

Predicting Organizational Citizenship Behavior among School Teachers: The Role of Psychological Capital

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ABSTRACT

Teachers are the important members of the society because they contribute in making lives of their students and to make them better citizens. Teachers are also dealing with work-family conflicts, job demands, changing environment and expectations of students and parents. Therefore, this paper aims to explore a positive variable of humanistic Psychology i.e. Psychological Capital that was first introduced by Fred Luthans and his colleagues (2007) and how it may influence Organizational Citizenship behavior among teachers. The objective of the paper is to find out the correlation between four factors of Psychological Capital and five factors of Organizational Citizenship Behavior among school teachers. The study was conducted on a sample of 400 school teachers. The findings of this present paper revealed positive relationship between four dimensions of psychological capital and five dimensions of organizational citizenship behavior and all four factors of psychological capital significantly predict the organizational citizenship behavior. This paper underlines the significance and consequences of Psychological Capital among teachers and brings attention to the need of conducting more studies for the development of Psychological Capital among teachers in India also.

Keywords: *Psychological Capital, Organizational Citizenship Behavior, School Teachers*

Because of increase in competition day by day, it is becoming nature of all human-beings to think in competition point of view. This type of point of view makes the environment full of competition, aggression and debates. Everyone wants to prove himself/herself strong and better. Therefore, this fight of proving themselves creates an environment of unhappiness, unfriendliness and conflicts. Therefore, the environment of competition and competitive feelings are good in educational institutions to a specific limit because intense competitions between employees are not good for the organizations. The aggressive behavior of an employee and race of proving better among employees proves critical for the organizational functioning because it affects the quality of work environment of the organization and spreads negativity all around. Competition and aggression may bring depression with

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themselves if employees feel to compete but limited resources in the organization do not allow them to flourish. Therefore, it becomes necessary to promote an environment that make employees of the organization to feel not just competitive but also to feel positive, enriching and keep inspiring them to learn their strengths, capabilities and to live with full of resilience and hope.

If we see all this in educational institutions' point of view, it was all about the teacher as an employee but as an employee and being teachers', they have responsibilities also related to their students and providing them such an environment in which they can flourish in positive manner.

Since educational institutions are playing an important role in making the better future of students. Teachers have that main role in making students better citizens. In making better future of students, teachers always need to help them in developing their personality by providing such an environment that teachers are doing now-a-days very well but when talk about making them better citizens, it needs to give them some positive environment so that they can focus on their positive aspects of their personality. By focusing on the positive aspects of their personality, they can recognize their strengths and self-efficiency. To provide the students with positive environment, it becomes necessary for teachers to keep themselves positive and focus on some positive aspects such as psychological capital (self-efficacy, hope, optimism, resilience) and organizational citizenship behavior.

Psychological Capital

The term "Psychological Capital" was first coined by Fred Luthans. Psychological capital consists of four positive characteristics that can be indicated by "HERO" (Luthans, Yousef & Avolio, 2007).

Hope: continuing with efforts and determination derived by energy directed towards goal and changing paths to get goals.

Self-Efficacy: Self-Efficacy is a concept that was first introduced by Albert Bandura (1997) and can be defined as self-confidence related to a specific task and having belief that you have capability to fulfill challenging tasks by putting necessary efforts effectively.

Resilience: Resilience is the ability to cope with adversity and returning back to normal level of functioning by learning from experience.

Optimism: expecting beneficial things will happen not just now but in the future also. Optimistic persons interpret positive outcomes as internal and permanent and negative outcomes to be external and temporary.

Organizational Citizenship Behavior

Organizational Citizenship Behavior refers to the behavior or duties that employees perform according to their own will without any under pressure of their position and that is not rewarded and recognized but essential for the organization's smooth functioning. Because there are many job roles that don't come under job description but employees have to do for the optimal contribution to their organization. According to Podaskoff and colleagues (1990), Organizational Citizenship Behavior includes five behaviors that are as follows:

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Altruism: helping and supporting to colleagues without any expectations in return.

Conscientiousness: tend to be focused, efficient and well organized according to time limitations.

Sportsmanship: avoids complaining about anything all the time in an annoying way.

Courtesy: communicating all information, prior notices in proper way.

Civic Virtue: attending meetings and functions willingly.

After going through the relevant literature, it has been observed that many studies explored psychological capital in various contexts and samples. After going through the literature, it can be said that psychological capital is correlated with many positive organizational behaviors and employees outcomes in different work environments. Employees having confidence in their ability have positive attitude towards learning new skills, towards perceiving benefits resulting from changes in technology. High self-efficacy is related to high organizational commitment and highly committed employees to their organization had less psychological barriers to technological change (Sinha, S. P., Talwar, T., & Rajpal, R., 2002). Employees with high psychological capital have high performance, high commitment and high satisfaction and a supportive climate plays a major role in the satisfaction and commitment of employees. Therefore, Psychological capital also plays a significant mediating role between a supportive climate of the organization and employees performance (Luthans, F., Norman, S. M., Avolio, B. J., & Avey, J. B., 2008).

Sethi (2012) employees holding pleasurable and positive feelings about their job and work context (high job satisfaction) proved to have wished to remain member of that organization, remain loyal to that organization and accept its goals (organizational commitment). Employees having high job satisfaction tend to perform more helpful actions beyond their duties of position that are necessary for smooth functioning of organization (organizational citizenship behavior) and able to maintain balance between work and family (work-family balance) but only organizational commitment was found to be significant predictor of job satisfaction according to its results. Further, organizational citizenship behavior is also related with commitment to the profession and organizations. Ozdem (2012) study revealed significant positive relationship between organizational citizenship behavior and professional and organizational commitment. But it was found that professional commitment contributed more to organizational citizenship behavior.

Hasani, Boroujerdi & Sheikhesmaeili (2013) also proved that employees more committed to their organization found to be more willing to perform extra positive organizational behavior. Chhabra & Mohanty (2014) study demonstrated similar results and found significant correlation between organizational commitment, job satisfaction and dimensions of organizational citizenship behavior. But this study also found out about the mediating role of organizational commitment between job satisfaction and various dimensions of OCB (personal industry, individual initiative, loyal boosterism and interpersonal helping). Organizational commitment was found to mediate between three dimensions of organizational citizenship behavior i.e. individual initiative, interpersonal helping and loyal boosterism and job satisfaction.

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Another study of Akhtar, Ghayas, & Adil (2013) explored about self-efficacy, optimism and organizational commitment of private and public banks employees. Self-efficacy demonstrated significant positive relationship with optimism and organizational commitment. Self-efficacy also significantly explained the variance in organizational commitment. This research also revealed that employees of private sector banks proved to be more committed to their organization than employees of public sector banks.

Beal III et al (2013) explored the relationship between psychological capital and organizational citizenship behavior among 400 employees of government organization. According to this study, person with higher psychological capital level tends to perform more citizenship behavior within the organization than persons with lower level of psychological capital and psychological capital significantly predicts organizational citizenship behavior of the employees.

Further, Dash & Pradhan (2014) study provided a model to describe the causal factors and outcomes of citizenship behavior for the organizations of India. According to this model, job embeddedness, human resource practices and employees engagement were found to be significant determinants, job satisfaction, high employee retention and low absenteeism were found to be positive consequences and role overload and work-family conflict were found to be negative consequences of organizational citizenship behavior.

Vijayabanu, C. et al (2014) organizational citizenship behavior also leads to job involvement of personnel. Organizational citizenship behavior can be developed if employees are treated with dignity, politely, fairly and communicated with proper information. Positive organizational behaviors among employees can be extended by acknowledging their contribution if they contribute for the development of organization.

Psychological capital of employees also varies upon the type of organizations they are working in. Shahnawaz & Jafri (2009) study explored psychological capital, citizenship behavior and organizational commitment in private and public organizations. It was revealed by this study that employees of both organizations were significantly different in the context of self-efficacy, hope, resilience and optimism. Employees of private organizations were found to be more optimistic and hopeful than employees of public organizations. On the other hand, employees of public organizations were found to have more confidence on their capabilities (self-efficacy) and more ability to bounce back from the adversity (resilience) than employees of private organizations.

Lather & Kaur (2015) study explored psychological capital in both types of schools i.e. public and private schools. According to this study, self-efficacy, hope, optimism and resilience of employees of both types of schools were significantly different. On the other hand, psychological capital can significantly explain the variance in organizational commitment and citizenship behavior in both schools. As a result, psychological capital has the capability of improving performance of employees by maintaining positive organizational behavior.

Objectives

- To study the relationship between components of Psychological Capital and components of Organizational Citizenship Behavior among school teachers.
- To explore the predictors of organizational citizenship behavior in the context of psychological capital.

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Hypotheses

- There would be significant relationship between components of Psychological Capital and components of Organizational Citizenship Behavior among school teachers.
- Components of Psychological Capital would be significant predictors of Organizational Citizenship Behavior of school teachers.

METHODOLOGY

Sample

The sample consisted of 400 respondents of 25 to 45 years of age. Respondents consisted of 200 school teachers (100 males and 100 females) of public schools and 200 school teachers (100 males and 100 females) of private schools. Respondents were selected from different educational institutions of India. Before administering the questionnaires, instructions were given to respondents and assurance was given by the researcher that the needed information they were going to give was only for research purposes and it would be kept confidential. They were also informed that there was no right or wrong answer to the asked statements.

Instruments

Two measures were used in this study,

1. **Organizational Citizenship Behavior Scale: Podaskoff and colleagues (1990)**
Organizational Citizenship Behavior Scale is developed by Podaskoff and colleagues in 1990. This scale consists of 5 subscales i.e. Conscientiousness, Sportsmanship, Civic Virtue, Courtesy and Altruism. Items 3, 18, 21, 22, and 24 represent Conscientiousness construct. Items 2, 4, 7, 16, and 19 represent sportsmanship subscale. Items 6, 9, 11, and 12 represent civic virtue subscale. Courtesy subscale is represented by items 5, 8, 14, 17, and 20. Items 1, 10, 13, 15, and 23 represent altruism subscale. Each item is 7-point likert scale varying from 1 (strongly disagree) to 5 (strongly agree). All subscales have positive items except sportsmanship dimension that has all negative items. The internal consistency reliability using coefficient alpha of this scale is 0.76.
2. **Psychological Capital Questionnaire (PCQ) : Luthans, Avey, and Norman (2007)**
The Psychological Capital Questionnaire (PCQ) was given by Luthans, Avey and Norman in 2007. This scale consists of four subscales i.e. Self-Efficacy, Hope, Optimism and Resilience. Each subscale consists of six items. Therefore, this scale consists of 24 items with 6-point likert scale (Strongly Disagree, Disagree, Somewhat Disagree, Somewhat Agree, Agree, and Strongly Agree). All items are positive items except three items (13, 20, and 23). The reliability of this scale is $\alpha = 0.91$.

Procedure

Many school teachers of private and government schools were contacted based on the specified criteria. Informed consent was taken from the participants who were willing. All the participants were made assured that their information will be kept confidential and will be used only for research purpose. Data was collected after making good rapport and giving instructions using different instruments.

RESULTS

Keeping in view the objectives of this study, the data was computed by making use of Descriptive statistics, Pearson Product Moment Correlation and simultaneous Regression analysis.

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Table 1 presents descriptive statistics for Organizational Citizenship Behavior and Psychological Capital.

Table 1 Descriptive Statistics

Variables	M	SD
Altruism	20.32	3.213
Conscientiousness	19.75	3.369
Sportsmanship	16.70	5.392
Courtesy	20.49	3.285
civic virtue	16.63	2.348
citizenship behavior	93.85	10.507
self-efficacy	29.37	4.438
Hope	28.82	4.242
Resilience	27.06	3.730
Optimism	26.88	4.442
psychological capital	112.13	11.977

To find out the relationship between four variables of Psychological Capital and five variables of Organizational Citizenship Behavior, Pearson Product Moment Correlation method was applied. The correlation Coefficients of their relationships are given in table 2.

Table 2 Correlation Table Showing Correlation among all the variables

	Self-Efficacy	Hope	Resilience	Optimism
Altruism	.290**	.280**	.260**	.103**
Conscientiousness	.340**	.260**	.218**	.196**
Sportsmanship	.028	.094*	.100*	.289**
Courtesy	.295**	.248**	.209**	.152**
Civic Virtue	.244**	.192**	.220**	.223**

*Significant at $p < 0.05$, ** significant at $p < 0.01$

Regression Analysis

In order to investigate the predictors of organizational citizenship behavior, simultaneous regression analysis was applied. The values of the analysis of variance related to the regression of organizational citizenship behavior are given in table 3.

Table 3 Analysis of Variance related to the regression of Organizational Citizenship Behaviors on the dimensions of Psychological Capital.

Analysis of Variance								
Model	Sum of Squares	Df	Mean Square	F	Sig.	R	R²	SE
Regression	9931.063	4	2482.766	28.742	.000	.475	.225	9.294
Remainder	34120.635	395	86.381					
Total	44051.698	399						

Predictors: (Constant), self-efficacy, optimism, hope, resilience

Based on the values of F (28.742) that is significant at $p < 0.05$ level and R^2 (0.225) presented in the table, it is proved that 22% of the variance in organizational citizenship behavior is explained by the variables of psychological capital (self-efficacy, hope, optimism &

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resilience). Keeping in view the significance of regression of organizational citizenship behavior on the variables of psychological capital, the coefficients of the regression equation are presented in table 4.

Table 4 Predictors of Organizational Citizenship Behavior (N=400)

Predictors Variables	B Coefficients	SE	Beta Standard Coefficients	t value	Significance
Constant	47.222	4.455	-	10.599	.000**
Self-Efficacy	.343	.140	.145	2.446	.015*
Optimism	.542	.112	.229	4.841	.000**
Hope	.406	.141	.164	2.889	.004**
Resilience	.379	.140	.135	2.715	.007**

*p< 0.05 **p< 0.01

The regression coefficients indicate that self-efficacy, optimism, hope and resilience can significantly predict and explain the variation in organizational citizenship behavior of school teachers. B coefficient (0.343) value for self-efficacy indicates that it can significantly predict the organizational citizenship behavior at 95% level. Since the B coefficient value is positive, we can say that increase in self-efficacy of an individual by one unit will increase the organizational citizenship behavior of that individual by 0.343. Similarly, the B coefficient (0.542) value for optimism indicates that it can significantly predict the organizational citizenship behavior at 99% level. Since the B coefficient value is positive, we can say that increase in optimism of an individual by one unit will increase the organizational citizenship behavior of that individual by 0.542. Similarly, the B coefficient (0.406) value for hope indicates that hope can significantly predict the organizational citizenship behavior with 99% confidence. Since the B coefficient value is positive, we can say that increase in hope of an individual by one unit will increase the organizational citizenship behavior of that individual by 0.406. The B coefficient (0.379) value for resilience indicates that resilience can significantly predict the organizational citizenship behavior with 99% confidence. Since the B coefficient value is positive, we can say that increase in resilience of an individual by one unit will increase the organizational citizenship behavior of that individual by 0.379.

DISCUSSION

Results of this paper reveal that there is significant and positive correlation between four components of psychological capital i.e. self-efficacy, hope, optimism and resilience and five components of organizational citizenship behavior i.e. altruism, conscientiousness, sportsmanship, courtesy and civic virtue but self-efficacy does not have significant relationship with sportsmanship. Therefore, our first hypothesis is confirmed. The above findings are also supported by Lather & Kaur (2015); Kreshona (2012) studies that also revealed individuals with high psychological capital perform more organizational citizenship behavior and psychological capital as a whole can significantly explain variation in organizational citizenship behavior. It means that employees who have confidence on their abilities, full of hope, positive outlook related to life and experiences and have capability to bounce back of the adversities and challenges likely to exhibit more extra role work-behavior that is necessary for the smooth functioning of the organization. Beal, Stavros & Cole (2013) study also revealed positive relationship between psychological capital and organizational citizenship behavior and resistance to change moderated the effect of psychological capital on organizational citizenship behavior.

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Another finding of this study revealed that components of psychological capital i.e. self-efficacy, hope, resilience and optimism significantly predict organizational citizenship behavior; therefore, our second hypothesis is also confirmed. It means that if the levels of self-efficacy, hope, resilience, optimism and whole psychological capital of employees are known, the level of organizational citizenship behavior of those employees can be known. This finding is also supported by Hatmi et al (2017). According to this study, optimism, self-efficacy and resilience significantly predict organizational citizenship behavior but hope does not. Murthy (2014) study also revealed that psychological capital and work engagement both significantly predict organizational citizenship behavior.

CONCLUSION

The results of the present study revealed positive and significant relationship between psychological capital (self-efficacy, optimism, hope, resilience) and organizational citizenship behavior (altruism, conscientiousness, sportsmanship, courtesy and civic virtue) among school teachers. Self-efficacy, hope, resilience and optimism can significantly predict organizational citizenship behavior among school teachers. It indicates the need and importance of high level of psychological capital in school teachers. Since organizational citizenship behavior is necessary for the smooth functioning of schools and teachers have major responsibility to teach positive aspects of life for which it is necessary to exhibit these positive behaviors in schools so that students can learn by observing also. Therefore, it becomes necessary to develop psychological capital in teachers through training and interventions. According to Luthans and his team (Luthans, F., Youssef, C. M., & Avolio, B. J., 2007), psychological capital does not remain constant like personality traits but psychological capital is dynamic. It can be developed with three hour of intervention. Since psychological capital is related to organizational citizenship behavior and proved to be a positive aspect for the employees, organizations need to check this positive aspect and orientation of employees towards the organization. It needs to check during hiring process and job interviews of the employees. Because just job requirements are not necessary enough to accept the responsibilities of students but having some positive mental characteristics is also becoming necessary in these full of challenging days. Therefore, it necessitates checking and trying to develop psychological capital in teachers time to time and appraise their extra role behavior in organizations so that they can feel themselves valuable for the organizations and students also.

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Conflict of Interest

The authors carefully declare this paper to bear not conflict of interests

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