

PSYCHOLOGICAL CAPITAL AS A MODERATING CONSTRUCT BETWEEN ORGANISATIONAL COMMITMENT AND JOB SATISFACTION AMONG TEACHERS OF PUBLIC SECTOR UNIVERSITIES

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Abstract *This study examines the interrelationships among psychological capital, organisational commitment, and job satisfaction, and further explores whether psychological capital moderates the relationship between organisational commitment and job satisfaction among faculty members working in public sector universities of Punjab, India. Psychological capital, a positive psychological state, has increasingly been recognised as a resource that enhances employee attitudes and performance. Using a quantitative approach, data were collected from 400 participants (teachers) across four public universities using standardised tools including the Psychological Capital Questionnaire, the Job Satisfaction Scale, and the Organisational Commitment Scale. Correlation results revealed strong positive relationships between psychological capital and both job satisfaction and organisational commitment. Job satisfaction was also positively associated with organisational commitment. However, moderated hierarchical regression analysis depicted that psychological capital did not significantly moderate the relationship between organisational commitment and job satisfaction, substantiating that both variables independently influence satisfaction levels.*

Keywords: *Psychological Capital, Job Satisfaction, Organisational Commitment, Correlation, Moderated Hierarchical Regression, Teachers*

INTRODUCTION

Organisational effectiveness remains central to both, public as well as private institutions, especially because the workplaces evolve through socio-economic, technological, and curricular shifts (Alutaya & Guhao, 2024; Gustari & Widodo, 2022). Across diverse settings, human capital particularly employees' psychological assets have proven to be reliable contributors to organisational success (Luthans et al., 2007). Within higher education, organisational commitment of faculty members is crucial. Committed teachers facilitate academic continuity, support students' achievement, and stabilise institutional culture (Gustari & Widodo, 2022; Alutaya & Guhao, 2024). Commitment organised to understand goals gives added value to enhance

job satisfaction and sustained productivity, even under resource constraints.

Job satisfaction reveals how gratified employees are with their roles. Studies about education institutions show that satisfaction among teachers depends heavily on workplace environment, leadership support, and chances for professional progression. According to Alutaya and Guhao (2024) academic job satisfaction significantly increased work engagement and performance in the sample of 402 public school teachers. Psychological capital has received increasing attention for its role in enhancing both job satisfaction and organisational commitment (Luthans et al., 2007). Gustari and Widodo (2022) demonstrated that psychological capital positively predicted organisational commitment among 303 junior high school teachers,

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with interpersonal communication playing a significant mediating role. While psychological capital effects are well documented, its moderating role especially in education institutions is less explored (Gustari & Widodo, 2022). A study involving 264 educators from China has revealed that psychological capital functioning as a moderating construct in the association between emotional labour and job satisfaction attenuated adverse consequences such as burnout when levels of psychological capital were elevated (Cheung et al., 2011).

There is another relevant finding done on 899 primary school teachers in Pakistan which states that psychological capital significantly protected the effect of burnout on turnover intentions, demonstrating its capacity to moderate stressful relationships at work (Anjum & Shahzad, 2020). These findings indicate that psychological capital not only strengthens positive relationships, but can also moderate critical links between organisational commitment and job satisfaction. Amid diverse dimensions of human capital, employee commitment has gained increasing attention in scholarly circles. Academicians, especially those in the public education sector, form the intellectual backbone of knowledge creation in any institution. Their dedication towards their organisation has a measurable impact on educational service delivery (Çetin & Varoğlu, 2015). A committed faculty not only contributes to institutional stability but also fosters in students a guiding force to encourage progression, collaboration, and policy continuity (Yucel, 2012; Lumley et al., 2011).

Organisational commitment encapsulates the cognitive-emotional bond through which employees internalise institutional principles, exhibit allegiance, and align their professional identity with the organisation's core ethos. When employees such as university faculty feel aligned with their institution's goals, they exhibit greater work satisfaction, reduced absenteeism, and enhanced productivity (Meyer & Allen, 1991; Astuti & Amalia, 2021).

In context of higher education, organisational commitment takes on additional weight. Public universities often face bureaucratic complexities, resource constraints, and policy instability. Within these settings, commitment can be influenced by various factors ranging from institutional support, leadership styles, to psychological well-being and personal resilience (Montesa et al., 2019). Understanding 'how and why' faculty members commit to their organisations is crucial for administrators aiming to build sustainable academic cultures. Equally significant is the role of job satisfaction, a factor tightly interwoven with organisational commitment. Job satisfaction performs as a barometer

for emotional and professional contentment derived from their role (Javid & Rehman, 2018). This encompasses perceptions about work conditions, professional recognition, and opportunities for development. The satisfied faculty members are more likely to engage with the students, collaborate with the peers, and contribute positively to the broader institutional tasks (Suki & Suki, 2011).

In this type of academic environment, psychological capital has appeared as a construct of growing theoretical significance, posited as a potential explanatory factor for differential patterns observed in employee job satisfaction and organisational commitment. The four essential elements of psychological capital help the individuals maintain motivation, keep confidence in their work, recover from setback, and stay focused on long-term goals. Psychological capital is characterised by its flexible and state-dependent nature, contributing through strategically viable focus for organisational enhancement initiatives (Ogba et al., 2025). It is also worth noting that in the resource-constrained environments, such as government-funded universities, psychological capital can act as a personal shield against burnout, role ambiguity, and dissatisfaction (Nguyen & Ngo, 2020). Faculty members in such environments may not always have access to ideal conditions or rapid career progression. Therefore, those with high level of psychological capital often demonstrate resilience and optimism, allowing them to remain productive and very committed even in the case of adversity. As a moderator, psychological capital does not just affect outcomes directly, it also influences how other variables interact (Luthans et al., 2007). Specifically, the present investigation examines the extent to which psychological capital amplifies the affirmative association between employees' organisational commitment and their experienced job satisfaction (Reji et al., 2021). In other words, 'Do faculty members with strong organisational ties derive greater satisfaction from their job when they also possess high levels of hope, optimism, resilience, and self-efficacy?'

Through the examination of this moderating dynamic, the study endeavours to bridge a theoretical lacuna within the prevailing body of scholarly literature (Wang & Koh, 2020). While there has been extensive work within organisational commitment and job satisfaction independently, and growing interest in psychological capital as a construct, relatively little research has examined 'how psychological capital modifies the link between commitment and satisfaction especially among academicians in the public sector' (Astuti & Amalia, 2021; Javid & Rehman, 2018). This type of gap is particularly relevant in a state like Punjab, where faculty members often face a different blend of cultures, and shifting

policy directives. The psychological capital dimensions that enable some faculty members to flourish under these conditions can provide actionable insights for university leadership and human resource planning. The present research is an empirical one and uses quantitative methods to analyse the extent to which organisational commitment predicts job satisfaction, and how psychological capital influences this relationship. The focus on public sector universities ensures that findings will have practical relevance for institutions that face systemic constraints yet aim to foster innovation and academic excellence (Ogba et al., 2025). When the present study recognises psychological capital as a moderating variable, it offers a perspective of faculty engagement. It also recognises that not all committed employees experience the same levels of satisfaction and suggests that psychological capital can explain these differences. This can help institutions develop more tailored professional development programmes, employee well-being initiatives, and performance strategies.

The research intends to deepen our understanding of how commitment and satisfaction intersect and how these are influenced by internal psychological capacities. Through this approach, it aims to provide both theoretical advancement and practical value to higher education institutions striving for excellence and under complex conditions like conceptual and methodological perspectives specially for research and policies.

REVIEW OF LITERATURE

Nguyen and Ngo (2020) have long linked psychological capital, encompassing hope, resilience, optimism, and self-efficacy to improve the workplace behaviour and emotional attachment to organisations. The study aimed to examine how these psychological traits relate to employee performance and whether organisational commitment plays a role in shaping that relationship. Four hypotheses presented concluded that psychological capital affects performance and commitment; that commitment influences performance; and mediates the psychological capital-performance link. The survey involved 848 working professionals across various industries in Vietnam. Data analyses reveal statistically significant positive influence of psychological capital on both occupational performance and organisational commitment. Organisational commitment had a weaker but positive influence on performance and its mediating role was confirmed, thus proving that all four hypotheses stand accepted. The study concluded that enhancing psychological resources in employees could significantly improve long-term engagement and work outcomes, offering strategic value to employers.

Setar (2013) examined the extent to which psychological capital exerts a moderating influence on the relationship between occupational stress and two key behavioural outcomes in the workplace: employee incivility and level of job involvement. Four research objectives centred on understanding relationships between psychological capital, stress, and employee behaviour have been formulated. The data collected through sample comprising 104 individuals employed within South African call centre environments found that high psychological capital is associated with increased job involvement and reduced incivility. However, it fails to significantly moderate the relationship between stress and either outcome, contrary to initial hypothesis. Occupational stress has been identified as a salient antecedent, positively associated with elevated manifestations of workplace incivility, and inversely correlated with levels of employee involvement. Optimism, which is a subcomponent of psychological capital, stood out as a positive predictor of job involvement. The findings predict that psychological capital contributes to employee well-being but may not buffer all stress-related effects. According to the author the customised interventions can help in building psychological capital and reduce workplace incivility. The results highlight the need for more subtle, context-specific applications of psychological capital in high-pressure environments.

Catin and Varoglu (2015) on positive organisational psychology highlights psychological capital as a vital resource affecting workplace behaviour. The study explores how internal strength influences employees' satisfaction, performance, and intent to quit. It also examines intermediary function of job satisfaction and gender influence. Survey done through questionnaire on 237 employees from a private-sector company based in Ankara resulted in three main backup ideas: people who had stronger psychological traits like optimism or confidence tended to feel better about their jobs and they performed well with no intentions to leave their positions; job satisfaction had something to do with how these mental strengths affected the desire to quit, although it did not seem to make a difference when it came to actual performance; and the patterns were stronger among women, hinting that gender might shape how these things are connected. All in all, if employees feel mentally strong and supported, they are more likely to enjoy their jobs and stick around. This was especially noticeable with female workers.

Montesa et al. (2019) depict interest in determining the happiness quotient of people at work after changes in job. The researcher looked at job satisfaction in two ways, one was about how people feel doing the actual work, and the other was more about outside stuff, like salary or being appreciated. Earlier studies combined everything into one measure. So, to

dig a bit deeper, they worked upon psychological capital, through mix of traits like confidence, hope, and resilience, along with how job characteristics influence satisfaction. The data analysis of 1,647 employees of 42 companies of Spain found that some job aspects made a difference, while others did not. People with higher psychological capital seemed to feel more positive when they had freedom at work or had to deal with lots of information. Ease in stress was also perceived when people felt their jobs were tough or when the rewards did not really match the effort. It was noted that workers who are usually hopeful and confident felt more disappointed when they did meaningful work but did not get the rewards they were expecting. This reveals that improving job roles can make a difference, especially for people with a strong mindset. However, if things like salary or appreciation are missing, less satisfaction comes to the fore.

Astuti and Amalia (2021) explore how motivation, satisfaction, and internal commitment shape performance of government employees. Drawing from established organisational behaviour theory, the researchers investigated the task of psychological capital as a moderator and organisational commitment as a mediator. A total of six theoretical propositions were articulated, five of which received empirical support. The research done on 110 government employees found that things like motivation, job satisfaction, and commitment to the organisation are linked to how well people did at work. The key finding was that people who were generally more hopeful or confident showed a stronger link between happiness and job performance. Basically, those who had a strong and positive attitude tended to perform better. The findings suggest that building employees' mental strengths to match the goals of the organisation may result in better overall performance. This research could be useful for HR teams in government departments who are looking to improve motivation, engagement, and resilience in their workers.

Javid and Rehman (2018) investigated the impact of people's own thoughts about their work situation, the mental strengths they carry, and the effect of hope and confidence on happiness quotient. The study points out that people with strong inner qualities or positive psychology (like staying positive and bouncing back from stress) are more inclined to report higher job satisfaction, even if the work environment is not great. Researcher assesses both the isolated and synergetic influences of organisational climate and psychological capital on employees' overall satisfaction with their professional roles. All the three hypotheses proposed acquire statistical support. Data collected from 176 government employees in Balochistan's civil secretariat

discovered significant positive link between working conditions and job satisfaction, between psychological capital and job satisfaction, and a clear moderating task of psychological capital in enhancing the effect of work environment and job satisfaction. Positive persons keep a strong mindset and can handle tough situations and feel more content in their jobs. According to the authors, such people not only fix problems at work, but stay mentally strong and positive with even mild support from the company.

Ogba et al. (2025) explore how autonomy, competence, and relatedness among students influence their engagement during workplace learning tasks using self-determination theory as the foundation. The study examines both direct and indirect effects, with intrinsic motivation as the mediator and perceived instructor autonomy support as the moderator. The research involves 311 college students observed over half a year during internships or training in 116 different companies belonging to various industries across Nigeria. The results declare that students felt more confident and connected if supported by people around them and showed more interest and excitement while learning although it did not really change how much freedom (or autonomy) mattered. In the end, the study points out that students stay motivated and pick up useful skills while working if they feel their desires are met.

RATIONALE OF THE STUDY

By focusing on academicians, a less represented group in psychological capital moderation research, this study contributes both theoretically and practically. The study uses moderated hierarchical regression to test whether psychological capital levels enhance positive link between organisational commitment and job satisfaction amid faculty members in public sector universities of Punjab. Published evidence indicates psychological capital's capacity to buffer stress and reinforce positive outcomes in teacher populations, making it a compelling construct for moderation in the present context.

OBJECTIVES

- To study the relationship among psychological capital, job satisfaction, and organisational commitment among teachers of public sector universities.
- To assess the moderating effect of psychological capital in the relationship between organisational commitment and job satisfaction among teachers of public sector universities.

Hypotheses

- There exists a significant positive relationship of psychological capital with organisational commitment and job satisfaction among teachers of public sector universities.
- There exists a positive relationship between job satisfaction and organisational commitment among teachers of public sector universities.
- Psychological capital is likely to moderate the relationship between organisational commitment and job satisfaction among teachers of public sector universities.

RESEARCH METHODOLOGY

The methodology adopted involves investigation of personal and organisational determinants in the university/ educational set up of the teachers. The details of the research methodology are as follows:

Sampling

The sample involves 400 participants (teachers) drawn from four public sector universities of Punjab i.e., 'Punjab University, Chandigarh', 'Punjab Agriculture University, Ludhiana', 'Punjabi University, Patiala', and 'Guru Nanak Dev University, Amritsar', using random sampling technique. The age range of participants varies from 30 to 58 years. Only those participants have been included in the study who have given their consent to participate.

Measuring Tools

To analyse the data SPSS version 16 has been used. To empirically examine the proposed hypotheses, the study employs correlation diagnostics in conjunction with moderated hierarchical regression as part of inferential statistical framework. The following measuring tools have been used to collect the data. A brief description of these tools has been given.

- *Psychological Capital Questionnaire (PCQ)*: The PCQ is based on one developed by Luthans. This questionnaire consisted of 24 items that assess the

four subscales of psychological capital i.e., hope, self-efficacy, resilience, and optimism. The subscale consists of six items with a response pattern of strongly disagree to strongly agree. Reliability coefficients for different subscales varies from .66 to .85 across different samples where the overall psychological capital reliability varies from .88 to .89. As far as validity is concerned the discriminant validity was established against the trait-like constructs such as the big five personality elements.

- *Job Satisfaction Scale*: The scale developed by Muthayya has been used for measuring employees' job satisfaction. This scale consists of 34 items, which assess three broad aspects viz. job aspects, personal aspect, and interpersonal aspects related to job satisfaction. With the response pattern of if true then encircle 'agree', if not encircle 'disagree', if not being able to decide encircle 'not sure', and if a particular item is not applicable then encircle 'not applicable'. The reliability coefficient of the scale is .81 and it is a widely used scale for assessment of job satisfaction among employees.
- *Organisational Commitment Scale*: The scale developed by Meyer and Allen has been employed in the present research. The three subscales are the affective commitment, the continuation commitment, and the normative commitment represented by 18 pooled items (six items for each subscale). For response patterns, the 7-point Likert scale has been employed. Both positive and negative items have been included in the scale. The reliability coefficient for the different subscales varies from .75 to .87. Convergent and discriminant validity demonstrate that the scale is valid.

RESULTS AND DISCUSSION

This section focuses on results, interpretation, and discussion of the data to analyse the relationship among the variables of the study. The analysis has been done employing correlation and moderated hierarchical regression. Tables 1 to 3 have been interpreted to comprehend both the direct association among the variables and the moderating role of psychological capital between organisational commitment and job satisfaction.

Table 1: Correlation Among Psychological Capital, Job Satisfaction, and Organisational Commitment

Variables	Effi	Ho	Resil	Optim	PsyCap	JobAsp	PerAsp	IntPerAsp	JobSati	AffCom	ConCom	NorCom	OrgCom
Effi	—	.684	.419	.357	.756	.321	.339	.237	.344	.327	.022	.229	.248
Ho		—	.563	.458	.862	.312	.391	.292	.371	.380	.172	.355	.401
Resil			—	.435	.760	.195	.225	.127	.215	.302	.166	.219	.290
Optim				—	.706	.201	.279	.155	.234	.370	.092	.275	.319
PsyCap					—	.354	.408	.278	.393	.445	.152	.347	.410
JobAsp						—	.762	.619	.932	.436	.017	.282	.326
PerAsp							—	.587	.892	.452	.011	.368	.372
IntPerAsp								—	.772	.289	.033	.217	.237
JobSati									—	.446	.018	.323	.351
AffCom										—	.162	.556	.744
ConCom											—	.450	.690
NorCom												—	.858
OrgCom													—

Abbreviations: Effi → Self-efficacy, Ho → Hope, Resil → Resilience, Optim → Optimism, PsyCap → Psychological Capital, JobAsp → Job Aspect, PerAsp → Personal Aspect, IntPerAsp → Interpersonal Aspect, JobSati → Job Satisfaction, AffCom → Affective Commitment, ConCom → Continuous Commitment, NorCom → Normative Commitment, OrgCom → Organisational Commitment

Table 1 depicts the results of the study and offers valuable insights into how different elements of psychological capital relate to organisational commitment and job satisfaction among faculty members. Starting with self-efficacy, the analysis reveals that individuals who feel self-assured among their capabilities are more inclined to experience satisfaction in their job roles. Self-efficacy is positively and significantly associated with satisfaction related to job aspect ($r = .321, p < .01$), personal aspect ($r = .339, p < .01$), and interpersonal satisfaction ($r = .237, p < .01$). The overall job satisfaction score is also positively associated with self-efficacy, as shown by correlation of $r = .344, p < .01$. When it comes to organisational commitment, self-efficacy shows a moderate positive relationship in conjunction with affective commitment ($r = .327, p < .01$), and a smaller yet significant association with normative commitment ($r = .229, p < .01$). However, its link with continuance commitment is not significant, with a near zero value of $r = .022$, substantiating that confidence in one's skills may not influence commitment based on staying out of necessity.

Hope is a psychological trait marked by goal orientation and a credence in the ability to reach those goals. It shows a consistently strong and statistically significant relationship across all measures. Faculty members exhibiting elevated levels of hope substantiated a significant positive correlation with job aspect ($r = .312, p < .01$) and satisfaction within the personal aspect ($r = .391, p < .01$). Interpersonal aspect also shows a positive association with hope ($r = .292, p < .01$), and overall job satisfaction correlation is $r = .371, p < .01$, making hope one of the strongest effective measures of positive work experience. Hope is also firmly connected with organisational commitment. It correlates positively with affective commitment ($r = .380, p < .01$) and with normative commitment ($r = .355, p < .01$), predicting that hopeful faculty members are more emotionally and ethically connected to their institutions. A weaker but still significant relationship with the continuance commitment is observed ($r = .172, p < .01$), substantiating a modest influence on practical retention decisions.

Resilience, which reflects the ability to recover from setbacks, also shows a statistically significant association with all dimensions of job satisfaction although the strength of these relationships is relatively lower. Faculty who are more resilient report greater satisfaction with job tasks ($r = .195, p < .01$), personal aspect ($r = .225, p < .01$), and interpersonal aspect ($r = .127, p < .05$). The overall job satisfaction score correlates with resilience significantly ($r = .215, p < .01$), inferring a steady effect. Resilience is, similarly, linked to organisational commitment, particularly in emotional and ethical forms. Affective commitment

shows a moderate correlation ($r = .302, p < .01$) with normative commitment ($r = .219, p < .01$) and continuance commitment ($r = .166, p < .01$); the results together predict that emotional strength helps in driving commitment, even under academic stress.

Optimism also contributes positively to faculty attitudes, although its influence is milder compared with other psychological traits. Optimistic individuals report satisfaction with their job tasks ($r = .201, p < .01$), with personal aspect ($r = .279, p < .01$), and interpersonal aspect ($r = .155, p < .01$). In terms of commitment, optimism shows a moderate correlation with affective commitment ($r = .370, p < .01$) and with normative commitment ($r = .275, p < .01$), while its association with continuous commitment is statistically non-significant ($r = .092, p > .05$), again confirming that a positive outlook contributes more to emotional and ethical loyalty than to practical reasons for staying. When psychological capital is considered as a complete construct, combining self-efficacy, hope, resilience, and optimism, the strength of its relationship with job satisfaction becomes clearer. Faculty with overall psychological capital report higher satisfaction with job aspect ($r = .354, p < .01$), with personal aspect ($r = .408, p < .01$), and with interpersonal aspect ($r = .278, p < .01$). The overall job satisfaction correlates with overall psychological capital and is statistically found significant ($r = .393, p < .01$), predicting that when psychological resources are well developed, faculty experience deeper fulfilment in their work. These individuals also demonstrate stronger commitment to their institutions. Psychological capital shows a strong correlation with affective commitment ($r = .445, p < .01$), a moderate correlation with normative commitment ($r = .347, p < .01$), and low but statistically significant relationship with continuance commitment ($r = .152, p < .01$), showing that psychological well-being derives institutional loyalty in both emotional and ethical forms.

Finally, empirical evidence substantiated the presence of a statistically supported association between job satisfaction and organisational commitment. Teachers who have higher satisfaction with their jobs show greater affective commitment ($r = .446, p < .01$), and moderate correlation with normative commitment ($r = .323, p < .01$). The relationship between overall job satisfaction and organisational commitment is ($r = .351, p < .01$), substantiating that satisfaction at work contributes substantially to the feeling of connection with the institution. However, the correlation between job satisfaction and continuance commitment remains non-significant ($r = .018$), indicating that job satisfaction does not strongly affect decision making. Taken together, these results provide

strong support for both hypotheses outlined in the study. The first hypothesis is accepted, as demonstrated by consistent and statistically significant findings. The second hypothesis, stating that there exists a positive relationship between job satisfaction and organisational commitment amid teachers

of public sector universities, is also accepted based on clear, positive relationships. These results emphasise the vital importance of psychological resources and job fulfilment in fostering long-term institutional engagement among university teachers.

Table 2: Summary of Moderated Hierarchical Regression
Dependent Variable: Job Satisfaction

Block	Multiple Correlation (R)	R-Square (R^2)	Adjusted R-Square	Standard Error of Estimated	F-Statistics	Degree of Freedom (df1)	Degree of Freedom (df2)	Significance Level (p)
1	.445	.198	.194	.898	49.074	2	397	.001
2	.446	.198	.192	.899	32.691	3	396	.001

Table 3: Summary of Regression Coefficients
Dependent Variable: Job Satisfaction

Block	Predictors	Regression Coefficients		Standardised Coefficients	t	p - Value
		b	SE of b	β		
1	Constant	9.591	.045		.000	1.000
	Organisational commitment	.229	.049	.229	4.637	.001
	Psychological capital	.300	.049	.300	6.081	.001
2	Constant	.006	.048		.128	.898
	Organisational commitment	.228	.049	.228	4.607	.001
	Psychological capital	.302	.050	.302	6.068	.001
	Psychological capital $\times$ Organisational commitment	.015	.040	.017	.372	.710

As outlined in Table 2 (Block 1), the integrated effect of organisational commitment and psychological capital accounts for 19.8% of the variance in the job satisfaction ($R^2 = .198$), because the model ($F = 49.074$, $p < .001$) is statistically significant.

Table 3 explores significant and positive contributions of both predictors. Organisational commitment positively influences job satisfaction ($\beta = .229$, $t = 4.637$, $p < .001$), predicting that when teachers are more invested in their institution, their satisfaction with their roles increases. Psychological capital also reveals a strong positive link with job satisfaction ($\beta = .300$, $t = 6.081$, $p < .001$), indicating that individuals with greater internal resources (such as hope, confidence, and resilience) report higher satisfaction in their academic roles.

In Table 3, Block 2, the interaction term (psychological capital $\times$ organisational commitment) is introduced to determine moderation. However, the R^2 remains unchanged at .198 and adjusted R^2 slightly decreases to .192, substantiating that the interaction adds no meaningful value to the model. The interaction effect in Table 3 shows that the moderator variable is statistically insignificant ($\beta = .017$, $t = .372$, $p = .710$), meaning that psychological capital does not moderate the relationship between organisational commitment and job satisfaction in the present study. Accordingly, empirical analysis does not support hypothesis that psychological capital is likely to moderate the association between job satisfaction and organisational commitment amid faculty members of public sector universities.

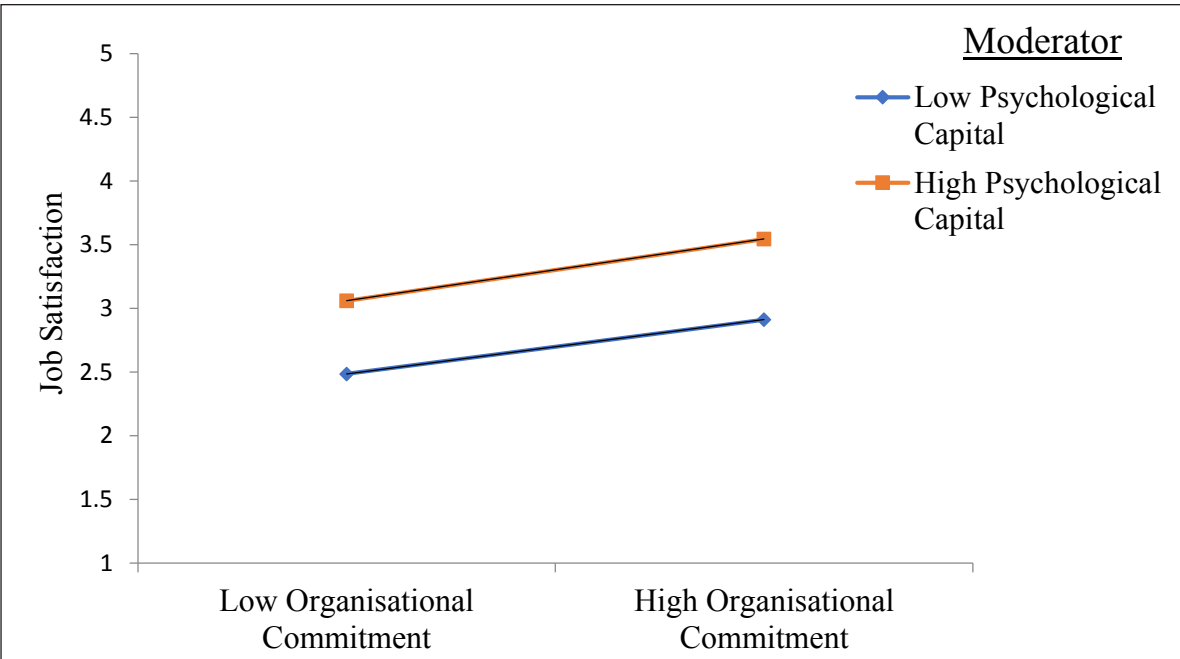


Fig. 1: Moderating Effect of Psychological Capital on Job Satisfaction and Organisational Commitment

Fig. 1 reveals how job satisfaction among faculty members is influenced by their level of organisational commitment, and whether this relationship is shaped or moderated by their psychological capital. It may seem that teachers who feel more connected to their universities naturally report higher satisfaction in their roles. However, the framework also proposes that the strength of this connection could shift depending on internal psychological traits, such as confidence, optimism, resilience, and a sense of purpose. Looking at the unstandardised regression outputs, the effect of organisational commitment on job satisfaction is $r = .228$, which reflects a meaningful and positive contribution. Similarly, the effect of psychological capital on job satisfaction is slightly stronger ($r = .302$), again supporting its importance in framing how satisfied individuals perceive their professional roles.

The interaction term, which combines both variables i.e., organisational commitment $\times$ psychological capital, shows a coefficient of only .015. This value is very small and not statistically significant. In simple terms, this means that commitment and psychological capital individually matter a great deal but the presence of one does not alter the impact of the other. They function more like two strong but separate pillars supporting job satisfaction, rather than a single, integrated mechanism. To conclude, the moderation effect is not significant. Psychological capital is unable to meaningfully amplify the determinants of organisational commitment on job satisfaction in this study. However, both variables still contribute positively and independently, clearly concluding how satisfied teachers feel with their work.

CONCLUSION

The ongoing investigation provides meaningful insight into the dynamics amid psychological capital, organisational commitment, and job satisfaction within the framework of teachers. The results exhibit that psychological capital plays a vital function in determining organisational commitment and job satisfaction. The findings further elucidate a statistically meaningful and positively aligned relationship between organisational commitment and job satisfaction (Moshabi et al. 2024; Abebe & Singh, 2023). At the same time the data suggests that psychological capital, while independently significant, does not act as a moderator in the relationship between organisational commitment and job satisfaction. This implies that both variables contribute independently to job satisfaction rather than influencing one another's strength in this relationship. These results uphold the conclusion of Masale et al. (2021), who examined public sector employees in Botswana and discovered that psychological capital positively influences job satisfaction and organisational commitment but did not significantly moderate the connection between the two. Their findings emphasised that while psychological resources improve workplace attitudes, they do not always function as buffering or amplifying agents in predictive relationships.

In summary, the study supports two of the three stated hypotheses. Psychological capital demonstrates a positive association with both job satisfaction and organisational commitment, while job satisfaction itself exhibits a robust and a direct relationship with organisational commitment.

Nevertheless, the proposition that psychological capital performs as a moderating variable in the relationship between these two constructs is not empirically supported by the data (Ackfeldt & Wong, 2006). The implication is that psychological capital and organisational commitment act as separate but complementary contributors to teachers' satisfaction, rather than interacting forces. Universities seeking to improve satisfaction and retention may therefore benefit from investing in both structural commitment-building efforts and personal resources development strategies tailored to teachers' needs.

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