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Research Article

The Reality Of The Quality Of Graduate Studies Programs In The College Of Education At The University Of Hail And Its Relationship To Psychological Capital

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ABSTRACT

The purpose of this study was to uncover the reality of the quality of graduate studies programs and the reality of psychological capital among graduate students at the University of Hail's College of Education, as well as the relationship between the reality of graduate program quality and the reality of psychological capital, also to point out disparities in the reality of both the quality of graduate studies programs and psychological capital based on gender and specialty characteristics, as well as to give recommendations for developing graduate programs from the perspective of graduates.

The study used a descriptive, correlational approach with 154 graduate students from the College of Education at the University of Hail, selected at random from both genders and master's specializations. The study yielded the following results: Graduate program quality and psychological capital are at an average level, with a positive and statistically significant association between the two. There are no statistically significant differences in the opinions of graduates regarding the reality of the quality of postgraduate programs due to the gender variable, and there are differences due to the specialization variable in favor of the Master of Doctrine, in addition to the presence of differences in the reality of psychological capital attributable to the gender variable and in favor of females and specialization in favor of the Master of Doctrine.

The study also generated numerous suggestions for developing graduate programs in the College of Education. Based on the study's findings, the researcher recommends that academic and administrative leaders in the College of Education at the University of Hail focus on the importance of improving the quality of graduate studies programs available to students, as well as programs aimed at improving students' psychological realities.

Keywords: quality of graduate programs, psychological capital, college of education.

Introduction:

Regardless of their diversity, modern nations strive to attain long-term development goals, promote educational philosophy, and increase the effectiveness and function of education in society at all levels. Universities are at the top of the pyramid for these stages, with graduate studies at the peak, and colleges of education strive to develop and constantly modify their programs, keeping up with the latest developments in the scientific and academic fields, as the evaluation of these programs serves as the foundation for the development and modification process.

The National Vision 2030 for university education includes pillars such as developing faculty members' skills and increasing student self-reliance through self-learning, creating an interactive environment, and focusing on scientific research and its applications. As a result, Saudi universities are ranked among the top two hundred universities in the world, and one of the vision's pillars is to ensure compatibility between educational outcomes

and labor market needs, as well as to establish new universities and increase admissions (Kingdom's Vision 2030). The Ministry of Education believes in the value of education, thus it intended to establish academic accrediting criteria and to ensure educational quality. This inspired the University of Hail to strive for national and worldwide competitiveness and leadership, including excellence in scientific research and long-term community partnerships, in addition, the University of Hail's College of Education seeks to develop and modify its programs in order to keep up with labor market demands and to strengthen the national economy by providing it with competencies capable of driving the wheel of progress.

Conforming to Alberto and Marcia (2018), as cited in Al-Mutairi (2021), psychologists in the current era have been interested in understanding positive psychological feelings, have paid attention to the most prominent aspects of positive behavior such as optimism, confidence, hope, and self-efficacy, and linked them to performance quality, as individuals' outlook on themselves is responsible for their level of performance (Miltiadou and Savenye, 2003). The notion of psychological capital emerged as part of positive psychology, which seeks to improve all human cultures. It sparked global interest after the President of the Psychological Society (Martin Seligman) emphasized the need of studying human happiness, excellence, human strengths, good feelings, and their growth (Al-Anazi, 2004).

Al-Hajj et al. (2008) underlined that achieving excellence in the quality of university education requires concerted efforts from all parties involved in the educational process, including administration, faculty members, students, graduates, the labor market, and society. Given the close relationship between the quality of university education, the quality of educational outcomes, and the resulting psychological capital, studying these variables and their relationships in a systematic manner represents a scientific and practical study for all individuals, institutions, and society.

Study problem and questions:

Postgraduate programs are designed to train researchers, enrich scientific knowledge, equip students with the competencies required for scientific research, enable them to make the best use of knowledge assets and diverse research methods, and improve their ability to solve problems scientifically based on sound methodology (Al-Khuzaim, 2015). The quality of educational programs, as well as their constant evaluation, are critical inputs for program improvement and development. The Kingdom of Saudi Arabia was one of the first countries to respond to the Arab Ministers' Conference's 2002 recommendations for those responsible for university education, which called for the establishment of mechanisms to ensure quality and accreditation for Arab universities, overseen by the Association of Arab Universities (UNESCO/OOECD, 2003).

Given the obstacles and swift adjustments in the educational process, studies have emphasized the importance of continual assessment and evaluation of college education programs (Hammad, 2018). This is demonstrated by the numerous studies targeted at evaluating graduate programs in schools of education at universities, such as those of (Ahmed, 2015; Al-Khuzaim, 2015; Al-Safran, 2015; Radi and Al-Arabi, 2016; Al-Shammari, 2019; Jabara and Al-Faqih, 2019; and Al-Thabiti, 2019). Many studies have revealed issues related to the large number of courses imposed on students and their reliance on the theoretical rather than the practical aspect, the lack of availability of thesis supervisors, and the classrooms' lack of readiness with modern technology services and the Internet (Al-Khowaiter, 2017; Al-Anzi, 2014). As a result, reviewing the quality of programs available to graduate students ensures their ability to attain their goals while also keeping up with rapid advancements in the field of education.

Psychological capital also provides numerous benefits, such as a sense of respect and self-worth, the growth of pupils' abilities, and increased competition in performance. Consequently, institutions must embrace and engage in this new thinking, because if it is lost, performance and competitiveness will suffer, resulting in money and moral losses (Luthans et al., 2007). Based on the study's interest in the quality of graduate studies programs in colleges of education and the researcher's concept of the importance of linking graduate program quality with psychological capital, the study questions crystallized as follows:

1. How does the quality of graduate programs at the University of Hail's College of Education actually stand?
2. What is the extent of psychological capital among graduate students at the University of Hail's College of Education?
3. Is there a significant correlation ($\alpha = 0.05$) between graduate program quality and psychological capital among graduate students at the University of Hail's College of Education?
4: Is there a statistically significant difference ($\alpha = 0.05$) in graduates' perceptions about the quality of graduate degrees in the College of Education at the University of Hail based on gender and specialization?
5. Are there statistically significant differences ($\alpha = 0.05$) in the reality of psychological capital among postgraduate students in the College of Education at the University of Hail based on gender and specialization?
6. What suggestions do graduates have for developing graduate programs?

Study objectives:

This study aimed to identify the quality of graduate studies program in the College of Education at the University of Hail from the perspective of graduates and their psychological capital. It also aimed to identify the correlation between the quality of graduate studies program and the reality of psychological capital among students, as well as any differences in opinions among graduates about the level of quality of these programs due to the variables of gender and specialization, along with showing disparities in the actuality of psychological

capital among graduates based on gender and specialty characteristics, as well as ideas for graduate program development from the graduates' perspective.

Study importance:

First, Theoretical importance:

- The fundamental significance of this study is highlighted by its subject, which is to determine the reality of the quality of graduate studies programs as well as the reality of psychological capital among graduate students at the University of Hail's College of Education. It is subject to continual evaluation criteria imposed by ongoing problems and innovations in the field of learning and teaching, as well as enormous technology advances.
- The study is particularly significant because it keeps up with modern changes and trends, which call for the creation of graduate studies programs that meet the objectives of the Kingdom's Vision 2030.
- The investigations generated numerous ideas for postgraduate programs based on graduate perspectives.
- - Providing the Arab library with a qualitative contribution to its collection. Because it deviates from the stereotypes found in previous studies and emphasizes the necessity of relating academic program quality to psychological capital.

Second: Practical importance:

- Providing educational leaders feedback to reevaluate, assess, and plan the quality of programs offered to graduate students, as well as the reality of their psychological capital, based on the study and analysis of these variables.
- Providing key sectors, particularly the labor market, with the essential information and data on the reality of graduate programs at the University of Hail's College of Education in order to equip them with competencies that meet their needs.
- shed light on a component that academic administrators sometimes overlook: students' psychological well-being. This draws the attention of these leaders to the importance of developing development programs and plans for postgraduate programs in such a way that they consider the psychological aspects of students and raise their level, whether they are preventive or remedial.
- This study may serve as the foundation for future preventive and therapeutic studies and programs, with the goal of linking the quality of educational programs delivered to students to their psychological capital.

Study limitation:

This study has the following limitations:

1.Time limits: They were implemented during the school year 1444.

2. Spatial boundaries: The research was conducted on graduate programs in the College of Education at the University of Hail.

3. Human Limits: The study sample consisted of graduate students graduating from the College of Education from five master's programs that are only available at the college, as there are no doctoral programs: (Master's in School Psychological Counselling, Master's in Curriculum and Teaching Methods, Master's in Doctrine, and Master's in Leadership Educational, and Master of Technology.

Study terms and their procedural definitions:

Quality is defined as: "The degree of conformity of the elements of the educational system (inputs, processes, and outputs) with the standard specifications and characteristics that meet the requirements of the internal beneficiary (the student, the teacher, and the principal) and the external beneficiary (the guardian and society with its various institutions)" (Guide to Quality Concepts and Terminology, 2018: 27).

Quality in education: is the educational institution's fulfilment of the beneficiary's needs and satisfaction with its outputs (graduates), which leads to community satisfaction (Ahmed and Hafez, 2012), and the researcher defines it procedurally: by the degree obtained by graduate programs in the College of Education at the University of Hail through responsiveness. graduates on the tool used to measure their quality in this study.

Postgraduate programs: This is the academic stage that follows the first university stage, in which students continue their studies, under the supervision of a faculty member, to obtain a master's degree or a doctorate (Al-Hawli and Abu Daqqa, 2004), and are known procedurally as the programs offered at the College of Education at the University of Hail, represented by the following master's programs: school psychological counselling, curricula, and teaching methods.

Psychological capital is defined by Luthans et al. (2010) as an individual's good psychological state and potential for self-efficacy development. It is known procedurally: the degree that graduates achieve by responding to the psychological capital measurement tool utilized in this study.

Theoretical framework and previous studies:

First: The theoretical framework:

Education is the foundational and most crucial investment for human societies. If nations compete in industry and wealth development, education becomes the genuine asset of any community, with graduate studies being the pinnacle of this riches (Radi and Al-Arabi, 2016). The Kingdom of Saudi Arabia is committed to ensuring the quality of education in universities, which is why it established the National Authority for Academic Evaluation and Accreditation in 2003 under the supervision of the Ministry of Higher Education. Its mission is to monitor the application of academic accreditation standards in higher education institutions, and it is its responsibility to set the necessary standards for accrediting programs at these institutions. Include graduate programs.

To achieve these objectives, a guidebook was published that includes requirements for quality assurance and academic accreditation in higher education institutions. The guide included the following standards: mission, purpose, and objectives; program management; program quality assurance; learning and teaching; student affairs management and support services; learning resources, facilities, and equipment; financial planning and management; employment processes; scientific research; and community relations (National Authority for Academic Accreditation and Evaluation, 2011). These standards included assuring the program's quality as a condition for academic accreditation. So that the quality of the program may be validated by the students' opinions and contentment with what is offered to them, in order to benefit from their feedback in the program's design, evaluation, and modification processes. According to Al-Awaqli (2018), high student satisfaction with the program indicates that the institution achieves its goals with excellence, while the average level indicates that the institution's condition is stable, and the low level indicates that the institution has not met its goals and is in trouble.

The importance of evaluating the reality of educational program quality is emphasized by providing real, realistic data that can be used in development, training, and reform processes, as it is one of the most important reform practices used by decision-makers to achieve quality performance, ensure continuous improvement, and identify and address strengths and weaknesses (Weikart, 2013). The significance of analyzing the reality of the quality of educational programs is further underscored by the relevance of what quality assurance standards give, which are:

It facilitates in the objective assessment of an institution or educational program, as well as the improvement and evaluation of performance. It also specifies what the institution must achieve, as well as its comprehensiveness and coverage of all educational inputs, processes, and outputs. It covers the institution's criteria of excellence, the programs offered, and the minimum requirements for quality (Ali, 2005).

A number of concepts intersect with the concept of psychological capital. There are three types of capital: human capital (what you know), social capital (who you know), and psychological capital (who you are and your positive psychological skills). Psychological capital seeks to identify several approaches to accomplishing goals and achievement in the present and future. In furtherance of the ability to deal with issues and hurdles in a flexible manner and focus on good sensations of happiness, hope, and optimism, the individual's efficiency and adaptability improve. Psychological capital gives him the potential to develop a strong personality academically, socially, and physically, as well as psychological and emotional health, allowing him to effectively deal with reality and the future (Luthans et al., 2008). Psychological capital consists of the following factors: self-efficacy, optimism, hope, and resilience (Rad et al., 2017; Gupta & Shukla, 2018), which Hussein (2019) explains for students as follows:

1. Self-efficacy: The student's belief in his own abilities, skills, and motivation to succeed in a task.
2. Optimism: This refers to the student attributing positive experiences to internal elements and negative ones to external factors, while coping optimistically and realistically with the future.
3. Hope is a cognitive state characterized by the ability to deal with positive motivation, challenging aims to reach in reality, willpower, and directing energy towards the goal.
4. Resilience: This is the ability of a learner to adapt constructively, balance, and gather energy in the face of stress and crisis. This allows him to fulfil his aims.

Second: literature review:

Many studies have addressed the quality of graduate programs and psychological capital. The following is a review of the most important of them, ranked from oldest to newest, according to two axes:

The first aspect: Studies that addressed the quality of graduate programs:

Al-Safran (2015) conducted a study to determine the evaluation of graduate studies programs in the College of Education at King Khalid University in terms of quality standards and academic accreditation, from the perspectives of both college faculty members and graduate students. The researcher employed a descriptive technique with a sample of 50 faculty members and 279 graduate students from the college. The findings of the investigation revealed the following: Quality standards were met to a moderate extent by both faculty members and students, with the exception of two areas that faculty members attained to a high degree. There were statistically significant differences between faculty members' and graduate students' responses in terms of the

availability of quality standards and academic accreditation, with faculty members outperforming graduate students. There were also no significant variations in student replies to any aspects of quality standards and academic accreditation based on gender, with the exception of one aspect where girls outperformed males. The study also found that curricula must be developed as standards.

The goal of Radi and Al-Arabi's (2016) study was to shed light on how graduate programmes at the University of Hail are actually assessed from the perspectives of both staff and students in accordance with academic accreditation criteria. 77 professor and student participants made up the study sample, which was conducted using the descriptive analytical approach by the researchers. According to the faculty members' perspective, the results demonstrated a low degree of fulfilment of certain elements as well as an average degree of fulfilment of some dimensions. The results also revealed a low level of fulfilment of all aspects from the students' perspective, and no statistically significant variations were detected between the replies of students by specialism regarding the aspects of postgraduate course evaluation. While significant differences were found in the axis of the mission, purpose, and objectives in favor of students of the Arts and Arts program specializing in Arabic language, it was also discovered that there are statistically significant differences in the responses of both faculty members and students in evaluating the programmes, with faculty members outperforming students.

Regarding Abu Hashem's (2016) study, its objective was to assess the King Saud University College of Education's Master of Psychology curriculum in relation to norms for academic certification. 76 program participants made up the sample for the study, which employed the descriptive technique. The following was disclosed by the findings: Based on the arithmetic averages of student responses, academic accreditation standards were ranked. Faculty, facilities and equipment, admission and registration, learning and teaching, program objectives, academic courses, and scientific supervision were ranked last, with 77.6% of students expressing satisfaction with the program overall.

Al-Shammari's 2019 study used a descriptive approach on a sample of 93 participants from the program's faculty and students in an effort to develop a master's program in curricula and teaching methods at the University of Hail College of Education in accordance with the educational indicators of the National Transformation Program 2020. The study's findings revealed a weak connection between the program's objectives and the educational indicators of the National Transformation Program, as well as a separation from its objectives, directions, and paths, as a result of the program's management's lack of interest in developing and evaluating it in accordance with sustainable development requirements. It also revealed that there are no substantial disparities in staff and student responses to the program's reality in terms of the National Transformation Program's educational indicators. Establishing a master's program in curricula and teaching methods entails reformulating the program's conceptual framework, developing the content of the program's curricula, linking it to labor market requirements and Kingdom sustainable development plans, preparing an integrated research plan for the program, and linking the plan to the goals and paths of the national transformation program.

Jabara and Al-Faqih (2019) conducted a study to assess the quality of graduate studies programmes at Taiz University's College of Education from the perspectives of master's and doctoral students, as well as college teachers. The study involved 101 participants, including faculty and graduate students. The descriptive survey approach was used in the study, and the results revealed an average level of quality in graduate programmes at the college as perceived by both students and faculty members. It was also discovered that there were statistically significant disparities in the responses of the study subjects in the fields of university professors (faculty members) and equipment, learning resources, and graduates (students).

Another study carried out by Al-Mutrafi and Al-Ahmadi (2020) intended to evaluate Taibah University's Master's program in Science Methods and Teaching in accordance with the Council for Accreditation of Educational Programmes (CAEP) graduate program criteria. The researchers utilized a descriptive technique using a sample of 14 Curriculum Department faculty members and master's students. The research's findings revealed that the program's CAEP requirements were met to a high degree, and the disciplines of study were listed in the following order: Content and knowledge standard, student quality and selectivity, program impact, professional partnership and field training, program quality assurance and continuous improvement. The results also showed that there were no statistically significant differences between the responses of faculty members and students regarding appreciation for the presence of CAEP standards in the program.

Al-Qahtani's study (2022) aims to examine the PhD program at King Khalid University's College of Education in terms of quality and academic accreditation. The descriptive analytical method was used in this study, which included 78 participants, including faculty members and PhD students. The survey's findings demonstrated an average degree of availability of quality standards and academic accreditation in PhD programmes, as perceived by both faculty members and students, and across all study axes. The study also concluded a proposed vision for the doctoral program consisting of several elements: the starting points for the conception, development mechanisms for doctoral programs, development of admission mechanisms for the program, management mechanisms for the programs, and development of mechanisms for focusing on faculty members.

The second aspect: Studies that dealt with psychological capital:

The goal of Mira and Obaid's (2019) study was to determine the psychological capital of University of Baghdad graduate students and to discover variations in psychological capital based on the following variables: Gender, specialty, and stage. The researchers conducted a descriptive study on 380 male and female postgraduate students from eleven institutions, seven of which were scientific and four of which were humanities. The findings revealed a significant degree of psychological capital among students, as well as variances in psychological capital owing to specialism in academic colleges. It also revealed that there were no differences in psychological capital across gender and stage of study.

Onivehu's (2020) study sought to determine the association between psychological capital and academic performance among social work students at Nigeria's University of Ilorin. The researcher used a descriptive correlational survey with a sample of 180 students from third and fourth years chosen at random. The findings of the study revealed a strong, statistically significant association between psychological capital and academic achievement.

Regarding the Guo et al. (2021) study, its objectives were to create and validate a tool for assessing graduates' competence, determine the connection between graduates' competence and academic research, and determine the function of psychological capital as a mediator between graduates' competence and academic research performance. The study surveyed 364 graduate students from three major Chinese colleges. The study's findings revealed graduate competence and a positive correlation between graduate studies and academic research, as well as the discovery that psychological capital partially mediates the relationship between graduate competence and academic research performance.

Benjamin et al. (2022) did a study to determine the predictive association between psychological capital and academic burnout among graduate students in the health sciences at a university in the Southeast United States. A descriptive research of 90 postgraduate students found a significant negative correlation between psychological capital, particularly optimism, and academic tiredness. That is, a robust and high level of psychological capital predicts less academic burnout, whereas a low level of psychological capital predicts more academic burnout.

Tho's study from 2023 also sought to look into the connection between Vietnamese university business students' psychological capital and their quality of life on campus. The study employed an experimental design with 806 students as the sample, and the findings demonstrated the beneficial effects of the psychological capital program on the standard of university life.

Comment on previous studies:

First: Studies of the first aspect: Quality of graduate programs:

is evident from our analysis of earlier research that the quality of graduate programs is a topic of interest, and the majority of these studies used a descriptive technique as their primary research methodology. The majority of the studies examined program quality from the perspectives of graduate students and faculty members, and they also intersected by looking at program quality in relation to academic accreditation criteria. While some aimed to evaluate programs in accordance with the criteria of the Council for Accreditation of Educational Programs, others intended to design graduate programs in accordance with the National Transformation Program 2020 (CAEP). While some studies focused on the merits and weaknesses of postgraduate degrees, others investigated how other variables such as gender and specialty affected participants' assessments of the quality of these programs. All of these studies—aside from the Jabbara and Al-Faqih (2019) study, which was carried out in Taiz, Yemen—were carried out in the Kingdom of Saudi Arabia.

Second: Studies of the second aspect: Psychological capital:

With the exception of Tho's study (2023), which used the experimental method, studies have tended to focus on the level of psychological capital among students. They have also looked at the relationship between psychological capital and a number of other variables, including graduate competence, academic research performance, and burnout. psychological and standard of living at university. In addition to the dearth of studies that looked at the psychological capital variable in the Arab world, the researcher could not discover any studies conducted in the Arab world or elsewhere that connected the variables of psychological capital and the quality of academic programs provided to students. This study differs from its predecessors in that it examines the quality of postgraduate programs in the University of Hail's College of Education and the relationship between the psychological capital of students and the program's actual quality, which hasn't been looked at in any of the earlier studies.

Study methodology and procedures:

Study methodology:

The descriptive, correlational approach was utilized, which is one of the scientific research methodologies used to draw conclusions about the phenomena or problems researched so that they can be planned for in the future and to demonstrate the links between them. It is defined as “the approach that is concerned with studying the possible relationship between variables without trying to influence those variables. Although correlational research cannot determine the origins of correlations, it can provide explanations, which pave the path for future experimental studies" (Al-Assaf, 2000, 271).

Study population and sample:

The study population consisted of graduate postgraduate students at the College of Education, with an estimated number of (1327) male and female students, and the study sample consisted of (154) male and female students chosen at random (Table 1).

Table (1): Frequencies and percentages according to study variables

	Categories	Frequency	Percentage
Gender	Male	43	27.9
	Female	111	72.1
Specialization	Master's degree in school psychological counseling	48	31.2
	Master's degree in Curriculum and Teaching Methods	23	14.9
	Master of Doctrine	36	23.4
	Master's degree in Educational Leadership	30	19.5
	Master of Technology	17	11.0
Total		154	100.0

Study tools:

The study adopted the following tools to achieve its objectives:

First: The quality measure of graduate programs:

Jabbara and Al-Faqih (2019) developed a quality scale for graduate studies programmes that includes 53 items divided into six categories: admission and registration, university professor, academic courses, scientific supervision, graduate, and equipment. And learning resources are evaluated using a five-point Likert scale, with results ranging from 5 to 1, indicating strong agreement to strong disagreement.

Construct validity of the first instrument: Quality of graduate programs:

To confirm the construct validity of the first research tool, correlation coefficients were calculated for each item's relationship to the overall score, each item's relationship to the field to which it belongs, and the fields' relationships to one another and the total score. The scale was used with a sample of 30 persons from outside the research. The correlation coefficients for the items with the scale as a whole ranged between 0.68 and 0.94, as did those with the domain (0.69 to 0.94), as shown in Table 2.

Table (2): Correlation coefficients between the item, the total score, and the field to which it belongs for the graduate programs quality tool

Item number	Correlation coefficient with the field	Correlation coefficient with the tool	Item number	Correlation coefficient with the field	Correlation coefficient with the tool	Item number	Correlation coefficient with the field	Correlation coefficient with the tool
1	**.82	**.84	19	**.88	**.88	37	**.81	**.78
2	**.83	**.79	20	**.91	**.89	38	**.86	**.85
3	**.86	**.83	21	**.92	**.90	39	**.81	**.75
4	**.90	**.85	22	**.88	**.85	40	**.90	**.94
5	**.92	**.94	23	**.89	**.87	41	**.86	**.81
6	**.83	**.82	24	**.89	**.88	42	**.91	**.92
7	**.86	**.84	25	**.81	**.79	43	**.91	**.90
8	**.86	**.86	26	**.88	**.88	44	**.91	**.90
9	**.83	**.77	27	**.74	**.72	45	**.94	**.93
10	**.91	**.89	28	**.92	**.90	46	**.81	**.82
11	**.91	**.90	29	**.89	**.86	47	**.83	**.84
12	**.90	**.91	30	**.90	**.91	48	**.87	**.87
Item number	Correlation coefficient with the field	Correlation coefficient with the tool	Item number	Correlation coefficient with the field	Correlation coefficient with the tool	Item number	Correlation coefficient with the field	Correlation coefficient with the tool
13	**.87	**.88	31	**.90	**.91	49	**.88	**.87
14	**.77	**.75	32	**.83	**.79	50	**.69	**.68
15	**.84	**.85	33	**.87	**.86	51	**.84	**.81
16	**.83	**.79	34	**.88	**.90	52	**.91	**.90
17	**.90	**.91	35	**.83	**.77	53	**.91	**.90
18	**.88	**.87	36	**.93	**.89			

*Statistically significant at the significance level (0.05).
**Statistically significant at the significance level (0.01).

Table 2 showed that all correlation coefficients had acceptable degrees and were statistically significant, so none were eliminated. The correlation coefficient of the domain with the total score was also calculated, and the correlation coefficients between the domains are displayed in Table 3.

Table 3: Correlation coefficients between the fields and the overall score for quality management of graduate programs

	Admission and registration	University professor	Academic courses	Scientific supervision	Graduate	Equipment and learning resources	Quality of graduate programs
Admission and registration							
University professor	**.851						
Academic courses	**.875	**.873					
Scientific supervision	**.847	**.868	**.862				
Graduate	**.857	**.841	**.853	**.834			
Equipment and learning resources	**.868	**.864	**.874	**.876	**.868		
Quality of graduate programs	**.881	**.880	**.888	**.878	**.878	.893**	

*Statistically significant at the significance level (0.05).
**Statistically significant at the significance level (0.01).

Table (3) shows that all correlation coefficients are acceptable and statistically significant, indicating that the tool has a sufficient level of construct validity.

Stability of the first instrument: Quality of graduate programs:
To ensure the study tool's stability, it was tested and retested (test-retest) on a group of 30 people from outside the study sample during a two-week period. Then, the Pearson correlation coefficient between the estimations of the group members at the two periods of application was calculated. The reliability coefficient was also determined using the internal consistency approach based on the Cronbach Alpha equation (Table 4), and the results were appropriate for the study.

Table 4: Cronbach's alpha internal consistency coefficient, repetition reliability for the domains, and the total score for the graduate programs quality tool.

Field	Replay stability	Internal consistency
Admission and registration	0.85	0.82
University professor	0.80	0.72
Academic courses	0.84	0.71
Scientific supervision	0.83	0.77
Graduate	0.81	0.79
Equipment and learning resources	0.84	0.80
Quality of graduate programs	0.89	0.84

Second: Psychological capital measure:

Al-Mutairi's (2021) psychological capital scale, translated from Luthans et al. (2010), has 24 items categorised as self-efficacy, optimism, hope, and adaptability. It is evaluated on a five-point Likert scale, with scores ranging from 1 to 5, indicating strong agreement to severe disagreement.

Construct validity of the second tool: psychological capital scale:

To test the construct validity of the psychological capital instrument, correlation coefficients were calculated between each item and the overall score, between the item and the field to which it belongs, and between the fields combined and the total score. Table 5 shows correlation coefficients for items with the tool (0.62-0.81) and the field (0.63-0.90) among 30 participants from outside the study sample.

Table (5): Correlation coefficients between the item, the total score, and the field to which it belongs for the psychological capital tool

Item number	Correlation coefficient with the field	Correlation coefficient with the tool	Item number	Correlation coefficient with the field	Correlation coefficient with the tool	Item number	Correlation coefficient with the field	Correlation coefficient with the tool
1	**.84	**.77	9	**.85	**.71	17	**.90	**.80
2	**.70	**.72	10	**.88	**.72	18	**.88	**.73

3	**.80	**.70	11	**.74	**.81	19	**.76	**.73
4	**.74	**.78	12	**.65	**.76	20	**.63	**.67
5	**.88	**.81	13	**.78	**.74	21	**.85	**.81
6	**.80	**.70	14	**.81	**.81	22	**.88	**.81
7	**.78	**.62	15	**.83	**.77	23	**.73	**.63
8	**.83	**.66	16	**.77	**.70	24	**.88	**.79

*Statistically significant at the significance level (0.05).
**Statistically significant at the significance level (0.01).

Table (5) demonstrated that all correlation coefficients were acceptable and statistically significant. The domain correlation coefficients with the total score were also calculated, and the correlation coefficients between domains are shown in Table 6.

Table (6): Correlation coefficients between the domains and the total degree of psychological capital management

	Self-efficacy	Optimism	Hope	Flexibility	Psychological capital
Self-efficacy					
Optimism	**.817				
Hope	**.833	**.688			
Flexibility	**.838	**.786	**.868		
Psychological capital	**.942	**.896	**.915	**.943	

*Statistically significant at the significance level (0.05).
**Statistically significant at the significance level (0.01).
Table 6 shows that all correlation coefficients were acceptable and statistically significant, indicating that the tool had an appropriate level of construct validity.
Stability of the second tool: psychological capital:
The psychological capital tool's stability was tested using the test-retest approach, which involved administering the scale to 30 participants from outside the study sample after a two-week interval. The Pearson correlation coefficient was then determined between their estimates at the two application times, followed by the reliability coefficient using the Cronbach alpha equation's internal consistency approach. Table 7 displays the Cronbach alpha equation's internal consistency coefficient, domain repetition reliability, and overall score. All values are adequate for the study's aims.

Table (7): Cronbach's alpha internal consistency coefficient, repetition reliability of the domains, and the total score of the psychological capital tool

Field	Replay stability	Internal consistency
Self-efficacy	0.85	0.82
optimism	0.82	0.80
Hope	0.81	0.79
Flexibility	0.80	0.77
Psychological capital	0.89	0.87

Correcting study tools:

The following criterion was determined to assess the findings of the research tools according to the selection options laid out in the research tools: (Quality of graduate programs and psychological capital): Low (1.00-2.33); middle (2.34-3.67); and high (3.68-5.00).

Study procedures:

1. Determine the study's objectives and write the theoretical literature.
2. Determine the relevant instruments for achieving the study's objectives and assess their validity and reliability.
3. Distributing research instruments to the intended study population, together with a statement and explanation of the study's significance, objectives, voluntariness, and confidentiality.
4. Confirming the sincerity of the answer to the study tools and rejecting anything else. There were 5 responses out of 159, resulting in a final sample of 154 respondents.
5. Analyze and explain the results using the statistical application SPSS.

Study results:

The first question: What is the reality of the quality of graduate programs in the College of Education at the University of Hail?
To answer the first question, arithmetic means and standard deviations were employed to determine the reality of the quality of graduate programs at the College of Education at the University of Hail, and Table (8) displays the results as follows:
Table (8): Arithmetic means and standard deviations of the reality of the quality of postgraduate programs in the College of Education at the University of Hail, arranged in descending order according to the arithmetic means.

Rank	Number	Field	Arithmetic mean	Standard deviation	Level
1	5	Graduate	3.08	.920	Average
2	1	Admission and registration	2.85	1.035	Average
3	6	Equipment and learning resources	2.84	1.051	Average
4	3	Academic courses	2.80	1.065	Average
5	4	Scientific supervision	2.78	1.088	Average
6	2	University professor	2.75	1.055	Average
		Quality of graduate programs	2.87	.973	Average

Table (8) shows that the arithmetic averages for the reality of the quality of postgraduate programs ranged between 2.75 and 3.08, with the graduate field having the highest arithmetic average of 3.08 and the university professor field having the lowest arithmetic average of 2.75. The overall arithmetic average for the reality of postgraduate programs at the College of Education at the University of Hail was 2.87, indicating an average level.

This finding is similar to the findings of previous studies (Al-Safran, 2015; Jabara and Al-Faqih, 2019; Al-Qahtani, 2022), which revealed an average level of quality in graduate studies programs. It also differs from the studies of Radi and Al-Arabi (2016), who found a low level of fulfilment of all aspects of the quality of graduate programs according to academic accreditation standards from the students' perspective, and Al-Shammari (2019), who found a weak link between the objectives of the Master of Curriculum and Teaching Methods program at the University of Hail and the educational indicators of the National Transformation Program 2020, as well as with the studies of: (Abu Hashem, 2016; Al-Mutrafi and Al-Ahmadi, 2020), which revealed a high level of satisfaction with the Master's program in Psychology at the College of Education at King Saud University in terms of academic accreditation standards, and achieving CAEP standards in the Master's program in Methods Curricula. And a high-degreed science teacher at Taibah University.
This result can be explained by the fact that the quality of graduate studies programs was closely linked to the modern trends adopted by the Kingdom's Vision 2030, which was primarily concerned with raising the level of quality of life in general and the educational process in particular, as well as striving for Saudi universities to be ranked among the best in the world. Given that it is still in its early phases, the quality of postgraduate programs has not yet achieved the desired level, which is high. This could also be explained by the fact that the reality of the quality of postgraduate programs changes depending on the individual's perspective and impression of the quality of these programs, which may differ from person to person, justifying the average level and this was demonstrated by the study's present results.
It could also be explained by what many studies, such as those by Al-Khowaiter (2017) and Al-Anazi (2014), have shown about the problems associated with graduate studies programs, such as the large number of courses imposed on students, their emphasis on the theoretical rather than the practical, the lack of thesis supervisors, and the classroom's lack of preparedness. Using modern technology services, it might additionally be attributed to the College of Education's stable status, as stated by Al-Awqali (2018), who confirmed that high student satisfaction with the program indicates that the institution has achieved its goals with excellence, whereas an average level indicates the institution's stability.
The order of the fields of the quality scale of graduate programs was graduate`s field was in first place and the field of university professor was in last place, which contradicts what was concluded by the result of the study of Abu Hashem (2019), in which the field of faculty members came in first place and the field of scientific supervision came in last place, this finding may be understood by the fact that judging the reality of program quality from the perspective of graduates can influence their replies and self-esteem, justifying the graduate field's higher ranking. It may be further explained by students' ability to use information sources to gain access to various knowledge, their ability to conduct studies and research using sound methodology, their use of technology to support professional practice, and their possession of the necessary skills to identify and solve professional problems, plan and develop performance, and use available resources. It could also be caused by a paucity of faculty members with the level of professor or associate professor in the college, considering that the university is relatively new and has new graduate programs. As a result, the majority of the teachers are assistant professors. The reason for this could also be owing to students' restricted discretion in selecting their

supervisors, and occasionally the expertise of the professor supervising the thesis does not match its subject, which could explain this outcome.

The second question: What is the reality of psychological capital among graduate students at the College of Education at the University of Hail?
To answer the second question, arithmetic means and standard deviations were employed to determine the actuality of psychological capital among graduate students at the University of Hail's College of Education, and the results are shown in Table 9.

Table (9): Arithmetic means and standard deviations of the reality of psychological capital among postgraduate students at the College of Education at the University of Hail, arranged in descending order according to the arithmetic means.

Rank	Number	Field	Arithmetic mean	Standard deviation	Level
1	3	Hope	3.72	.582	High
2	4	Flexibility	3.52	.541	Average
3	1	Self-efficacy	3.36	.604	Average
4	2	optimism	3.31	.700	Average
		Psychological capital	3.48	.424	Average

Table (9) shows that the arithmetic averages for the domains of the psychological capital measurement tool ranged from (3.31-3.72), with the hope domain coming in first with an arithmetic average of (3.72), and the optimism domain coming in last with an arithmetic average of (3.31). The total arithmetic mean for the reality of psychological capital among postgraduate students at the College of Education at the University of Hail was 3.48, which is considered average.

The study's findings contradict Mira and Obaid's (2019) finding of a high degree of psychological capital among graduate students at the University of Baghdad. This outcome is supported by the mental health criteria stated by Dailey (2018), which he regarded psychological phenomena through the lens of the statistical criterion as being distributed in a moderate manner, with the majority of society members falling somewhere in the center of every psychological phenomenon evaluated. Given that the sample members received an average degree in terms of psychological capital, he also described mental health as an ideal level that is difficult to accomplish despite everyone's efforts. This result is also consistent with the findings of the Saudi National Survey for Mental Health, which revealed that (34%) of society members have experienced some symptoms of psychological disorders at some point in their lives, which may explain the current result, in addition to the fact that a student's participation in postgraduate programs is a manifestation of self-realization, which is at the top of the pyramid of human needs. The arithmetic mean for psychological capital was (3.48), which is average, but it is not far from the high level, which ranges between (3.68-5.00), which may explain this result.

The third question: Is there a statistically significant correlation at the level ($\alpha = 0.05$) between the reality of the quality of graduate studies programs and the reality of psychological capital among graduate students in the College of Education at the University of Hail?
To answer the third question, the Pearson correlation coefficient was utilized to determine the relationship between the quality of graduate programs and the reality of psychological capital (Table 10).

Table (10): Pearson correlation coefficient for the relationship between the quality of graduate programs and psychological capital

		Self-efficacy	optimism	Hope	Flexibility	Psychological capital
Admission and registration	correlation coefficient r	**.277	**.304	*.192	**.281	**.380
	Statistical significance	.000	.000	.017	.000	.000
	the number	154	154	154	154	154
University professor	correlation coefficient r	**.337	**.298	*.180	**.293	**.398
	Statistical significance	.000	.000	.026	.000	.000
	the number	154	154	154	154	154
Academic courses	correlation coefficient r	**.309	**.320	*.172	**.289	**.393
	Statistical significance	.000	.000	.033	.000	.000
	the number	154	154	154	154	154

Scientific supervision	correlation coefficient r	**.292	**.283	**.232	**.259	**.383
	Statistical significance	.000	.000	.004	.001	.000
	the number	154	154	154	154	154
Graduate	correlation coefficient r	**.383	**.297	**.332	**.416	**.506
	Statistical significance	.000	.000	.000	.000	.000
	the number	154	154	154	154	154
Equipment and learning resources	correlation coefficient r	**.306	**.296	*.197	**.286	**.390
	Statistical significance	.000	.000	.014	.000	.000
	the number	154	154	154	154	154
Quality of graduate programs	correlation coefficient r	**.338	**.317	**.234	**.327	**.436
	Statistical significance	.000	.000	.003	.000	.000
	the number	154	154	154	154	154

*Statistically significant at the significance level (0.05).
**Statistically significant at the significance level (0.01).

Table (10) shows that there is a statistically significant positive link between the quality of graduate studies programs and the reality of psychological capital among graduate students at the University of Hail's College of Education. This finding is consistent with the findings of Onivehu's (2020) study, which found a positive, statistically significant relationship between psychological capital in all of its fields and academic performance, as well as Tho's (2023) study, which found that the psychological capital program improved the quality of university life. It also partially agrees with the findings of Guo et al., 2021, who found that psychological capital partially mediates the relationship between graduates' competence and academic research performance, and Benjamin et al., 2022, who discovered a strong negative relationship between psychological capital and academic exhaustion.

This could be explained by what Alberto and Marisa (2018) confirmed, as referred to in Al-Mutairi (2021), of psychologists' interest in positive psychological feelings and the most prominent manifestations of positive behavior such as optimism, confidence, hope, and self-efficacy, and their relationship to performance quality, as individuals' self-perception affects their level of performance (Miltiadou & Savenye, 2003). It might also be argued that boosting the quality of graduate studies programs boosts people's contentment with them and with themselves, which has a good impact on the remainder of their lives, particularly their psychological capital.

Fourth question: Are there statistically significant differences ($\alpha = 0.05$) in the opinions of graduates about the quality of graduate programs in the College of Education at the University of Hail due to the variables (gender and specialization)?

To answer the fourth question, the arithmetic means and standard deviations were extracted for the quality of graduate programs in the College of Education at the University of Hail according to the variables of gender and specialization, Table (11).

Table (11): Arithmetic means and standard deviations for the quality of graduate programs in the College of Education at the University of Hail according to the variables of gender and specialization

		Arithmetic mean	Standard deviation	Number
Gender	Male	2.70	1.053	43
	Female	2.94	.937	111
Specialization	Master's degree in school psychological counseling	2.47	.853	48
	Master's degree in Curriculum and Teaching Methods	2.69	.992	23
	Master of Doctrine	3.37	.980	36
	Master's degree in Educational Leadership	3.12	.907	30

	Master of Technology	2.75	.870	17

Table (11) illustrates that there is a noticeable difference in the arithmetic means and standard deviations of the quality of graduate courses in the College of Education at the University of Hail, based on the different categories of the variables of gender and ecialization. As a result, a two-way analysis of variance was performed to demonstrate the statistical significance of the arithmetic mean differences (Table 12).

Table (12): Bivariate analysis of the effect of gender and specialization on the quality of graduate programs in the College of Education at the University of Hail

Source of variance	Sum of squares	degrees of freedom	mean of squares	F value	statistical significance
Gender	1.723	1	1.723	2.061	.153
Specialization	19.428	4	4.857	5.812	.000
The error	123.681	148	.836		
Total	144.925	153			

Table (12) shows the following:
-There were no statistically significant differences (α = 0.05) due to the effect of gender, as the F value reached (2.061) and had a statistical significance of (0.153).
-There are statistically significant differences (α = 0.05) due to the effect of specialization. The P value reached (5.812) and had a statistical significance of (0.000). Therefore, post hoc comparisons were used using the Scheffe method to show the statistically significant pairwise differences between the arithmetic means. Table (13).

Table (13): Scheffe's post-hoc comparisons of the impact of specialization on the quality of graduate programs in the College of Education at the University of Hail

	Arithmetic Average	Master of School Psychological Counseling	Master of Curriculum and Teaching Methods	Master of Doctrine	Master of Educational Leadership	Master of Technologies
Master of School Psychological Counseling	2.47					
Master of Curriculum and Teaching Methods	2.69	.23				
Master of Doctrine	3.37	*.90	.67			
Master of Educational Leadership	3.12	.66	.43	.24		
Master of Technologies	2.75	.28	.05	.62	.38	

*Statistically significant at the significance level (0.05).

Table (13) showed that there were statistically significant differences (α = 0.05) between the Master of School Psychological Counseling and the Master of Doctrine, and the differences were in favor of the Master of Doctrine.
This conclusion is largely compatible with the study of Al-Safran (2015), which found that there were no significant variations related to the gender variable among students in their responses to the components of quality standards and academic accreditation, with the exception of one area where the differences favored women, as demonstrated by the research of Radi and Al-Arabi (2016), which revealed notable variations in the goals, purpose, and focus of the study in support of students majoring in Arabic language in the Literature and Arts program.

The findings can be explained by the fact that the outlook on the quality of postgraduate programs in all subjects is the same for both genders, as the criteria are equal. It may also explain the differences in the quality of postgraduate programs based on the specialization variable, in favor of the Master of Doctrine: students of Doctrine, by virtue of their specialization, may tend to provide more sound answers, prompting them to give a higher grade to the paragraph, which may justify this result.

Fifth question: Are there statistically significant differences (α = 0.05) in the reality of psychological capital among postgraduate students in the College of Education at the University of Hail due to the variables (gender and specialization)?

To answer the question, the arithmetic means and standard deviations of the reality of psychological capital among postgraduate students at the College of Education at the University of Hail were calculated using the variables of gender and specialization (Table 14).

Table (14): Arithmetic means and standard deviations of the reality of psychological capital among postgraduate students at the College of Education at the University of Hail according to the variables of gender and specialization

		Arithmetic mean	Standard deviation	Number
Gender	Male	3.30	.435	43
	Female	3.55	.401	111
Specialization	Master's degree in school psychological counseling	3.35	.406	48
	Master's degree in Curriculum and Teaching Methods	3.36	.387	23
	Master of Doctrine	3.71	.444	36
	Master's degree in Educational Leadership	3.45	.397	30
	Master of Technology	3.55	.339	17

Table 14 displays the arithmetic means and standard deviations of psychological capital among postgraduate students at the University of Hail based on gender and specialization categories. As a result, a two-way analysis of variance was performed to demonstrate the statistical significance of the arithmetic mean differences (Table 15).

Table (15): Bivariate analysis of the effect of gender and specialization on the reality of psychological capital among graduate students at the College of Education at the University of Hail

Source of variance	Sum of squares	degrees of freedom	mean of squares	F value	statistical significance
Gender	1.218	1	1.218	7.786	.006
Specialization	2.465	4	.616	3.938	.005
The error	23.162	148	.157		
Total	27.527	153			

Table (15) clearly indicates that:

- Gender has a statistically significant effect (α = 0.05). The F value was (0.078) with statistical significance (0.780), and the disparities were in favor of women.

- Specialization has a statistically significant effect (α = 0.05). The value of F reached (3.938) with statistical significance (0.005), therefore post-hoc comparisons were performed using the Scheffe method to demonstrate statistically significant pairwise differences between the arithmetic means (Table 16).

Table (16): Post-hoc comparisons using the Scheffe method for the effect of specialization on the reality of psychological capital among postgraduate students at the College of Education at the University of Hail

	Arithmetic Average	Master of School Psychological Counseling	Master of Curriculum and Teaching Methods	Master of Doctrine	Master of Educational Leadership	Master of Technologies
Master of School Psychological Counseling	3.35					
Master of Curriculum and Teaching Methods	3.36	.01				
Master of Doctrine	3.71	*.36	*.35			
Master of Educational Leadership	3.45	.11	.10	.25		
Master of Technologies	3.55	.21	.20	.15	.10	

*Statistically significant at the significance level (0.05).

Table (16) showed significant differences ($\alpha < 0.05$) between the Master of Doctrine, Master of School Psychological Counselling, and Master of Curricula and Teaching Methods. The Master of Doctrine outperformed the other two. The study thus differs from the findings of Mira and Obaid (2019), who discovered differences in psychological capital due to specialization in favor of scientific colleges, as well as the absence of differences in psychological capital based on gender and stage of study among postgraduate students at the University of Baghdad. Apparently this is due to the fact that pursuing postgraduate courses for women is a requirement and goal that is more difficult to fulfil than for men. As a result, being able to pursue a master's degree boosts a student's confidence and self-esteem, increasing her psychological capital. Furthermore, as previously said, female students of faith may be more likely to select what is closest to safety in their responses, which may explain this outcome.

Sixth question: What are the proposals for developing graduate programs from the graduates' point of view?

To answer the sixth question, the participants' responses to the open question were extrapolated, sorted, and examined, and then the ones that were most in agreement among themselves and connected to the intended elements were chosen and recast, as follows:

Admission and registration field:

- Creating and updating admissions and registration processes in accordance with the most recent global procedures; acceptance or rejection will be communicated within a maximum of two weeks.
- Including students in the assessment and creation of registration and admission processes.

University professor field:

- The fundamental standards for selecting faculty members ought to be founded on values that align with the demands of sustainable development. They are chosen and appointed based on their qualifications for their positions in research, education, and the workplace, with a focus on specialization.
- Reevaluating faculty members' access to training programs and the degree to which they can enhance their research, teaching, and community service skills and talents.
- -Forming alliances with pertinent organizations and groups to enhance faculty and student research competitiveness in line with the Kingdom's Vision 2030.
- Constant training and certification of academic staff in contemporary, trend-compliant teaching methodologies.
- Applying academic research findings to community development and the accomplishment of sustainable development objectives.
- Provide a portion of the budget to support and encourage faculty members' involvement in international conferences and seminars that contribute to enriching their knowledge and experience; this is reflected in the quality of graduates.

Academic courses field:

- The necessity to tailor academic course content to the needs of the labor market, as well as make theoretical and practical domains more consistent.

- Increased staff and student participation in updating and establishing study plans.
- Employers and related institutions should actively participate in designing the programs offered, as well as plans and ambitions for future programs.
- Continuous assessment of academic curriculum to ensure their consistency with modern worldwide educational standards and educational development and development plans, in accordance with Kingdom of Saudi Arabia trends.

Scientific supervision field:

- Reconsidering the system for assigning students to supervisors so that students can choose their supervisors.
- Ensuring consistency between the supervisor's specialty, the student's specialty, and the topic of his dissertation.

Graduate field:

- reevaluating the methods of instruction that are given to students; It increases the degree of student participation in the learning process and teaches them how to employ self-regulated learning techniques.
- Regular assessment of the instructional strategies employed; to be more understanding of pupils' different diversity and encouraging of teamwork.
- The field training activities are subject to ongoing improvement and adjustment in order to optimize their effectiveness in obtaining and activating the intended learning objectives.
- Constant, periodic evaluation of graduate program participants' progress in relation to well-defined criteria.

- Encouraging and pressuring students to attend college-hosted conferences and seminars, and factoring this into their practical application coursework.

Equipment and learning resources field:
- Including students in opinion surveys and evaluation and development committees, as well as in the assessment and development of the tools and resources made available by the programs.
- supplying books and references for the paper library that align with the learning goals and outcomes of the college's curricula.
- Changing the university library's operating hours to include evening hours for student use.

Conclusion:

Any university that offers postgraduate programs must work hard to ensure that these programs are of a high caliber because these programs will determine the educational outcomes that universities will be paid for on the job market. The caliber of these outcomes has a significant impact on productivity and excellence, which is positively correlated with their association with a suitable level of psychological capital. The study's findings proved this, since they revealed the following:

- The reality of psychological capital among graduate students in the University of Hail's College of Education is average, as is the perspective of graduates about the quality of graduate programs.
- There is a statistically significant and favorable relationship between students' psychological capital and the caliber of graduate programs.
- The effect of the gender variable does not lead to statistically significant differences in the quality of postgraduate programs.
- Due to the specialization variable and in support of the doctrine specialization, there are statistically significant variations between the reality of psychological capital and the quality of postgraduate programs.
- Due to the gender variable, there are statistically significant disparities in the actuality of psychological capital that are biased towards women.
- There were also other development plans agreed upon for postgraduate courses.

Recommendations:

In light of the study's findings, the researcher recommends the following:

- Offering graduate students training courses in systems and processes for building programs that result in operational application plans.
- Offering students courses in psychological behavior that are focused on helping them recognize potential psychological stresses, learn coping mechanisms, and attain psychological equilibrium.
- Encouraging university students to understand the importance of regularly assessing the programs they are offered in order to pursue ongoing development and improvement in a manner that upholds honesty and transparency, as this has a significant effect on their psychological capital.
- -Promoting creativity and competitiveness in the field of educational programs by awarding annual prizes to the best projects that demonstrate the greatest dedication to enhancing the psychological health of pupils.

Suggestions:

- Carrying out research to determine postgraduate program strengths and strategies for improvement, as well as program flaws and challenges to overcome and lower their level.
- Examining the factors that contribute to raising the caliber of programs offered to students by coordinated efforts between the several relevant organizations, including the Ministry of Education, colleges, and companies, and on the basis of regular and periodic referendums.
- Carrying out research projects targeted at increasing psychological capital in students across all fields of study and genders; this is accomplished by recognizing its impacts and taking appropriate action in close collaboration with the Ministry of Health.

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