



Psychological Capital and Organizational Citizenship Behavior of Public Elementary Teachers in Davao Del Norte Division

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ABSTRACT

Teachers' organizational citizenship behavior is believed to have been influenced by their psychological capital. With this, the study determined the extent of psychological capital and the organizational citizenship behaviour of public elementary teachers in Davao del Norte Division. Also, it investigated the association of the involved variables. With the use of probability sampling, 100 elementary teachers in the public schools were selected as the respondents. Utilizing the descriptive-correlational survey method, the data collated were analyzed through the use of Mean and Product-Moment correlation. Results revealed that there was an extensive psychological capital and very extensive organizational citizenship behavior. Furthermore, there was a significant relationship between the two variables. Based on the findings, it was further suggested that higher officials in the Department of Education may find means to strengthen and further motivate teachers to showcase their organizational citizenship behavior highlighting the relevance of teachers' psychological capital. Apparently, the entire school need to work together for the realization of teachers' organizational citizenship behaviour.

Keywords: Psychological capital, organizational citizenship behaviour, descriptive correlation, Davao del Norte Division, Philippines

Introduction

Organizational citizenship behavior plays a crucial role in the effective and successful management of the schools. In schools where the organizational citizenship behavior exists, teachers continuously develop themselves in terms of personal and professional in order to be more beneficial to the students and in order for school to achieve its goals faster and more efficiently, they take care of lesson hours to pass efficiently, and they make an effort in order for lessons, programs and the social activities in the school to be more quality and efficient (Avci, 2016). Unfortunately, teachers' organizational citizenship behavior is tested due to the demanding nature of the profession.

A report conducted in Israel revealed that some researchers began questioning the absolute positivity of organizational citizenship behavior. They argued that although organizational citizenship behavior may have positive outcomes, it may also have costs that should be realized and more complex antecedents that should be explored. Organizational citizenship behavior was associated with some undesirable costs for individuals who perform them: it was related to more work-family conflict and less job satisfaction among individuals with low levels of optimism. In addition, individual initiative, a specific type of OCB, was also related to role overload and job stress (Lavy, 2019).

In the Philippines, as reported by the Philippine News Agency (2022), poor performance among teachers surfaced as a problem. This is associated to their behavior. Disgruntled teachers, due to their overwhelming tasks, are not satisfied, committed and productive. Apparently, negative behavior is too evident from them. Also, Magallanes et al. (2022) added that the major problems with Filipino teachers which affect their behavior are lack of teachers in difficult post, large number of teachers currently assigned to administrative, and inadequate preparation of teachers themselves. These demotivated them which are evident in their behavior.

In the Division of Davao del Norte, the researcher observed that teachers' behavior has been affected due to their overloaded tasks. They have a very demanding job which inhibits them from extending services beyond extra mile. Also, they have some personal struggles which they need to attend to. Despite these observations, there was no formal undertaking that explored the said circumstances. There was no study that explored the organizational citizenship behavior of public elementary teachers in the Division of Davao del Norte considering their psychological capital. Given these situations, the researcher explored the extent of psychological capital and organizational citizenship behavior of public elementary teachers in the Division of Davao del Norte.

Furthermore, it investigated the correlation of the two variables. In this academic endeavor, the researcher shed light regarding psychological capital and organizational citizenship behavior. This undertaking also hoped to provide insights to the policy makers in crafting policies, programs, interventions, projects, activities that would be helpful to public schools to intensify the organizational citizenship behavior of elementary teachers. Several theories have been associated in determining the relationship between psychological capital and organizational citizenship behavior. These theories include the

concept of Psychological Capital by Luthans et al. (2007), Social Exchange Theory by Homans (1958), and Job Demands Resources Model by Leiter & Bakker (2010).

This study was mainly anchored on the concept of Psychological Capital (PsyCap) by Luthans et al (2007). It is an umbrella expression having positive intramural traits of individual that boost up the performance (Gohel, 2012). Psychological-capital is an essential psychosomatic element which met criteria to be included in positive-organizational behavior (POB) and has unaccountable practical benefits. Work-attitude (Job satisfaction and organizational commitment) and employee behaviors' (Performance) were found to have significant positive relation with psychological capital (Avey et al., 2011). PsyCap along with work-attitude is just icing the cake, making the contribution for development of new enhancement strategy for elevating the organization up to the level of competitive advantage in rapidly progressing world. This concept simply encapsulates the relevance of psychological capital such as hope, optimism, efficacy and resiliency as important elements in the attainment of the organizational citizenship behavior.

Another theory that supported the study was the social exchange theory originated from the fields of economics, psychology and sociology (Homans,1958). Social exchange behavior has been conceptualized as the interchange of tangible or intangible elements like the signs of esteem or prestige. Individuals that offer more to others also expect more from them, and they are under pressure to deliver (Li & Yu, 2017).

Blau (1986) further conceptualized social exchange as discretionary behaviors of employees that are derived by the proceeds they expect to receive from co-workers. Social exchange brings forth an expectancy of some forthcoming reward for contributions. It is based on an employee's trusting that the other part of the exchanges will objectively meet their obligations in the long run (Holmes, 1981). Social exchange theory explains how workers perceive their relationship with co-workers based on perceptions of: the balance between what one dedicated into the relationship and what they obtain from it, the kind of relationship that employees are worth and the probability of achieving a better relationship with a co-worker (Blau, 1986).

Employers exploiting social exchange theory utilize a lasting relationship with workers and are involved in their workers' welfare and career development and expect the loyalty and commitment to be mutual. When employees are treated with esteem, they are highly likely to exhibit OCBs (Cho & Johanson, 2008). Other scholars also confirmed that managers' and supervisors' support promote employee OCB as a result of the social exchange relationship that is formed amongst employees, managers and supervisors. Related results have also occurred in the setting of co-workers' social exchange (Ilies, Nahrgang, & Morgeson, 2007).

In the job demands resources (JD-R) model job characteristics are classified into two groups which are job-related demands and job-related resources (Leiter & Bakker, 2010). Job-related demands are the physical, psychological, social or organisational traits of a task, which promote continued physical, cognitive and emotional effort or skills (Schaufeli & Taris, 2014). These comprise pressure of work and emotional, mental or physical demands. Job resources refer to those physical, psychological, social or organisational aspects of the job that are either/or: practical in attaining work goals; lessen job demands and the related physiological and psychological costs; and stimulate personal growth, learning and development (Schaufeli & Taris, 2014). Psychological capital is a psychological form of development associated with high levels of hope, self-efficacy, resilience and optimism and it also fulfils the other two stated

aspects here.

According to the JD-R model, job resources such as PsyCap serve a significant part in fuelling an engagement process that results in OCB and in turn improves job performance (Kasaa & Hassanb, 2015). Psychological capital adopts roles as intrinsic and extrinsic motivators. Intrinsic motivators include meaning, hope and self-efficacy. Job demands make task accomplishment difficult and erode the existence of OCB in the task environment. Job resources as extrinsic motivators achieve and retain employee well-being to enhance their drive to fulfil the accomplishment of their tasks (Okello & Gilson, 2015).

The conception of 'resource caravans' only takes place when individuals in possession of vast job resources experience more strengths for them to thrive in the work environment (Pheko, 2013). Such employees experience higher levels of consistency in both their objectives and personal development. As a result, these individuals are intrinsically and/or extrinsically stirred to put more emphasis on their objectives and in turn are highly engaged in their work roles and may be expected to evince high levels of OCB (Okello & Gilson, 2015).

Methodology

Research Design

This study was a quantitative research approach employing the descriptive correlational approach. Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and [generalize](#) results to wider populations. It is the opposite of [qualitative research](#), which involves collecting and analyzing non-numerical data. Moreover, a descriptive correlation study is a study in which the researcher is primarily interested in describing the relationships between variables without attempting to establish a causal relationship (Bhandari, 2022).

Meanwhile, descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, *when* and *how* [questions](#), but not *why* questions. A descriptive research design can use a wide variety of [research methods](#) to investigate one or more [variables](#) (McCombes, 2022). On the other hand, correlational [research design](#) explores and measures the relationship between the variables of the study with no attempt of manipulating them. Also, correlation investigates the strength and direction of the variables. This can be a positive direction or a negative direction, and a strong and a weak relationship (Bhandari, 2023).

This research journey was considered as quantitative since it considered the statistical figures when analyzing and interpreting the data. It was descriptive since its purpose was to determine the extent of psychological capital and organizational citizenship behavior of teachers. In addition, this academic pursuit was correlational since its purpose was to measure the connection between psychological capital and organizational citizenship behavior of teachers in the Division of Davao del Norte.

Research Respondents

This study catered the 100 public elementary teachers in the Division of Davao del Norte. It was claimed that 50 to 100 samples were enough when testing the regression analysis (Hair et al., 2020). Hence, the 100 respondents were enough to address the purpose of this study.

In the inclusion and exclusion criteria, elementary teachers with 2 years teaching experience were chosen in this endeavor since their 2 years of teaching as a public servant would help them to assess the extent of their psychological capital and organizational citizenship behavior. Respondents who felt awkward and uncomfortable in answering the survey questionnaire were free to withdraw from their participation. They were not forced to be part of the study. Their decision to withdraw was respected. Apparently, the respondents' welfare was given utmost importance in the conduct of the study.

Research Instruments

A survey questionnaire was utilized in gathering data. The questionnaire that was employed in this undertaking was divided into two sets. The first set was focusing on psychological capital while the second set was about organizational citizenship behavior.

The psychological capital questionnaire was adapted from Sapyaprapa et al. (2013). The instrument consists of 24 items. It has the following indicators, namely: work self-efficacy (1-6), optimism (1-6), hope (1-6), and resilience (1-6). The questionnaire was subjected to a pilot testing having a result of .77 suggesting that the items have relatively *high* internal consistency.

The organizational citizenship questionnaire was adapted from the study of Habeeb (2019). It was also subjected to pilot testing which revealed a result of .75 suggesting that the items have relatively *high* internal consistency. The tool has a total of 18 items. It has five variables, namely: conscientiousness (1-3), sportsmanship (4-7), civic virtue (8-11), courtesy (12-14), and altruism (15-18).

Table

Table 1

Summary on the Extent of Psychological Capital

No	Indicators	Mean	Descriptive Equivalent
1	Work self-efficacy	4.16	Extensive
2	Optimism	4.30	Very Extensive
3	Hope	4.31	Very Extensive
4	Resilience	4.16	Extensive
Overall		4.17	Extensive

Table 1 provides the summary on the extent of psychological capital. It is exhibited that the overall mean of psychological capital is 4.17, which is in an extensive level. This means that psychological capital is oftentimes evident.

Data show that the four (4) indicators have a varying result ranging from extensive to very extensive level. As arranged chronologically, hope has the highest mean score (4.31). This is followed by optimism (4.31), work self-efficacy (4.16) and resilience (4.16).

Teachers, having an extensive psychological capital, reaffirmed the widely held belief of Peterson et al. (2011) claiming that psychological capital has been found to play a vital role in explaining and interpreting employees' performance at work. It will increase motivation by affecting the performance of the individual in business life. Employees with high self-efficacy, hope, and psychological resilience will be able to easily overcome obstacles by dealing with the difficulties they face and will be able to try many alternatives to achieve their goals. Thus, they will get more satisfaction by performing more. Biricik (2020) revealed that psychological capital has positive effects on job performance and professional as well as personal well-being levels by changing the individual's cognition and motivation process.

In the same vein, Luthans and Youssef-Morgan (2017) concluded that the development of psychological capital was significantly and positively associated with an increase in job performance and well-being. In addition, Rabenu et al. (2017) showed that psychological capital is strongly, positively and directly related to job performance and well-being. Due to these results, the return on the investments to the psychological capital factor, which is necessary for improving the motivation of the human element and keeping it high in today's business world, will be very positive and profitable.

Table 2

Summary on the Extent of Organizational Citizenship Behavior

No	Indicators	Mean	Descriptive Equivalent
1	Conscientiousness	4.18	Extensive
2	Sportsmanship	4.17	Extensive
3	Civic Virtue	4.18	Extensive
4	Courtesy	4.25	Very Extensive
5	Altruism	4.27	Very Extensive
Overall		4.21	Very Extensive

Table 2 provides the summary on the extent of organizational citizenship behavior. It is exhibited that the overall mean of organizational citizenship behavior is 4.21, which is in a very extensive level. This means that organizational citizenship behavior is always evident.

Data show that all indicators have varying results ranging from extensive to very extensive level. As arranged chronologically, learning and innovation skills (4.27) has the highest mean. This is followed by courtesy (4.25), conscientiousness (4.18), civic virtue (4.18), and sportsmanship (4.17).

The satisfactory findings of this study supported the revelation of Gnanarajan et al. (2020) claiming that displaying OCB may strengthen teachers' sense of empowerment, responsibility, competence, accomplishment, and their feelings of self-esteem. OCBs influence the social and psychological environment of organizations, and they in turn influence the technical core.

In fact, it is believed that teaching is among the professions in which OCB is essential (Somech & Oplatka, 2014) and their willingness to go above and beyond the call of duty to contribute to successful change, and schools cannot anticipate through formally stated in-role job descriptions the entire array of behaviors needed for achieving (their) goals (Lavy, 2019).

Furthermore, Gaddis (2016) claimed that teachers that unknowingly exhibit OCB may categorize their behavior as part of their contractual obligation or job duty and not as going above and beyond the call of duty. The professional teacher by nature has the calling to go beyond the call of duty, doing more than what is specifically required of the position. Some examples may be staying late to help struggling students, making calls to parents on their personal time and volunteering to assist with activities for students. Teachers may view these as ways to help further "teach" and not as organizational citizenship behavior.

Table 3**Significance of the Relationship Between the Psychological Capital and Organizational Citizenship Behavior**

Psychological Capital	Dependent Variable	r-value	p-value	Decision on Ho
Work Self-Efficacy		0.545	0.000	Rejected
Optimism		0.588	0.000	Rejected
Hope		0.593	0.000	Rejected
Resilience	Organizational Citizenship Behavior	0.542	0.000	Rejected
Overall		0.567*	0.000	Rejected

*Significant at 0.05 significance level.

Presented in Table 3 are the data on the significance of the relationship between psychological capital and organizational citizenship behavior. Reflected in the hypothesis, the relationship was tested at 0.05 level of significance. The overall r-value of .567 with a p-value of <0.05 signified the rejection of the null hypothesis. It means that there is a significant relationship between psychological capital and organizational citizenship behavior. This shows that psychological capital is correlated with organizational citizenship behavior.

Doing a pairwise correlation among the measures of both variables, it can be gleaned that work self-efficacy, optimism, hope, and resilience revealed computed r-values of 0.545, 0.588, 0.593, and 0.542 respectively with p-values which are less than 0.05 in the level of significance. This implies that as work self-efficacy, optimism, hope, and resilience increase, the organizational citizenship behavior of teachers also increases.

The result is in consonance to the study conducted by Pouramini and Fayyazi (2015) revealing that psychological capital was found to be significantly positively correlated with organizational citizenship behavior. This is supported by the study of Sepeng (2016) using South African samples where psychological capital was found to be statistically significantly correlated with organizational citizenship behavior; thus, employees with high psychological capital engaged more in organizational citizenship behavior than those with low psychological capital.

Similarly, the positive relationship of psychological capital and organizational citizenship behavior was also supported by Shukla and Singh (2013) and Sidra, Imran and Adnan (2016). More quantitative results validate the extant theories of psychological capital as a predictor of organizational citizenship behavior. Qadeer and Jaffery (2014) studied psychological capital, organisational climate and organizational citizenship behavior in the Middle East and found that psychological capital was positively associated with organizational citizenship behavior. Equally, in another study, the results verified a positive association between psychological capital and organizational citizenship behavior (Nikpay, Siadat, Hoveida, & Nilforooshan, 2014).

Conclusions

Based on the findings of this study, the following conclusions were offered:

The extent psychological capital is oftentimes evident in the school. Specifically, optimism and hope are always evident while work self-efficacy and resilience are oftentimes evident. This further means that teachers need to further strengthen their work self-efficacy and resilience while maintain the status of their optimism and hope.

Meanwhile, the extent of organizational citizenship behavior of public elementary teachers is always evident in the schools. In particular, courtesy and altruism are always evident while conscientiousness, sportsmanship, and civic virtue are oftentimes evident. Based on the findings, teachers need to further intensify the state of their conscientiousness, sportsmanship, and civic virtue.

As revealed from the results, psychological capital and organizational citizenship behavior are correlated. Also, psychological capital significantly influences organizational citizenship behavior of public elementary teachers. In fact, all domains of psychological capital namely, work self-efficacy, optimism, hope, and resilience significantly influence organizational citizenship behavior by registering a p-value of .000 which is less than .05 in the level of significance. This leads to the rejection of the null hypotheses. Further, the result indicates that for every unit increase in the four domains of psychological capital, the organizational citizenship behavior will increase.

Psychological capital, encompassing positive psychological resources like hope, resilience, optimism, and self-efficacy, significantly influences organizational citizenship behavior (OCB). Individuals with higher psychological capital tend to exhibit increased engagement in OCB within their organizational settings. Therefore, nurturing and leveraging psychological capital within employees can lead to a workplace culture where individuals willingly invest their time and effort to benefit the organization and its members, ultimately fostering a more cohesive and productive work environment.

Recommendations

The following suggestions were offered based on the conclusions of the study:

The higher officials in the Department of Education may craft effective policies, programs, projects, interventions and activities which may further intensify both the psychological capital and organizational citizenship behavior of teachers.

Furthermore, school principals may find means in giving assistance to teachers to strengthen their psychological capital. Moreover, they may also keep on motivating their teachers to showcase their organizational citizenship behavior.

More so, teachers may take an effort keep on upgrading themselves in terms of psychological capital and organizational citizenship behavior. They may also attend various seminars, webinars, or any undertaking that would help them to find more psychological capital resources which would affect their organizational citizenship behavior.

Lastly, future researchers may explore relevant information about psychological capital and organizational citizenship behavior of teachers. Also, other means of research approach may be utilized to further explore the involved variables in this study.

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