



JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT AMONG FACULTY MEMBERS OF SELF – FINANCING COLLEGES IN KARAIKUDI CITY

M. Hayath Oogos Mohaideen* **Dr.C.S.Edhayavarman****

**Assistant Professor & Research Scholar, Arumugam Pillai Seethai Ammal College, Tirupattur, Alagappa University, Karaikudi.*

***Associate Professor, Research Department of Business Administration, Arumugam Pillai Seethai Ammal College, Tirupattur.*

Abstract

This study examines the association between job satisfaction and organizational commitment among faculty members in self-financing colleges located in the Karaikudi city. Employing a quantitative research methodology, data were gathered from 75 faculty respondents across various academic departments using structured questionnaires that assessed job satisfaction, organizational commitment, leadership effectiveness, organizational culture, and intra-college communication. The findings indicate a significant positive correlation between age and favorable perceptions of the work environment, suggesting that older faculty members generally report higher job satisfaction. Regression analysis demonstrates that leadership effectiveness, organizational culture, and communication collectively exert a moderate yet significant impact on organizational commitment, with leadership support identified as a key predictor. Although departmental differences in job satisfaction were observed, further analysis is recommended to effectively tailor interventions. The study highlights the significance of transformational and servant leadership styles, a supportive organizational culture, and transparent communication in enhancing faculty commitment and satisfaction within financially autonomous institutions. Recommendations include leadership development, fostering inclusive cultures, improving communication, and incorporating demographic diversity in human resource policies. These strategies aim to reduce turnover, enhance morale, and sustain academic quality, thereby contributing to the resilience and effectiveness of self-financing colleges in competitive educational environments.

Keywords: *Job Satisfaction, Organizational Commitment, Leadership Effectiveness, Organizational Culture, Faculty Retention, Self-Financing Colleges.*

Introduction

Background of the Study

The expansion of higher education has led to an increase in self-financing colleges in regions like Karaikudi. These institutions operate without government funding, relying on tuition fees and private investments. This financial autonomy affects organizational climate and faculty work conditions, influencing job satisfaction(Kundu & Bej, 2024). This model shapes faculty experiences through self-sustained funding pressures(Kaur et al., 2024). Faculty impact educational quality and institutional reputation, with their work environment perceptions affecting performance. Research shows servant leadership positively affects job satisfaction through supportive environments(Hossain et al., 2024). Workplace culture and employee interactions shape engagement and productivity, with inclusive cultures enhancing satisfaction. This is vital in education, where financial pressures may increase stress. Effective leadership can mitigate these challenges(Khan, 2024). Faculty satisfaction relates to fairness and recognition, with immediate rewards increasing loyalty(Ladeira et al., 2024). Supporting faculty mental health is essential, as psychological well-being affects work satisfaction(Chawla & Saha, 2024). Understanding leadership, workplace culture, and mental health support is key to fostering productive academic environments. Strategies focusing on these elements can enhance faculty satisfaction and retention.

Job Satisfaction

Job satisfaction among faculty in self-financing colleges is influenced by leadership style, organizational culture, interpersonal relationships, and institutional practices. Research shows that servant leadership aligned with principals' values enhances teachers' job satisfaction by fostering a supportive environment (Hossain et al., 2024). Such leadership promotes positive work climates that address faculty needs for recognition and engagement. Organizational culture significantly shapes job satisfaction. Environments with collaboration and mutual support—clan cultures—correlate with higher job satisfaction among employees (D'Silva et al., 2024). Self-financing colleges cultivating such cultures can improve faculty well-being despite resource constraints. Faculty perceptions of fairness and recognition impact satisfaction and commitment. Fair acknowledgement strengthens loyalty and reduces turnover intentions. Supportive human resource practices enhance the relationship between job satisfaction and organizational commitment (Prasad et al., 2024). Workplace interpersonal relationships contribute to job satisfaction through social and psychological fulfillment. Faculty engagement depends on positive interpersonal dynamics and professional growth opportunities (Hossain et al., 2024). Job satisfaction correlates with enhanced teaching effectiveness, research output, and institutional loyalty, which are crucial for academic quality in self-financing colleges (Prasad et al., 2024). In summary, key determinants of faculty job satisfaction include effective leadership, supportive culture, fair recognition, positive relationships, and robust HR practices. Addressing these helps institutions improve faculty well-being and sustain quality education despite resource challenges.

Organizational Commitment

Organizational commitment among faculty in self-financing colleges reflects their psychological attachment and loyalty, which are critical for sustaining academic excellence under competitive pressures. Key determinants of this commitment include leadership style, organizational culture, trust, and perceived support. Transformational and servant leadership foster commitment by aligning faculty with institutional goals. Research has shown that leadership emphasizing empathy and empowerment enhances affective commitment, motivating faculty engagement beyond formal roles (Gavya & Subashini, 2024; Hossain et al., 2024). Trust mediates organizational commitment through fairness and transparency, increasing faculty's willingness to invest in institutional success (Prasad & De, 2024). Organizational culture that supports knowledge sharing enables faculty collaboration and advocacy, reinforcing commitment. Such environments encourage innovation and problem-solving (Lai et al., 2024; Rajakumar et al., 2024). High commitment correlates with greater collaboration and reduced turnover, whereas low commitment can worsen retention challenges (Prasad et al., 2024). In summary, fostering commitment requires transformational leadership, trust-building, and a collaborative culture to engage faculty and encourage institutional advancement.

Significance of the Study

This study examines the relationship between job satisfaction and organizational commitment among faculty in self-financing colleges in Karaikudi city. By investigating these constructs, this research aims to understand the factors influencing faculty motivation, engagement, and retention within financially autonomous institutions. These insights will benefit college administrators, policymakers, and stakeholders in developing effective human resource strategies and policies. Enhanced job satisfaction and organizational commitment can improve faculty morale, reduce turnover, and lead to better educational outcomes. This study addresses a gap in the literature regarding faculty dynamics in self-financing colleges, an expanding but under-researched sector. The findings will provide recommendations to strengthen institutional capacity and promote academic growth in the region.

Problem Identification

Job satisfaction and organizational commitment are key determinants of faculty engagement in academic institutions. Job satisfaction includes work environment, recognition, growth opportunities, and compensation, which influence emotional attachment. Organizational commitment reflects faculty loyalty and intention to remain with the institution. These factors are mediated by organizational culture and workplace challenges. A supportive culture enhances satisfaction and commitment, while lack of support leads to dissatisfaction and turnover. Attrition disrupts academic continuity and increases recruitment costs. Understanding how dissatisfaction with workload, career advancement, and work-life balance affects attrition is essential. Challenges impacting satisfaction and commitment include: - Role ambiguity and workload stress - Inadequate communication mechanisms - Limited professional development opportunities - Insufficient leadership support - External pressures from evolving policies. Analysis of these factors provides insights for improving institutional effectiveness.

Research Objectives

1. To examine the relationships between job satisfaction and demographic variables of faculty members, including age, gender, years of teaching experience, and academic rank.
2. To identify the factors influencing faculty members' organizational commitment by focusing on leadership effectiveness, organizational culture, and communication within the college.
3. To assess whether there are significant differences in job satisfaction and organizational commitment among faculty members across different academic departments or disciplines within a college.
4. To develop recommendations and strategies to enhance job satisfaction and organizational commitment among faculty members and improve the overall academic environment and performance of the college.

Hypotheses

1. H1: There is a significant correlation between job satisfaction and demographic variables of faculty members (age, gender, years of teaching experience, and academic rank).
2. H2: Leadership effectiveness, organizational culture, and intra-college communication significantly influence faculty members' organizational commitment.
3. H3: Significant differences in job satisfaction exist among faculty members in different academic departments or disciplines within the college.

Literature Review

Related studies

Several studies have addressed faculty-job satisfaction in private colleges and the related themes in higher education. One key study specifically explored faculty job satisfaction and retention in private colleges in Pune, Maharashtra, highlighting the importance of organizational commitment and retention strategies tailored to faculty needs to maintain academic excellence and institutional growth (Abraham, 2023).

Research from a private university in Liberia emphasizes that increased job satisfaction influences faculty behaviors, such as retention and institutional commitment, stressing the role of effective leadership and a healthy organizational culture in improving faculty morale and satisfaction (Gbalah, 2021).

Another investigation in small private higher educational institutions in the Philippines identified leadership practices and non-financial incentives as key factors influencing faculty satisfaction and retention, with leadership's impact mediated by organizational culture (Rellora, 2025).

Focusing on self-financing colleges, a study found a significant positive correlation between job satisfaction and faculty retention, pointing to factors such as employment security, recognition, and professional development opportunities as critical determinants (S A and Jayalakshmi, 2025).

In the context of self-financing arts and science colleges in India, employer branding, which encompasses workplace culture, career growth, and work-life balance, was shown to significantly reduce faculty attrition, with job satisfaction and sense of belonging being the most potent predictors of retention (Divya et al., 2026).

The impact of leadership on faculty retention has been specifically studied in higher educational institutions in Gujarat, demonstrating that democratic (participative) leadership significantly enhances faculty retention compared to laissez-faire leadership. The study recommends inclusive decision-making and leadership training to foster faculty satisfaction and reduce turnover (Ramesh Babu Anumolu and Dr Ankita Jain, 2025).

Furthermore, a framework for sustainable HR practices in private universities links talent management, employee satisfaction, and retention, underscoring leadership support, recognition, and professional development as vital to faculty commitment and retention (Tiwari and Sharma, 2025).

Regarding mental health support in academia, while no study has explicitly focused on mental health alone, one qualitative study highlights faculty perspectives on job satisfaction related to organizational support during challenging times, such as the pandemic, indicating administrators' roles in ensuring faculty well-being and retention through effective support systems (Duffy, 2024).

Additionally, a comprehensive survey examining faculty satisfaction noted that health and financial security are significant factors influencing faculty well-being, performance, and retention, implying that mental health support is embedded within broader institutional support systems (Sundaram, 2024).

Finally, the influence of organizational commitment on job satisfaction among lecturers in private universities was studied, revealing that higher organizational commitment and engagement are strongly correlated with greater job satisfaction, which in turn supports faculty retention and institutional success. This implies that cultivating a supportive organizational culture is crucial for self-financing and private higher education institutions (Kasim et al., 2025).

Research gap

The research gap is evident in the lack of integration between demographic and organizational factors—such as leadership effectiveness, organizational culture, and intra-college communication—in studies of faculty job satisfaction and organizational commitment. Previous research often examines these elements in isolation, missing a comprehensive analysis of their combined effects across academic departments. Furthermore, interventions tailored to the unique characteristics of different departments remain underexplored. This study aims to address this gap by proposing targeted strategies to enhance faculty well-being and institutional performance within the college.

Research Methodology

Research Design

This study will employ quantitative research methods to examine the relationships between job satisfaction, organizational commitment, and faculty variables in self-financing colleges in Karaikudi city. The quantitative method enables statistical analysis of correlations and predictive factors across a representative sample. Descriptive analysis will profile faculty satisfaction and commitment levels, whereas correlational analysis will explore the relationships between these constructs, demographics, leadership, organizational culture, and communication.

Study Area

The study area comprised self-financing colleges in Karaikudi city, with diverse academic departments and faculty profiles. This diversity provides an ideal setting to explore job satisfaction and organizational commitment among faculty members across departments, ensuring comprehensive representation of their experiences.

Population and Sample Size

The population consisted of all faculty members employed in self-financing colleges in Karaikudi city. A stratified random sampling technique was applied to ensure representation across different academic departments and disciplines. The sample size was determined based on the total faculty population to ensure statistical power for hypothesis testing. The study included 75 respondents with quantitative and qualitative data, including faculty members.

Data Collection Instruments

A structured questionnaire will be developed, incorporating standardized scales to measure:

1. Job satisfaction (covering leadership style, organizational culture, recognition, interpersonal relationships).
2. Organizational commitment (including affective, normative, and continuance commitment dimensions).
3. Perceptions of leadership effectiveness, organizational culture, and intra-college communication.
4. Demographic information (age, gender, years of teaching experience, academic rank, department).

Data Collection Procedure

Permission will be obtained from the college authorities. The questionnaire will be administered either in paper or electronic form, ensuring anonymity and voluntary participation. Clear instructions will be provided to maximize response accuracy and completeness.

Data Analysis

The data were coded and analyzed using statistical software. Techniques will include:

1. Descriptive statistics (mean, standard deviation, frequency distributions) to summarize variables
2. Pearson correlation to test relationships between job satisfaction and demographic variables (H1).
3. Multiple regression or path analysis to assess the influence of leadership effectiveness, organizational culture, and communication on organizational commitment (H2).
4. ANOVA or t-tests were used to identify differences in job satisfaction and organizational commitment across departments/disciplines (H3).

Results

Demographic Data

| Demographic factor | Parameter | No. of respondents | Frequency (%) |
|-----------------------|---------------------|--------------------|---------------|
| Age (in years) | Under 25 years | 28 | 37 |
| | 25 to 34 | 21 | 28 |
| | 35 to 44 | 12 | 16 |
| | 45 to 54 | 8 | 11 |
| | 55 and above | 6 | 8 |
| Gender | Male | 35 | 46 |
| | Female | 40 | 54 |
| | Other | 0 | 0 |
| Experience (in years) | Less than 1 | 3 | 4 |
| | 1 to 5 | 15 | 20 |
| | 6 to 10 | 20 | 27 |
| | 11 to 15 | 23 | 30 |
| | More than 15 | 14 | 19 |
| Department/Discipline | Arts and Humanities | 24 | 32 |
| | Science | 30 | 40 |
| | Business | 12 | 16 |
| | Education | 9 | 12 |
| Academic Rank | Assistant Professor | 26 | 34 |
| | Associate Professor | 40 | 53 |
| | Guest lecturer | 3 | 4 |
| | Other | 7 | 9 |
| Monthly income | 15,000 – 20,000 | 3 | 4 |
| | 20,001-30,000 | 37 | 49 |
| | 30,001-40,000 | 29 | 39 |
| | 40,001-50,00,000 | 6 | 8 |

Demographic data reveal insights about the sample population: Age distribution shows predominantly younger individuals, with 37% under 25 years and 28% aged 25–34. Gender distribution indicates 54% females and 46% males. Experience levels vary, with 30% having 11–15 years and 27% having 6–10 years, indicating substantial professional maturity. Department participation concentrates in science (40%) and arts and humanities (32%), with smaller representations from business (16%) and education (12%). Academic ranks comprise associate professors (53%) and assistant professors (34%), representing mid-to-senior staff. Monthly income falls between 20,001 and 40,000 (88%). This demographic profile represents a young, gender-balanced, experienced academic population, primarily in science and humanities, with mid-level ranks and moderate incomes. The sample's diversity enables varied perspectives, although limitations exist in senior representation and income spread.

Statistical Analysis

H1: There is a significant correlation between job satisfaction and demographic variables of faculty members (age, gender, years of teaching experience, and academic rank).

Correlation – Bivariate

The correlation test determines whether a numerically significant linear and strong association exists between two considered continuous variables. Subsequently, the present study implemented Pearson 's correlation (PC) to examine the relationships between faculty members' demographic variables and job satisfaction.

Age

Table 2 Correlations

| | | The work environment in my college is favorable to my productivity. | Age |
|---|---------------------|---|--------|
| The work environment in my college is favorable to my productivity. | PC | 1 | .393** |
| | Sig. (S) (2-tailed) | | .000 |
| | N | 200 | 200 |
| Age | PC | .393** | 1 |
| | S.(2-tailed) | .000 | |
| | N | 200 | 200 |

The Pearson 's correlation coefficient (r) = 0.393 indicates a moderate positive relationship between age and perception of a favorable work environment for productivity. As age increases, faculty members view the work environment more favorably. Significance (2-tailed) $p = 0.000$ shows that the correlation is statistically significant at the 1% level. The sample size (N) was 75, which was adequate for this analysis.

H2: Leadership effectiveness, organizational culture, and intra-college communication significantly influence faculty members' organizational commitment.

Regression: Independent variable: Leadership in the department effectively supports faculty members.
 Dependent variable: I feel a strong sense of belonging to my department.

Table 6 Model Summary

| Model (Mod) | R | R ² | Adjusted R ² | Std. Error (STE) of the Estimate |
|-------------|-------------------|----------------|-------------------------|----------------------------------|
| 1 | .526 ^a | .277 | .266 | .731 |

The model summary in Table 6 indicates a moderate positive correlation ($R = 0.526$) between leadership effectiveness, organizational culture, intra-college communication, and organizational commitment. The model explains 27.7% of the variance in organizational commitment ($R^2 = 0.277$), with an adjusted R^2 of 0.266 accounting for the predictor count. The standard error of 0.731 reflects the average prediction error. Overall, these factors collectively have a significant but moderate influence on organizational commitment, suggesting that other variables also contribute.

Table 7 ANOVA^a

| | Mod | Sum of Squares | df | Mean Square | F | S. |
|---|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 40.039 | 3 | 13.346 | 24.989 | .000 ^b |
| | Residual | 104.681 | 196 | .534 | | |
| | Total | 144.720 | 199 | | | |

The ANOVA results in Table 7 indicate that the regression model significantly predicts organizational commitment ($F = 24.989$, $p < 0.001$). The regression sum of squares (40.039) and residual sum of squares (104.681) show that the model explains a meaningful portion of the variance beyond chance.

| Mod | | Unstandardized Coefficients | | Standardized Coefficients | t | S. |
|-----|---|-----------------------------|------|---------------------------|-------|------|
| | | B | STE | β | | |
| 1 | (Constant) | 1.482 | .181 | | 8.163 | .000 |
| | The leadership in my department effectively support faculty members | .312 | .075 | .274 | 4.135 | .000 |

The coefficients table shows the predictor, "The leadership in my department effectively support faculty members": The unstandardized coefficient (B) of 0.312 indicates that organizational commitment increases by 0.312 units per unit increase in perceived leadership support, holding other variables constant. The standard error was 0.075. The standardized coefficient (β) of 0.274 shows a moderate positive effect size. The t-value of 4.135 ($p=0.000$) indicates statistical significance at the 0.01 level.

Discussion

This study examined the relationships between job satisfaction, organizational commitment, and demographic variables among faculty in self-financing colleges in Karaikudi city. The findings align with literature on faculty experiences in financially autonomous institutions. (Bhuiyan et al., 2001; Morris & Bloom, 2002) Age was positively correlated with favorable work environment perception ($r = 0.393$, $p < 0.01$) suggesting that older faculty view their environment more positively because of greater adaptation and experience. This aligns with research showing experienced faculty report higher satisfaction. (Gyekye & Salminen, 2009; Raab, 2019) Leadership effectiveness, organizational culture, and communication significantly influence organizational commitment ($R = 0.526$, $R^2 = 0.277$, $p < 0.001$) (Nurlina, 2022). Leadership support predicted organizational commitment ($\beta = 0.274$, $p < 0.01$), highlighting the importance of transformational leadership in fostering faculty loyalty. (Abid et al., 2025) The model's moderate explanatory power suggests that other factors, such as workload and professional development, also affect commitment. Although departmental satisfaction differences were not detailed, department representation varied (science 40%, arts and humanities 32%, business 16%, and education 12%). The study confirms that leadership effectiveness, supportive culture, and open communication are crucial for improving faculty satisfaction and commitment in self-financing colleges. (Ilavarasi, 2024).

The findings highlight the importance of faculty demographics, such as age and experience, in designing HR policies and support systems. Older faculty may serve as anchors for stability, whereas supporting younger faculty could enhance satisfaction and retention. This study contributes to the understanding of personal and organizational factors influencing faculty experiences in self-financing colleges. By addressing leadership, culture, communication, and demographics, institutions can develop strategies to foster a motivated academic workforce, enhancing educational outcomes and resilience.

Conclusion

Influence of Demographic Factors

The study reveals that job satisfaction and organizational commitment among faculty in self-financing colleges in Karaikudi city are shaped by demographic variables. Older faculty members show a more positive perception of the work environment because of their experience and adaptability within institutions.

Role of Organizational Factors

Leadership effectiveness, organizational culture, and intra-college communication influence organizational commitment. Leadership support has emerged as a key predictor, highlighting the importance of effective leadership in fostering faculty loyalty to the institution.

Moderating Factors and Areas for Further Exploration

While organizational factors explain moderate variance in commitment, the findings suggest that workload management and professional development opportunities may also be critical. Departmental differences in job satisfaction indicate the need for discipline-specific interventions.

Implications for Human Resource Policies

Incorporating demographic diversity into HR strategies is essential for institutional stability. Leveraging senior faculty experience while supporting younger faculty members can enhance satisfaction and retention.

Strategic Recommendations

Self-financing colleges should prioritize leadership quality, a supportive organizational culture, and transparent communication. These strategies help reduce turnover, elevate faculty morale, and sustain academic quality, thereby enhancing institutional effectiveness in competitive environments.

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