61% variations in the response variable through predictors. The following table exhibits the values of CFA analysis. All the computed values of 7 fit indices are in normal and acceptable ranges according to (Usluel, Asker & Bas, 2008).

Table 8

Model 4

Model 4	χ^2/df	GFI	AGFI	NNFI	CFI	RMR	RMSEA
TA & DE	2.7	.94	.84	.93	.93	.04	.08

Standard	Valu	<3.0	>.90	>.80	>0.90	>.90	<.10	0.06-
(Usluel etal., 2008)								0.08

Regression Analysis

Multiple regression model is as follows.

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \epsilon \dots \dots \dots (1)$$

$$Y = \alpha + \beta_1 X_1 + \epsilon \dots \dots \dots (2)$$

$$DE = \alpha + \beta_1 PC + \beta_2 TA + \epsilon \dots \dots \dots (3)$$

$$DE = \alpha + \beta_2 TA + \epsilon \dots \dots \dots (4)$$

Where DE = Daughter’s Education (D.V) $\beta_1 PC$ = Psychological Capital (I.V) $\beta_2 TA$ = Teacher’s Attitude (I.V).

Table 5
Multiple regression (PC, TA and DE)

Variables	B	SE (B)	β	T	Sig.	R ²
Step 1						.537*
(Constant)	1.256	.166		7.560	.000	
PC * TA	.541	.048	.537	11.249	.000	
PC * DE	.666	.044	.651	15.155	.000	
Step 2						.599*
TA* DE	..608	.046	.599	13.238	.000	
Final model: F = R = Adj R ² = .51						
163.03,	.71					

**p ≤ 0.01 Predictors (PC, TA) Response (DE)*

Above caption table depicts the value of correlation coefficient (R) i.e. 71.5% and coefficient of determination R (sqr) i.e. 51%. This further indicates that there exist 51% variations in the response variable if other variables remain constant. PC accounted for 53% and 65% of the variance in TA and DE. The direct path TA towards DE accounted for 59% variance. The regression coefficients of PC*TA, PC*DE and TA*DE depicts ($\beta=0.53$, $t=11.249$, $p<0.05$), ($\beta=0.65$, $t=15.155$, $p<0.05$) and ($\beta=0.59$, $t= 13.238$ $p<0.05$) respectively. Consequently all three hypotheses were supported.

Table 6

Paired Sample T-test

Pairs	Mean	Std. Dev	Std. Er	Lower	Upper	t	df	Sig
1. PC - PCP	.0090	.11778	.00664	-.00397	.02215	1.370	314	.172
2. TA - TAP	.0250	.27529	.01551	-.00512	.05592	1.637	314	.103
3. DE - DEP	.0222	.28129	.01585	-.00896	.05341	1.402	314	.162

The above captioned table depicts the result of public and private universities staff members’ opinion about PC intrusion towards improving TA and DE. Statistics of PC-PCP, TA-TAP and DE, DEP shows ($P>.172$, $P>.103$ and $P>.162$) respectively. This further depicts that there is no significance difference between the views of public and private universities staff members on PC intervention towards improving TA and DE.

Discussion

Implementation of positive PC practices towards development of TA within the education sector is mandatory for long-term educational sector success. Portrayal on the preservation of researchers (Mahmood & Hanafi, 2013; Hansen, 2009) study investigated the impact of PC on TA and further towards DE. The study revealed 3-factor model hypothesized which contents of PC, TA & DE variables were evaluated with several other models. All values of CFA are in acceptable range. Model testing reveals that PC has direct impacts on TA and its further impact on improving DE. PC and TA accounted for 75% and 61% variation in DE. Furthermore, result of paired sample t test depicts that there is no difference of opinion among staff members of Public and Private

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 Universities on PC intervention towards development of TA and DE. The result depicts PC has strong direct impact on TA within the organization that leads towards enhancing education sector of Pakistan.

Table 6

Summary of Result

Hypotheses	Accepted/ Rejected
H1: PC has positive effect on TA.	Supported
H2: PC has positive effect on DE.	Supported
H3: TA has positive effect on DE.	Supported
H4. There is no difference of opinion exist among the respondents of public and private universities views on positive TA and daughter’s learning and development through PC.	Supported

Theoretical Contributions and Recommendation

The study makes two vital contributions towards PC, TA and DE literature. The 1st one is that the prior researches studies on this context were not focused primarily on enhancement of TA through PC in Pakistan vibrantly. So, this study enhances the literature on PC intervention towards enhancement of TA and Daughter’s Education in Asian countries mainly in Pakistan. Secondly, study result depicts that PC have direct insinuation on the improving teachers’ attitude and student’s social development in Asian countries. Education sector of Pakistan either private or public should have to focus on making strategies for improving teacher’s attitude and students learning through PC practices. Improving TA through PC practices motivates students towards academia and learning which the positive sign for literacy development this will automatically reduce the ratio of unemployment and poverty. This study suggests that the TA should be improve and rectify through PC practices in every education organization. So, the educationalist

Future Research, Limitations & Conclusion

Sample of the study was taken only from public and private sector universities of KP, Pakistan due to which this research study was incompletely generalized. Firstly, it is recommended that the current hypotheses should be tested in multiple samples from various other universities and organizations of Pakistan in future research study. Study was based on cross sectional so in future the nature of the study should be longitudinal basis which should be performed in different educational institutes and industries of Pakistan. Three factors model (PC, TA and DE) divulge vital and strong relationship. Whereas, result depicts that PC and TA have positive relationship with DE. Implementation of positive PC for developing TA found important values and further TA has positive impact on DE which results in strengthening the education sector to endure in the competitive era. Moreover, result of the study shows that there is no difference of opinion among staff members of Public and Private Universities on PC intervention towards TA and DE development. The study demonstrates improving TA through PC is necessary and has direct impact on DE which will be a vital cause of prosperity for Pakistan.

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