



WWJMRD 2021; 7(10): 19-31

www.wwjmr.com

International Journal

Peer Reviewed Journal

Refereed Journal

Indexed Journal

Impact Factor SJIF 2017:

5.182 2018: 5.51, (ISI) 2020-

2021: 1.361

E-ISSN: 2454-6615

Yusdi Anra, Ekawarna

Faculty of Teacher Training
and Education, University
Jambi, Indonesia

The Contribution of Psychological Capital in The Association of Job Satisfaction with Organizational Commitment of Academic Staff

Yusdi Anra, Ekawarna

Abstract

Purpose – The purpose of this study was to explore the role of psychological capital in the relationship between organizational commitment and job satisfaction among academics at Universitas Jambi Indonesia.

Design/methodology/approach- This research was conducted using an inferential design. In this study, a cross-sectional approach was used because data were collected at a one-time point.

This study involved 183 academic staff of Universitas Jambi Indonesia, who were willing to participate voluntarily by filling online questionnaire. Data analysis was conducted into two sections; the first section analyzed the respondent's profile and presented the frequency and percentage distribution of the respondent's profile. The second section was hypothesis testing with two stages, namely PLS Algorithm to see the quality of the data and PLS Bootstrapping to test the hypothesis of the proposed research model. The Statistical Package for Social Sciences (SPSS) MS-Windows version 23 and Partial Least Square (Smart PLS-3 software was used to analyze the data.

Findings – The results show that job satisfaction has a positive impact on organizational commitment and the PsyCap helps to mediate this relationship. PsyCap plays a mediation role that helped to enhance the impact of job satisfaction on organizational commitment of academic staff.

Research limitations/implications – The online cross-sectional survey design allows for the self-assessment of respondents' data. The consequence is that response bias persists, although post-sampling statistical test was carried out to screen the data to reduce it. Therefore, a more qualitative method with a longitudinal design and a larger research sample is recommended for further research.

Practical implications - University and faculty leaders need to pay more attention to increasing job satisfaction and increasing the academic staff's organizational commitment. The leaders should encourage academic staff to increase self-efficacy, hope, optimism, and resilience to improve their PsyCap.

Keywords: Job Satisfaction, Psychological Capital, Organizational Commitment. Academic Staff

1. Introduction

In the dynamic socio-economic structure in today's era of rapidly increasing competition world, job satisfaction, organizational commitment, and Psychological Capital (in the future referred to as PsyCap) have become important concerns in the concept of organizational attitude., which is part of management education. Nowadays there are several definitions, perspectives, and approaches regarding the organizational commitment and its components (see: Mowday et al., 1979; O'Reilly and Chatman, 1986; Allen and Meyer, 1990). As stated by Allen and Meyer (1990) if organizational commitment indicates the relationship between the employee's relationship with the organization and also closely related to the decision to the decision to stay as a member of the organization. Al-Sada et al. (2017) suggested that organizational commitment is essential and significantly influences key aspects of

Correspondence:

Yusdi Anra, Ekawarna

Faculty of Teacher Training
and Education, University
Jambi, Indonesia

organizational behavior. Specifically, organizational commitment refers to employees' beliefs about organizational goals and employees' desire to become loyal members of the organization (Yiing and Ahmad, 2009; Shoaib et al., 2013).

Therefore, the commitment of organization is a psychological state that characterizes employees while dealing with organizations to decide whether to continue or end their membership in the organization (Al-Sada et al., 2017). As reported by Ackers and Wilkinson (2003) that commitment involves certain actions, such as retaining a job with the organization. At the same time, commitment has been associated with the way the employees respond to dissatisfaction, loyalty, and negative responses to the tendency to withdraw or ignore unsatisfactory situations passively. Therefore, internal characteristics can be internal promotion opportunities, clear promotion paths, and promotion opportunities to make the employees more committed to their organization (Capelli, 2000). In addition, Shoaib et al. (2013) suggested that the current business environment is changing very rapidly, so managers must find ways to increase employee loyalty and organizational commitment. This does not only increase the organization's overall effectiveness but also creates a competitive advantage, but it also creates satisfaction (Yiing and Ahmad, 2009; Shoaib et al., 2013). Hadian (2017) assumes that employees with organizational commitment will devote attention, thought, energy, and time to work optimally for the company. Organizational commitment can be divided into three dimensions: (1) interest in maintaining membership in the organization, (2) self-confidence and acceptance of organizational values and goals, and (3) willingness to work hard as part of the organization.

Currently, job satisfaction, organizational commitment, and have become significant concerns for employees and organizations, including in higher institutions. It could be understood because the educators (lecturer) and education staff (academic staff) feel happier and more peaceful in their work environment. In this case, job satisfaction is defined as peace and happy feeling toward their work so that they (academic staff, for example) will have their desire to work responsibly to succeed in the vision and mission of the institution.

On the other hand, the concepts of job satisfaction and organizational commitment are thought to be mediated by PsyCap. Several studies show a close relationship. Therefore PsyCap, job satisfaction, and organizational commitment become interesting to study. In response to the discussion above, this study aimed to analyzed the level of job satisfaction of academic staff on the organizational commitment and the role played by the PsyCap variable.

2. Literature Review and Hypotheses

Organizational Commitment

Organizational commitment is one of the employee attitudes that positively affects the organization (Marchiori & Henkin, 2004). According to Porter et al. (1974) the organizational commitment is "a persuasive activity of identifying individuals with an involution within a particular organization." Commitment can be distinguished by three factors namely; (a) belief in and acceptance of goals and values, (b) willingness to exert effort, and (c)

strong desire to have a membership. Then, Allen and Meyer (1990) developed three models of organizational commitment, which made the identification of organizations relevant to commitment and the reasons for determining employee organizational commitment. Organizational commitment can be divided into three components based on the model in question: affective commitment, perceived commitment costs, and perceived commitment obligations. As Mowday, Porter, and Steers (1982) identified, affective commitment is a strong belief in the acceptance of organizational goals and values, a willingness to exert considerable effort on behalf of the organization, and a strong desire to maintain membership in the organization. In other words, continuity commitment results from an individual's decision to remain with the organization because of the personal time and resources that have been devoted to the organization and the low financial cost of changing jobs (Commeiras & Fournier, 2001). In addition, normative commitment is defined as "the totality of normative pressures that are internalized into behavior in a manner consistent with the goals and interests of the organization (Wiener, 1982). Allen and Meyer (1990) state that individuals who have an affective commitment want to continue their existence in the organization, those who have a continual commitment believe that their presence is necessary. Those who have a normative commitment believe that they must continue their existence in the organization.

Nowadays, it has been a well-established and widely recognized fact if organizational commitment is a multidimensional construct consisting of continuance commitment, affective commitment, and normative commitment (Meyer and Herscovitch, 2001). Sustainability commitment is characterized by the costs associated with leaving the existing organization (Meyer and Allen, 1997; Meyer and Herscovitch, 2001). The affective commitment represents an emotional attachment to the organization that brings feelings such as: "Love, warmth, belonging, loyalty, liking, pleasure, and so on" (Jaros et al., 1993). The concept of normative commitment was first introduced by Penley and Gould (1988) which characterized it as "moral commitment" and "acceptance and identification with organizational goals." to further explain normative commitment, researchers used the term "psychological attachment" of individuals to their organizations through internalization. It consists of goals, values, and mission (Jaros et al., 1993). These dimensions do not reflect an emotional attachment to their organization's employees; it simply demonstrates a sense of duty and moral obligation (Meyer and Herscovitch, 2001). Colquitt et al. (2012) operationalize the "exchange" deep" where trust fosters a more profound sense of obligation in exchange relationships using normative commitments.

The studies which mentioned the connection among correlation among PsyCap, job satisfaction and the organizational commitment is very diverse and has been extensively carried out. The relationship between PsyCap and organizational commitment (see: Allen and Meyer, 1990; Youssef and Luthans, 2007; Etebarian et al., 2012; Sen et al., 2017), job satisfaction and organizational commitment (see: Youssef and Luthans, 2007; Gunlu et al., 2010; Aydogdu and Asikgil, 2011; Dirani and Kuchinke, 2011; Kaplan et al., 2012; Yucel and Bektas, 2012; Gebremichael and Rao, 2013; Mohammed and Eleswed,

2013; Top and Gider, 2013; Ozturk et al., 2014; Yousef, 2016), PsyCap, job satisfaction, and organizational commitment (see: Demerouti et al., 2010; Luthans et al., 2010; Avey et al., 2011; Idris and Manganaro, 2017). In addition, numerous research cognizance closely on the connection among the 2 thru PsyCap (see: Gooty et al., 2009; McMurray et al., 2010; Rego et al., 2016).

The satisfaction of a job

At the current conditions, based on the observation, most of the employees' time is spent at their workplace. This makes the subject of understanding job satisfaction and increasing levels of satisfaction more important. Bullock (1953) described the satisfaction of a job as "the sum total of several desired and job-related experiences." Vroom (1962) discussed the satisfaction of a job as "a criterion of job attitude which includes various dimensions related to employee perceptions, feelings, and behaviors". In this case, the satisfaction of job is a function of values and connected to desire of an employee to get or actualize which is determined consciously or not on the level of the satisfaction of job (Barry, 2004). In other words, job satisfaction means fulfilling individual values related to work in the job environment, adapting these values to individual needs, and emotional satisfaction achieved by an employee when evaluating his work or work-life (Izgi Hussein, 2011). The employees' priorities related to their work may vary. Therefore, employees in different positions can achieve other satisfaction from certain situations. Job satisfaction is the balance created by pay and people who enjoy working together. If someone is materially and morally satisfied with the senior-junior relationship, working conditions, teamwork relationships, and happiness because of the environment, it will facilitate the achievement of job satisfaction. However, the personal characteristics of employees affect job satisfaction differently. Individual factors that influence job satisfaction are age, education, gender, status, personality, experience, intelligence level, working conditions, wages, and socio-cultural environment (Fatih, 2010). On the other hand, there is a special relationship between job satisfaction and performance. The reason for this is the idea that employees should be productive and happy. Job satisfaction and performance relationship have been tried to be explained through two different points of view. Based on the first approach, the satisfaction of job influence performance, and the happiness of the employees to get a higher productivity (Barry, 2004). In another approach that high performance results in job satisfaction. The essence of both approaches is the need to satisfy employees and the need to create a reward system depending on performance (Izgi Hussein, 2011).

According to modern management understanding, organizational success and its performance should not be evaluated according to variables depending on profitability, market share, paying taxes, but it needed to be assessed based on the human dimension. Job satisfaction in terms of the organization should be an ethical requirement and social responsibility before anything else, and its effect on institutional performance should be considered. In this case, employees' economic, social, and psychological satisfaction must be provided in the workplace they do. When the manager of an entity provides this using various types of methods, creating employee commitment and trust

at the office, increasing work motivation will be more straightforward. When people comply with the association in their work environment, they will adjust organizational targets and instruments, which will contribute to achieving organizational goals (Ejike D, Sevda, 2011). Thus, increasing the grade of organizational appointment becomes important as a previous problem in the entity's requirements. Three different approaches can be mentioned in employee commitment. Whereas organizational behavior researchers preferred to emphasize attitude commitment, social psychologists emphasized behavioral commitment and multidimensional commitment more (Banaj et al, 2004). Attitude commitment refers to "The individual's desire to identify with the value judgments and targets of the institution, and the urge to keep organizational membership to facilitate the achievement of these targets". In other words, attitudinal commitment means individual adaptation and integration with the organization (Podsakoff et al. 1996). According to this point of view, behavioral commitment discusses organizational commitment as a behavior. It defines organizational commitment, which explains the difference between behavior and attitude. This type of behavior can be defined as the reasons for making individuals commit to their workplace reducing desire, expectations, and dissatisfaction to not leave where they work. The dual commitment approach assumes that individuals show different commitments to their profession, customers, managers, and colleagues. Individuals with total commitment to the organization are the total perceived commitment to different organizational dimensions. The groups in the organization and their targets create the centerpiece of individual commitments. This organizational unity and solidarity create a multi-dimensional approach to commitment (Emine, 1999). From this approach, it can be stated that employee commitment has a multidimensional and complex structure and has a direct effect on organizational performance; and in this sense, the role of manager, leadership approach, in other words, becomes important to create Organizational Commitment. For this reason, the following hypothesis is proposed:

H1: Job Satisfaction has an effect on Organizational Commitment.

H2: Job Satisfaction has an effect on PsyCap.

Psychological Capital (PsyCap)

According to Luthans et al. (2007a), PsyCap focuses on positive motivation and functions as a latent variable that is reflected by self-efficacy, optimism, hope, and resilience. Luthan defines PsyCap as "...a human being that has positive psychological establishment possesses some habitual like (Possessing confidence (Self-efficacy) to decide and carry out important attempt to be successful at heavy duty; (2) Creating a positive relationship (optimism) to be successful at this time and future; (3) have Persistence in achieving directing the path to success, and (4) being able to survive and rise when faced with difficulties to attain success."

Through this PsyCap individual variables are seen to work together to form a unique component of the positive side of an individual's life at work. Stajkovic (2006) provides the evidence of framework which connecting to the same four constructs into what he defined as core of belief factors. In his review, he concludes that the substantial theoretical evidence and similarity between these four constructs is

such that "the four constructs share a common core of belief that exists at higher levels of abstraction" (Stajkovic, 2006). to be successful, they usually do better.

In the last decade, most of the research focusing on positive behavior of the PsyCap dimensions and organizational commitment which have been shown to be positively correlated (see, for example, Larson and Luthans, 2006; Luthans et al., 2007; Youssef and Luthans, 2007). Thus Avey et al. (2011) also found a significant positive relationship between PsyCap and commitment to the organization, job satisfaction, behavior in organizational interactions, achievement at work, and also found several negative relationships related to intention to move, work pressure that causes stress and cynicism.

Some literature has also supported the fact that organizational commitment can be influenced by PscCap from within self-efficacy. An Indian study conducted by Sinha et al. (2002) examined the relationship between self-efficacy and organizational commitment among 167 managers. This study reveals a result that there is a positive relationship between self-efficacy and organizational commitment. Similarly, a positive relationship between self-efficacy and professional commitment was found by Hurter (2008). There is a positive relationship between PsyCap dimensions hope and optimism and organizational commitment in Bressler (2006)'s study of US Army Reserve soldiers. He found that these dimensions positively correlated with "organizational commitment". In another study, it was discovered that PsyCap (hope, self-efficacy, resilience, and optimism) were important for an organization's commitment (Shahnawaz and Jafri, 2009). In addition to commitment, hope, optimism, and resilience, Yussef and Luthans (2007) found that optimism and resilience are positively correlated. Other studies have also found a positive relationship between self-efficacy and organizational commitment (Hurter, 2008; Sinha et al., 2002). Akbar Etebarian (2012) also found a positive correlation between organizational commitment and expectation, however, it also stated that a negative correlation between resilience and commitment. In other words, we propose that employees who embody high levels of overall PsyCap may be stronger players because of the number and degree of positive psychological constructs manifested through their cognition, motivation, and, ultimately, behavior than those who only show hope, resilience, , optimism, or self-efficacy in certain situations (Tüzün IK, Fatih Etin and H. Nejat Basim, 2016).

Over the years, numerous studies have shown that the core construct of PsyCap has a more substantial impact than one or more of its constituent components (see meta-analysis of 51 studies by Avey et al., 2011; and comprehensive review by Dawkins et al., 2013; Newman et al., 2014), and associated with attitudes, behaviors, and desired work performance (see Luthans and Youssef-Morgan, 2017; Peterson et al., 2011), widely recognized demographic characteristics and positive traits such as personality and self-evaluation (Luthans et al., 2015) in western and non-western cultures (Sun et al., 2012). For example, Avey et al. (2011) in their meta-analysis found a positive correlation between PsyCap and job performance (0.26 in 24 studies), with organizational citizenship behaviors (0.45 in 8 studies), and with attitudes of satisfaction (0.54 in 10 studies). studies) and commitment (0.48 in 9 studies). They also found a negative correlation of 0.43 (in 7 studies)

between PsyCap and counterproductive measures of work behavior.

The two most studied variables in organizational psychology are job satisfaction and organizational commitment (Abbas et al., 2012). Meta-analytic findings show that PsyCap is positively associated with desired employee attitudes (job satisfaction, organizational commitment, psychological well-being) and negatively related to undesirable employee attitudes (cynicism, turnover intention, job stress, and anxiety). Additionally, the study **stated** if PsyCap can further enhance employee well-being, better work performance, and job satisfaction (Avey et al., 2010). Bandura (1997) stated that employees who have self-efficacy perform better because they accept natural challenges and make the effort needed to achieve goal success better and show higher satisfaction. Primarily aimed at improving performance, employees who have a high level of PsyCap are more satisfied with the leader and his job.

For example, an exploratory study conducted in a small factory of production employees found a positive relationship between PsyCap and job satisfaction (Larson and Luthans, 2006). In general, employees with higher levels of expectations are also more satisfied because they have the opportunity to get out of the situation and get motivated to work (Youssef and Luthans, 2007). PsyCap affects employee behavior the way employees do, high-level PsyCap usually expects great means to occur in the work environment (optimism). They hope that they are able to create successful result (efficacy and expectations) and possess great resistance to problems (resilience). Therefore, it can be said that PsyCap (hope, optimism, effectiveness, and resilience) has a positive effect on employee job satisfaction. For this reason, the following hypotheses are proposed in this study:

H3: PsyCap has an effect on Organizational Commitment.

H4: Hope intercede the connection in Job Satisfaction and Organizational Commitment.

H5: Efficacy intercede the connection in Job Satisfaction and Organizational Commitment.

H6: Resilience intercede the connection in Job Satisfaction and Organizational Commitment.

H7: Optimism intercede the connection in Job Satisfaction and Organizational Commitment.

H8: PsyCap intercede the connection in Job Satisfaction and Organizational Commitment.

3. Method

Research design

This research employed a survey method, the approach was exposed de facto to examine the role of PsyCap in the connection in job satisfaction of university academic staff and their organizational commitment.

Unit of Analysis

The unit of analysis in this research was the academics staff of all faculties within Universitas Jambi. The academic staffs were staff who be on duty in the environment of administrative services, both with the status of ASN and as contract workers. This study attempted to answer the question regarding to the task of PsyCap in the connection in job satisfaction and academic staff's stage of organizational commitment.

Study Measures

The constructs studied included the construct of job satisfaction and two constructs containing the PsyCap (hope, optimism, resilience, and self-efficacy), and organizational commitment (affective commitment, normative commitment, and continuity commitment). In particular, the job satisfaction scale was adapted from Wang et al. (2018). The PsyCap scale was adopted from Nguyen and Nguyen (2012), Luthans et al. (2015); and the organizational commitment scale adapted from Meyer and Allen (1991), Bonds (2017). The original scale utilized to assess the study variables were adjusted by the research team using the group discussion method to suit the research context in Indonesia. The observed variables were assessed using a four-point Likert scale, which was consisted of 1: strongly disagree, to 4: strongly agree. Before analyzing the data obtained through the questionnaire, calibration was done first, namely conducting a validity and reliability analysis or checking internal consistency (Cronbach's alpha) to drop invalid items.

Data Analysis

Data analysis was conducted into two sections, the section one analyzed the respondent's profile and presented the frequency and percentage distribution of the respondent's profile. The second section discussed the outcome of hypothesis testing with two stages, namely PLS Algorithm to see the quality of the data and PLS Bootstrapping to test the hypothesis of the proposed research model. In the main section, the gathered data was analyzed using the Statistical Package for Social Sciences (SPSS) MS-Windows version 23 to see a description of the respondent's profile and descriptive findings and Partial Least Square (Smart PLS-3).

4. Results

Demographic Data

Through the data screening process, only 183 data were accepted for analysis as research samples. Therefore 183 UNJA academic staff were involved in this research. **Table 1** is the demographic data of the respondents.

Table 1. Demographic Data of Academic Staff (N=183)

Demographics	Characteristics	amount	Percent age
Gender	Men	95	52%
	Women	88	48%
	Total	183	100%
Age	<20 years old	3	2%
	>20 years old	180	98%
	Total	183	100%
Education	Bachelor	158	86%
	non-graduate	25	14%
	Total	183	100%
Years of service	<10 years old	111	61%
	>10 years old	72	39%
	Total	183	100%
Competency Improvement Training	Ever	111	61%
	Never	72	39%
	Total	183	100%

SEM Model Quality Measurement

The first step in analyzing the measurement model in PLS consists of testing the goodness of fit model globally (Henseler, Hubona, & Ray, 2016) using the Standardized Root Mean Square Residual (SRMR) index. According to this test, the saturated model must have an SRMR value below 0.08 (Hu & Bentler, 1998) to be accepted. In addition, to assess the accuracy of a model with PLS, it can be seen from the Normed Fit Index (NFI). Hair, Risher, Sarstedt, & Ringle (2019) suggest that the NFI value close to 1 indicates the model being tested has a fit model. In this study, *the saturated model* produced an SRMR value of 0.063 (<0.08), thus confirming the measurement model was categorized as *the goodness of fit model*. The NFI value that met the assessment threshold was 0.632. **TABLE 2** is the result of the model fit test on the structural model.

Table 2. The goodness of fit model

	Saturated Model	Estimation Model
SRMR	0.063	0.256
d_ULS	1.830	30.361
d_G	1.046	1.898
Chi-Square	1215.264	1788.261
NFI	0.632	0.458

The next step was Measurement models, namely the process of checking the reliability and validity of the proposed construct size. Four reflective measurement models (reflective indicator loadings, internal consistency reliability, convergent validity, and discriminant validity) were tested and presented in the findings below.

Reflective Indicator Loadings

This study used the PLS-SEM Algorithm result format to report the results of the reflective indicator test. **TABLE 3** provided detailed final results of the assessment of the reflective measurement model of seven variable constructs. The detailed assessment and the results of the reflective indicators found that some of the loading factors (outers loading) were lower than the recommended threshold or value. From the final results of the PLS-SEM process, most of the indicators reached the recommended value >0.708 (Hair et al. 2019). However, some indicators showed values below the <0.708 thresholds. Several indicators whose values were below 0.708 emerged from the Organizational Commitment construct, namely KA1 = 0.655, KB3 = 0.611, KN1 = 0.688, KN4 = 0.688. and one of the Psycap constructs, namely OPT2 = 0.648. These weak indicators were then removed (deleted) from the follow-up process (Hair et al. 2016).

Internal Consistency Reliability

Internal consistency reliability was used to evaluate the consistency of results across items. In the PLS-SEM method for this study, Cronbach's alpha & composite reliability were tested (Hair et al. 2019). Internal consistency reliability value was measured between 0 and 1, where the higher the value indicates the higher the level of validity. The value and reliability of Cronbach's alpha and composite should be higher than 0.700 (Hair et al. 2019). **TABLE 3** below showed the details of Cronbach's alpha & composite reliability values. Cronbach's alpha and composite reliability values for all constructs were stable, equivalent, and have good internal consistency reliability exceeding the recommended value.

Convergent validity

To test convergent validity, the AVE value was suggested to be used as a metric to measure (Hair et al. 2019). To calculate the AVE, this study used the PLS-SEM Algorithm stages. The minimum acceptable AVE was

0.500 or higher explained 50% or more of the item variance for all constructs. All constructs in this study had an AVE value greater than 0.500 or explained 50% or more of the item variance for the construct (**Table 3**).

Table 3. Outer loading, Cronbach's alpha, composite reliability, and AVE

Sub Construct	Code Item	Outer Loading	Cronbach's Alpha	Composite reliability	AVE (Average Variance Extracted)
Salary	G1	0.934	0.799	0.908	0.831
	G2	0.889			
Interpersonal Relations Expectation	HAP1	1.000	1.000	1.000	1.000
	HRP1	0.888	0.835	0.899	0.748
	HRP2	0.858			
Affective Commitment	HRP3	0.849			
	KA2	0.871	0.647	0.850	0.739
	KA3	0.849			
Continuing Commitment	KB1	0.787	0.636	0.841	0.726
	KB2	0.913			
Resistance	KET1	0.860	0.804	0.884	0.718
	KET2	0.853			
	KET3	0.828			
Working Condition	KK1	0.946	0.885	0.945	0.897
	KK2	0.948			
Normative Commitment	KN2	0.902	0.688	0.864	0.760
	KN3	0.841			
Leadership Policy	KP1	0.920	0.799	0.908	0.832
	KP2	0.904			
Optimism	OPT1	0.855	0.625	0.842	0.727
	OPT3	0.850			
Achievement	P1	0.799	0.656	0.848	0.737
	P2	0.915			
Career development	PK1	1.000	1.000	1.000	1.000
Supervision	S1	1.000	1.000	1.000	1.000
Self-efficacy	SE1	0.894	0.897	0.936	0.829
	SE2	0.912			
	SE3	0.925			
Responsible	TJ1	0.924	0.787	0.903	0.823
	TJ2	0.891			

Discriminant validity

Discriminant validity is the extent to which a construct is empirically different from other constructs in the structural model (Hair et al. 2019, p.13). **TABLE 4** is the result of checking construct reliability based on discriminant validity which can be done in two ways, namely (1) looking at the AVE value to show the size of the indicator variance contained by the construct, and (2) looking at the cross-loading HTMT value. The first discriminant validity

criterion refers to Fornell-Larcker (1981), where the AVE value limit was 0.5. The results in the table below showed all the Squared Roots of AVE's and Correlation values were (>0.5). In addition, the value of the square root of AVE (shown in Bold) shows a high discriminant validity value and can be accepted because the AVE square root value of all variable constructs is above the correlation value between other construct values.

Table 4. Discriminant Validity (Fornell-Larcker Criteria)

	G	HRP	HAP	KP	KET	KA	KB	KN	KK	OPT	PK	P	SE	S	TJ
Salary	0.912														
Explanation	0.191	0.865													
Interpersonal Relations	0.251	0.343	1.000												
Leadership Policy	0.461	0.329	0.440	0.912											
Resistance	0.221	0.686	0.470	0.391	0.847										
Affective Commitment	0.421	0.314	0.279	0.414	0.379	0.860									
Continuing Commitment	0.237	0.297	0.166	0.296	0.304	0.549	0.852								
Normative Commitment	0.335	0.503	0.264	0.490	0.530	0.512	0.480	0.872							
Working Condition	0.481	0.349	0.487	0.480	0.387	0.392	0.211	0.315	0.947						
Optimism	0.228	0.544	0.422	0.363	0.512	0.306	0.219	0.414	0.331	0.853					

Career development	0.322	0.223	0.220	0.457	0.203	0.352	0.229	0.352	0.246	0.318	1.000				
Achievement	0.223	0.418	0.399	0.359	0.427	0.311	0.240	0.443	0.420	0.413	0.458	0.859			
Self-efficacy	0.148	0.589	0.417	0.426	0.619	0.326	0.275	0.521	0.326	0.487	0.266	0.377	0.911		
Supervision	0.182	0.322	0.469	0.332	0.402	0.346	0.183	0.257	0.471	0.482	0.334	0.672	0.348	1.000	
Responsible	0.349	0.455	0.383	0.432	0.400	0.456	0.293	0.436	0.423	0.403	0.436	0.484	0.429	0.325	0.907

Furthermore, discriminant validity is known from the measurement test of all related items that meet the criteria value if the construct formed has a higher value than the cross-loading of other columns and rows. Therefore, if these criteria are met, the reliability of discriminant validity can be determined. **TABLE 5** showed that the cross-

loading value criterion has a higher value than other columns and rows (values marked in bold). Thus, the construct data in the form can meet the requirements of discriminant validity. In conclusion, the construct data of this study were reliable and valid.

Table 5. Discriminant Validity (Cross Loadings)

	G	HRP	HAP	KP	KET	KA	KB	KN	KK	OPT	PK	P	SE	S	TJ	VIF
G1	0.934	0.236	0.261	0.467	0.249	0.407	0.230	0.334	0.502	0.225	0.259	0.204	0.189	0.175	0.352	1.796
G2	0.889	0.096	0.189	0.363	0.143	0.356	0.200	0.271	0.360	0.187	0.339	0.204	0.067	0.156	0.277	1.796
HAP1	0.251	0.343	1.000	0.440	0.470	0.279	0.166	0.264	0.487	0.422	0.220	0.399	0.417	0.469	0.383	1.000
HRP1	0.182	0.888	0.305	0.344	0.609	0.290	0.308	0.501	0.320	0.522	0.317	0.477	0.496	0.312	0.462	1.819
HRP2	0.171	0.858	0.280	0.179	0.586	0.290	0.235	0.397	0.293	0.489	0.173	0.294	0.560	0.268	0.367	2.005
HRP3	0.135	0.849	0.306	0.318	0.585	0.228	0.209	0.385	0.288	0.377	0.033	0.271	0.478	0.245	0.326	2.038
KA2	0.374	0.170	0.221	0.278	0.262	0.871	0.529	0.370	0.263	0.146	0.284	0.233	0.197	0.261	0.388	1.297
KA3	0.348	0.378	0.260	0.441	0.394	0.849	0.411	0.516	0.417	0.389	0.322	0.304	0.370	0.337	0.397	1.297
KB1	0.178	0.201	0.102	0.192	0.242	0.412	0.787	0.359	0.131	0.146	0.091	0.208	0.215	0.228	0.190	1.278
KB2	0.222	0.292	0.170	0.297	0.276	0.515	0.913	0.451	0.216	0.217	0.267	0.207	0.252	0.111	0.295	1.278
KET1	0.177	0.685	0.340	0.281	0.860	0.312	0.269	0.462	0.309	0.489	0.108	0.380	0.557	0.360	0.342	1.800
KET2	0.203	0.518	0.415	0.391	0.853	0.324	0.303	0.474	0.313	0.344	0.228	0.364	0.486	0.292	0.395	1.704
KET3	0.182	0.539	0.446	0.320	0.828	0.328	0.194	0.406	0.366	0.476	0.180	0.340	0.534	0.376	0.272	1.711
KK1	0.468	0.332	0.466	0.435	0.365	0.391	0.187	0.277	0.946	0.275	0.190	0.362	0.289	0.376	0.419	2.697
KK2	0.444	0.329	0.457	0.472	0.367	0.352	0.213	0.320	0.948	0.351	0.275	0.432	0.327	0.515	0.383	2.697
KN2	0.286	0.518	0.250	0.462	0.513	0.432	0.409	0.902	0.310	0.394	0.344	0.393	0.522	0.235	0.403	1.380
KN3	0.301	0.341	0.207	0.388	0.400	0.467	0.433	0.841	0.232	0.321	0.262	0.382	0.372	0.212	0.355	1.380
KP1	0.460	0.330	0.370	0.920	0.326	0.374	0.273	0.435	0.534	0.301	0.437	0.342	0.379	0.326	0.411	1.792
KP2	0.377	0.267	0.436	0.904	0.391	0.383	0.267	0.461	0.332	0.364	0.396	0.312	0.400	0.278	0.376	1.792
OPT1	0.169	0.510	0.300	0.270	0.442	0.269	0.214	0.355	0.237	0.855	0.245	0.364	0.412	0.401	0.380	1.261
OPT3	0.221	0.416	0.421	0.349	0.431	0.252	0.159	0.350	0.329	0.850	0.298	0.340	0.418	0.421	0.307	1.261
P1	0.172	0.349	0.163	0.233	0.303	0.188	0.180	0.370	0.219	0.280	0.482	0.799	0.276	0.424	0.363	1.312
P2	0.208	0.372	0.469	0.364	0.416	0.325	0.228	0.395	0.462	0.411	0.340	0.915	0.362	0.691	0.458	1.312
PK1	0.322	0.223	0.220	0.457	0.203	0.352	0.229	0.352	0.246	0.318	1.000	0.458	0.266	0.334	0.436	1.000
S1	0.182	0.322	0.469	0.332	0.402	0.346	0.183	0.257	0.471	0.482	0.334	0.672	0.348	1.000	0.325	1.000
SE1	0.217	0.599	0.387	0.338	0.584	0.338	0.289	0.472	0.302	0.506	0.246	0.349	0.894	0.352	0.374	2.360
SE2	0.076	0.489	0.377	0.402	0.505	0.255	0.228	0.445	0.234	0.365	0.220	0.333	0.912	0.293	0.357	3.086
SE3	0.107	0.517	0.375	0.425	0.594	0.292	0.233	0.501	0.345	0.450	0.259	0.348	0.925	0.303	0.436	3.095
TJ1	0.258	0.436	0.335	0.324	0.353	0.375	0.239	0.392	0.370	0.410	0.444	0.459	0.417	0.320	0.924	1.727
TJ2	0.387	0.386	0.364	0.474	0.376	0.461	0.299	0.402	0.402	0.314	0.340	0.417	0.357	0.266	0.891	1.727

In addition, Collinearity Statistics (VIF) showed the value of Multicollinearity occurs if the predictor models were correlated and provide response redundancy. Multicollinearity was measured by the variance inflation factor (VIF). If the VIF value exceeds 4.0, it means there is a problem with multicollinearity (Hair et al., 2017). In the test results seen in the table above, if no VIF value exceeds 4.0 (Table 5) the score shown in the VIF column informs the value with the highest score only (3,095). This score means that multicollinearity was not a problem in this

study. Meanwhile, an acceptable threshold level of discriminant validity was also obtained from the smaller Heterotrait-Monotrait Ratio (HTMT) value (<0.90) as suggested by Hair et al., (2017). All HTMT values (TABLE 6) were lower than 0.90. In addition, through the PLS-algorithm process for HTMT, the confidence interval shows the resulting confidence interval (<1). HTMT showed that all HTMT values differ significantly from the value 1.

Table 6. Discriminant Validity based on Heterotrait-Monotrait Ratio (HTMT)

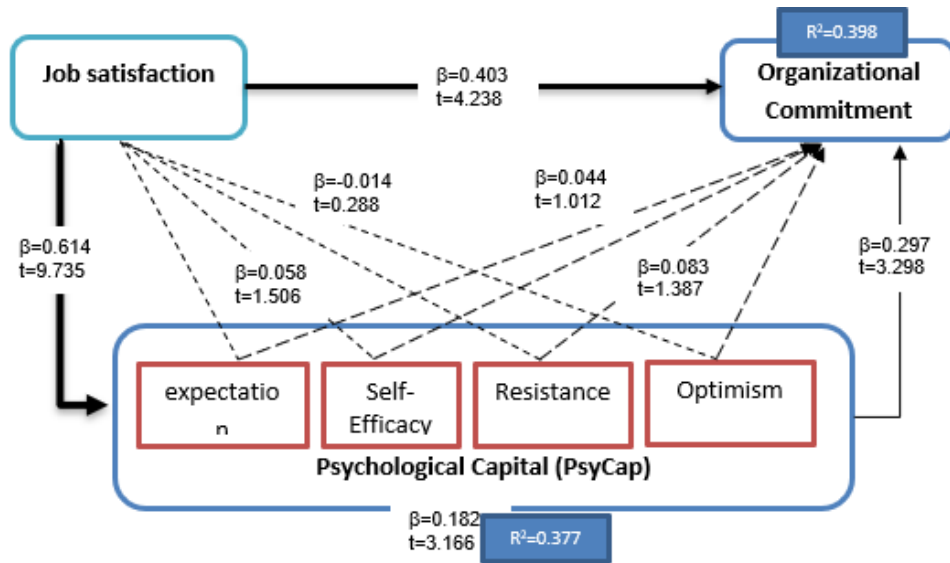
	G	HRP	HAP	KP	KET	KA	KB	KN	KK	OPT	PK	P	SE	S	TJ
Salary															
Expectation	0.218														
Interpersonal Relations	0.276	0.375													
Leadership Policy	0.567	0.394	0.494												
Resistance	0.267	0.834	0.526	0.489											

Affective Commitment	0.580	0.428	0.347	0.582	0.530									
Continuing Commitment	0.324	0.385	0.199	0.400	0.419	0.839								
Normative Commitment	0.448	0.638	0.315	0.657	0.701	0.777	0.719							
Working Condition	0.562	0.403	0.518	0.564	0.461	0.523	0.270	0.398						
Optimism	0.320	0.738	0.535	0.516	0.726	0.489	0.336	0.625	0.445					
Career development	0.367	0.220	0.220	0.511	0.226	0.438	0.262	0.418	0.261	0.402				
Achievement	0.305	0.540	0.453	0.478	0.573	0.459	0.368	0.659	0.518	0.625	0.589			
Self-efficacy	0.164	0.680	0.440	0.504	0.727	0.430	0.361	0.649	0.362	0.645	0.280	0.482		
Supervision	0.203	0.347	0.469	0.370	0.451	0.432	0.248	0.308	0.500	0.610	0.334	0.799	0.367	
Responsible	0.442	0.546	0.434	0.554	0.500	0.646	0.405	0.592	0.510	0.568	0.486	0.661	0.505	0.364

Hypothesis Testing

Table 7 below showed the results of the Path Coefficients and effect size (Direct Influence) and Significance (P-Value) values. The results showed that from 8 hypotheses,

4 hypotheses were found to have a significant effect and the results were accepted (p value < 0.05) and 4 hypotheses were not significant and the results were rejected (p value > 0.05). These findings are shown in FIGURE 1 below.



Note: —————> Significant effect, - - - - -> Insignificant effect
Figure 4.2 The model and t value

Table 7 Summary of hypothesis testing results

H	Impact	Path coefficient (β)	t value	p value	Decision
H1	Job Satisfaction -> Organizational Commitment	0.403	4.238	0.000	Accepted
H2	Job Satisfaction -> Psychological Capital	0.614	9.735	0.000	Accepted
H3	Psychological Capital -> Organizational Commitment	0.297	3.298	0.001	Accepted
H4	Job Satisfaction -> Expectations -> Organizational Commitment	0.044	1.012	0.313	Rejected
H5	Job Satisfaction -> Self-Efficacy -> Organizational Commitment	0.058	1.506	0.134	Rejected
H6	Job Satisfaction -> Resilience -> Organizational Commitment	0.083	1.387	0.167	Rejected
H7	Job Satisfaction -> Optimism -> Organizational Commitment	-0.014	0.288	0.774	Rejected
H8	Job Satisfaction -> Psychological Capital -> Organizational Commitment	0.182	3.166	0.002	Rejected

Level of R² & Assessing predictive relevance Q²

The coefficient of determination (R²) is a value that measures the prediction accuracy of the model and is calculated as the squared correlation between certain endogenous constructs, or the dependent variable, the actual value, and the predicted value (Hair et al. 2016). The value of R² ranges between 0 and 1, where a higher value indicates a higher level of prediction accuracy. The R² value of 0.75 is considered substantial, while 0.50 is moderate, and 0.25 is weak (Hair et al. 2016). TABLE 8 showed the results of R²; Organizational Commitment (0.398=Weak) and Psychological Capital (0.377=Weak). However, it can be said that the data of this study were at a good level of predictive accuracy.

Table 8. R² Value & Assessing predictive relevance Q²

Endogenous Variables	SSO	SSE	Q ² (=1-SSE/SSO)	R Square
Organizational Commitment	1098.000	892.133	0.187 (Medium)	0.398 (Weak)
Psychological Capital	2013.000	1637.598	0.186 (Medium)	0.377 (Weak)

The last stage of presenting the research model data involves the relevant predictive model through the Stone-Geisser Q² value. When the model shows the appropriate predictive model, it is accurate to predict the indicator data points in the model (Hair et al. 2016). In the model

structure, a Q2 value greater than 0 for the reflective construct indicates that the relevance of the predictive model for the construct is reached (0.02=small; 0.15=medium; and 0.35=large). The procedure for obtaining Q2 was carried out through a blindfolding method using SmartPLS 3.0. (Hair et.al., 2019). Relevant predictive models reported results in **Table 8** above. From the table, it can be seen that all Q2 values were above 0. The results of Q2 supported the relevant predictive models for two endogenous constructs, namely Organizational Commitment and Psychological Capital.

5. Discussion and Conclusion

This research has been conducted with the aim of analyzing the effect of job satisfaction on organizational commitment which has been mediated through PsyCap through a structural equation model. Academic staff working at Universitas Jambi were selected voluntarily to fill out an online survey. The study sample size obtained after screening the data was 183 people. There are eight hypotheses proposed in this study. TABLE 7 shows the test results on the effect of job satisfaction on organizational commitment. The table shows that job satisfaction has a significant relationship with salary, Working Conditions, Leadership Policies, Interpersonal Relations, Supervision, Achievement, Responsibility, and Promotion/Career Development with an overall score on the variable construct Job Satisfaction. In the H1 test, it was found that there was a positive and significant influence on the job satisfaction of administrative staff with organizational commitment. This finding is a confirmation of research conducted by Demir (2020) that the more job satisfaction, the higher their organizational commitment and work involvement. This finding is also confirmed by Loan's (2020) research that the strength of the relationship between organizational commitment and job performance is significantly reduced when job satisfaction is added to the model, suggesting a mediating role of job satisfaction. The secret of success lies in increasing job satisfaction through solutions to increase organizational commitment, thereby increasing performance. Job satisfaction has a positive impact on job performance when controlled by organizational commitment. The strength of the relationship between organizational commitment and job performance was significantly reduced when job satisfaction was added to the model, suggesting a mediating role for job satisfaction.

Job Satisfaction also has the highest positive impact (0.614) on PsyCap as a whole. This impact is statistically significant at the 0.000 level of significance with an influence contribution of 0.614. These results support the proposed H2 hypothesis and the opinion of Luthans, Youssef & Avolio (2015), which assume that PsyCap helps increase employee satisfaction and performance. These results are similar to the results of previous empirical studies by (Huo et.al., 2020; Kim & Dong, 2020; Lee & Yang, 2019; Nguyen & Ngo, 2020; Nguyen & Nguyen, 2012).

PsyCap has a statistically significant positive effect with organizational commitment at a significance level of 0.001. The magnitude of this impact is 0.297. This means that the greater the level of PsyCap an employee has, the greater the organizational commitment. Therefore, H3 is supported and this result is similar to the findings of other studies

(Nguyen & Ngo, 2020; Ribeiro, Gupta, Gomes & Alexandre, 2021; Sürücü, Maşlakçı & eßen, 2020).

In addition, this study partially examines the role of PsyCap, namely HOPE (Hope, self-efficacy, optimism, and resilience). This hypothesis will examine each dimension of psychological capital as a mediator between job satisfaction and organizational commitment. The test results show four hypotheses, namely H4, H5, H6, H7 resulting in the rejected hypothesis because the significance value is less than (5%). However, interestingly, this study investigates the direct relationship between the concepts of the variable construct and explores the indirect effect of job satisfaction on organizational commitment through PsyCap as the main variable. In hypothesis testing (H8), the magnitude of this effect is 0.182 with an ideal significance level of 0.002. Thus, the total effect of job satisfaction on organizational commitment through PsyCap is 0.182. The emergence of PsyCap as a mediator helps to increase the impact of Job Satisfaction on the Organizational Commitment of Academic staff. In conclusion Hypothesis, H8 in this test is also accepted.

During work, employees have to perform various tasks to complete the operational goals of the organization. These tasks can be easily completed or challenging which can lead to failure. Employees with low PsyCap fear challenges and tend to accept easy tasks, while employees with high PsyCap perceive work challenges and obstacles as opportunities and motives for learning and self-development. In addition, employees with high PsyCap believe that the difficulties they may face will not occur in the long term and that these challenges can help build their strength to face future obstacles.

As a result, they have positive senses, prefer complex tasks, and try to overcome troublesome things to achieve their work goals. They think they can handle it themselves (Youssef & Luthans, 2007). Thus, employees have positive attitudes towards their work and want to be closely involved with the organization because organizational commitment reflects the psychological state that connects the individuals with the organization in terms of organizational goals and values (Lather & Kaur, 2015). And due to organizational commitment, the employees only focus on completing the organization's work goals (Eslami & Gharakhani, 2012). The higher the level of organizational commitment, the more effort to achieve the task because they believe that their work performance will contribute to the organization. Employees are considered productive at work when their behavior and actions can exceed the organizational goals that have been set (Novitasari et.al., 2020). Therefore, it can be said that employees who have a high commitment to their organization will create high performance.

6. Implications

This study revealed theoretical implications that job satisfaction requires openness and clarity, especially they must share the necessary information when making important decisions, provide timely feedback to employees and accept ideas from others, especially their subordinates (McInerney et al., 2018). In addition, there is a relationship between job satisfaction and life satisfaction, which is influenced by satisfaction with life domains, including work (Nguyen and Nguyen, 2012). Therefore, employee job satisfaction is corresponded to the stage of agreement and

conflict with the employee's PsyCap.

In addition, Avey et al. (2011) showed that PsyCap can create desired attitudes, behaviors, and outcomes and help alleviate unwanted employee behaviors and attitudes. Specifically, PsyCap is a motivation that encourages individuals to accumulate energy through positive psychological structures of self-efficacy, hope, optimism, and resilience (Sweetman & Luthans, 2010). Improving PsyCap leads to better organizational commitment, better employee behavior, and higher job satisfaction (Friend et al., 2018; Perkins, Hughey & Speer, 2002; Sweetman & Luthans, 2010). PsyCap strengthening is said to be an important task in achieving organizational goals including in universities. Therefore, practically University leaders must improve their knowledge and skills in the development of PsyCap academic staff in carrying out their duties to achieve the Organization's Vision, Mission, Goals, and Goals.

In particular, university and faculty leaders focusing on improving their leadership style, need to increase job satisfaction and increase employee organizational commitment. They should encourage academic staff to increase their self-efficacy, hope, optimism, and resilience to improve their PsyCap. Papacharalampous & Papadimitriou (2021)) argue that hope and optimism are driving factors for achieving desired goals and mental energy to enable various methods in pursuit of organizational goals. Therefore, positive psychology will direct employees to various efforts to develop the organization and stick to the organization to create efficiency and strengthen management strength (Jung and Yoon, 2015). In addition, university and faculty leaders can provide opportunities for academic staff to develop independently and increase the support needed to achieve job satisfaction. It will help employees strengthen organizational commitment and positively affect organizational change (John, 2021). Finally, University and Faculty leaders regularly evaluate the entire system for the nature and form of job satisfaction, organizational commitment, and academic staff PsyCap, then follow up on appropriate activities to enhance or continue efforts to build success. This is important for developing future organizational development strategies.

7. Research Limitations

In this study, the cross-sectional survey design allows data self-reported (self-assessment) by academic staff to be collected simultaneously from an online form. Consequently, bias from self-assessment was a major limitation of this study, although post-sampling statistical testing was performed to screen data to reduce it. For example, there is a positive influence between job satisfaction, psychological capital, and organizational commitment. Perhaps because the self-reported responses by academic staff were not based on actual responses. In addition, PsyCap academic staff are not easy to observe or to investigate for their practices. Future research could substantially reduce bias by collecting data on academic staff at different points in time and using data reported by both supervisors and colleagues or applying more qualitative methods with other longitudinal designs. In addition, future research should use a larger research sample.

7. References

1. Abbas, M., Raja, U., Darr, W. and Bouckennooghe, D. (2012), "Combined effects of perceived politics and psychological capital on job satisfaction, turnover intentions, and performance", *Journal of Management*, Vol. 40 No. 7, pp. 1813-1830.
2. Akbar Etebarian, S.T. (2012), "The relationship between psychological capital and organizational commitment", *African Journal of Business Management*, Vol. 6 No. 14, pp. 5057-5060.
3. Allen, J. N. & Meyer, J. P. (1990). The Measurement and Antecedents of Affective, Continuance and Normative Commitment to the Organization. *Journal of Occupational Psychology*, 63 (1): 1-18
4. Avey, J.B., Luthans, F., Smith, M.R. and Palmer, F.N. (2010), "Impact of positive psychological capital on employee well-being over time", *Journal of Occupational Health Psychology*, Vol. 15 No. 1, pp. 17-28.
5. Avey, J.B., Reichard, R., Luthans, F. and Mhatre, K. (2011), "Meta-analysis of the impact of positive psychological capital on employee attitudes, behaviours and performance", *Human Resource Development Quarterly*, Vol. 22 No. 2, pp. 127-152.
6. Banai M, Reisel WD, Probst TM, (2004). "A managerial and personal control model: predictions of work alienation and organizational commitment in Hungary". *Journal of International Management*, 10: 375-392.
7. Bandura, A. (1997), *Self-Efficacy: The Exercise of Control*, Freeman, New York, NY.
8. Barry AC, (2004). *The Complex Resource-Based View: Implications for Theory and Practice in Strategic Human Resource Management Strategic Human Resource Management*.
9. Bonanno, G.A. (2005), "Clarifying and extending the construct of adult resilience", *American Psychologist*, Vol. 60, pp. 265-7
10. Bonds, A.A. (2017), "Employees' organizational commitment and turnover intentions", The Thesis of Doctor of Business Administration, Walden University
11. Bressler, M.E. (2006), "Relationship between hope, optimism, organizational commitment, and turnover intention among US Army reserve soldiers", available at: <https://books.google.com.au/books?id=2h4mHQAACAAJ>
12. Bryant, F.B. and Cvengros, J.A. (2004), "Distinguishing hope and optimism", *Journal of Social and Clinical Psychology*, Vol. 23, pp. 273-302
13. Bullock RP (1953) Position, Function, and Job Satisfaction of Nurses in the Social System of a Modern Hospital. *Nursing Research*, 2: 4-14.
14. Carifio, J. and Rhodes, L. (2002), "Construct validities and the empirical relationships between optimism, hope, self-efficacy, and locus of control", *Work*, Vol. 19, pp. 125-36.
15. Commeiras, N. & Fournier, C. (2001). Critical Evaluation of Porter et al.'s Organizational Commitment Questionnaire: Implications for Researchers. *Journal of Personal Selling and Sales Management*, 21,239-251
16. Corr, P.J. and Gray, J.A. (1996), "Attributional style as a personality factor in insurance sales performance in the UK", *Journal of Occupational & Organizational Psychology*, Vol. 69, pp. 83-7.

17. Dawkins, S., Martin, A., Scott, J. and Sanderson, K. (2013), "Building on the positives: a psychometric review and critical analysis of the construct of psychological capital", *Journal of Occupational and Organizational Psychology*, Vol. 86 No. 3, pp. 348-370.
18. Demir, S. (2020). The role of self-efficacy in job satisfaction, organizational commitment, motivation and job involvement. *Eurasian Journal of Educational Research*, 20(85), 205-224.
19. Ejike D, Seveda (2011) Organizational Trust, organizational commitment and Job Satisfaction in terms of the perception of Employees, Kahramanmaraş Textile Industry Research.
20. Emine. C, (1999). On the Relationship Between Organizational Commitment Organizational Trust With An Instance of The Event.
21. Eslami, J., & Gharakhani, D. (2012). Organizational commitment and job satisfaction. *ARN Journal of science and technology*, 2(2), 85-91.
22. Fatih V (2010) Organizational commitment and Job Satisfaction the effect your intentions to quit.
23. Friend, S. B., Johnson, J. S., Luthans, F., & Sohi, R. S. (2016). Positive psychology in sales: Integrating psychological capital. *Journal of Marketing Theory and Practice*, 24(3), 306-327.
24. Garson, G. D. (2012). *Testing statistical assumptions*. Asheboro, NC: Statistical Associates Publishing.
25. Guido Alessandri, Chiara Consiglio, Fred Luthans, Laura Borgogni, (2018) "Testing a dynamic model of the impact of psychological capital on work engagement and job performance", *Career Development International*, Vol. 23 Issue: 1, pp.33-47, <https://doi.org/10.1108/CDI-11-2016-0210>.
26. Hair Jr, J. F., Howard, M. C., & Nitzl, C. (2020). Assessing measurement model quality in PLS-SEM using confirmatory composite analysis. *Journal of Business Research*, 109, 101-110.
27. Hair Jr, J. F., Sarstedt, M., Ringle, C. M., & Gudergan, S. P. (2017). *Advanced issues in partial least squares structural equation modeling*. Sage publications.
28. Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2013). *Multivariate data analysis*: Pearson new international edition. Pearson Higher Ed.
29. Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). *Multivariate data analysis* (Vol. 6): Pearson new international edition. Pearson Higher Ed.
30. Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review*, 31(1), 2-24.
31. Henseler, J., Hubona, G., & Ray, P. A. (2016). Using PLS path modeling in new technology research: Updated guidelines. *Industrial Management & Data Systems*, 116(1), 2–20.
32. Hobfoll, S. (2002), "Social and psychological resources and adaptation", *Review of General Psychology*, Vol. 6, pp. 307-24.
33. Hu, L. T., & Bentler, P. M. (1998). Fit indices in covariance structure modeling: Sensitivity to underparameterized model misspecification. *Psychological methods*, 3(4), 424.
34. Huo, C., Waheed Akhtar, M., Arslan Safdar, M., Kashif Aslam, M., Abbas, K., Hasan Rafiq, M., ... & Saad Najim AL-Khafaji, D. (2020). Transformational Leadership Spur Organizational Commitment among Optimistic Followers: The Role of Psychological Capital. *International Journal of Organizational Leadership*, 9(2), 93-104.
35. Izgi, Hussein (2011) "Definitions Related to Job Satisfaction." Industrial and Organizational Psychology in, by: Konya Training Academy Press.
36. John, F. (2021). Influence of Psychological Capital on Employee Engagement and Explored the Mediating Role of Organizational Commitment. *European Journal of Molecular & Clinical Medicine*, 8(3), 3222-3231.
37. Jung, Hyo Sun, and Hye Hyun Yoon. "The impact of employees' positive psychological capital on job satisfaction and organizational citizenship behaviors in the hotel." *International Journal of Contemporary Hospitality Management* (2015).
38. Kim, M. C., & Dong, H. L. (2020). A Study on the Effects of Positive Psychological Capital and Social Support on Organizational Commitment and Turnover Intention: Comparative Analysis of North Korean Refugee Workers and South Korean Workers. *Asia-Pacific Journal of Business Venturing and Entrepreneurship*, 15(3), 191-206.
39. Larson, M. and Luthans, F. (2006), "The potential added value of psychological capital in predicting work attitudes", *Journal of Leadership and Organization Studies*, Vol. 13 No. 2, pp. 44-61.
40. Lather, A. S., & Kaur, M. S. (2015). Psychological capital as predictor of organizational commitment and organizational citizenship behavior. *The International Journal of Indian Psychology*, 2(4), 102-112.
41. Lee, Y. L., & Yang, D. J. (2019). Potential Contributions of Psychological Capital to the Research Field of Marketing. *Frontiers in psychology*, 10, 2111.
42. Loan, L. (2020). The influence of organizational commitment on employees' job performance: The mediating role of job satisfaction. *Management Science Letters*, 10(14), 3307-3312.
43. Luthans, F. and Youssef-Morgan, C. (2017), "Psychological capital: an evidence-based positive approach", *Annual Review of Organizational Psychology and Organizational Behavior*, Vol. 4, pp. 339-366.
44. Luthans, F., Avey, J. B., Avolio, B. J., Norman, S. M., & Combs, G. M. (2006). Psychological capital development: Toward a micro-intervention. *Journal of Organizational Behavior*, 27(3), 387–393. doi: 10.1002/job.373
45. Luthans, F., Avolio, B. J., & Norman, S. M. (2007). Positive psychological capital: Measurement and relationship with performance and satisfaction. *Personnel Psychology*, 60(3), 541–572.
46. Luthans, F., Avolio, B.J. and Youssef, C.M. (2007), *Psychological Capital*, Oxford University Press, New York, NY.
47. Luthans, F., Youssef, C. M., & Avolio, B. J. (2007). Psychological capital: Investing and developing positive organizational behavior. *Positive organizational behavior*, 1(2), 9-24.
48. Luthans, F., Youssef, C. M., & Avolio, B. J. (2015). *Psychological capital and beyond*. Oxford University Press, USA.

49. Maddi, S.R. (2005), "On hardiness and other pathways to resilience", *American Psychologist*, Vol. 60 No. 3, pp. 261-2.
50. Marchiori, D. & Henkin, A. (2004). Organizational Commitment of Health Profession Faculty: Dimensions, Correlates and Conditions, *Medical Teacher*, 26 (4), 353.
51. McInerney, D. M., Korpershoek, H., Wang, H., & Morin, A. J. (2018). Teachers' occupational attributes and their psychological wellbeing, job satisfaction, occupational self-concept and quitting intentions. *Teaching and Teacher Education*, 71, 145-158.
52. Newman, A., Ucbasaran, D., Zhu, F. and Hirst, G. (2014), "Psychological capital: a review and synthesis", *Journal of Organizational Behavior*, Vol. 35 No. 1, pp. S120-S138.
53. Nguyen, D.T. and Nguyen, T.M.T. (2012), "Psychological capital, quality of work life, and quality of life of marketers: evidence from Vietnam", *Journal of Macromarketing*, Vol. 32 No. 1, pp. 87-95.
54. Nguyen, H. M., & Ngo, T. T. (2020). Psychological capital, organizational commitment and job performance: A case in Vietnam. *The Journal of Asian Finance, Economics, and Business*, 7(5), 269-278.
55. Novitasari, D., Asbari, M., Wijaya, M. R., & Yuwono, T. (2020). Effect of Organizational Justice on Organizational Commitment: Mediating Role of Intrinsic and Extrinsic Satisfaction. *International Journal of Science and Management Studies (IJSMS)*, 3(3), 96-112.
56. Pallant, J. (2013). *SPSS survival manual*. McGraw-Hill Education (UK).
57. Pallant, J., & Manual, S. S. (2010). *A step-by-step guide to data analysis using SPSS*. Berkshire UK: McGraw-Hill Education.
58. Papacharalampous, N., & Papadimitriou, D. (2021). Perceived corporate social responsibility and affective commitment: The mediating role of psychological capital and the impact of employee participation. *Human Resource Development Quarterly*.
59. Perkins, D. D., Hughey, J., & Speer, P. W. (2002). Community psychology perspectives on social capital theory and community development practice. *Community Development*, 33(1), 33-52.
60. Peterson, S.J. and Byron, K. (2008), "Exploring the role of hope in job performance: results from four studies", *Journal of Organizational Behavior*, Vol. 29, pp. 785-803.
61. Peterson, S.J., Luthans, F., Avolio, B.J., Walumbwa, F.O. and Zhang, Z. (2011), "Psychological capital and employee performance: a latent growth modeling approach", *Personnel Psychology*, Vol. 64 No. 2, pp. 427-450.
62. Podsakoff PM, MacKenzie SB, Bommer WH (1996) "Transformational leader behaviors and substitutes for leadership as determinants of employee satisfaction, commitment, trust, and organizational citizen". *Journal of Management*, 22: 259-298.
63. Porter L.W., Steers R.M., Mowday R.T. & Boulian P.V. (1974). Organizational Commitment, Job Satisfaction and Turnover Among Psychiatric Technicians. *Journal of Applied Psychology*, 59 (5), 603-609.
64. Ribeiro, N., Gupta, M., Gomes, D., & Alexandre, N. (2021). Impact of psychological capital (PsyCap) on affective commitment: mediating role of affective well-being. *International Journal of Organizational Analysis*.
65. Sarstedt, M., Ringle, C. M., Cheah, J. H., Ting, H., Moisesescu, O. I., & Radomir, L. (2020). Structural model robustness checks in PLS-SEM. *Tourism Economics*, 26(4), 531-554.
66. Seligman, M.E.P. (1998), *Learned Optimism*, Pocket Books, New York, NY.
67. Shahnawaz, G.M. and Jafri, H.M. (2009), "Psychological capital as predictors of normative organizational commitment and organizational citizenship behaviour", *Journal of the Indian Academy of Applied Psychology*, Vol. 35, pp. 78-84
68. Sinha, S.P., Talwar, T. and Rajpal, R. (2002), "Correlational study of organizational commitment, self-efficacy and psychological barriers to technological change", *Psychologia an International Journal of Psychology in the Orient*, Vol. 45 No. 3, pp. 176-183
69. Snyder, C.R. (2000), *Handbook of Hope*, Academic Press, San Diego, CA
70. Stajkovic, A. (2006), "Development of a core confidence higher-order construct", *Journal of Applied Psychology*, Vol. 91, pp. 1208-24.
71. Sun, T., Zhao, X.W., Yang, L.B. and Fan, L.H. (2012), "The impact of psychological capital on job embeddedness and job performance among nurses: a structural equation approach", *Journal of Advanced Nursing*, Vol. 68 No. 1, pp. 69-79.
72. Sürücü, L., Maşlakçı, A., & Şeşen, H. (2020). The role of positive psychological capital in the effect of leadership styles on organizational commitment: A study of hospitality services African Journal of Hospitality. *Tourism and Leisure*, 9(2), 1-16.
73. Sweetman, D., & Luthans, F. (2010). The power of positive psychology: Psychological capital and work engagement. *Work engagement: A handbook of essential theory and research*, 54, 68.
74. Tabachnick, B. G., Fidell, L. S., & Ullman, J. B. (2007). *Using multivariate statistics (Vol. 5)*. Boston, MA: Pearson.
75. Tazeem Ali Shah, Mohammad Nisar Khattak, Roxanne Zolin, and Syed Zulfiqar Ali Shah, (2019). Psychological empowerment and employee attitudinal outcomes the pivotal role of psychological capital. *Management Research Review*, Vol. 42 No. 7, 2019 pp. 797-817. © Emerald Publishing Limited DOI 10.1108/MRR-05-2018-0194.
76. Tran, d. T., lee, l. Y., Nguyen, p. T., & Srisittirakul, W. (2020). How leader characteristics and leader member exchange lead to social capital and job performance. *The Journal of Asian Finance, Economics, and Business*, 7(1), 269-278.
77. Tuten, T.L. and Neidermeyer, P.E. (2004), "Performance, satisfaction and turnover in call centers: the effects of stress and optimism", *Journal of Business Research*, Vol. 57, pp. 26-34.
78. Tüzün I.K, Fatih Çetin and H. Nejat Basim, (2016). Improving job performance through identification and psychological capital. *International Journal of Productivity and Performance Management*, Vol. 67 No. 1, 2018 pp. 155-170 © Emerald Publishing Limited 1741-0401 DOI 10.1108/IJPPM-03-2016-006.

79. Vroom VH (1962) "Ego-Involvement, Job Satisfaction, and Job Performance". *Personnel Psychology*, 15: 159-177.
80. Wang, Y., Tsai, C.H., Tsai, F.S., Huang, W. and Cruz, S.M. (2018), "Antecedent and consequences of psychological capital of entrepreneur", *Sustainability*, Vol. 10, p. 3717.
81. Wiener, Y. (1982). Commitment in Organizations. A Normative View. *Academy of Management Review*. 7(3), 418-428.
82. Youssef, C.M. and Luthans, F. (2007), "Positive organizational behaviour in the workplace: the impact of hope, optimism, and resilience", *Journal of Management*, Vol. 33 No. 5, pp. 774-800.