

STUDY ON POSITIVE THINKING AMONG THE PUBLIC AND PRIVATE UNIVERSITIES: A CASE OF CAPITAL INSTITUTIONS

Misbah Yasmeen^{*1}, Mahek Arshad², Ansa Nighat Iqbal³, Sajida Batool⁴

^{*1}Assistant Professor, Department of Education, Fazaia Bilquis College of Education for Women, PAF Nur khan, Rawalpindi

²Controller of Examination, Fazaia Bilquis College of Education for Women, PAF Nur khan, Rawalpindi.

³Assistant Professor, Department of Business administration, Fazaia Bilquis College of Education for Women, PAF Nur khan, Rawalpindi

⁴PhD Scholar, Administrator, Unique Education System, Mianwali

misbahyasmeen@gmail.com^{*1}; mehakrshd@gmail.com²; iqbalansa81@gmail.com³; batoolsajida007@gmail.com⁴

Corresponding Author: *

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ABSTRACT

This examination investigates the connection of positive thinking among the employees of public and private sector universities in Islamabad. Drawing on an example of 447 instructors from 4 Government and 4 private universities, the review utilizes quantitative techniques to look at levels of positive reasoning across various university sectors. The data analysis uncovers tremendous contrasts in positive thinking among public and private area employees, with those in the private area displaying more significant levels of energy. Furthermore, a continuum investigation of optimism and pessimism proposes a nuanced understanding, with private area workforce showing somewhat more elevated levels of confidence yet additionally marginally more elevated levels of negativity contrasted with their public area partners. The discoveries highlight the significance of positive reasoning in the work environment, as more elevated levels of positivity are related with expanded work fulfillment and execution. Also, the review recognizes explicit universities where positive reasoning levels are outstandingly high or low, giving experiences to designated mediations. These discoveries add to the existing literature on positive psychology and hierarchical way of behaving, featuring the significance of encouraging uplifting outlooks among employees in educational institutions. The ramifications of this examination stretch out to practical recommendations for advancing positive reasoning among university faculty. Ideas remember putting together workshops and training sessions for psychology courses, integrating positive reasoning mediations into staff improvement programs, and taking into account the reconciliation of psychology courses research courses into college educational plans. Moreover, the review advocates for future exploration to investigate the impacts of positive reasoning on different parts of staff prosperity and authoritative results, both inside and past the Pakistani setting. By focusing on certain reasoning drives, universities can develop better workplaces and improve the general fulfillment and efficiency of their employees.

KEY WORDS: Positive Thinking, Positive psychology, Optimism.

INTRODUCTION

This study aims to explore what has been done in the area of positive thinking with regard to job satisfaction. Positive thinking is viewed as thinking

process which leads to desirable consequences. In other words, optimism refers to positive thought generation that gives life to hopes and dreams and

make goals achievable, having positive impact on physical and mental health (Pressman et al, 2020). Ever since 1930, there has been a lot of concern about how the well-being of employees affect their proficiency and satisfaction. Hersey (1932) suggested significant association between employee's attitude and their output, whereas according to Kornhauser (1932) the productivity of workers is not influenced at all by their beliefs and demeanor. It is imperative for the sake of progress and betterment of an organization, to understand link between workers' satisfaction, wellbeing and their productivity.

It is now widely acknowledged that workplace environment is strongly influenced by employee's emotional state and temperament. Positive emotional and mental state is integral to better performance and consequent satisfaction and happiness pertaining to workplace. Described in George 2006, employee's temperament and attitude in daily tasks have strong repercussions on his job performance, decision making skills, team spirit, leadership, and turnover and job satisfaction.

Mood or emotions related to place of work may be categorized either as positive or negative. Positive emotions are described as feelings of satisfaction and hopefulness that help organization to achieve milestones while negative sentiments have deleterious outcome (Larsen 2004). Optimism promotes creativity and motivates feeling of harmony and collaboration while reducing hostility. Research indicates positive thinkers to be more successful due to their motivation and better performance.

According to research studies (Price, 1993; Fernandez, 1999), when morale of employees is insufficient to keep up with aspirations it will lead to negative thoughts and emotions regarding their job, hence negatively affecting efficiency. Study suggests negative cognition and mood state have detrimental effect on job satisfaction and productivity of workers (McConville 2003). Resentment is ominous sentiment making one hostile to fellow workers and sadness generates feeling of hopelessness. Malicious intent and rivalry brings about disputes with coworkers leading to absenteeism at work. Employee's negative mood and cognitive state determining indecent conduct has far reaching implications as regards their job performance. Such

behavior reduces efficacy, causes more off days at work, increased cost due to inadequate personnel and performance. It also affects individual's emotions towards job. The negative attitude and perception to career may conclude in abandonment of job.

Statement of Problem

It is said that the Positive thinkers remain satisfied with their work while negative thinkers perceive the adversarial situations and remain displeased with their jobs. This study is conducted to compare the positive thinking and level of job satisfaction among teachers at public and private sector universities in Islamabad.

Objectives of Study

The objectives of the study were:

To compare the level of positive thinking in faculty members of public and private sector universities of Islamabad.

Research Question

What is the level of positive thinking in faculty members of public and private sector universities of Islamabad?

Hypotheses of the study

Following is the null hypotheses in the proposed study:

H0: There is no significant difference in positive thinking of faculty members in public and private sector universities of Islamabad.

Significance of the study

A Positive Attitude induces joy and brightens outlook towards successful living. It helps to deal with daily matters and stressors of life efficiently. Optimism in life safeguards against effects of negative thinking. Pakistan still lags behind in research on optimism and rely on work done by other countries. Positive attitude of employees is imperative for an organization. A country's future depends on younger population and their attitude is of paramount importance for its development. Teachers help frame this attitude of young minds they affect not only their study performance but also their personal behavior and perception. This research aims to assist teachers to develop positive thinking and attitude to provide scaffolding for their students. This is a laborious task

and positive thinking will keep them contented and motivated.

REVIEW OF RELATED LITERATURE

Positive thinking

Positive thinking can be observed as the happier side of the circumstances. As indicated by Jorden, (2006) that it is consciously effort to deal with one's own opinions, speech, emotions, beliefs, and nonverbal behaviors, will only lead to good results, not the possibility of adverse consequences in any difficult, hard or challenging situation.

As indicated by Fredrickson (1998), positive sentiments energize meditation and innovativeness and result in building of social, academic and physical belonging. In an Australian study, positive thinking has been described in term of individual's attributes, for example, hope, acceptance, battling spirits and good faith and participators dealing effectively with ailment (O, Baugh, 2003). As per McGrath, (2006) It is related with an assortment of things like, hopefulness, optimism and confidence.

A positive thinker is energetic and expects satisfaction, joy and a positive result of each incident and act. It makes a man profitable and inventive by considering genuine solution for the issues dispassionately and rationally. It is a mental demeanor that may give advantages to patients in term of enabling them to adapt to illness (Schou, 2005).

While negative thinking is the inability to comprehend and observe the positive qualities of an affair. The way we observe things provides the basis for either self- demoralization or criticism (Teasdale, 1978). Such type of thinking helps to overcome many issues possessed by a depressed individual such as, low self-esteem, frustration and anxiety (Peden, 2000) and maintain the dispirited temperament (Seligman, 1978). People having pessimistic thinking foresee the worse most of the time. They become dysfunctional in managing and handling the matters so they are more inclined to physical and psychological disorders.

Both males and females of Pakistan are living a very stressful life. Due to geopolitical situation the people of Pakistan are facing life threatening situations. The cause of the political instability in a country is due to the smashes between the forces like religious and contemporary. As the result the country is suffering

from serious issues such as suicidal attacks, evil of terrorism and bomb blasts etc. In current years terrorism is the major critical phenomena. In our country the security threats are due to many reasons some of them are extremism and terrorism. Some other factors are inefficient systems, weak institutions, lack of good leadership, non-political elite overcome by political elite etc., and they all contribute in the malfunctioning of the system which is not operating properly (CSS Form, Friday, 18 May, 2012).

According to McGrath, (2006), the characteristics of positive thinking are confidence, hope, optimism, positive affect, well-being etc. Carr (2004) stated that positive thinking is the development of well-being and it is used in the scientific study for developing positive social system and enhancing personal strengths for the advancement of ideal well-being. The views of McGrath (2004) about positive thinking include the reflection of the actions, behavior, attitudes and beliefs of an individual.

In every field of life whether it is business, health or family, the people who exercise positive thinking are successful. The concept of positive thinking is not clearly defined yet. Usually it is overlooked or misused, and taken as optimism. Simply successful people are not only optimistic because many people do not know what contains positive thinking. It is often called optimism, which usually completely ignores the important aspects of positive thinking (Tennen et al.2019).

According to Wilkinson (2000) positive thinking is an idiom having the characteristics of generality and vagueness. The idea of positive psychology is not a new term in our Pakistani culture. For the internal satisfaction of an individual he adopts different qualities such as tolerance, honesty, dealing with hardship and wisdom which we learn through our religion.

RESEARCH METHODOLOGY

Introduction

This research study was conducted to compare the positive thinking in job by members of faculty in public and private sector universities.

Design of the study

The research was a comparative and descriptive study by design. Quantitative research approach was

used to test the hypotheses. For analysis of data gathered, quantitative research approach was used. According to nature of this study, quantitative methods are used to explore the positive thinking of university teachers. Relationship is found between variables by using inventories, and statistical procedures are applied for analysis. (Creswell, 2014). Two variables were used in this study. Positive thinking was used as an independent variable of research, and job satisfaction and its nine dimensions were used as reliant variable.

Survey design method was selected to collect the views of the representative samples from the population. The questionnaire was used for collection of data. It gives the opportunity to gather numerical portrayal of opinions of chosen sample, so the information collected from the sample can be used for the population s generalization. (Fowler, 2009 and Creswell, 2014).

Variables of Research

Demographic Variables

The inventory was subdivided into different parts. The first part of the questionnaire was based on

demographic information. This section includes name of organization, department, age, gender, academic qualification and teaching experience.

Positive thinking

Positive thinking is described as a mental attitude of an individual in which individual expects favorable and good results. In the process of positive thinking individual creates thoughts and transforms thoughts in to realty. A mind with positivity waits for health, happy ending and happiness in any situation.

Population of the study

The research population was all the teachers of the both strata (public and private universities) in Islamabad. There were 14 universities from public sector and 4 universities from private sector up to 2015 in Islamabad. Total faculty was 7294 in numbers.6119 faculty members were in public sector universities and 1175 faculty members were in private sector universities.

Table 1 Total Faculty of Islamabad Universities public and private sectors

Sr. No.	Year	Province	Public	Private	Total Full Time Faculty
1	2014-15	Islamabad	6119	1175	7294

Sampling Technique and Sample Size

Sampling Technique

Sampling techniques involve selecting a sub set of participants from the statistical population to estimate the characteristics of the whole population. Descriptive comparative studies had shown that convince or opportunity sampling techniques should be used to determine the results of the population. Since this study involves the comparison between public and private sectors, opportunity sampling is the most appropriate technique.

Sample Size

Four hundred and forty-seven teachers of universities were taken from two strata (public and private sectors universities) of Islamabad. Four universities were taken from public sector and four universities were taken from private sector. International Islamic university, NUML, Quaid e Azam University and

COMSATS were taken from public sector and Preston University, CUST, Mohi-ud-Din Islamic University and Iqra University were taken from private sector. Faculty from international Islamic university was 72 with 16.1 percentage. 47 with 10.5 percentage were taken from NUML, 66 with 14.8 percentage were taken from Quaid e Azam and 81 with 18.1 percentage were taken from COMSATS. From private sector the faculty taken from Preston University was 42 with 9.4 percentage. The faculty of CUST was 51 with 11.4 percentage, 18 with 4.0 percent were taken from Mohi-ud-Din Islamic university and from Iqra University 70 with 15.7 percent were taken. Opportunity sampling technique was used for the selection of sample size due to appropriateness of procedure and availability of faculty members in universities.

Table 2 Sample size of the study

Sector	Universities	N	Percentage	Sub Total
Public	International Islamic university	72	16.1	
	NUML	47	10.5	
	Quid-e-Azam university	66	14.8	
	COMSATS	81	18.1	266
Private	Preston university	42	9.4	
	CUST	51	11.4	
	Mohi-ud-Din Islamic University	18	4.0	181
	Iqra university	70	15.7	
			Total	447

Instrument for measuring positive thinking

For measuring the positive thinking of university faculty, Positive thinking inventory, developed by carver (1985, 1994, and 2013) was used. For scoring procedures adopted inventory was used. There were ten questions. The five-point scale was used to collect information about these two continuum. Five-point scale used for positive thinking

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

Coding procedure used for positive thinking

Majority statements in instrument, were used for the 1 strongly disagree, 2 was used for disagree, 3 was used for the neutral, 4 was used for agree and 5 was used for strongly agree. In some statements reverse

coding was used which were 3, 7, and 9 and some items are fillers. They are not included in scoring Filler items are 2, 5, 6, and 8. Details of instrument scoring is as follows.

Table 3 Description of positive thinking inventory with item numbers.

Variables	Total no of items	Question items
Optimism	3	1, 4, 10
Pessimism	3	3,7,9
Filler items	4	2,5,6,8

Pilot Testing

Pilot testing was conducted on two standardized questionnaires, positive thinking inventory and job satisfaction inventory which were for teachers. These inventories were used for gathering the information. In the pilot testing, hundred inventories were given to respondents (Cohen, 2007). Fifty teachers from public universities and 50 teachers were selected

from private universities in Islamabad. These data was not used in actual research and data analysis. SPSS 21 (Social Science Statistics Package) was used to find out the reliability of the questionnaires. Validity of the instrument was taken from the experts. Reliability of the questionnaire was high (.815 for positive thinking and .885 for job satisfaction). Because of the high reliability and no

difficulty faced by the sample in filling the questionnaire changes were not made. It is also an

adapted instrument Even than reliability was checked to make it culture fair.

Table 4: Cronbach’s Alpha reliability of Positive thinking

Variable	Cronbach's Alpha	No of items
Positive thinking	.815	10

ANALYSIS OF DATA

Data analysis was made with the help of SPSS 21. For the achievement of objectives and hypotheses analysis mean, t-test, frequency, ANOVA and Regression were used.

Table 5 Objective, hypotheses and statistical procedures

Objectives	Hypotheses	Statistical procedure used
Objective 1 To compare level of positive thinking in faculty members of public and private sector universities of Islamabad.	There is no significant difference in positive thinking of faculty members in public and private sector universities in Islamabad.	t-test

Ethical Consideration

In procedure of research, moral consideration was also taken into account. This study was an attempt to compare the positive thinking and job satisfaction of university teachers of Islamabad. Names of the respondent were kept confidential. Participants participated willingly.

DATA ANALYSIS AND RESULT INTERPRETATION

Data analysis regarding positive thinking of university faculty in public and private sector

Ho1 There is no significant difference in positive thinking of faculty members in Public and private sector Universities of Islamabad.

Table 6: Comparison of university faculty in public and private sector regarding positive thinking

Variable	Sector	N	Mean	t	df	p
Positive thinking	Public	282	3.25	2.953	445	.003
	Private	165	3.50			

* $p < .05$

Above table gives a comparison of positive thinking of faculty of public and private sector universities. Results indicate that t-value 2.953 is significant as $p = .003$. Therefore, it was concluded that positive thinking is high in faculty of private sector

universities as compared to the public sector universities thus rejecting the null hypotheses that there is no significant difference in positive thinking of faculty members in public and private sector universities of Islamabad.

Table 7 Comparative analysis of faculty members regarding Continuum of positive thinking in public and private universities

Variable	sector	N	Mean	t	Df	p
Optimism	Public	282	3.39	.637	445	.524
	Private	165	3.45			
Pessimism	Public	282	3.87	.622	445	.534
	Private	165	3.94			

* $p < .05$

Above table describes the comparison of optimism among faculty of public and private sector universities. Results indicate that t-value .637 is not significant as $p = .524$.

Therefore, it was concluded that optimism is slightly high in faculty of private sector universities as compared to the public sector universities.

Results regarding the comparison of pessimism among faculty of public and private sector universities indicate that t-value .622 is not significant as $p = .534$. Therefore, it was concluded that pessimism is slightly high in faculty of private sector universities as compared to the public sector universities.

Table 8 Comparison among universities on the basis of positive thinking

Universities	N	mean	df	F	Sig.
International Islamic uni	72	3.15	439	13.15	.000
NUML	47	3.54			
Quaid-e Azam	66	3.01			
COMSATS	81	3.40			
Preston	42	2.88			
CUST	51	3.32			
Mohi-ud-Din Islamic uni	18	3.00			
Iqra	70	4.04			

* $p < .05$

Table 4.3 revealed the comparison of positive thinking of public and private sector universities. Results indicate that F-value 13.15 is significant as $p = .000$. Therefore, it was concluded that overall positive thinking is high in faculty of private university Iqra which is 4.04. Overall positive thinking is low in faculty of private university Preston which is 2.88.

SUMMARY, FINDING, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Summary

The research was a comparative study of positive thinking among university faculty in Islamabad. The main objective of the research was to compare the universities in both (public and private) sectors of Islamabad regarding positive thinking.

For achieving the objectives of the study, hypotheses were formulated. Hypothesis of the study was that there is no difference found in positive thinking and job satisfaction of university faculty in both (public and private) sectors. The population for this study consisted of the faculty working in the public and private universities of Islamabad which was 7294 in all. There were total 4 public and 4 private universities. Out of the whole population 447 teachers participated in the study. Convenience/opportunity sampling technique was used for selecting a representative sample. Two strata were made which were public and private universities.

Findings

Findings of the research are based on the objectives and hypotheses of the study. There are four sections.

First section describes the demographics of the respondents, while second section covers the information about positive thinking of the university faculty in public and private sectors, as third section covers the job satisfaction of university faculty in public and private sector universities and final section describes the relationship of positive thinking and job satisfaction of university faculty in public and private sector universities.

Finding regarding positive thinking of university faculty in public and private sector

Objective: To compare level of positive thinking in faculty members of public and private sector universities of Islamabad.

H₀₁ There is no significant difference in positive thinking of faculty members in Public and private sector Universities of Islamabad.

Findings related to the overall comparison of positive thinking showed that in public sector the mean value of positive thinking of university faculty was 3.25 and in private sector the mean of positive thinking is 3.50. t value was recorded as 2.953 which was significant as $p=.003$ so the null hypotheses was rejected there was no difference found in positive thinking of faculty members in both (public and private) sector Universities of Islamabad. (Table=4.1)

The continuum wise comparison of positive thinking indicates that mean value of optimism in public sector was 3.39 and in private sector it was 3.45. In pessimism the continuum of positive thinking the mean value in public sector was 3.87 and in private sector the mean of pessimism was 3.94. t value was recorded as .637 which was not statistically significant as $p=.524$. Results regarding the comparison of pessimism continuum of positive thinking of university faculty showed that pessimism was slightly high in faculty of private sector universities

3.94 As compared to the public sector universities 3.87.t value was recorded as .622 Which was not statistically significant as $p=.534$. (Table=4.2)

Findings indicates that F-value 13.15 is significant as $p=.000$. The mean score also indicates that overall positive thinking is high in faculty of private university Iqra which is 4.04.

Overall positive thinking is low in faculty of private university Preston which is 2.88. (Table=4.3)

Discussion

Objective one of the study was to compare positive thinking of university faculty in public and private sector in Islamabad. There was significant difference regarding positive thinking in both sectors. Positive thinking (continuum of positive thinking) was high in private sector as compared to public sector universities in Islamabad. Researches have proved that positive thinking (positive emotions) increase the capacities of individuals and broaden the mind and build skills and intellectual, physical and social abilities of individuals. Positive attitude can increase skills, workplace performance and job satisfaction. (Fredrickson s Broaden and Build theory 1998, 2001).

Conclusions

The present research studied comparison of positive thinking of faculty in both sectors of universities in Islamabad. 447 teachers were selected for the sample of research from public and private sector universities. The conclusions of this study are based on the collected data, data analysis and research results. It was concluded that difference was found regarding positive thinking in both strata (public and private sector universities).

Conclusion Regarding Objective: To compare level of positive thinking in faculty members of public and private sector universities of Islamabad.

It was concluded that difference was found in positive thinking of teachers of both sectors (public and private) universities of Islamabad. Positive thinking was higher in Iqra University and it was lower in Preston University. However in case of continuum optimism and pessimism, pessimism was higher in private sector universities.

Recommendations

Since the study draws significant conclusion, so it was important to recommend following considerations which can be used to promote positive thinking among university teachers in both (public and private) sector universities:

Conferences, seminars and workshop may be conducted on positive psychology to enhance the

positive thinking of faculty. Teachers with positive attitude may help students to develop positive attitude.

Training motivate employees and increase their productivity so in training sessions for development of positive thinking different techniques can be used like positive self-talk, meditation, yoga and the three-minute breathing space.

Universities may introduce subject of positive psychology as core subject to enhance positive thinking of faculty and students.

In future researches, the concepts related to positive thinking (optimism, positive affect, hope, happiness, and self-esteem) can be used as independent variable to measure positive thinking.

This study was conducted on the university faculty of Pakistan, future researches can be conducted to other universities inside and outside Pakistan. Faculty of foreign universities can be compared.

As the aspect of positive thinking is important. Universities may use the scale of positive thinking for measuring as well for enhancing and maintaining the positive attitude among their faculties. Positive thinking measurement may also be done on the students and administration.

The effects of positive thinking on health of people should be measured.

Positive thinking and its relation with job satisfaction may be made clear for future researches. The present research may be used as a baseline and further research may also be done in the same areas.

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