



BRIDGING ORGANIZATIONAL SUPPORT AND PSYCHOLOGICAL CAPITAL IN ENHANCING ACADEMIC RESEARCH PRODUCTIVITY

Achmad Fauzi¹, Sumirah², Ahmad Arif Fadilah³, Suhendra⁴, Al irsyadiyah⁵

¹³⁵Universitas Muhammadiyah Tangerang, Indonesia

⁴Universitas Pakuan Bogor, Indonesia

²Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, Indonesia

fauzissey@gmail.com

ABSTRACT

Academic Research Productivity is an important indicator of academic performance and institutional research capacity in higher education. This study aims to examine the influence of Perceived Organizational Support (POS) on Academic Research Productivity (ARP) and to investigate the mediating role of Psychological Capital (PsyCap) in this relationship. A quantitative explanatory design was employed through a survey of 215 lecturers selected from a population of 464 lecturers at Muhammadiyah universities in Greater Tangerang, Indonesia. Data were collected using a five-point Likert-scale questionnaire and analyzed using Structural Equation Modeling-Partial Least Squares (SEM-PLS). The findings demonstrate that Perceived Organizational Support has a positive and significant effect on Academic Research Productivity and Psychological Capital. Psychological Capital also has a strong positive effect on Academic Research Productivity and emerges as the most influential predictor in the proposed model. Furthermore, Psychological Capital partially mediates the relationship between Perceived Organizational Support and Academic Research Productivity. These findings indicate that institutional support alone is insufficient to optimize lecturers' research productivity; its effectiveness is strengthened when organizational resources are accompanied by lecturers' psychological resources, particularly hope, self-efficacy, resilience, and optimism. The study contributes an integrative perspective by connecting organizational and psychological resources to explain academic research productivity and highlights the importance of strengthening both institutional support systems and lecturers' psychological capacities to promote sustainable research performance.

Keyword: Academic Research Productivity, Perceived Organisational Support, Psychological Capital

INTRODUCTION

Academic Research Productivity is a strategic indicator in the performance evaluation system for lecturers in modern higher education institutions. In the era of higher education globalisation and international academic competition, the quantity and quality of publications have become a measure of the reputation of individual lecturers and institutions. Publications in reputable journals not only contribute to university rankings and increase scientific visibility, but also open up opportunities for international collaboration and access to research funding (Tang et al., 2024). The Ministry of Education, Higher Education, Science and Technology's policy explicitly includes scientific publications as a Key Performance Indicator (KPI) in the lecturer performance assessment and institutional accreditation systems, making Academic Research Productivity a structural requirement inherent in the governance of national higher education. Although several incentive policies and regulations have been implemented, the productivity of lecturers'



publications still varies significantly between individuals and institutions. This picture indicates that an increase in quantitative targets does not automatically result in an even increase in academic output (Wahid & Ayub, 2024). In fact, various literature mentions that research productivity is influenced by structural factors such as organisational support, availability of resources, and psychological factors such as self-confidence, motivation, and individual resilience (Hassanein et al., 2025). Therefore, understanding publication productivity requires an approach that does not only focus on policy and regulatory aspects, but also considers the psychological dimensions of lecturers as actors in the knowledge production process.

Among the constructs often used to explain structural factors is Perceived Organisational Support (POS). The organisational support theory developed by Robert Eisenberger explains that POS reflects individuals' beliefs that the organisation values lecturers' contributions and cares about their welfare (Eisenberger & Stinglhamber, 2011). In a university environment, this support can take the form of research funding, publication incentive policies, administrative assistance, and professional development opportunities (Haropis & Zamralita, 2024). Based on Social Exchange Theory introduced by Peter Blau, organisational support will encourage individuals to reciprocate through improved performance as a form of reciprocity (Blau, 1964). Therefore, theoretically, POS is expected to correlate positively with scientific publication productivity. Similarly, PsyCap has been proven to contribute significantly to work productivity and performance, including in higher education and other organisations (Kugler et al., 2025).

However, empirical research shows that structural support does not always correlate directly with increased research productivity (Damar et al., 2025). In some cases, adequate facilities and incentives are not enough to produce significant output if individuals do not have the psychological readiness to face complex and competitive academic demands (Wang & Che Amat, 2026). In this regard, organisational management literature highlights the importance of Psychological Capital (PsyCap) as a positive psychological resource. The concept of PsyCap developed by Fred Luthans includes hope, self-efficacy, resilience, and optimism as capacities that enable individuals to survive and thrive in stressful situations (Luthans et al., 2007). Several studies place particular emphasis on structural support from institutions, which does not always translate into high productivity if it is not accompanied by adequate psychological capital (Wang & Che Amat, 2026). Other findings confirm the role of PsyCap in strengthening work engagement and professional commitment, which then has a positive implication on research outcomes (Pratiwi et al., 2024). Studies on academic productivity indicate that a supportive academic environment helps minimise psychological barriers arising from publication demands, thereby increasing the chances of high-quality publications (Tang et al., 2024). Other research emphasises that the integration of organisational support and PsyCap can result in a double contribution to academic productivity (Damar et al., 2025).

An approach consistent with Stevan Hobfoll's Conservation of Resources Theory states that individuals strive to acquire and maintain valuable resources to avoid loss and achieve optimal performance (Dudek et al., 2007). Within this framework, organisational support functions as an external resource, while PsyCap is an internal resource that determines the extent to which this support can be converted into productive output. In other words, scientific publication productivity is the result of the interaction between



structural support and individual psychological capacity. Although studies on organisational support and PsyCap have developed rapidly, there are still limitations in research that simultaneously integrates these two variables in explaining scientific publication productivity specifically. Most studies examine their influence on general performance or work engagement, rather than on scientific publication output as a measurable academic indicator. Furthermore, the context of higher education in Indonesia, including Muhammadiyah Universities in the Greater Tangerang area, has distinctive governance and organisational culture characteristics, thus requiring contextual empirical testing.

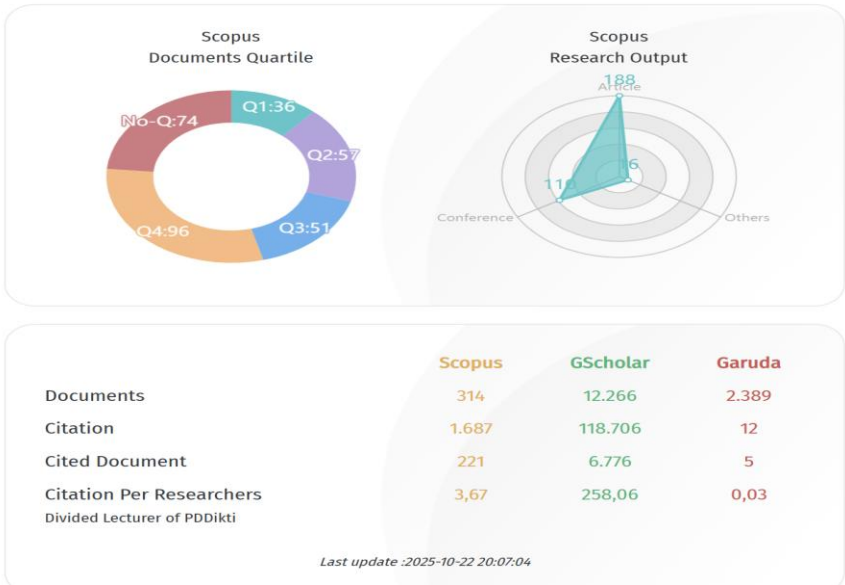


Figure 1. Produktivitas Publikasi Ilmiah

Figure 1. This is the current state of lecturer productivity at UM-Tangerang as a sample from data on higher education institutions in Greater Tangerang, where lecturer productivity is categorised as quite good with a Scopus index of 314 documents and a total of 1,687 citations, in addition to an average of 3.67 citations per researcher. The types of publications consist of 188 journal articles and 110 conference publications, indicating that lecturers actively disseminate their research results through various scientific forums. In general, lecturer productivity can be considered good in terms of the number of publications, but there is still a need to strengthen the quality and scientific impact of publications (SINTA - Science and Technology Index, 2025). Based on these gaps, this study aims to develop and test an integrative model that explains the influence of Perceived Organisational Support on Academic Research Productivity, both directly and through the mediation of Psychological Capital. By integrating Social Exchange Theory and Conservation of Resources Theory, this study is expected to provide a theoretical contribution in bridging structural and psychological approaches in the study of Academic Research Productivity, as well as offering an integrative conceptual framework by bridging psychological and structural approaches in the theme of Academic Research Productivity.



METHOD

The approach used in this study was quantitative with an explanatory design, aiming to test the causal relationship between research variables in a structural model (Strydom, 2014). Explanatory research aims to develop and test theories in a particular field of study (Thyer, 2012). The research population consisted of 464 lecturers with functional positions as lecturers and senior lecturers at Muhammadiyah universities in Greater Tangerang. The sample size was 215 lecturers, selected using proportionate stratified random sampling to ensure respondent representation at each Muhammadiyah university in Greater Tangerang. The primary data source was the results of a questionnaire using a five-point Likert scale. The three variables studied in this research were Perceived Organisational Support (X1) with five indicators, Psychological Capital (X2) with four indicators, and Academic Research Productivity (Y) with five indicators. Data analysis was performed using Structural Equation Modelling-Partial Least Squares (SEM-PLS. 4.0). Next, model evaluation was carried out through measurement model testing (convergent validity, discriminant validity, and construct reliability) and structural model testing (path coefficients, R^2 values, effect size, predictive relevance, and mediation testing through 5,000 subsample bootstrapping) (Hair et al., 2021). Hypotheses were considered significant if the t-statistic value was > 1.96 and the p-value was < 0.05 . This approach was chosen because it is capable of analysing complex latent models and is suitable for predictive research in the field of higher education management.

RESULT AND DISCUSSION

This analysis utilised convergent validity testing with the aim of determining how well an item can measure a similar construct in a study (Hair et al., 2019). The convergent validity test was conducted in three stages, namely 1) Outer Loading assessment; 2) Composite Reliability; 3) Average Variance Extracted (AVE) (Hair et al., 2016).

Table 1. Convergent Validity

Variabel	1st Order Construct	Item	Loading (>0.5)	AVE (>0.5)	CR (>0.7)
<i>Academic Research Productivity (ARP)</i>	Kuantitas Publikasi	ARP1.1	0.860	0.656	0.824
		ARP1.2	0.785		
		ARP1.3	0.853		
	Publikasi Jurnal Bereputasi	ARP1.5	0.737	0.667	0.748
		ARP2.1	0.751		
		ARP2.3	0.842		
		ARP2.4	0.853		
	Keberlanjutan Output Riset	ARP3.1	0.841	0.620	0.800
		ARP3.2	0.860		
		ARP3.3	0.703		
		ARP3.4	0.734		
	Keterlibatan Riset Kolaboratif	ARP4.1	0.735	0.676	0.839
		ARP4.2	0.834		
		ARP4.4	0.869		



Variabel	1st Order Construct	Item	Loading (>0.5)	AVE (>0.5)	CR (>0.7)	
	Akibat Sitasi dan Karya	ARP4.5	0.844	0.704	0.789	
		ARP5.1	0.781			
		ARP5.3	0.861			
		ARP5.4	0.872			
Perceived Organizational Support (POS)	Penghargaan Terhadap Kontribusi	POS1.1	0.796	0.669	0.889	
		POS1.3	0.752			
	Kepedulian Terhadap Kesejahteraan	POS1.4	0.872	0.675	0.892	
		POS1.5	0.846			
		POS2.2	0.721			
		POS2.3	0.870			
	Dukungan Sumber Daya	POS2.4	0.862	0.678	0.894	
		POS2.5	0.824			
		POS3.1	0.830			
	Dukungan Administrasi	POS3.2	0.821	0.710	0.925	
		POS3.3	0.853			
		POS3.5	0.789			
		POS4.1	0.815			
	Dukungan Pengembangan	POS4.2	0.864	0.596	0.746	
		POS4.3	0.832			
		POS4.4	0.877			
		POS4.5	0.824			
		Hope	POS5.1	0.827	0.695	0.852
			POS5.2	0.713		
Psychological Capital (PsyCap)	Hope	PsyCa1.1	0.838	0.652	0.729	
		PsyCa1.2	0.867			
		PsyCa1.3	0.878			
		PsyCa1.5	0.744			
	Self-Efficacy	PsyCa2.1	0.725	0.812	0.768	
		PsyCa2.4	0.848			
		PsyCa2.5	0.843			
	Resilience	PsyCa3.3	0.899	0.609	0.785	
		PsyCa3.4	0.903			
	Optimism	PsyCa4.2	0.741			
		PsyCa4.3	0.821			
		PsyCa4.4	0.834			
PsyCa4.5		0.719				

All five indicators on the ARP variable have loading values > 0.70 in the range (0.703-0.872), meaning that all items are able to represent the latent construct. The AVE values are in the range (0.620-0.704), indicating that all dimensions have exceeded the criterion of 0.05, meaning that more than 50% of the indicator variance can be explained by the latent construct. The CR values are in the range (0.748-0.839), which is greater than 0.70, so it can



be concluded that the ARP construct has good consistency and meets convergent validity. Furthermore, the POS variable has met the indicator validity criteria with a value range of (0.713-0.877) with an AVE value between (0.596-0.710). This indicates that the construct is able to adequately explain the indicator variance, and the CR value of all dimensions is >0.70 (0.746-0.925), so the construct reliability is considered good. In the PsyCap variable, all indicators are at a value >0.70 (0.719-0.903), with AVE values ranging from (0.609-0.812) or > 0.50, meaning that all dimensions can explain more than 60% of the indicator variance. The CR values range from 0.729 to 0.852, which is greater than 0.70, so it is considered good. Thus, the measurement model is said to meet the criteria for convergent validity and construct reliability, so it can proceed to the structural model evaluation analysis stage.

Table 2. Diskriminant Validity Academic Research Productivity

	ARP1.	ARP2.	ARP3.	ARP4.	ARP5.
ARP1.	0.810				
ARP2.	0.587	0.817			
ARP3.	0.250	0.236	0.788		
ARP4.	0.316	0.241	0.723	0.822	
ARP5.	0.263	0.204	0.566	0.704	0.839

Table 3. D Diskriminant Validity Perceived Organizational Support

	POS1.	POS2.	POS3.	POS4.	POS5.
POS1.	0.818				
POS2.	0.396	0.821			
POS3.	0.374	0.621	0.824		
POS4.	0.290	0.700	0.633	0.843	
POS5.	0.306	0.562	0.610	0.700	0.772

Table 4. Diskriminant Validity Psychological Capital

	PsyCa1.	PsyCa2.	PsyCa3.	PsyCa4.
PsyCa1.	0.834			
PsyCa2.	0.663	0.808		
PsyCa3.	0.441	0.507	0.901	
PsyCa4.	0.515	0.319	0.513	0.780

Discriminant validity testing using the Fornell-Larcker criteria compares the AVE square root value with the highest construct correlation value in another pool or row in another pool (Hair et al., 2016).



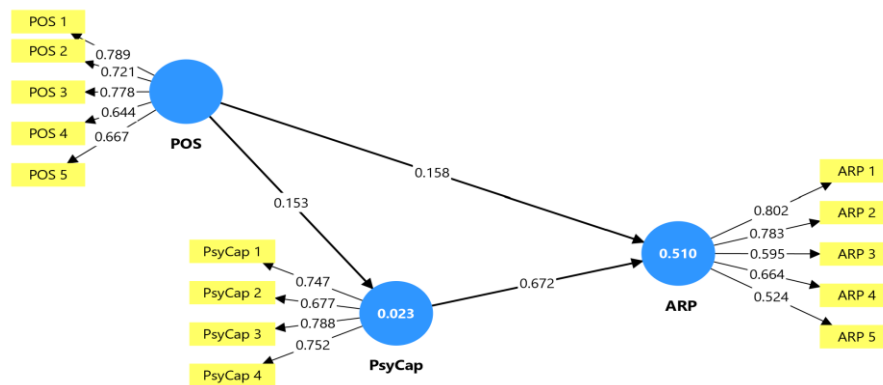


Figure 2. Structural Model ARP

There is a significant positive effect of Perceived Organisational Support on scientific publication productivity, with a relatively small impact ($\beta = 0.158$). There is a significant positive effect of Perceived Organisational Support on Psychological Capital, with a relatively small impact ($\beta = 0.153$). There is a significant positive influence of Psychological Capital on scientific publication productivity, with a very strong impact ($\beta = 0.672$), meaning that the psychological factors of lecturers are the main determinants.

Table 5. Diskriminant Coefficient

	R-square	R-square adjusted
ARP	0.510	0.505
PsyCap	0.023	0.019

Based on the table, it can be interpreted that this model is capable of explaining 51% of ARP variation, which is classified as moderate-strong in social research, and only 2.3% of POS variation can explain PsycCap, while the rest is more influenced by factors outside the model.

Table 6. Effect Size

	f-square	Ketrangan
POS -> ARP	0.050	Kecil
POS -> PsyCap	0.024	Kecil
PsyCap -> ARP	0.901	Besar

SEM-PLS uses f^2 as a tool to measure the relative contribution of an exogenous variable to an endogenous variable in a model with criteria of 0.02 (small), 0.15 (medium), 0.35 (large) (Hair et al., 2021).

Table 7. Q^2 Predictive Relevance

	Q^2 predict	RMSE	MAE
ARC	0.051	0.981	0.803
PsyCap	0.006	1.004	0.865



The Q² table results indicate that the model has predictive relevance, with a weak-moderate category, and the CVPAT results show that the PLS model has better predictive performance than the ARP variable indicator model ($p = 0.036$).

Table 8. Mediation

	Specific indirect effects
POS -> PsyCap -> ARC	0.103

Based on the table 8 the specific indirect value is 0.103, meaning that Psychological Capital is proven to mediate the relationship between Organisational Support and scientific publication productivity in the form of partial mediation. The results of the direct test of Perceived Organisational Support (POS) had a positive and significant effect on the productivity of lecturers' scientific publications, albeit with a relatively small effect size. This finding supports Peter Blau's Social Exchange Theory framework, which explains that individuals tend to reciprocate organisational support with increased work contributions (Blau, 1964). University support in the form of publication incentives, research facilities, and reduced administrative burdens can motivate lecturers to increase their scientific research output. The results of the direct test are relatively small, and the POS variable is not sufficient to optimally encourage publication productivity. This situation indicates that academic productivity is not only a matter of the availability of institutional resources but also depends on the internal psychological factors of lecturers. In other words, even though the organisation is able to provide facilities, the success of publications is largely determined by the mental readiness and psychological capacity of lecturers. The results of this study show that the Perceived Organisational Support variable has a positive effect on Psychological Capital, with a relatively small contribution, and this is in line with the Conservation of Resources Theory developed by Stevan Hobfoll, which states that external resources can strengthen an individual's internal resources (Hobfoll, 1989). When lecturers feel valued and supported by the institution, they tend to develop greater self-confidence, optimism, and resilience. The low R² value for the Psychological Capital variable indicates that lecturers' psychological capital is not entirely shaped by organisational support. Other factors such as research culture, academic experience and personal character, as well as scientific networks, are likely to play a more dominant role. These findings imply that strengthening psychological capital requires a more comprehensive approach than mere administrative policies. The most significant result of this study is the large and significant influence of Psychological Capital on scientific publication productivity. This analysis reinforces Fred Luthans' Positive Organisational Behaviour perspective, which emphasises the importance of positive psychological capacity in improving performance.

In the highly pressured, demanding and competitive world of scientific publishing, the PsyCap dimension is directly relevant, while the Self-efficacy dimension enables lecturers to confidently submit articles to reputable journals. Similarly, the Hope dimension can help set clear publication targets, and the Resilience dimension enables researchers to bounce back from journal rejections, while the Optimism dimension maintains a positive attitude during the lengthy revision process. The combination of these four dimensions explains why PsyCap is the strongest predictor in this model. These findings confirm that scientific publication productivity is not only a matter of the system, but also a matter of the



psychological resilience of individual lecturers. Mediation analysis shows that the Psychological Capital variable partially mediates the relationship between Perceived Organisational Support and scientific publication productivity. This means that organisational support does have a direct influence on productivity, but most of this influence works through an increase in lecturers' psychological capital. These findings contribute significantly to theory, and the integration of Social Exchange Theory (Blau, 1964) and Conservation of Resources Theory (Hobfoll, 1989) reinforces the notion that organisational support functions as an external resource that can trigger the formation of internal resources (PsyCap), ultimately improving academic output. Thus, Psychological Capital acts as a psychological link between organisational structure and academic performance.

CONCLUSION

This study uses three main constructs: academic publication productivity, perceived organisational support, and psychological capital. The five sub-constructs of academic publication productivity are publication quantity, reputable journal publications, research output sustainability, collaborative research involvement, and citation and work impact. The four sub-constructs of Perceived Organisational Support are Appreciation of Contributions, Concern for Well-being, Resource Support, and Administrative Support. The five sub-constructs of Psychological Capital are Hope, Self-Efficacy, Resilience, and Optimism. Based on the developed ARP model, it can be concluded that the productivity of lecturers' scientific publications is influenced by the close relationship between structural and psychological factors of lecturers. Perceived Organisational Support has been proven to have a positive effect on publication productivity, although the effect is relatively small, and Psychological Capital has shown a very strong and dominant influence. Furthermore, Psychological Capital partially mediates the relationship between organisational support and publication productivity, with indications that institutional support will be more effective if it can strengthen lecturers' psychological capital, such as self-efficacy, hope, resilience, and optimism. Therefore, increasing the productivity of scientific publications requires more than just incentive policies and research facilities; it also requires strategies to strengthen individuals' psychological capacity. This study emphasises the importance of an integrative approach that combines organisational support and psychological resource development in order to promote sustainable academic performance.

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