



# The Impact of the Psychological Capital on Job Performance: A Case Study on Faculty Members at Philadelphia University

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## ABSTRACT

The present study aims to identify the perception of faculty members at Philadelphia University about the concept of psychological capital (PsyCap), measure the level of job performance, and determine the impact of the PsyCap on job performance. Using structured questionnaire, data was collected from (110) faculty members (assistant professor, associate professor, professor) from 8 faculties in Philadelphia University, Jordan. Multiple Regression analysis has been used to find the impact of PsyCap on job performance. Results show that the level of faculty members' awareness to the concept of PsyCap is high. In addition the Job performance was high in all dimensions. Moreover, it was found that hope dimension has a statistical effect on all dimensions of job performance. In addition, self-efficacy dimension affect statistically on behavioral performance dimension. Finally, the resilience dimension affect statistically on job performance dimension. However, the optimism dimension does not significantly affect any Job performance's dimensions.

**Keywords:** Psychological Capital, Job Performance, Faculty Members, Philadelphia University, Jordan

**JEL Classifications:** M10, M12

## 1. INTRODUCTION

The concept of psychological capital (PsyCap) is considered as one of modern management concepts; it contributes in achieving the highest levels of performance. This concept has emerged as a result of growing interest in the field of organizational behavior which is based on positive psychology (Mathe, 2011). The PsyCap includes a set of positive components that work as motivational factors; these components are self-efficacy, hope, optimism, and resilience (Luthans et al., 2007). The PsyCap plays vital role for achieving the efficiency and effectiveness in educational organizations (Caza et al., 2010). It is a new approach and it gives advantages to support universities in a competitive educational environment; this environment has constantly changing (Luthans et al., 2008). Therefore, educational organizations cannot improve quality in their system without giving priority to their qualified academic staff. Academic staffs represent a focal point of universities

work, and they have the responsibility of adequacy and quality of university education.

## 2. PROBLEM STATEMENT

The Jordanian education sector faces many challenges. Therefore, Jordanian universities attempt seriously to develop and update all their systems. Moreover, universities make extra effort to enhance the competitive position through focusing on qualified faculty members who do their tasks and duties effectively which can lead to improve the quality of education services. Some of the universities terminate the contract of some instructors, keep the qualified instructors and attract the distinctive instructors from other universities. These in turn, form a strong competitive, psychological pressure and a heavy burden on the teaching staff in these universities to meet the needs of the information and knowledge age. Therefore, the study problem was emerged from

the lack of interest on the PsyCap for the universities' instructors. The bad psychological status is an obstacle that hinders the efficient and effective performance. This prompts the researchers to make in depth study in this field to detect the impact of the PsyCap on Job performance of university's members through asking the following questions:

- What is the extent of awareness of instructors at Philadelphia University for the PsyCap dimensions?
- What is the level of job performance of instructors at Philadelphia University?
- Do the PsyCap dimensions (self-efficacy, optimism, hope, resilience) affect the job performance of instructors at Philadelphia University?

### 3. THEORETICAL FRAMEWORK AND HYPOTHESES DEVELOPMENT

#### 3.1. PsyCap

The concept of PsyCap is one of the modern concepts that have occurred in the field of business management, particularly in the field of organizational behavior, it is sometimes called positive organizational behavior (POB) (Mathe, 2011). Peterson and Seligman, (2004) has confirmed that this (POB) is derived from positive psychology, which was transferred to the workplace; this is supported by (Avey et al., 2010). Nelson and Cooper, (2007) Noted that (POB) has a positive effect on the level of individual performance-related work. PsyCap differs from the human capital (skills, experience, knowledge, and abilities) and social capital (social relations and networks), where it includes mainly the philosophy of "who you are" and "what you can become" (Millard, 2011). Luthans and colleagues define PsyCap as "an individual's positive psychological state of development characterized by four dimensions self-efficacy, optimism, hope and resilience." (Luthans et al., 2007; Larson et al., 2013; Lee et al., 2013) had claimed that PsyCap and mind peace are psychological resources that help in achieving adaptive in organization. The PsyCap is considered a positive input qualitatively through achieving positive results in the development of human resources and performance management (Luthans et al., 2008). The PsyCap s increases the pursuit of staff towards achieving organizational goals and maximizes their own interests, as well as improves the cohesion and cooperation and create positive change in the Organization's Culture (Liu, 2010). Indicated studies (Luthans et al., 2007; Malone, 2010; Seaton, 2011; Kappagoda, et al., 2014a) to four dimensions of (PsyCap) are:

##### 3.1.1. Self-efficacy

This concept is based on theory of social cognitive which developed by Bandura (1997), was defined as "individuals' conviction about cognitive resources, motivation and courses of action necessary to successfully implementation a given task within a specific context (Stajkovic and Luthans, 1998). Self-efficacy refers having confidence to take on and put in the necessary efforts to success in difficult business" (Luthans et al., 2007). These beliefs and convictions owned by persons about their abilities and knowledge affect on process of perception and interpretation of events (Avey, et al., 2010). Cervone (2000) describe self-efficacy as producer

of the cognitive processes dynamic. Luthans et al. (2004) put the contents of an effective program to develop and build self-efficacy, which include: Mastery experiences or performance achievements, indirect experiences or modeling, Social convince, psychological and physiological excitement.

##### 3.1.2. Optimism

In general, optimist is a person who expects nice things to happen while a pessimist is a person who expects bad things to happen (Carver et al., 2005), optimist have a sense that the positive events occur as result of their own actions and behaviors. It is describes as explanatory style attributed positive events as stemming from personality and widespread, while negative events attributed as external and temporary and limited (Avey, et al., 2010; Millard, 2011). Peterson (2000) described optimism as an activity relating to reach the target and self-regulation. Schneider Indicatet (2001) that optimism scalable to development across three ways are: Tolerance toward the past, Valuation and estimate the present, Opportunity to look towards the future. Seligman (1998) defines optimism through his description of optimists that they individuals who have an internal stability. Luthans et al., (2007) see that optimism is associated with views that incidents positive feeling. While (Totterdell et al., 2006) has been described as a mediator factor in the relationship between the characteristics of work and stress.

##### 3.1.3. Hope

Snyder and colleagues (1991) have defined hope as a "positive motivational case which depends on an interactively derived sense of long successful." The hope includes willpower "Agency" (power of individuals and determination to achieve their goals) and the way power "pathway" (the planning to meet goals and ability to create alternative Paths) (Snyder, 2000; Luthans et al., 2007; Avey et al., 2009). According to Harvey et al. (2007) hope theory includes three main mechanisms are: Goals, Paths and Power. Hope represents the perseverance of individuals in heading towards achieving organizational goals, in addition to the ability of individuals to forward paths to achieve goals when necessary (Luthans et al., 2008). Moreover, it provides a challenge and realism towards achieving the goals; it represents the investment of the efforts of individuals working toward achieving those goals (Malone, 2010). Luthans and Jensen (2002) indicate to possibility strengthen the hope and its development among individuals working in organizations through putting personal and organizational specific objectives, and possess the desire and the willingness to face the obstacles and problems, and the preparation of the alternative paths.

##### 3.1.4. Resilience

Mills et al. (2013) define resilience as "the capability to bounce back from failure and intensity." While (Kappagoda et al., 2014a) have defined the resilience as "positive force that can be used to counter negative events in addition to extreme positive events." Resilience in positive psychology represents the process of positive adaptation in the workplace (Masten et al., 2009). It plays an essential role in the Healthy adaptations particularly burdensome life events (Li-feng and Hua-Li, 2009). There are three main principles of resilience called (Cs), are: Control, Coherence and Connectedness (Reich, 2006; Enzi and Ibrahim, 2012). Believe

(Wubin and Zhaoliang, 2010; Meng et al., 2011) that individuals who have the resilience characterized by realism and objectivity, deep faith strongly of values, and adaptation and improvisation. In its application in the field of work refer (Luthans and Youssef, 2004) resilience as to the ability or a positive psychological power to return to a natural state.

### 3.2. Job Performance

The job performance of the staff is the most important subjects which plays an important role in achieving organizational performance (Kappagoda, 2014b; Wang et al., 2015). Campbell et al. (1990) were defined job performance is “observed behaviors that employees work in their jobs and related to the objectives of the organization.” The identification of the level of job performance for faculty members is one of the most important areas which attention should be given, because it’s important in improving the performance and increase its effectiveness, and that this process must be comprehensive and continuing to reveal the strengths and weaknesses points (Miller, 1987). There are several justifications, it require knowledge of the job performance of faculty members, including: (Neumann, 2000; Saraira, 2011).

- Directing faculty member and guide the overall objectives and the various educational activities.
- Knowing the extent of his impact on academic courses, teaching methods and providing feedback to contribute in development his performance, and the diversification of his methods and increase his effectiveness.
- Exact determining to extent of compliance and walking to the achievement of plans and objectives.
- Determine the needs of faculty members at the university for the development and training to improve performance.

Job performance is a measure of the ability of a faculty member to perform the work assigned to him in the present, as well as on perform different other works may be entrusted in the future, and to assist decision makers in university (Watkins and Thomas, 1991). Milley and Gonsalves, (2003) has identified many annoying habits which have been observed by the students on the performance of their instructors, such as: Disorganization the process of teaching, talking quickly during the explanation, dependence on the traditional method of throwing lectures, speak in a low voice, and low grades. Centra (1992) observed that the effectiveness of faculty members at universities is determined through teaching, academic guidance, scientific research, personal and administrative services, and community service.

### 3.3. PsyCap and Job Performance

Many studies and researches indicated a relationship between dimensions of PsyCap and job performance such as: Kappagoda, et al., 2014a; Kappagoda, et al., 2014b; Anjum, e al., 2014; Polatci and Akdogan, 2014; Marginson, et al., 2014; Venkatesh and Blaskovich, 2012; Sun, et al., 2011; Rego, et al., 2010.

#### 3.3.1. PsyCap dimensions and educational performance

Found Herd (2010) that the PsyCap plays a crucial role in improving the educational and academic performance. According to (Rego, et al., 2010) there is a positive correlation between all PsyCap dimensions (self-efficacy, optimism, hope, resilience) and individual

performance. In general Bandura (1997) said if the staff has a high self-efficient, and are making more effort, their performance will be better. The staff that possess high levels of hope they have a greater confidence and achieve high levels of performance (Snyder, 2000). Similarly, it was found (Luthans, et al., 2007; Peterson and Byron, 2007) that optimism, resilience have been used as a positive predictor of job performance. Based on the aforementioned review, the following hypotheses are formulated.

H1a: Self-Efficacy has statistical significant effect on educational performance.

H1b: Optimism has statistical significant effect on educational performance.

H1c: Hope has statistical significant effect on educational performance.

H1d: Resilience has statistical significant effect on educational performance.

#### 3.3.2. PsyCap dimensions and behavioral performance

Harms and Luthans (2012) explained the extent of PsyCap contribution in promoting the behaviors of instructors and strengthen their personalities, and the ability to act as rational in critical situations. Sun et al., (2011) indicated to that PsyCap increases employee performance and helps them to achieve their goals. This was confirmed by Avey (2011) that dimensions of PsyCap have a direct effect on the behavioral performance of the staff. Where self-efficacy has an important role in the learning process (Baron and Morin, 2010). Optimism is a character trait and affects mood and behavior (Lounsbury et al, 2004). The level of Hope allows individuals protection against a feeling of weakness and inability to control (Enzi and Ibrahim, 2012). The staffs with high flexibility rarely lose their jobs when they are strong setbacks, which enable them to continue working (Maddi, 2005). Thus the following hypotheses were considered:

H2a: Self-Efficacy has statistical significant effect on behavioral performance.

H2b: Optimism has statistical significant effect on behavioral performance.

H2c: Hope has statistical significant effect on behavioral performance.

H2d: Resilience has statistical significant effect on behavioral performance.

#### 3.3.3. PsyCap dimensions and scientific research

Luthans et al. (2012) refer to the dimensions of PsyCap (self-efficacy, optimism, hope, resilience) are a motivating tool for the development of academic performance and encourage instructors to carry out scientific research constantly. The PsyCap development helps to overcome the problems that hinder learning, and it is a competitive advantage for success in academic work. Also confirms (Ruthig, et al., 2004) that PsyCap is motivation for

authoring and Scientific Research. Based on the aforementioned review, we state the following hypothesis:

H3a: Self-Efficacy has statistical significant effect on scientific research.

H3b: Optimism has statistical significant effect on scientific research.

H3c: Hope has statistical significant effect on scientific research.

H3d: Resilience has statistical significant effect on scientific research.

**3.3.4. PsyCap dimensions and local community service**

Chemers et al. (2001) was noted the PsyCap motivates colleagues in the academic field to identify the possibilities and needs of community. Luthans, et al., (2010) see the colleagues in high school must be introducing a set of ideas in order to reach some solutions to handles the problems which faced the local community. Similarly, (Neumann, 2000; Saraira, 2011) called to be the work of faculty members is not limited to teaching and scientific research just, but to work to contribute to meet the needs of the local community. Thus the following hypotheses were formulated:

H4a: Self-Efficacy has statistical significant effect on local community service.

H4b: Optimism has statistical significant effect on local community service.

H4c: Hope has statistical significant effect on local community service.

H4d: Resilience has statistical significant effect on local community service.

Therefore, the proposed research model was formulated as following (Figure 1):

**4. METHODOLOGY**

**4.1. Design**

The current study depended on descriptive analytical method to explore the impact of the PsyCap dimensions (self-efficacy, optimism, hope, resilience) on the job performance of the instructors at Philadelphia University.

**4.2. Population and Sample**

The study population consisted of instructors from various academic ranks in all faculties at Philadelphia University. 110 instructors in 8 faculties were selected using a convenient sampling method (Table 1).

**4.3. Measures**

To collect data, a structured questionnaire has been developed from existing measurement scales. PsyCap dimensions were

measured by scale of (Luthans et al., 2007; Sapyaprapa, et al., 2013) It was consisted of 24 items and included 6 items for each dimension (self-efficacy, optimism, hope, resilience). Scale of (Saraira, 2011) was used to measure job performance dimensions. It was consisted of 22 items and included 5 items for each of educational performance and behavioral performance dimensions and 6 items for each of scientific research and local community service dimensions.

**5. DATA ANALYSIS**

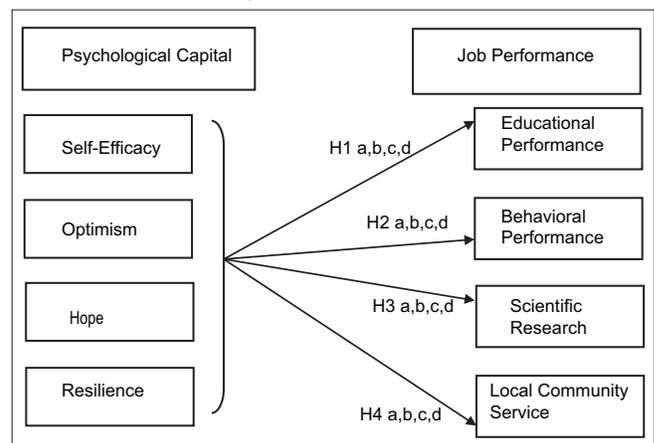
**5.1. Scale Validity and Reliability**

The questionnaire was sent to experts in scientific research field to give the researchers feedback about validity, content, and clarity of statements. Reliability of the scale has been estimated using Cronbach’s Alpha where the results show high values of consistency, as illustrated in Table 2.

**5.2. Descriptive Statistics**

Table 2 showed that recognizing PsyCap dimensions by instructors at Philadelphia University was high. Where that means all of dimensions of PsyCap was above 4. And hope dimension was the highest mean. Also showed that levels of job performance dimensions of instructors at Philadelphia University was high. Where that means all of dimensions of job performance was above 4 except dimension of Local Community Service. And the behavioral performance dimension gets the highest mean

**Figure 1: Study model**



**Table 1: Information about the publication and the sample**

| Faculty     | No. of instructors | Percent | No. of sample | Percent |
|-------------|--------------------|---------|---------------|---------|
| Engineering | 57                 | 26.76   | 33            | 30.00   |
| Arts        | 43                 | 20.19   | 18            | 16.37   |
| Business    | 42                 | 19.72   | 30            | 27.27   |
| Pharmacy    | 24                 | 11.27   | 11            | 10.00   |
| IT          | 17                 | 7.99    | 5             | 4.54    |
| Sciences    | 15                 | 7.04    | 4             | 3.64    |
| Law         | 8                  | 3.75    | 6             | 5.46    |
| Nursing     | 7                  | 3.28    | 3             | 2.72    |
| Total       | 213                | 100.0   | 110           | 100.0   |

### 5.3. Correlation Test

This test to be sure that correlation coefficient among study variables does not exceed 80%. If correlation coefficient was more than 80% that means there is strong correlation among variables. Which requires the integration of some variables together (Hair, et al., 2006). Table 2 showed those correlation coefficients < 80%.

### 5.4. Hypotheses Testing

Multiple regression analysis has been used to test the hypotheses of the study, using the statistical program SPSS.

#### 5.4.1. H1a,b,c,d PsyCap dimensions and educational performance

Table 3 showed that the proposed model appears valid as the value of F was (10.897) with a level of significance (0.000). The results showed that the dimensions of hope and resilience have statistically significant effect on the educational performance. Beta values showed that hope dimension has more effect than resilience dimension on educational performance. The explanatory power reached to 29.3%.

#### 5.4.2. H2a,b,c,d PsyCap dimensions and behavioral performance

Table 4 showed that the proposed model appears valid as the value of F was (6.580) with a level of significance (0.000). The results showed that the dimensions of Self-Efficacy and hope have statistically significant effect on the behavioral performance. Beta values showed that hope dimension has more effect than self-efficacy dimension on educational performance. The explanatory power reached to 20%.

#### 5.4.3. H3a,b,c,d PsyCap dimensions and scientific research

Table 5 showed that the proposed model appears valid as the value of F was (3.579) with a level of significance (0.009). The results showed that the dimension of hope only has statistically significant effect on the scientific research. The explanatory power reached to 12%.

#### 5.4.4. H4a,b,c,d PsyCap dimensions and local community service

Table 6 showed that the proposed model appears valid as the value of F was (8.912) with a level of significance (0.000). The results showed that the dimension of hope only has statistically significant effect on the local community service. The explanatory power reached to 25.3%.

## 6. SUMMARY AND DISCUSSION

### 6.1. PsyCap

Mean of PsyCap dimensions by Philadelphia University's instructors was high. This was due to the university culture and procedures, as it has a positive effect on psychological side of instructors because it plays an essential role in performance and quality of education. This result is consistent with result of study (Bergheim, et al., 2015). The results showed that the hope dimension got first rank with mean 4.46. This means that instructors have psychological willingness and strong confidence to achieve the objectives and success. They also have the ability to use different thinking patterns, alternative routes, and attitudinal plans to solve the problems and pressures they face. The resilience got the second rank with mean score 4.44. This indicates that the

**Table 2: Mean, standard deviation, items no, Cronbach's alpha and correlations among variables**

| S. No | Variables               | M     | SD     | Items no. | 1       | 2       | 3       | 4       | 5       | 6       | 7       | 8       |
|-------|-------------------------|-------|--------|-----------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1     | Self-efficacy           | 4.289 | 0.5941 | 6         | (0.829) |         |         |         |         |         |         |         |
| 2     | Optimism                | 4.061 | 0.6790 | 6         | 0.359** | (0.795) |         |         |         |         |         |         |
| 3     | Hope                    | 4.459 | 0.4594 | 6         | 0.414** | 0.457** | (0.817) |         |         |         |         |         |
| 4     | Resilience              | 4.436 | 0.4686 | 6         | 0.257** | 0.333** | 0.662** | (0.857) |         |         |         |         |
| 5     | Educational performance | 4.500 | 0.4177 | 5         | 0.309** | 0.303** | 0.495** | 0.461** | (0.728) |         |         |         |
| 6     | Behavioral performance  | 4.636 | 0.5303 | 5         | 0.333** | 0.254** | 0.385** | 0.167*  | 0.512** | (0.829) |         |         |
| 7     | Scientific research     | 4.197 | 0.6232 | 6         | 0.209*  | 0.197*  | 0.327** | 0.271** | 0.386** | 0.464** | (0.827) |         |
| 8     | Local community service | 3.953 | 0.7302 | 6         | 0.257** | 0.337** | 0.463** | 0.409** | 0.386** | 0.551** | 0.439** | (0.882) |

Values in parentheses indicate the Cronbach's alpha reliability estimates. N=110. \*\*Correlation is significant at the 0.01 level. \*Correlation is significant at the 0.05 level

**Table 3: Results of multiple regression analysis for the effect of psychological capital dimensions on educational performance**

| Variables     | B     | Beta  | T     | Significant | R <sup>2</sup> | F      | Significant |
|---------------|-------|-------|-------|-------------|----------------|--------|-------------|
| Self-efficacy | 0.082 | 0.117 | 1.271 | 0.207       | 0.293          | 10.897 | 0.000       |
| Optimism      | 0.039 | 0.063 | 0.667 | 0.507       |                |        |             |
| Hope          | 0.236 | 0.260 | 2.159 | 0.033       |                |        |             |
| Resilience    | 0.212 | 0.237 | 2.165 | 0.033       |                |        |             |

**Table 4: Results of multiple regression analysis for the effect of psychological capital dimensions on behavioral performance**

| Variables     | B      | Beta   | T      | Significant | R <sup>2</sup> | F     | Significant |
|---------------|--------|--------|--------|-------------|----------------|-------|-------------|
| Self-efficacy | 0.173  | 0.194  | 1.972  | 0.050       | 0.200          | 6.580 | 0.000       |
| Optimism      | 0.049  | 0.062  | 0.620  | 0.536       |                |       |             |
| Hope          | 0.437  | 0.379  | 2.956  | 0.004       |                |       |             |
| Resilience    | -0.175 | -0.155 | -1.325 | 0.188       |                |       |             |

**Table 5: Results of multiple regression analysis for the effect of psychological capital dimensions on scientific research**

| Variables     | B     | Beta  | T      | Significant | R <sup>2</sup> | F     | Significant |
|---------------|-------|-------|--------|-------------|----------------|-------|-------------|
| Self-efficacy | 0.088 | 0.084 | 0.813  | 0.418       | 0.120          | 3.579 | 0.009       |
| Optimism      | 0.035 | 0.038 | 0.364  | 0.717       |                |       |             |
| Hope          | 0.284 | 0.209 | 20.557 | 0.022       |                |       |             |
| Resilience    | 0.130 | 0.098 | 0.801  | 0.425       |                |       |             |

**Table 6: Results of multiple regression analysis for the effect of psychological capital dimensions on local community service**

| Variables     | B     | Beta  | T      | Significant | R <sup>2</sup> | F     | Significant |
|---------------|-------|-------|--------|-------------|----------------|-------|-------------|
| Self-efficacy | 0.065 | 0.053 | 0.560  | 0.577       | 0.253          | 8.912 | 0.009       |
| Optimism      | 0.151 | 0.141 | 10.451 | 0.150       |                |       |             |
| Hope          | 0.413 | 0.260 | 20.096 | 0.038       |                |       |             |
| Resilience    | 0.275 | 0.177 | 10.566 | 0.120       |                |       |             |

instructors have high resilience in the recovery and return to a normal situation when facing obstacles and complicated events. In third place was self-efficacy dimension with mean 4.29. This shows that the instructors are able to understand and realize events. They also have high confidence in the efforts that related to the formulation of goals and identify strategies at the level of departments, colleges or university. In the last rank was optimism dimension. Its mean score was 4.06. This shows that the instructors are somewhat optimistic about the current and future work at the university. They also expected that the best possible results would face the conditions of uncertainty. These results differ in terms of the order of the PsyCap dimensions with study of (Hosni, 2013) which showed that self-efficacy dimension came first, followed by resilience dimension then hope dimension, and finally optimism dimension.

## 6.2. Job Performance

Mean of job performance dimensions of instructors at Philadelphia University was high. This is due to attention of the University about commitment of teacher regarding quality of education service that provided. In addition, the university appreciate the efforts consideration which made by staff members in effective manner. This result is consistent with the finding of study (Peng, 2014) which showed a high job performance level. The behavioral performance occupied the first rank. The mean was 4.64. This means that instructors have commitment toward lecture time and utilize it in efficient way. They also adhere to the rules of work and procedures and have the ability to act rationally in critical situations. The educational performance dimension got the second place with mean 4.50. This indicates that the instructors work in effective and efficient manner to achieve their tasks, which assigned to them. They also accomplish their work accurately and timely. In addition, instructors have enough information related to their work and they are committed to completion syllabuses of courses as required. The scientific research dimension got the third place with mean 4.20. This indicates that the instructors do scientific research continuously. In addition, they attend conferences and seminars related their specialization. Moreover, they are motivated to authorship and scientific research and seek for growth and promotion. In the last rank was Local Community Service dimension. The mean score for the Local Community Service dimension was 3.95. The result indicate that instructors cooperate with each other to serve

community through introduce ideas to address the community problems. These results were nearly similar to study (Saraira, 2011). This showed that behavioral performance dimension got the highest mean, and then educational performance, after that local community service dimension and final dimension was scientific research dimension.

## 6.3. PsyCap Dimensions and Educational Performance

The results showed that PsyCap dimensions (hope and resilience) have significant effect on educational performing dimension. This result clarified that instructors have strong insistence and willingness to achieve success whatever the circumstances. They are flexible and do their work in effective and efficient manner. This result was achieved by managers' support and attracts qualified instructors.

## 6.4. PsyCap Dimensions and Behavioral Performance

The study found significant effect for the PsyCap (self-efficacy and hope) dimensions on the behavioral performance dimension. This result indicated that instructors have high confidence on decision-making and procedures that related to their work. The result also refers to the ability of instructors to use different patterns of thinking to achieve high quality of teaching. It appears that instructors have ethical and behavioral commitment to be on time in their lectures, utilize all the lectures time, and follow the work instructions.

## 6.5. PsyCap Dimensions and Scientific Research

The study found significant effect for the PsyCap (Hope) on the scientific research dimension. This result is due to willingness of instructors to get academic promotion and managerial position. Therefore, instructors do scientific research, compose books, and participate in seminars and conferences that related to their specialization.

## 6.6. PsyCap Dimensions and Local Community Service

The results showed that PsyCap (Hope) has significant effect on local community service dimension. This result due to regulations of the university that has a condition, which is instructors, has to serve the local community to get promotion. Therefore, instructors introduce new ideas and suggested solution to solve the problems that face the local community and meet its need.

## 7. THEORETICAL AND PARTIAL IMPLICATIONS

The findings of the study provide valuable insights not only to academic researchers but also to deans, managers and instructors in Jordanian universities. From a theoretical perspective the study model support previous studies findings and provides a best understanding of the impact of PsyCap on job performance of instructors. In addition, the results these study draw several implications, deans and heads of departments can utilize this information when evaluation of performance of faculties members in university. So the university should pay more attention toward PsyCap concept because it is a positive behavior focus on psychological variables for university's instructors. The university should also establish this concept as a culture prevalent among instructors because it can improve the quality of education at the university. And senior managers at the university should support and trust instructors. Moreover, instructors should be given a high degree of resilience in order to be able to face challenges that hinder them and introduce appropriate solutions to these challenges. The university should provide professional and academic growth opportunities for instructors to upgrading the level of their job performance. Moreover, encourage them to provide innovative and creative ideas that improve the reputation of the university and its academic level. In addition, re-distribute the academic load and give instructors enough time for research and community services. Also encourage instructors to participate in seminars, conferences, workshops and training courses. These procedures improve the efficiency of job performance commensurate with the quality of university education requirements.

## 8. LIMITATIONS AND FUTURE DIRECTIONS

Firstly, the sample used in this study are the instructors at Philadelphia University who hold a PhD degree of academic ranks (assistant professor, associate professor, professor), which limits the generalizability of the findings. Secondly, the data collected through convenient sample in all faculties of Philadelphia University. We hope future researchers make more studies about PsyCap and its effect on other variables such as job satisfaction, job empowerment, organizational commitment, and organizational climate. In addition, make similar studies on other communities such as schools, institutes and directorates of education.

## 9. CONCLUSIONS

Thus, the materials of this article allow us to conclude the following: The perception of instructors for the dimensions of PsyCap in Philadelphia University's is high. Also the level instructors practice for job performance dimensions at Philadelphia University is high. In addition, dimension of hope as one of PsyCap dimensions has a significant effect on all dimensions of job performance. And dimension self-efficacy affect significantly on behavioral performance dimension. Finally, dimension of resilience affect statistically on job performance dimension. While, dimension optimism does not significantly affect on dimensions of Job performance.

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