

## **Psychological Capital Development in Street Children through Education at Child Protection & Welfare Bureau, Lahore**

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### **Abstract**

The present research study was aimed at exploring the Psychological Capital Development in Street Children through Education at Child Protection and Welfare Bureau, Lahore. Using quantitative method, a descriptive research design was employed. The street children living in Child Protection and Welfare Bureau, Lahore for five (2013-18) years were the population of the study. Conveniently, 60 children constituted the sample. The researchers developed the research instrument for data collection. The bilingual instrument was validated from the experts in the field of Psychology and English and Urdu language. The instrument was also piloted on another relevant sample to check its reliability. The study complied with the ethical considerations before and during the data collection. The researchers personally collected the data and Statistical Package for Social Sciences (SPSS) was used to enter and analyze. Data cleaning was performed and descriptive statistics and inferential statistics were used once data normality was ensured. The key findings of the study revealed that education given in the Child Protection and Welfare Bureau, Lahore was contributing in the psychological capital development of the street children. The findings have certain implications for the Bureau and the policy makers for the betterment of street children.

**Keywords:** Education, Street children, Child protection and Welfare Bureau, Lahore

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## **Introduction**

Psychological capital development is an interesting and common investigation in the field of psychology. Studying this development in the children who have minimal resources, and are downtrodden, wandering on the streets with only aim to survive, becomes essential in any independent country. Pakistan being a developing country has scarce resources and is already unable to provide education to 22.8 million out of school children (Abdullah & Akhtar, 2019). The number of street children is also on the high in Pakistan. Psychological capital development with its dimensions of “self-efficacy, hope, optimism and resilience” is studied in normal school going children (Mirhosseini, Nasan & Azad, 2018). It is evident in the literature that psychological development strengthens its roots in the early years of the child (Gimpel & Holland, 2002). If the psychological capital is under developed then it leads to aggression (Malik & Abdullah, 2017) as well as improper utilization of the individual’s capacity. Research shows that education can boost the psychological development in the children at an early age. Thus, it makes a strong connection in the curricula and the psychological capital development of children. The psychological aspects of a street child are vulnerable and these factors “self-efficacy, hope, optimism and resilience” could weaken in the street children. These positive psychological development aspects in a child also have direct relevance to their performance in life (Agraval, 2002).

This research was focused on the street children living in government organization Child Protection & Welfare Bureau, Lahore. It is noticeable that despite the increasing number of street children in Pakistan, there is one official governmental center Child Protection and Welfare Bureau in the province of Punjab, for the protection and development of street children. Pakistan has not made significant progress in improving the standard of living of such children.

This study was an exploration of the education provided by the government institution to the street children and how it affects the psychological capital development of those children. This study might facilitate the street children for providing information based on their past experiences and identifying their existing psychological capital development through education in the Bureau. The study could help the teachers in the Bureau to teach and handle street children effectively and according to their psychological capital development level and this study will further provide guidelines for the caregivers to enhance the facilities for the children. The outcome of this study might encourage governmental and non-governmental institutions to look into the life standard and facilities provided to the street children. This research could also develop a desire in the street children to learn more and to concentrate on the learning of difficult task in the life.

## **Objectives of the Study**

The study pursued the following objectives:

1. Identify the level of psychological capital development in street children at Child Protection and Welfare Bureau, Lahore.
2. Find the significant difference in the factors of psychological development in street children at the Bureau.
3. Explore the difference in the factors of psychological capital development at the bureau in terms of demographic variables (gender, age, interest of students, sports, and number of students).

Based on these objectives, following research questions were designed:

(a) Is there significant level of psychological capital development in street children at the bureau? (b) Is there any significant difference in the factors of psychological capital development in street children at the bureau? (c) Is there any significant difference in the factors of psychological capital development at the bureau in terms of demographic variables (gender, age, interest of students, sports, and number of students)?

## **Literature Review**

The decade of psychological capital was introduced in the academic literature by Luthans and Youssef-Morgan (2004) as a way to incorporate people into a competitive advantage. Much of the research in the field of psychological capital is related to psychology and organizational behavior. A little research is available in relation to education and the psychological capital development, especially, in the context of Pakistan. This research digs a bit further and explores the psychological capital development in the street children who have been sheltered and given education in the government institution— that caters to the needs and protects the rights of street children— Child Protection and Welfare Bureau, Lahore.

## **Positive Psychological Capital Development**

Positive psychological capital sometimes referred as ‘PsyCap’ in the literature is considered to be the pioneer work of Luthans and his fellow researchers. Luthans and Youssef-Morgan (2004); Luthans, Youssef-Morgan, & Avolio (2007) defined positive psychological capital as ‘positive maturity of an individual’ and characterized it into four essential factors. These are also known as HERO: hope; efficacy; resilience and optimism.

1. “**Hope**”— pursuing goals with positive mental attitude to achieve success.
2. “**Self-efficacy**”— having confidence to take charge and originate the necessary efforts to be successful in difficult tasks.
3. “**Resilience**”— when faced with hardships and struggles, sustaining and persisting with the same zeal and zest to achieve the goals.
4. “**Optimism**”— making a positive attribution about owning success now and a few years from now.

This research takes on these four factors of PSYCAP and study their development through education provided by the Bureau to the street children.

### **Definitions of the Street Children**

UNICEF (2002) has studied the lives of street children in Ethiopia and West Africa. They regard street children to be vulnerable to violence and other sorts of mal-handling. Chetty (1997) affirms that street children are those who have been stripped or abandoned by their families, schools and immediate communities and they are drifted into nomadic street life.

The literature appraises us about different categories of street children as considered by UNICEF. Bhukuth and Ballet (2015) cited that one category of children works on the streets and return home to their parent (Lalor, 1995), the other category is of the poor city children who form a group (Rizzini & Lusk, 1995) and the third category is of the orphaned, abandoned and thrown away children (Densley & Joss, 2000). The present study focuses on the third category of the destitute children who are either orphans or their parents do not own them. These children usually take their parents in a negative sense and are prone to do negative things once they confront the harsh realities of the practical life (Lusk, 1992).

The children of 0 to 18 years, either boys or girls, spend a great amount of their time on street; the streets become their source of livelihood; and they are protected, supervised or directed in an inadequate manner by some adults.

### **Child Protection & Welfare Bureau, Lahore**

Children are the future of any nation and protection of their rights is very substantial for any country. Punjab is the largest province of Pakistan by population. Government of Punjab established this bureau in 2004 to provide support, care, rehabilitation and welfare to destitute and neglected children. These children are provided with food and defense, as well as vocational training and learning so that they can become useful citizens. The provision of child support and comfort acts as an auxiliary to vulnerable children and turn them into useful and productive group of society.

### ***Mission Statement of the Bureau***

The mission of the Bureau is clear in support of the street children. It states as, “to provide safe heaven to destitute, neglected, abused and runaway children where they are provided with shelter, education and protection with an emphasis on turning them into useful and productive members of the society.”

### **Street Children and Psychological Capital**

Street children have reportedly more chances to get emotional and psychological disorders and educational disparities than other children (Kabat-Zinn, 2003). Mirhosseini, Nasab, and Azad (2018) stated that psychological capital can be developed in the earlier ages therefore; emphasis on education and other activities should be earlier. Psychological disorders and complexities lead to aggression in children (Malik & Abdullah, 2017). In the west, street children are taken as a threat because they indulge into negative activities (Aptekar & Stocklin, 1996).

Matchinda (1998) explained that study came to the conclusion that the economic start that many families face in the region is not a habitat boss responsible for the children to abandon their home more appropriately it is the authoritarian parenting that has the error. Murrel and Plummer (2014) explain that children are frequently beaten in Pakistan for minor offenses such as bad behavior in the city or poor performance in school. Mahreen (2014) said that street children loitering in Pakistan are a global picture for the locals. The group survives in the streets through a combination of strategies: they collect the remains of large and unhygienic garbage dumps, and engage in criminal acts. Bhukuth and Ballet (2015) explain that these children do not have access to any form of education and/or training which leads to low psychological capital.

Obliged to the Afghan dispute, Iqbal (2008) described that Pakistan housed a more than of four million refugees that shook the bases of Pakistan's economy. Precisely this and other factors in Pakistan such as: inflation, lower industrial and agricultural growth, unemployment, and lack of health facilities, further trigger the number of street children. Meanwhile, Pakistan is also facing the problems of intolerance and terrorism, ignorance, socio-economic divide and discrimination of social classes. The result of these increasingly difficult times is the demonstration of children on the streets of Pakistan.

Aliya (2016) studied the disparities of street children and concluded that Lahore—being the capital of Punjab—is a hub of recreational activities and thus becomes an inspiration for children to move here. Places like zoo, Minar-e-Pakistan, museum and different parks attract children from the contours and the surrounding cities. Children attracted singularly to being expelled from their family, to enlarge the collection of debts, find excellent centers of responsibility here. Children who leave their homes necessary for

different reasons find a barrier in Lahore. Hence, it is dire need to do research on the street children and their mental and psychological development. Uzma (2012) stated that it is estimated that above 1.2 million neglected children fall under the operationalized definition of street children in this research. Habtamu (2016) argues that in Pakistan, institutions that are established for the street children should be studied to assess their facilities provided to them for their development.

Therefore, considering the increasing number of street children in Pakistan and meager resource allocation for their education, the researchers initiated this research as an exploration of the positive psychological capital of street children and its development in them through education provided by the Bureau which looks after and protects them.

### **Research Design**

This research was quantitative in nature and descriptive survey design was used to assess the psychological capital development in the street children catered in the Child Protection & Welfare Bureau, Lahore through education provided by the Bureau.

### **Population**

Two hundred and fifty children were living in the Child Protection & Welfare Bureau, Lahore (2018) from 0 to 18 years but one hundred children from the age 10 to 18 years was the target population of study.

### **Sampling Design**

Non probability sampling technique was used by the researchers to select individuals, 60 street children out of 100 children age between 10 years to 18 years were selected conveniently and with a criterion of at least 5 years stay at the Bureau. This criterion was set as the researchers wanted to study the psychological capital affected by the circumstances and education opportunities provided at the Bureau.

### **Instrumentation**

A close ended questionnaire was developed by the researchers. Questionnaire consisted of 52 statements, which were later grouped into four factors: hope, self-efficacy, resilience and optimism, of the psychological capital. The items were developed after studying the related literature on psychological capital construct and street children. One of the researchers had eight years' experience in the bureau; it was also helpful in the development of items related to the street children. Questionnaire was validated for content validity by taking the opinion of experts of psychology. The questionnaire was also translated into Urdu language for the convenience of children and its validity was assured through language experts. After incorporating their valuable suggestions, the questionnaire was checked for its reliability.

### **Piloting of the questionnaire**

After validation of questionnaire through experts, a pilot study of this instrument was conducted on the children of Child Protection & Welfare Bureau, Gujranwala: 35 children 10 to 18 years old were selected for the study using random sampling technique. The overall reliability on coefficient of Cronbach alpha was 0.82 and for all factors it was above 0.70. Hence, the finalized questionnaire was administered for final data collection.

### **Data Analyses**

Data were collected by one of the researchers and entered into the SPSS version 22.0. Appropriate statistical analyses were conducted on the data. The details of which are given below.

### ***Demographic distribution of the sample***

The demographic analysis of the sample is as follows. The sample was equally distributed in boys and girls. Regarding the age of the children, 28 belonged to the group of 10-14 years and 32 belonged to 15-18 year category. Students were asked about their area of interest to which they informed that carom was played by 21 of them, watching television interests 18 of them, 12 were interested in singing, and 9 were interested in any other area. To sports they rated playing football at the top with 22 in favor of that. Table tennis was ticked by 19 of them, and to any other sport 10 were in favor and 9 rated cricket as their preferable sport. About friends 29 children said that they have 3 to 4 friends, 17 children said having 2 to 3 friends and 14 of them said that they have no friend at all.

Table 1

*Descriptive statistics on each item of the questionnaire*

Items	<i>M</i>	<i>SD</i>
Right now, I see myself as being pretty successful	2.35	1.05
I can think of many ways to reach my current goals	2.27	0.91
I am looking forward to the life ahead of me	3.18	4.05
The future holds a lot of good in store for me	2.53	1.04
Overall, I expect more good things to happen to me than bad	2.35	1.16
Sometimes I make myself do things whether I want to or not	2.72	1.15
When I'm in a difficult situation, I can usually find my way out of it	2.90	1.11
It's okay if there are people who don't like me	2.92	1.29
I am confident that I could deal efficiently with unexpected events	2.82	1.25
I can solve most problems if I invest the necessary mental skills	2.77	1.18
I feel confident analyzing a long-term problem to find a solution	2.97	1.20
In uncertain times, I usually expect the best	3.03	1.34
It's easy for me to relax	2.77	1.34
I always look on the bright side of things	3.17	1.12

I am always optimistic about my future	3.20	1.03
I enjoy with my friends a lot	2.70	1.18
It's important for me to keep busy	2.78	1.29
I don't get upset too easily	2.90	1.28
I am a believer in the idea that "every cloud has a silver lining"	2.68	1.18
I can think of many ways to get the things in life that are important to me	2.80	1.35
Even when others get discouraged, I know I can find a way to solve the problem	3.33	1.08
My past experiences have prepared me well for my future	3.62	1.01
I feel that I am just as good as other people/peers	2.67	1.08
I feel hopeful about the future	3.18	0.94
I feel lonely	3.00	1.42
I enjoy life by facing many hurdles	3.03	1.17
I concentrate my efforts on doing something the best	3.25	1.24
I put my trust in Allah	3.40	1.04
I admit my mistakes for better learning	3.02	1.09
I discuss my feeling with someone	3.15	1.23
I get upset, and really aware of it	2.73	1.13
I seek God's help	3.45	1.37
I make a plan of action	2.78	0.95
I accept that this has happened and that it cannot be change	3.02	1.28
I just give up trying to reach my goal	3.12	1.16
I take additional action to try to get rid of the problem	3.47	1.12
I sleep more than usual	3.58	0.88
I try to come up with a strategy about what to do	2.87	1.38
I get sympathy and understanding from someone	3.35	1.17
I look for something good in what is happening	3.22	1.26
I think about how I might best handle the problem	3.15	1.37
I accept the reality of the fact that it happened	3.42	1.29
I ask other who have had similar experiences what they did	3.17	1.19
I take direct action to get around the problem	3.23	1.17
I force myself to wait for the right time to do something	2.98	1.29
I make fun of the situation	3.17	1.27
I pray more than usual	2.98	1.26
I do what has to be done, one step at a time	3.10	1.25
I learn something from the experiences	3.35	1.32
It is important for me to learn more and more	2.87	1.32
I want to get better grades in studies than most of the other student	3.18	1.15
I feel confident I can do excellent job in studies	3.10	1.10



In the table above, expressive explanation of each item is given. Descriptive statistics was applied and mean scores and standard deviations were calculated for each item. The item "my past experiences prepared me acceptably for my possibility" showed the highest value ( $M= 3.62$ ,  $SD= 1.01$ ). The item "I can think of many ways to reach my current goals" showed the lowest average score reported, ( $M= 2.27$ ,  $SD= 0.91$ ). The mean score of other items was between these of values mean scores. The average score of 3.0 was taken as a cut off score for all positive items and the average score of below 3.0 was taken as a cut off score for all negative items.

Table 2

*Descriptive statistics of factors of psychological capital*

Factor	<i>M</i>	<i>SD</i>
Hope	35.57	7.214
Optimism	39.07	5.278
Resilience	41.18	4.363
Self-Efficacy	40.92	4.706

The whole questionnaire items were grouped into four main factor of the variable of study i.e. psychological capital. Out of those factors the opinions of students were showing highest mean score of ( $M= 41.18$ ,  $SD= 4.363$ ) on resilience factor. After that self-efficacy factor was showing the mean score of ( $M= 40.92$ ,  $SD= 4.706$ ), and optimism factor followed that with ( $M= 39.07$ ,  $SD= 5.278$ ). The least mean score reported by the children was for the factor hope i.e. ( $M= 35.57$ ,  $SD= 7.214$ ). It meant that the children were showing resilience the most and hope the least.

Table 3

*Independent sample t-test on the factors with regard to gender*

	Gender	N	<i>M</i>	<i>SD</i>	<i>t-value</i>	<i>Df</i>	<i>p</i>
Hope	Male	30	38.43	7.528	3.331	58	.002
	Female	30	32.70	5.676			
Optimism	Male	30	40.53	4.392	2.223	58	.030
	Female	30	37.60	5.739			
Resilience	Male	30	41.53	4.876	.618	58	.539
	Female	30	40.83	3.833			
Self-Efficacy	Male	30	41.40	3.944	.793	58	.431
	Female	30	40.43	5.386			

Independent sample t-tests were applied on the factors of psychological capital in terms of gender. It was noted that hope and optimism were showing significant mean differences in terms of gender. The mean score of male children was significantly more ( $M= 38.43$ ,  $SD= 7.528$ ) than that of female children ( $M= 32.70$ ,  $SD= 5.676$ ). It meant that males were more hopeful than females. The optimism factor reported the mean score of male

students ( $M= 40.53$ ,  $SD= 4.392$ ) to be significantly more than the females ( $M= 37.60$ ,  $SD= 5.739$ ). It meant that males were also more optimistic than females. Resilience and self-efficacy showed no significant differences in the opinions of both

Table 4

*Independent sample t-test on the factors with regard to age*

	Age	N	M	SD	t-value	Df	p
Hope	10-14	28	36.54	8.779	.973	58	.335
	15-18	32	34.72	5.508			
Optimism	10-14	28	38.71	4.697	-.481	58	.633
	15-18	32	39.38	5.796		58	
Resilience	10-14	28	41.43	5.095	.404	58	.687
	15-18	32	40.97	3.676		58	
Self-Efficacy	10-14	28	41.25	4.360	.510	58	.612
	15-18	32	40.63	5.040			

Table 4 reflected that Independent sample t-tests were applied on the factors of psychological capital in terms of age categories. It showed that there was no significant difference in the mean score of males and females in hope, optimism, resilience, and self-efficacy on the basis of their different age category.

Table 5

*One Way ANOVA on the factors in terms of interest of the students*

		Sum of Squares	Df	Mean Square	F	p
Hope	Between Groups	361.761	3	120.587	2.493	.069
	Within Groups	2708.972	56	48.375		
	Total	3070.733	59			
Optimism	Between Groups	68.090	3	22.697	.807	.495
	Within Groups	1575.643	56	28.136		
	Total	1643.733	59			
Resilience	Between Groups	92.773	3	30.924	1.681	.181
	Within Groups	1030.210	56	18.397		
	Total	1122.983	59			
Self-Efficacy	Between Groups	57.770	3	19.257	.864	.465
	Within Groups	1248.813	56	22.300		
	Total	1306.583	59			

Table 5 depicted one-way ANOVA on the factors of psychological capital in terms of area of interest of the children. It showed no significant difference in the mean score of children in hope, optimism, resilience, and self-efficacy on the basis of their different area of interests.

Table 6  
*One Way ANOVA on the factors in terms of sports the students play*

		Sum of Squares	Df	Mean Square	F	P
Hope	Between Groups	154.503	3	51.501	.989	.405
	Within Groups	2916.230	56	52.076		
	Total	3070.733	59			
Optimism	Between Groups	83.197	3	27.732	.995	.402
	Within Groups	1560.536	56	27.867		
	Total	1643.733	59			
Resilience	Between Groups	161.072	3	53.691	3.126	.033
	Within Groups	961.912	56	17.177		
	Total	1122.983	59			
Self-Efficacy	Between Groups	227.917	3	75.972	3.944	.013
	Within Groups	1078.667	56	19.262		
	Total	1306.583	59			

Table 6 depicted one-way ANOVA on the factors of psychological capital in terms of area of sports the children play. It showed no significant difference in the mean score of children in hope and optimism on the basis of their different sports they play. However, resilience and self-efficacy witnessed significant mean differences. To see those significant results further analysis was run on these two factors.

Table 7  
*Post hoc test of Tukey*

Factor	Category	Mean difference	p
Resilience	Cricket	4.505	0.036
	Tennis		
Self-efficacy	Cricket	5.646	0.010
	Foot ball		

Table 7 showed post hoc test of significance (*Tukey*) on the factors resilience and self-efficacy. In resilience, the category cricket and tennis were showing significant mean difference with tennis. The mean difference was 4.505 significant at p value of 0.05. It meant that children involved in the cricket sport were more resilient than those involved in tennis.

Similarly, the factor self-efficacy was showing significant mean difference in the categories of cricket and football. Those who preferred cricket were showing 5.646 more mean score than those who preferred football. The results were significant at p value 0.05.

Table 8

*One-Way ANOVA on the factors in terms of the number of friends of students*

		Sum of Squares	Df	Mean Square	F	<i>p</i>
Hope	Between Groups	158.397	2	79.199	1.550	.221
	Within Groups	2912.336	57	51.094		
	Total	3070.733	59			
Optimism	Between Groups	108.336	2	54.168	2.011	.143
	Within Groups	1535.397	57	26.937		
	Total	1643.733	59			
Resilience	Between Groups	39.656	2	19.828	1.043	.359
	Within Groups	1083.328	57	19.006		
	Total	1122.983	59			
Self-Efficacy	Between Groups	82.166	2	41.083	1.913	.157
	Within Groups	1224.417	57	21.481		
	Total	1306.583	59			

Table 8 illustrated one-way ANOVA on the factors of psychological capital in terms of area of number of friends the children have. It showed no significant difference in the mean score of children in hope, optimism, resilience, and self-efficacy on the basis of their different number of friends the children have.

## Discussion

The discussion is presented in terms of research questions of the study, how they were answered and helped achieving the objectives of the study. Research question 1, *level of psychological capital development in street children*. The analysis of the data showed that there existed significant level of psychological capital development in street children. The results of study conducted by Luthans and Youssef (2004) validated the findings of current research study. Research question 2, *significant difference in the factors of psychological capital development in street children*. Mean score analysis was used and the findings showed that there existed significant difference in the factors of psychological capital development in street children at the Bureau. The results indicated that the contribution of resilience factor in capital development was higher as compared to other factors, self-efficacy was the second highest contributing factor, followed by optimism at third and hope was the last factor with lowest mean score. Keles (2011) conducted a research study on "Positive psychological capital: Definition, components and their effects on organizational management." One of the key finding was the significant difference in the components of psychological capital development. However, in that study self-efficacy was the major contributing factor. This shows that the findings of Keles (2011) differ from that of present study. Different context and sample of the study might be a reason of this difference. This incongruence is not unique, the discrepancy in the results might be

attributed to the ground realities, personal context of the street children, atmosphere, civil society efforts and contributions and many such factors.

The third research question here is discussed separately for each demographic variable (gender, age, interest of students, sports, and number of students). Research question 3(a), *significant difference in the factors of psychological capital development in terms of gender*. Independent sample t-test was applied to analyze this research question in terms of four factors i.e. hope, optimism, resilience and self-efficacy. The findings of the study showed that there existed significant difference in the factors of hope and optimism. It means that there existed difference in the perception of both male and female children about capital development. In both these factors males showed more mean score than females. The findings of Luthans, Vogelgesang and Lester (2006) are aligned with the findings of this study as they also found out significant differences in the perceptions of male and female respondents about different factors of psychological capital development. Research question 3(b), *significant difference in the factors of psychological capital development in terms of age*. Independent sample t-test was applied to analyze the data. The result of the analysis showed that there was no significant difference in the perception of male and female children about four factors i.e. hope optimism, resilience and self-efficacy of capital development in terms of their age. The findings of current study contradict the findings of the study conducted by (Luthans, Avey, Avolio, & Peterson, 2010). This difference in the findings could be attributed to the fact that the Bureau might be providing similar kind of atmosphere to the children of different age groups. But this cannot be said with certainty; a separate specific probe is suggested by the researchers at this point to have an in-depth study of the individuals at the Bureau. Qualitative data might help identify a few psychological differences.

Research question 3(c), *significant difference in the factors of psychological capital development in terms of interest of students*. One Way ANOVA test was applied. The findings disclosed no significant difference in the factors of psychological capital development i.e. hope, optimism, resilience and self-efficacy, in terms of the different interest of students. Although the findings are congruent with Page and Donohue (2004), yet the researchers feel that given the more autonomy and opportunities to the street children in their interests, their psychological capital might differ. Research question 3(d) *significant difference in the factors of psychological capital development in terms of the sports they play*. One Way ANOVA was used to analyze the data for this research question. The result of the analysis showed that there was no significant difference in the factors hope and optimism, however, significant difference in the factors of resilience and self-efficacy in terms of sports that student's play, were reported. *Post Hoc* Tukey test was applied to further identify the difference in the factors of resilience and self-efficacy. The results showed that children who played cricket had more resilience that those who played

tennis; and children who played cricket had more self-efficacy than those who played football. These are interesting findings and it shows that cricket playing students had more resilience and self-efficacy. This could be because cricket is played and watched more than any other sport in Pakistan. Although hockey is the national sport of Pakistan but there is more passion for cricket in Pakistan. Van-Wyk (2013) also found out that different games and mental activities influenced the psychological capital development. Therefore, the researchers consider this finding as an important note for the Bureau and other policy makers.

Research question 3(e), *significant difference in the factors of psychological capital development in terms of numbers of friends*. One Way ANOVA test was performed to analyze this research question. The results displayed no significant difference in the factors i.e. hope optimism, resilience and self-efficacy in terms of number of friends. Çavuş and Gökçen (2015) explored research problem on “Psychological capital: Definition, components and effects.” They found that the perception of respondents did not change about the factors (hope, optimism, resilience and self-efficacy) if the respondents have good relation with their colleagues. These findings have different context and meaning, what is important to note in the present study is that the psychological capital development was not affected by the different number of friends the street children had. This could be because the children only had the option to be friends with the children in the Bureau; having same facilities, environment and conditions this category of different friends could not have any significant difference in the opinions of the children. Bureau should look out for various ways of socializing children and making their friends on the social networking websites. This might affect their psychological capital development. In this way, all research questions were answered hence, achieving all the objectives of the research.

## **Conclusions and Recommendations**

Psychological guidance is helpful in developing the psychological capital in the street children. The different factors hope, optimism, resilience and self-efficacy improve the life style of an individual. Sports activities are a useful resource to help street children develop psychological capital. The environment and nature of friends are also an important factor in the development of psychological capital in the street children. The purpose of current research study was to explore the Psychological Capital Development in Street Children through Education at Child Protection and welfare bureau Lahore. The major findings of the study revealed that education facilities provided by the Bureau help in contributing the psychological capital development of street children.

Based on the above findings and discussion, following recommendations were drawn.

1. The education helps in the psychological capital development therefore; government may take steps to launch educational activities in other departments of Lahore to promote the psychological capital development of children.
2. Innovative ways must be considered by the Bureau to socialize the children, make their interactions with other institutions, and the use of social networking media needs to be introduced to the children.
3. It is recommended that the policy makers emphasize the importance of education for the street children and advocate for the immediate allocation of funds for this effort.

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