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KEYWORDS	ABSTRACT
Hope, Self-Efficacy, Resilience, Optimism, Psychological Capital, Commitment, University Teachers	<p>The objective of this study was to investigate the influence of psychological capital upon organizational commitment within public sector universities in Khyber Pakhtunkhwa. The research sample consisted of 2074 teachers from seven public sector universities in region, with a sample size of 335 teachers selected by using simple random sampling technique. In this regard, data analysis involved the utilization of Pearson correlation, linear regression, and multiple regression techniques. Finding revealed a positive and significant relationship between psychological capital and organizational commitment. The results offered significant information in reaching the desired leading conclusion and extracting certain recommendations for policy-makers and future researchers. Based on these results, it is recommended that university teachers should be provided with opportunities for professional & academic growth to foster the development of psychological capital, which ultimately results in enhancing the overall quality of education within the educational system.</p> <p> 2023 Journal of Social Research Development</p>
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INTRODUCTION

The growing interest in the psychological capital, which focuses upon an individual's capacity and psychological strength, has gained prominence alongside other types of capital such as financial, human, intellectual, and social capital (Nguyen & Ngo, 2020). Financial capital pertains to assets and their contribution towards sustainable competitiveness and performance, while human capital emphasizes personal education, expertise, and skills (Nguyen & Tu, 2020). The intellectual capital encompasses intellectual outlets, vast expertise, and potential for high-value creation and wealth generation (Qian, Hou, Zhang, Feng, Guan & Xiao, 2022). Lastly, the social capital underscores the

importance of interpersonal connections. These different forms of capital collectively contribute to an individual's overall capabilities and resources (Sen, Mert, & Aydin, 2017). Within the context of educational institutions, positive psychological capital assumes crucial role in driving productivity and achieving success (Caza, Bagozzi, Woolley, Levy & Caza, 2010). Consequently, this study aims to explore the significance of positive psychological capital in relation to productivity and success within educational settings.

LITERATURE REVIEW

Learning organizations cannot attain higher level of organizational excellence unless they prioritize the development and support of their competent teaching personnel. Teachers serve as the primary representatives of universities and hold the responsibility of continuously improving the quality of university education (Sohail & Daud, 2009). Thus, the success of educational institutions as service organizations heavily relies on many factors such as mental well-being of teachers, their academic performance, and their level of dedication and fulfillment. To foster the desired performance, trust, confidence, self-belief, and enthusiasm among employees, psychological capital has emerged as a widely used tool (Luthans et al., 2010). The academic community plays a dynamic role in shaping economy of any nation, with teachers occupying pivotal position in serving students & maximizing the outcomes of universities with respect to teaching, learning and research. Despite the growing body of the research in this field, Luthans et al. (2015) concluded that there is still much more to be explored and understood. In summary, psychological capital is considered a fundamental construct that organizations can leverage and cultivate among their personnel to achieve sustainable growth and long-term success.

Avey et al. (2011) found that positive psychological attributes of psychological capital significantly influence employee positive attitudes including commitment in the workplace. Researchers concur that strengthening four components of psychological capital (hope, resilience, optimism, and self-efficacy) collectively is crucial to developing a strong and effective psychological capital (Luthans et al., 2015). Therefore, psychological capital is concept derived from positive psychology and finds application within the workplace. In the realm of "organizational behavior," it is commonly referred to "positive organizational behavior." To elaborate, Seligman et al. (2013) assert that psychological capitals ascend from positive psychology and is specifically implemented in work settings. In this regard, psychological capital encompasses positive psychological resources like hope, self-efficacy, resilience, and optimism. In contemporary context of a rapidly changing and interconnected global landscape, psychological capital is regarded as the valuable asset. It necessitates fresh perspective and proactive approach to effectively manage and gain the competitive advantage (Luthans & Youssef-Morgan, 2017).

Resources of Psychological Capital

Hope

Hope can be defined as a forward-looking mindset in which individuals perceive ability to develop viable pathways towards desired goals and possess the motivation to pursue them. Individuals who have demonstrated resilience in coping with stressors and achieving their objectives in the past

tend to display higher levels of hope and self-confidence (Ziyae et al., 2015). Moreover, hope can be understood as a driving force that compels individuals to pursue their goals and explore alternative routes to reach them. Having belief in hope has been associated with improved job commitment and enhanced adaptive capacity to navigate challenging circumstances (Rego et al., 2016). Individuals showing higher hope exhibit proactive behaviors, actively seeking and creating multiple paths to attain their objectives in various situations. In face of obstacles, individuals with flexible thinking abilities can readily adapt and switch to alternative routes to continue progressing towards their goals (Çavuş & Gökçen, 2015).

Self-Efficacy

Self-efficacy pertains to individuals' confidence levels and their belief in abilities to successfully complete tasks or work assignments (Lewis, 2011). When individuals possess higher levels of self-confidence, they are more likely to take on demanding projects, allocate full potential to achieve their objectives, and persist in phase of challenges or setbacks (Stajkovic & Luthans, 2018). Aguilar and Yuan (2010) discuss potential for enhancing the self-efficacy over human resource management strategies that promote productivity.

Resilience

Resilience, which constitutes the third and pivotal element of psychological capital, plays a vital role in individuals' ability to bounce back from setbacks and adversity (Pooley & Cohen, 2010). Specifically, cognitive resiliency refers to capacity to effectively handle uncertainty, challenging circumstances, and obstacles while aligning with the traits of self-efficacy and optimism (Çetin & Basim, 2012).

Optimism

As described by Seligman's explanatory style model, pertains to the tendency to attribute goal and objective achievement to stable, global, and internal factors, contrasting with insecure, external, and negative attributions associated with failure (Scheier et al., 2021). Measurement of optimism often revolves around individuals' positive outlook on future. Optimists hold belief that positivity begets favorable outcomes, whereas pessimists tend to fixate on negatives. Actions and behaviors of self-confident individuals tend to yield the constructive and positive possibilities (Hirsch & Rabon, 2015). Fayazi, Simarasl, and Kaveh (2010) discovered a prevalent belief that positive events occur more frequently than negative ones. Meanwhile, other researchers have proposed optimism as the form of psychological resilience to better account for the variations in outcomes among individuals (Etebarian, Tavakoli, & Abzari, 2012).

Organizational Commitment

Organizational commitment denotes to an employee's devotion and allegiance to the mission and values of a company (Muldoon et al., 2017). It signifies the emotional bond between a worker and their employer that acts as a constraint on worker's inclination to disengage from recent operations (Nguyen & Tu, 2020). The level of organizational commitment is closely related to the reasons and motivations behind the employees considering leaving an organization. One effective approach to reducing employees' inclination to leave is by enhancing their organizational commitment, a task

that falls within purview of managers (Hakim & Hidayat, 2018). Notably, a noteworthy correlation exists between organizational commitment of teachers and presence of high-quality psychological capital (Yalcin, 2016).

Three Main Models of Organizational Commitment

Emotional/ Affective Dedication

In the realm of work, affective dedication encompasses various aspects such as emotional conduct, affiliation, attachment, and active engagement with the employer. It refers to employees' emotional connection, relationship, and interaction with their work groups. In essence, affective commitment entails a deep sense of identification, active involvement, and genuine enjoyment of being part of concerned organization whatever the situations and circumstances. According to Mercurio (2015), dedicated employees exhibit strong recognition of, active participation in, and a sense of belonging to their workplace community.

Continuance/Obligatory Commitment

The term "continued dedication" pertains to employee's loyalty and commitment to their employer, primarily driven by perceived costs involved while deciding about stay or leaving the organization. The continuance commitment is closely associated with the awareness of the various costs, such as labor, time, and financial investments that would be incurred if the employees were to leave the organization (Bennett, 2014).

Moral or Normative Commitment

Normative commitment denotes to worker's perception of accountability and loyalty to their work and the organization. It encompasses a sense of obligation to uphold their responsibilities within the company (Rasdi & Tangaraja, 2020).

Many research studies have shown that in contemporary diverse organizational settings, employees who display high levels of dedication make significant contributions to success and thriving of the organization. Positive links have been observed amid psychological resources and organizational behaviors, job satisfaction, and organizational commitment. These positive relationships are linked to increased innovation and initiative, reduced job burnout, and improved the work performance, commitment, satisfaction, and organizational citizenship behaviors (Toor & Ofori, 2010). Moreover, positive effects on worker performance can be attributed to favorable inputs & behaviors, whereby employees who possess higher levels of confidence, happiness, and optimism tend to exhibit greater productivity (Luthans et al., 2015).

Psychological capital does not operate in isolation; thus, it is vital to foster a positive organizational environment to facilitate its effectiveness. Therefore, this study aims to explore the influence of positive psychological capital on work performance, job satisfaction, & organizational commitment upon university instructors in Khyber Pakhtunkhwa, Pakistan, to gain the deeper understanding of psychological capital in the local context. The relationship amid positive psychological capital and teacher organizational commitment remains unclear, particularly within Pakistani setting. Limited studies have investigated psychological capital and its effects in Pakistan, creating a knowledge

gap concerning the impact of psychological capital upon the employees' job attitudes (Rehman & Mubashar, 2017). In this connection, further research is needed to bridge this gap and enhance our consideration of how psychological capital influences employees' attitudes in context of developing countries like Pakistan.

Objectives & Hypotheses

1. To examine the association between psychological capital and organizational commitment among public sector university teachers of Khyber Pakhtunkhwa.
2. To investigate the impact of four dimensions of Psychological Capital on the organizational commitment of university teachers in the province of Khyber Pakhtunkhwa.
3. H_{01} Psychological capital has no significant association with organizational commitment of university teachers.
4. H_{02} : Psychological capital has no significant impact upon the organizational commitment of university teachers.
5. H_{03} : Four dimensions of psychological capital have no significant impact on organizational commitment of university teachers.

RESEARCH METHODOLOGY

Population and Sampling

The research was quantitative in nature. Data was collected from respondents via a survey method. All the faculty members working in Khyber Pakhtunkhwa public sector universities constituted the population of present study. Collecting data from such a wide geographical locality was a huge and tough task. Due to time constraints, financial constraints, and practical concerns, the research was confined to examine impact of Psychological Capital on organizational commitment for seven public-sector university instructors in Khyber Pakhtunkhwa, Pakistan. 2074 faculty members were performing their jobs in selected seven universities at time of study. Two questionnaires were used as a data collection instrument.

Sample of Study

Multistage approach was employed in this investigation, including cluster sampling and simple random sampling. Since primary data is being gathered through a survey and because the research questions necessitate statistical evaluation of demographic characteristics, most efficient sampling strategy is simple random sampling (Bernard & Ryan, 2010). One or more attributes were used to get cluster of population, and then a "random sample" is drawn from each cluster. In this study, seven universities from various cities in KP were selected, and a random number of professionals (teachers) from each department were selected.

Sampling Frame

List of Khyber Pakhtunkhwa public-sector universities constitute the sampling frame of the study. Seven public universities in Khyber Pakhtunkhwa participated in current study. The population of each university was taken from official websites. Total of 335 teachers were selected for collection of data on applying Yamani (1967) formula.

Instruments of Study

In this research study, two questionnaires were utilized for data collection. Questionnaire consisted of two sections. The first section captured respondent demographics, including information such as name, gender, age, teaching experience, designation, and qualifications. Second section comprised the Likert-scale questions specifically designed to assess psychological capital and organizational commitment in particular context.

Psychological Capital Scale (Independent variable)

In this research study, the focal point of investigation was teacher's psychological capital, serving as the independent variable. In this connection, to measure psychological capital, [Luthans et al. \(2017\)](#) standardized questionnaire was adopted. In this linking, the questionnaire consisted of twenty-four questions in the total, with six questions dedicated to each of the four dimensions: hope, efficacy, resilience, and optimism.

Organizational Commitment Scale (Dependent variable)

The researcher adopted Organizational Commitment Questionnaire (OCQ) [Mowday et al. \(1979\)](#) for the current study. Previously, [Cooper \(2003\)](#) also employed this scale in the particular context, emphasizing that it is exclusively intended for research purposes (p. 190). Questionnaire comprises a total of fifteen items.

Ethical Considerations

Prior to distributing the questionnaires, the participants were given the opportunity to grant their permission. Objective of the study was clearly communicated to the participants, ensuring their understanding. Participant Informed consent was obtained to maintain the confidentiality of their identities and data.

RESULTS OF STUDY

H₀₁: Psychological capital has no significant association with the organizational commitment of university teachers.

Table 1 Correlation amid Psychological Capital & Organizational Commitment (H1)

Variables	1	2
Psychological Capital	1	
Organizational Commitment	.592*	1

*P < .05

The table presents results of a statistical analysis examining the association between psychological capital and organizational commitment among university teachers. The correlation coefficient amid psychological capital and the organizational commitment is shown as .592, indicating a significant positive association at the p < .05 level. In this linking, the table supports the rejection of the null hypothesis H₀₁ that PsyCap has no significant association with organizational commitment among university teachers.

H₀₂: The psychological capital has no significant impact on the organizational commitment of university teachers

Table 2 Regression Analysis (Psychological Capital & Organizational Commitment)

IV	R	R2	Adjusted-R2	F-Value	B	Sig.	D-W
PC	.592a	.351	.349	184.022	.954	.000	1.83

Dependent Variable: OC

This table represents the linear regression model results of relationship amid psychological capital (IV) and OC (DV). The regression analysis indicates a significant impact of Psychological Capital on Organizational commitment ($p = .000 < .05$). R2 value of .351 suggests that psychological capital explains 35% of the variance in organizational commitment. The B value indicates that a one-unit increase in independent variable (Psychological capital) corresponds to a .954 standard deviation unit increase in dependent variable (OC). Autocorrelation in data was assessed using the Durbin Watson test, yielding value of 1.83 within acceptable range, indicating absence of autocorrelation. This satisfies the regression assumption.

Table 3 Correlation Matrix (Psychological Capital Dimensions & Dependent Variable)

Variables	1	2	3	4	5	6
Hope	1					
Self-efficacy	.583*	1				
Resilience	.438*	.516*	1			
Optimism	.451*	.585*	.693*	1		
Psychological Capital	.784*	.805*	.873*	.745*	1	
Organizational commitment	.588*	.538*	.478*	.448*	.511*	1

*P < .05

In the above table, inter-correlation coefficient amid psychological capital (IV) and organizational commitment (DV) of university teachers is presented. It revealed that the significant and positive association is found between each dimension of the psychological capital as well as organizational commitment.

H₀₃: Four Dimensions of PC have no Significant Impact on Organizational Commitment

Table 4: Regression Coefficients (Hope, self-efficacy, Resilience and Optimism) on OC

Hypothesis	Regression weights	B	Beta	T	p-value	R2	F
Ho3	Hope-OC	1.334	.480	3.540	.001	.741	76.860
	Self-efficacy-OC	.995	.298	2.134	.038		
	Resilience-OC	1.252	.310	4.926	.019		
	Optimism-OC	1.136	.329	1.668	.016		

Note: p < 0.05. OC: Organizational Commitment

In the above table, multiple regressions were used to find out the impact psychological capital four dimensions (hope, self-efficacy, resilience, & optimism) on organizational commitment of university teachers. The R2 of .741 explained 74% of the variance in the outcome variable with F (4, 335)

=76.860, $p < .05$, which proves that overall model was fit. Hope, self-efficacy, resilience, & optimism all predicted organizational commitment positively ($\beta = .480$, $p < .01$), ($\beta = .298$, $p < .05$), ($\beta = .310$, $p < .05$), and ($\beta = .329$, $p < .05$), respectively. So, null hypothesis H_{03} stating that four (4) dimensions of (psychological capital) have no significant impact upon the organizational commitment (OC) of the university teachers is rejected.

DISCUSSIONS

Psychological capital and organizational commitment were found to have a positive and significant association ($.592 < .05$). The study found that Psychological Capital was a positive and significant predictor of the organizational commitment. The table 2 showed that $R^2 = .351$, which indicates that psychological capital explains 35% of variance in organizational commitment. B-value indicated that one unit increase in psychological capital (IV) results in increase of .954 units in organizational commitment (DV). The study found that four dimensions of psychological capital were positive as well as significant predictors of organizational commitment. With $F(4, 335) = 76.860$, $p < .05$, the $R^2 .741$ explained 74% variance in outcome variable, indicating that the overall model was fit. The finding revealed that (hope, self-efficacy, resilience, optimism) positively predicted organizational commitment ($\beta = .480$, $p < .01$), ($\beta = .298$, $p < .05$), ($\beta = .310$, $p < .05$) and ($\beta = .329$, $p < .05$) respectively. Yalcin (2016) conducted research to conclude whether there was a correlation between favorable Psychological Capital and instructor organizational commitment. The inquiry included surveying as one of its quantitative tools. A significant positive correlation was established between teachers' Positive Psychological Capital and organizational commitment, both in terms of their total scores and on sub dimensions score.

In present investigation, to determine relationship between independent and dependent variables, correlation was employed. Psychological capital attributes and organizational commitment show a substantial positive relation amid predictor and outcome variables. Similarly, this study discovered a favorable and significant impact of psychological capital on organizational commitment in the public universities of Khyber Pakhtunkhwa. Findings of this study prove that psychological capital plays a crucial role in fostering organizational commitment among employees. This study's findings were consistent with those of prior studies. Result confirmed the notion that psychological capital aspects (hope, self-efficacy, resilience, and optimism) are positively associated with organizational commitment. For more organizational commitment, psychological capital is more effective. These results are consistent with the findings of studies examining the relationship between psychological capital and organizational commitment (Çetin & Basım, 2011; Avey et al., 2011; Etebarian et al., 2012; Yalcin, 2016; Nguyen & Ngo, 2020). The result validated the hypothesis that the connection and influence between psychological capital characteristics and organizational commitment were positive and substantial.

CONCLUSIONS

Based on the findings of present, it is concluded that there is a significant and positive relationship exists between psychological capital and organizational commitment among university teachers in the province of Khyber Pakhtunkhwa. The evidence from this study supports the notion that higher levels of psychological capital are associated with the greater levels of organizational commitment

among university teachers. The study findings indicated that dimensions of psychological capital, i.e., hope, self-efficacy, resilience, and optimism, have a substantial influence on the commitment of university teachers. It can be concluded that all four dimensions of teachers' positive psychological capital significantly and positively impact organizational commitment, as observed in both overall scores and scores of individual sub-dimensions.

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