

# **“APPLYING POSITIVE PSYCHOLOGY TO ORGANIZATIONAL SETTINGS” A STUDY ON PSYCHOLOGICAL CAPITAL AND ORGANISATIONAL CITIZENSHIP BEHAVIOUR IN PUBLIC SECTOR ORGANISATION**

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## **ABSTRACT**

Establishing the connection between organizational citizenship behavior (OCB) and psychological capital (PsyCap) is crucial, particularly in public sector educational institutions where there have been reports of declining service quality.

Examining the connection between organizational citizenship behavior and psychological capital among public sector instructors was the aim of this study.

In addition to rapidly changing work environments, teachers are reportedly working under pressure due to an increased workload and responsibilities beyond their scope of practice, such as doing work for which they are not trained and more work than they can handle. This is causing a crisis in the public sector.

The current study uses a quantitative cross-sectional methodology and administers a questionnaire to 228 teachers in south Mumbai public schools.

The study's conclusions support the notion that organizational citizenship behavior and psychological capital are significantly positively correlated.

The study suggests that management should identify the area of OCB in public schools and focus on nurturing and retaining those individuals who can demonstrate such behaviors. The study confirms the aspect of reciprocity found in the Social Exchange Theory. Educators who possess elevated levels of hope, self-efficacy, resilience, and optimism exhibited reciprocity by displaying OCBs.

**Keywords:** psychological capital; organisational citizenship behaviour; public schools;

## **INTRODUCTION**

In the workplace, organizational citizenship behavior (OCB) is essential since it may be used for human resource management to improve the caliber of employees and the services that businesses provide. The status and dependability of the organization are recognized when the specific state of OCB is highlighted. Additionally, because behavior-level elements are easy to evaluate, they can also be used for personal evaluation. When applied to individual employees and the organization as a whole, the OCB's attributes—such as age, tenure, and experience—provide a foundation for in-service training for human resource management professionals. The performance and reputation of the organization are impacted when OCB is absent.

The term "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and in the aggregate, promotes the efficient and effective functioning of the organization" is how Organ (1988, p. 4) defines organizational citizenship behavior. Workers that participate in OCB are inspired to go above and beyond when

completing tasks. Mentoring a new employee or helping a coworker who is behind on their work are two examples. Because it leads to better student achievement, organizational civic behavior is therefore a crucial component of educational institutions.

Workers view psychological capital (PsyCap) as an essential component of the organization's social exchange environment, and those with high PsyCap also tend to be proactive. PsyCap has been found to be a predictor of OCB in the workplace, because psychological strengths encourage voluntary behavior. Psychological capital is a motivating factor that has its roots in positive psychology.

### **Problem statement**

Previous studies have identified the public sector schools as one of the areas in which the issue of OCB seems critical. Hence the researcher selected this topic.

### **Research purpose and objectives**

This study's main objective is to look into how PsyCap affects OCB in south Mumbai public schools. This is significant since, employing a sample of teachers from public schools in south Mumbai, no prior research was able to identify the same characteristics, therefore the study's findings will add to our understanding of public sector education.

In reference to the interdependence between teachers and students, public sector schools need to promote OCB because it is critical. The evaluation of OCB amongst teachers is, therefore, important.

### **Statement of hypothesis**

H1: There is a significant direct relationship between PsyCap and OCB.

H0: There is no significant direct relationship between PsyCap and OCB.

## **LITERATURE REVIEW**

**Study by kuha (2021),** aimed to: 1) explore positive psychological capital, thinking like a futurist, professional commitment and applying psychology to life, 2) study the relationships between positive psychological capital and thinking like a futurist, professional commitment and applying psychology to life, as well as 3) examine the effects of positive psychological capital on thinking like a futurist, professional commitment, and applying psychology to life.

In this study the transformation of positive psychology into the concept of psychological capital is explained in the field of organizational behavior, and the state of well-being and psychological capital are examined from a theoretical perspective. Besides, it is explained how psychological capital improves employee wellbeing. Psychological capital and well-being are very effective concepts on employee workplace performance, and there are strong relationships between them.

**Study by Shu Da&, Ze Zhu (2021)** found that the central role of positive affect in the relationships between Psychological capital and affective organisational commitment (AOC) on one hand and organisational citizenship behaviour toward organization (OCBO) on the other hand as well as the reciprocal relationships between Psychological capital and its positive affect.

**Study by Muhammad Niqab (2019),** adds important contributions to the research literature on organizational citizenship behavior by providing empirical evidence of the leader's influence as a factor in the development of OCB at the organizational level in government schools (n=34) in Pakistan. Results revealed the survey reliably operationalizes school level

OCB using three-factors named shared leadership, civic virtue, and collaborative problem solving.

**Study by Soner POLAT(2009)**, determines in what level the teachers at secondary schools display organizational citizenship behavior (OCB) according to the perceptions of the school administrators. The data of this study, which is descriptive, were collected via the “the scale of OCB” which was developed by Podsakoff, MacKenzie, Moorman and Fetter (1990) and Moorman (1991). The results of this study reveal that the teachers at secondary schools highly displayed OCB. According to the school administrators; the teachers mostly display courtesy and then altruism, civil virtue, conscientiousness and sportsmanship behavior in the given order.

**Study by Lijin Shao (2022)** , discusses the effect of self-efficacy and job stress on employee turnover intention from the positive and negative psychological cognition factors. The research results showed that self-efficacy has a negative impact on the employee turnover intention, and job stress has a strong negative impact on employee turnover intention.

**Study by Ugo C. Okolie (2022)** to understands the individual and organizational consequences of breach of psychological contract justifies continuing research into the phenomenon. The global competition which has altered business environment has engineered the need for organizations to devise new ways to survive, enhance performance, retaining skilled employees and ensure healthy and progressive relationship between employers and their employees.

**Study by Sun (2022)**., aimed to investigate the effects of ego-resiliency and work-meaning cognition on this relationship among Chinese teachers. The questionnaire, including the psychology capital scale (PCS), workplace well-being subscale (WWBS), Psychological Empowerment Scale (PESS), and Ego-Resiliency Scale (ERS), was used to collect data points from 1388 primary and secondary school teachers. The results reveal that: (1) teachers' psychological capital positively predicts workplace well-being; (2) work-meaning cognition mediates the relationship between teachers' psychological capital and workplace well-being; (3) the influence of work-meaning cognition on the relationship between teachers' psychological capital and workplace well-being is moderated by ego-resiliency. These findings explore the factors that affect well-being and point to potential ways to enhance teachers' workplace well-being.

**Study by Okum (2022)**., analyzes the relation between Positive Psychology, Psychological Capital, and Well-Being. Positive psychology pursues information that flourishes on life. Positive psychology improves the quality of life and investigates the paths towards positive individual characteristics and developing communities through actions that increase well-being and prevents discomfort in situations where life is vicious and meaningless. Psychological capital is associated with many positive results for employees and the organization and promises to increase productivity in today's workplace.

**Study by Alifuddin W.,(2021)** investigates the effect of adversity quotient (AQ) on performance mediated by psychology capital (PsyCap). A questionnaire collected research data. The questionnaire for all research variables is reliable with an alpha coefficient > .7. The research participant is 450 junior high school teachers in Indonesia select by accidental sampling.

**Study by Gonzalo Bravo (2019 )** examined the relationship between psychological contract and three work attitudes, job satisfaction, affective commitment, and turnover intention in a sample of National Collegiate Athletic Association coaches. This study also explored the

moderating role of the psychological contract by examining coaches' perceptions of the intentional and unintentional breach. A total of 383 coaches responded to the survey that included items in the transactional and relational psychological contract, job satisfaction, affective commitment, and turnover intention.

**Study by Mazlum Çelik (2018)** examine the effects of psychological capital on workplace stress and turnover intention, and found the mediation of workplace stress on the relationship between the psychological capital level of employees and turnover intention. Psychological capital has a negative and significant effect on workplace stress and employee turnover intention. Furthermore, research outcomes showed that workplace stress partially mediates the effect of psychological capital on turnover intention.

**Study by D.S. Chaubey (2015)** presents research work aims at analyzing the psychological contract between employer and employees and classifying the different employees as per their preference towards various psychological contracts. Psychological contract is based on employees and employers mutual trust and relationship and obligation to each other. The study indicates that perceptions of mutual trust, mutual understanding and perceived reciprocity form the strong psychological contract. The research finding using factor analysis reveals five important factors building psychological contract among employees and employers.

**Study by Coyle-Shapiro (2008)** states that the psychological contract has captured the attention of researchers as a framework for understanding the employment relationship. In terms of research, there has been an exponential growth in publications on the topic in the last 15 years (following the publication of Rousseau's 1989 article) giving the impression of a relatively new concept. Its introduction can however be traced to the 1960s. The concept developed in two main phases: its origins and early development covering the period 1958 to 1988, and from 1989 onwards.

**Study by Kalleberg, (1977).**, Job satisfaction refers to an overall affective orientation on the part of individuals toward work roles which they are presently occupying. It must be distinguished from satisfaction with specific dimensions of those roles. This theory implies that job satisfaction is a unitary concept and that individuals may be characterised by some sort of vaguely defined attitude toward their total job situation. A person may be satisfied with one dimension of the job and dissatisfied with another. The assumption underlying the present view is that it is possible for individuals to balance these specific satisfactions against the specific dissatisfactions and thus to arrive at a composite satisfaction with the job as a whole.

### **Conceptual Framework**

**Psychological capital** is 'an individual's positive psychological state of development' (Avey, 2007, p.2)

Psychological capital, consisting of four independent dimensions, that is, self-efficacy, optimism, hope and resilience, was defined by Luthans, Youssef and Avolio (2007) in 4 dimensions, where each item describes a dimension of the psychological capital:

- 1) Having self-confidence in order to overcome challenges (efficacy).
- 2) Having positive attitudes and expectations in order to be successful at the present or in the future (optimism).
- 3) Having perseverance towards success and reconsidering options (hope).
- 4) To be able to deal with problems and keep moving forward (resilience).

## **ORGANISATIONAL CITIZENSHIP BEHAVIOUR**

Organizational citizenship behaviors (OCB) promote employee willingness to cooperate resulting in "...a cohesion of effort, [or] sticking together..." (Barnard, 1938, pp. 82 & 84). Where OCB is present, research has shown both teachers and leaders increase work diffusion and move toward increasing productivity in the schools, less absenteeism, less income intention, more dynamic and effective processes, and the presence of higher customer demand (DiPaola & Tschannen-Moran, 2001; Podsakoff, Whiting, Podsakoff, & Blume, 2009).

### **Public schools**

Public schools are learning institutions that are funded by local, state and/or federal governments. They offer general education opportunities to children in kindergarten through grade 12, and extracurricular activities are also part of many public school programs. ([www.learn.org.com](http://www.learn.org.com))

### **Literature gap**

Employee samples from the commercial and manufacturing sectors were used in the majority of the research. A sample of public sector instructors will be used in this study to investigate their PsyCap and OCB levels.

Furthermore, some earlier research looked into the variables that did not include one or more of the other gender groupings.

This research will be carried out among registered school instructors, both male and female.

Other researchers similarly used samples that were primarily from metropolitan areas and included workers in large cities in "high income" and "middle income" nations.

Therefore, there are variations in the possibilities and resources available to the subjects of interest as compared to earlier studies, which may also have an impact on their PsyCap and OCB.

### **Research design**

#### **Research approach**

Because it allows the researcher to assess two or more variables simultaneously and at a particular moment in time, a cross-sectional survey was employed. For instance, this study concurrently examined PsyCap and OCB. Additionally, cross-sectional surveys are rapid and affordable, because the study environment is not altered.

#### **Research method**

#### **Research participants**

Teachers from five public schools in south Mumbai made up the study's sample.

The schools were chosen by a purposive selection technique. The problems of time, resource, and information access limitations were also addressed with it. The method is flexible and can be used to address a variety of research objectives and interests. It enables the researcher to make logical, analytical, or theoretical generalizations from the sample of interest.

Using proportionate stratified random sampling, 228 teachers—both male and female—from various departments in the five chosen schools were chosen. Subgroups of the population (such as those based on areas of specialization) were created, and members of each subgroup were chosen at random. When compared to the total population, the size of each subgroup

was proportionate to the size of the strata. To encourage a consistent sampling fraction for every subgroup, this was done.

Thirteen (3.9%) of the 228 participating instructors were younger than 21, 35 (15.4%) were between the ages of 21 and 30, 37 (16.2%) were between the ages of 31 and 40, 67 (29.4%) were between the ages of 41 and 50, 72 (31.6%) were between the ages of 51 and 60, and just four (3.5%) were older than 61. According to the findings, women made up 77.2% (176) of the participants, while men made up 22.8% (52). Only 1.3% (3) of participants were foreigners, whereas 61% (139) of participants were Black, 30.7% (70) were mixed-race, and 7% (16) were white.

Regarding tenure, 30.3% (69) of the participants had been in their current position for more than 16 years, 26% (59) had been there for 1 to 10 years, 24.1% (55) had been there for 5 to 10 years, 12.7% (29) had been there for 11 to 15 years, and only 7% (16) had been there for less than a year.

Only 1.8% (4) of the individuals were separated, compared to 49.6% (113) who were married, 39.5% (90) who were single, 4.8% (11) who were widowed, and 4.4% (10). Regarding work status, just 3.5% of participants (8) were employed part-time, while 96.5% (220) were worked full-time.

### **Research instruments**

In this study, data was gathered via self-administered questionnaires. The PsyCap Questionnaire (PCQ-24), the Organizational Citizenship Behavior scale, and biographical information made up the three components of the questionnaire.

### **Psychological capital questionnaire**

The PCQ-24 (Luthans, Youssef, & Avolio, 2007) was used to assess PsyCap. The 24-item rating scale has six points, with 1 denoting "strongly disagree" and 6 denoting "strongly agree." According to Luthans et al. (2007), it consists of the following four subscales, each with a coefficient alpha indicated: resilience (e.g., "I am undiscouraged and ready to deal with difficulties at work"), optimism (e.g., "At work, I always find that every problem has a solution"), hope (e.g., "I have several ways to accomplish the work goal"), and self-efficacy (e.g., "I feel confident that I can accomplish my work goals"). The study's Cronbach's alphas were as follows: resilience ( $\alpha = 0.84$ ), optimism ( $\alpha = 0.86$ ), self-efficacy ( $\alpha = 0.80$ ), and hope ( $\alpha = 0.90$ ).

### **The Organisational Citizenship Behaviour scale**

OCB was measured using the Organizational Citizenship Behavior scale developed by Podsakoff, MacKenzie, Moorman, and Fetter (1990). The rating scale has seven items, with 1 denoting "strongly disagree" and 7 denoting "strongly agree." The survey comprises 24 items with five subscales: conscientiousness (e.g., 'I don't take extra or long breaks while on duty'),  $\alpha = 0.85$ ; civic virtue (e.g., 'I keep myself updated with organisational announcements and memos'),  $\alpha = 0.84$ ; sportsmanship (e.g., 'I usually find fault with what my organisation is doing'),  $\alpha = 0.88$ ; altruism (e.g., 'I willingly help new comers to get oriented towards the job'),  $\alpha = 0.88$ ; courtesy (e.g., 'I am mindful of how my behaviour affects other people's jobs'),  $\alpha = 0.87$ . In this study, the following Cronbach's alphas were obtained: altruism ( $\alpha = 0.86$ ), courtesy ( $\alpha = 0.84$ ), civic virtue ( $\alpha = 0.90$ ), sportsmanship ( $\alpha = 0.82$ ) and conscientiousness ( $\alpha = 0.88$ ).

## Research procedure and ethical considerations

The researcher observed and respected the participants' rights and culture while performing this study. Consent was always given voluntarily and anonymity was maintained. The study did not gather any personally identifying information.

Each questionnaire came with a cover page that assured respondents that their information would be kept private and used only for academic purposes.

228 of the expected 230 responders who were sent questionnaires returned them filled out.

## Statistical analysis

Version 24 of the Statistical Package for the Social Sciences (SPSS) was used to analyze the data (IBM, 2016). To ascertain whether PsyCap had a substantial impact on OCB, a Pearson correlational analysis and linear regression analysis were employed. At the 5% level of significance, tests were conducted.

## RESULTS

### Reliability analysis

The study's scales, the PCQ-24 and the Organizational Behavior Scale, have Cronbach's alpha coefficients of  $\alpha = 0.85$  and  $0.89$ , respectively. This shows that the measuring scales are reliable. For the subscales of each of the questionnaires, the Cronbach's alpha coefficients are shown under the section 'Research instruments'.

**Table 1 Summary of descriptive statistics**

Variables	N	Mean	S D	MIN	MA X	SUM	Skewness	Kurtosis
Psy cap	228	4.66.	1.17	1	6	25461	De-1.17	1.68.
Self-efficacy	228	4.6	1.17.	1	6	6302	-1.21.	1.98.
Hope	228	4.94.	1.03.	1	6	6757	-1.41.	2.60
Optimism	228	4.35.	1.37.	1	6	5948	-0.80.	0.32.
Resilience	228	4.72.	1.11.	1	6	6454	-1.24.	1.83.
Organisational citizenship behaviour	228	4.74.	1.10	1	6	25927	-1.13	2.24.
Altruism	228	4.98.	2.83.	1	6	5677	-0.10.	-1.33.
Courtesy	228	4.68.	1.11.	1	6	5339	-1.10.	2.90
Civic virtue	228	4.35.	1.23.	1	6	3969	-0.70.	0.88.
Sportsmanship	228	4.45	1.27.	1	6	5076	-1.06.	1.90

Consciousness	228	5.15	0.94.	1	6	5866	-1.33.	2.41.
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SD, Standard Deviation

### Descriptive statistics

The study's descriptive statistics are shown in Table 1. Total respondents, mean scores, standard deviation, minimum, maximum, skewness, and kurtosis of the sample data set are all used to display the data.

This illustrates the degree of PsyCap and OCB the sample encountered and the distribution of their scores. The mean levels of the variables that are score for the PsyCap (mean = 4.66; SD = 1.17); OCB (mean = 4.74; SD = 1.10) were all high for the study sample. The data are densely grouped around the mean, indicating a more dependable mean, as indicated by the low standard deviation. Additionally, the distribution of questionnaire replies, which still falls between -1.00 and +1.00, indicates that the results are very little negatively skewed. The Kurtosis for PsyCap and OCB are less than 3, which shows that the light tailed relative to a normal distribution.

### Correlation analysis

The Pearson product moment correlation coefficient was used to examine the link between the variables or their components. The findings showed that the relationship between PsyCap and OCB was  $r = 0.43$ ;  $p < 0.001$ . Therefore, we agree with the alternative hypothesis and come to the conclusion that PsyCap and OCB have a substantial direct link.

Multiple regression analysis was used to further examine the connection between PsyCap and OCB. A significant regression equation was discovered, according to the data in Table 3 ( $F = 65.05$ ;  $\beta = 0.40$ ;  $p < 0.001$ ;  $t = 8.07$ ). Our model's adjusted  $R^2$  is 0.223, indicating that PsyCap only explains 22.3% of the variance in OCB. Thus, it suggests that the remaining 76.7% of the variance in the association between PsyCap and OCB may be due to numerous additional factors that were not taken into account in the study.

**TABLE 2:** Correlation of psychological capital and organisational citizenship behaviour.

Variable	Psychological Capital	Organisational citizenship behaviour
<b>Psychological capital</b>		
Pearson correlation	1	0.43†
Sig. (1-tailed)	-	0.00
N	228	228
<b>Organisational citizenship behaviour</b>		
Pearson correlation	0.43†	1
Sig. (1-tailed)	0.00	-
N	228	228



†, Correlation is significant at the 0.05 level (1-tailed). Sig, Significant.

**TABLE 3:** Model summary for the relationship between psychological capital and organisational citizenship behaviour.

Variable	R	R <sup>2</sup>	B	<i>t</i>	F	<i>p</i>
Constant	0.47	0.22	2.76	10.10	65.05	0.00
PsyCap			0.40	8.07		0,00

## DISCUSSION OF THE RESULTS

OCB and psychological capital were positively correlated. This could be because high levels of optimism, hope, resilience, and self-efficacy could be coping mechanisms for the difficulties presented by the modern workplace, like innovation. As a result, workers who are able to adjust to these difficulties might be inspired to go above and beyond in their work. For instance, they could be active in mentoring new hires or helping a coworker who is falling behind on their work.

The link between PsyCap and OCB is substantial and favorable.

Additional research also demonstrated that workers with high PsyCap levels behave well and participate actively in organizational activities, which results in greater OCB levels.

Therefore, psychological capital is a valuable resource for growth and development to the point when workers willingly engage in tasks that supplement their job description in order to help the company.

Hence, an employee's resilience, optimism, self-efficacy, and hope all play a big role in triggering the "good soldier" mentality in them.

## Practical implications

The study's findings offer some guidance to school principals. Given the favorable correlation between PsyCap and OCB, principals ought to be encouraged to devise strategies for involving teachers by providing them with tasks that are somewhat difficult. Teachers with high PsyCap levels can therefore be given challenging work objectives, as this will encourage their participation in OCB. Management must acknowledge that teachers with high PsyCap are likely to be more engaged in the workplace and go above and beyond to help colleagues complete their assignments.

In order to develop OCB, school principals and supervisors must support and cultivate PsyCap in teachers' minds through conferences, seminars, and trainings. However, management must also be remembered that when OCB increases, tension (such as that caused by interruptions and time pressure) decreases concurrently. The latter might make teachers feel more under pressure.

## Limitations and recommendations

The study's primary emphasis was on registered teachers working in south Mumbai's public schools. Future studies could examine these differences and their potential connections to registered teachers' OCB experiences with PsyCap. Furthermore, OCB may be impacted by outside variables like culture; for this reason, it is advised that future research examine the impact of culture on OCB in various industries.

Future studies should also examine why South Mumbai teachers frequently exhibit OCBs and how educational officials can encourage these behaviors in South Mumbai schools.

## CONCLUSION

In summary, the results and discussion demonstrated that PsyCap has an impact on OCB. This study also provides helpful information about the significance of OCB for educators working in public schools. The information gathered from this study enables schools to improve working environments that prioritize OCB. Since educators are the architects of the nation, their work cannot be compromised, and the significance of OCB in their workplace cannot be understated. Therefore, organizations must consistently encourage more chances to exhibit good behaviors and results that support OCB.

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