

# Influence of Psychological Capital and Employee Engagement on Organizational Citizenship Behavior Among Teaching Personnel in DepEd Davao Del Norte

Ray Cherry Hill T. Gumapit <sup>a</sup>, Stilo Floyd Schneider <sup>b</sup>

<sup>a</sup> raych.gumapit@gmail.com

<sup>a</sup>Department of Education – Schools Division of Davao del Norte, Mankilam, Tagum City

<sup>b</sup> stilofloyd.schneider@umindanao.edu.ph

<sup>b</sup>UM Matina Campus, Professional School, Matina, Davao City

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## Abstract

The study intended to distinguish the level of organizational citizenship behavior among teaching personnel in the Department of Education Division of Davao del Norte. This study applied quantitative research and non-experimental research design using correlational research design alongside regression analysis to identify which indicators of psychological capital and employee engagement influence organizational citizenship behavior among the identified sample size of 368 teaching personnel within the 11 districts of DepEd Davao del Norte. Additionally, Mean, Pearson-r, and Linear Regression Analysis were utilized to attain the study's objective. The results showed that the indicators of psychological capital, employee engagement, and organizational citizenship behavior got very high results. Moreover, there was a significant relationship between psychological capital and employee engagement in organizational citizenship behavior. Further, regression analysis resulted in psychological capital and employee engagement influences organizational citizenship behavior. Conversely, self-efficacy, optimism, hope, and resilience domains predict organizational citizenship behavior. Lastly, vigor, dedication, and absorption domains predict organizational citizenship behavior. Therefore, psychological capital and employee engagement influence organizational citizenship behavior among teaching personnel in DepEd Davao del Norte.

Keywords: psychological capital, employee engagement, and organizational citizenship behavior

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## 1. Introduction

A study within several educational institutions revealed that teachers only fulfill their role as educators, and regrettably, not all teachers are inclined to participate in organizational citizenship behavior. Evidence suggests that numerous teachers are unwilling to remain in school for an extended duration, opting to promptly return home after fulfilling their responsibilities. Also, school principals in Tangerang District, Indonesia, have disclosed that certain behaviors impede school development, such as being reluctant to assist fellow teachers in need, being unmotivated to create lesson plans, failing to prioritize the interests of the school, unexplained absences, and taking part in unhealthy rivalry with other teachers. Consequently, teachers who cannot fulfill their primary obligations are unlikely to exert organizational citizenship behavior (Huda et al., 2019 & Huda et al., 2020).

Employees who exhibit organizational citizenship behavior demonstrate a wide range of positive work-related behaviors that fulfill their designated responsibilities and surpass the employer's formal expectations, which is crucial for the organization's survival and highly valuable competitive advantage. Also, it enhances employees' competencies and capabilities, preserves productive job performance, and boosts work productivity, all while preventing the firm against detrimental and unwanted employee behaviors. Without individuals exhibiting good citizenship, numerous firms would struggle to exist or thrive. Hence, organizations acknowledge that their success is attributed to their employees (Uwa, 2022).

Also, a study revealed that employees with psychological capital have more significant positive

orientations and are prone to contribute to organizational citizenship behavior that goes above and beyond their job roles and functions to support co-workers and clients. This ultimately helps the organization achieve its goals and objectives. Hence, it presents a significant obstacle for governments, businesses, and human resource professionals in the modern workplace to guarantee the availability of healthy, motivated, and productive individuals in a work team for both the domestic and global economy (Aderibigbe et al., 2019). Moreover, employee engagement is a psychological state that motivates individuals to perform distinctly and execute work duties effectively. It enables individuals to carry out the fundamental tasks the institution allocates, unconsciously causing employees to exhibit organizational citizenship behavior. These personnel are driven to carry out their assigned responsibilities effectively and perceive their work as a mentally stimulating pursuit. The findings contribute to enhancing employees' organizational citizenship behavior and their work-life balance. Establishing collaborative innovation within firms is crucial for cultivating competitive advantages in the industry (Na-Nan et al., 2021).

The researcher observed that teaching professionals working in the public education sector in Davao del Norte vary in terms of their organizational citizenship behavior. Some teachers are unwilling to voluntarily perform tasks especially when they feel stressed and are only fixated on their primary job roles as teachers with respective responsibilities inside their classroom. Further, the researcher did not encounter any context examining the effect of psychological capital and employee engagement on organizational citizenship behavior within a locale setting. Thus, to further assess the influence of the abovementioned variables among teaching personnel in DepEd Davao del Norte, this study was conducted.

### 1.1 Research objectives

The main objective of this study is determining which domain in psychological capital and employee engagement significantly predict organizational citizenship behavior among teaching personnel in DepEd Davao del Norte. Furthermore, the study seeks answers to the following objectives:

- To assess the level of psychological capital among teaching personnel in DepEd Davao del Norte in terms of self-efficacy, optimism, hope, and resilience;
- To assess the level of employee engagement among teaching personnel in DepEd Davao del Norte in terms of vigor, dedication, and absorption; and
- To assess the level of organizational citizenship behavior among teaching personnel in DepEd Davao del Norte in terms of altruism, conscientiousness, courtesy, civic virtue, and sportsmanship.

### 1.2 Research hypothesis

The following null hypotheses of this research study will be tested at 0.05 level of significance.

- There is no significant relationship between psychological capital and organizational citizenship behavior among teaching personnel in DepEd Davao del Norte.
- There is no significant relationship between employee engagement and organizational citizenship behavior among teaching personnel in DepEd Davao del Norte.
- There is no domain in psychological capital that significantly predicts organizational citizenship behavior among teaching personnel in DepEd Davao del Norte.
- There is no domain in employee engagement that significantly predicts organizational citizenship behavior among teaching personnel in DepEd Davao del Norte.

### 1.3 Review of related literature

#### 1.3.1 Psychological Capital

A related study indicates that teachers face numerous educational challenges, including a lack of

student interest, problems with student discipline, insufficient institutional support, difficulties in emotional self-regulation, and stress management. These challenges and low psychological capital create an environment conducive to developing burnout. Consequently, teachers often experience work-related burnout when they face high work demands but have limited resources to cope with them (Quayyum, 2019).

In addition, teachers possessing psychological capital will positively impact all school members. This type of educator will cultivate and reinforce an optimistic outlook in their students and co-workers. Educators will view the occurrences in their surroundings with a favorable perspective, possess enhanced psychological resources, and demonstrate less susceptibility to adverse experiences at work. Teachers with the utmost amount of psychological capital reduced the extent of psychological distress and anxiety, diminished burnout, heightened job satisfaction, and increased workplace involvement. Thus, fostering the development of more favorable educational settings (Demir, 2018).

### 1.3.2 Employee Engagement

One more discovery indicates that health problems have a lasting influence on education. Amidst the COVID-19 pandemic, teachers' qualifications in adopting advanced approaches to teaching while facilitating home-based learning highlights instructors' involvement in fostering students' active, contented, and productive participation (Kamaruzaman et al., 2022).

Another study asserts that employee engagement signifies a favorable disposition from employees towards the firm, including its principles. Teachers are crucial in shaping the next generation and ensuring a healthy work-life balance by fostering employee engagement. Further, it pertains to the profound engagement of employees in their work, encompassing both their mental and physical involvement, to cultivate job happiness. If teachers are dissatisfied with their profession, they will likely transition to a different occupation. The quality of the working environment significantly influences employee engagement, which contributes to the educational institution's success and lowers teacher turnover (Akshaya et al., 2018).

### 1.3.3 Organizational Citizenship Behavior

Additionally, organizational citizenship behavior denotes the discretionary actions undertaken by an employee that are not obligatory as per their job responsibilities and are initiated by the employee. Organizational citizenship behavior is beyond the minimal expectations of the organization by actively supporting the well-being of colleagues, work groups, and the organization. Hence, organizational citizenship behavior signifies a type of conduct where individuals comply with organizational rules and regulations for the benefit of both the individual and the organization (Ndoja & Malekar, 2020).

Another study shows that teachers with organizational citizenship behavior substantially affect school performance. Subsequently, there is a constructive connection between organizational citizenship behavior and teacher performance, indicating as the former increases, so does the latter. The primary determinant of performance is in the individual's inclination to employ diligent effort and assume accountability for their tasks (Tanjung et al., 2020).

Furthermore, according to their perceptions, teachers exhibit tremendous height of organizational citizenship behavior. Teachers with this organizational citizenship behavior enhance the caliber of training and education services rendered to students leading to a successful outcome and effectiveness for the students and the school. Hence, teachers with this behavior prioritize professional growth, support students outside of regular hours, actively engage in non-teaching programs and activities, contribute suggestions and ideas to aid their colleagues, improve the quality of educational services (Erturk, 2023).

### 1.3.4 Correlation between measures

A positive psychological state can propel people towards attaining achievement in their current tasks and future endeavors. A person with an impeccable quality of psychological capital exhibits confidence when confronted with tasks or challenges, demonstrate resilience by not easily giving up, can forecast future events, and engages in proactive preparation to mitigate adverse outcomes when confronted with change. Employees possessing prominent psychological capital become more inclined to exhibit organizational citizenship behavior and are unlikely to partake in counterproductive behavior. Thus, psychological capital benefits bank employees who encounter significant work demands, long working hours, and the need for optimal psychological well-being. It aids in enhancing their competence, enthusiasm, and work motivation, thereby preventing excessive stress caused by heavy workloads (Rizkillah et al., 2022).

Moreover, employee engagement can impact organizational citizenship behavior when employees consistently demonstrate focus, passion, and enthusiasm towards their work. High-level employee engagement is a way for workers to reciprocate their appreciation to the organization for the services they have provided by participating in the organization's activities; they willingly participate in various behaviors and actions, demonstrating acceptance of all organizational situations and contributing to its progress. Hence, it inspires them to partake in proactive performance, surpassing the demands of their occupation without anticipating any certain rewards (Herrysono et al., 2022).

#### 1.4 Theoretical framework

This study is anchored in the Conservation of Resources Theory by Hobfoll (1989). Following this theory, it is incumbent upon individuals to allocate resources to prevent the depletion of resources, recover from losses, and obtain supplementary resources. Also, it asserts that people pursue to attain, safeguard, and sustain these resources to enhance their welfare, mainly when resources are scarce. This theory provides an impractical framework for examining how individuals maintain their existing resources and prevent resource depletion or loss when confronted with adversities. This study is supported by Social Exchange Theory of Blau (1964). According to this theory, individuals' voluntary actions create an anticipation of an indeterminate future responsibility in return. The nature of the return is non-negotiable and must be determined solely by the one who initiates it. Thus, posthaste reciprocation of benefits indicates a refusal to remain indebted, as it would be seen as ingratitude. This theory elucidates an individual's emotional response to a relationship with another person, which is determined by their subjective assessment of the equilibrium between their contributions and rewards in the relationship, their perception of the type of relationship they are entitled to, and their prospects of attaining a more favorable relationship with others.

This study is supported with Broaden and Build Theory by Fredrickson (1998), which states that positive emotions facilitate expansion regarding cognitive and behavioral options, resulting in the accumulation of many resources such as physical, intellectual, social, and psychological assets that are crucial for individuals to thrive in all aspects of their lives. The Job Resource Model (JDR) provides a structured approach to comprehending employees' responses to available job resources. When individuals experience an increase in intrinsic motivators like self-efficacy, optimism, hope, and resiliency (job resources), they believe that demands from their job and the associated psychological demands can be reduced. This reduction can improve their association's performance, thus fortifying workers' morale to participate in organizational citizenship behavior actively (Shim et al., 2019).

#### 1.5 Conceptual framework

The relationship depicted in each of the variables is shown in Figure 1.5.1. The first independent variable is psychological capital (Luthans et al., 2007) with the following indicators: self-efficacy; optimism; hope; and resilience. Self-efficacy relates to an individual's confidence to accomplish specific tasks and achieve desired results. Optimism entails adopting a positive outlook and maintaining confidence that things

will unfold favorably. Hope is the state of being committed and actively strategizing to attain specific objectives. Resilience is a person's competence to effectively manage, adapt to, and rebound from adversities, setbacks, pressures, or alterations in circumstances.

The second independent variable is employee engagement (Schaufeli et al., 2003) which is based in terms of vigor; dedication; and absorption. Vigor is distinguished through elevated vitality with cognitive fortitude during work, the inclination to dedicate effort to one's tasks, and unwavering determination in the presence of challenges. Dedication is standing entirely engaged in one's task with a strong implication of importance, enthusiasm, stimulus, dignity, and difficulty. Absorption entails an absolute state of concentration with deep involvement in person's job, inducing a perception of time elapsing rapidly rendering it difficult to disconnect from work.

The dependent variable is organizational citizenship behavior (Podsakoff et al., 1990) with the following indicators identified by Organ (1988) these are namely: altruism; courtesy; civic virtue; sportsmanship; and conscientiousness. Altruism is a selfless act where one willingly helps a specific person with a task or issue that is paramount to the organization. Courtesy is a deliberate conduct geared toward hindering office-related conflicts in the workplace. Civic virtue pertains to an individual's conduct that demonstrating their responsible engagement, involvement, and concern for the community's affair. Sportsmanship pertains to an employee's capacity to endure suboptimal conditions without expressing dissatisfaction or engaging in grievances, protesting against actual or perceived offenses, and magnifying insignificant issues into significant concerns. Conscientiousness pertains to the voluntary actions performed by employees that exceed their essential employment obligations within the business.

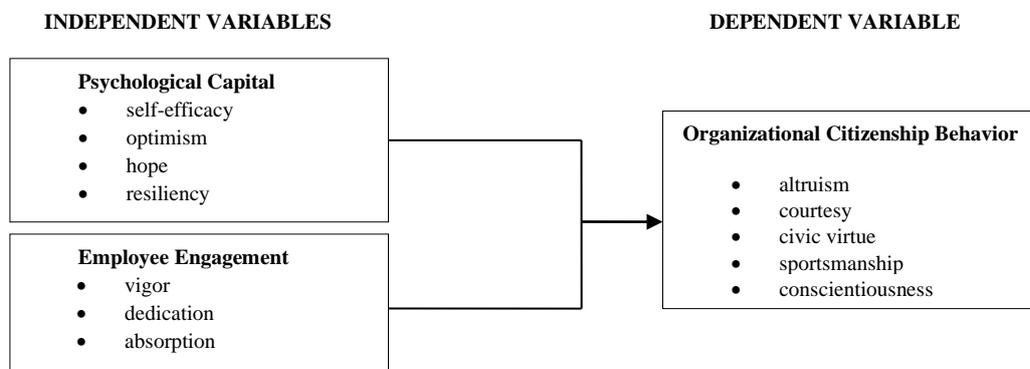


Fig. 1.5.1. The conceptual framework of the study

## 2. Method

### 2.1 Research design

This study used quantitative research and a non-experimental research design utilizing a correlational research design, including regression analysis. A rigorous framework characterizes quantitative research and yields precise conclusions based on numerical or statistical data. These results were established by applying mathematical formulas or statistical analysis (Mohajan, 2020). Non-experimental research design involves studying factors that cannot be altered and can only be observed in their natural occurrences. Researchers need complete control over these variables (Kotronoulas & Papadopoulou, 2023). Correlational research design is a methodology applied to examine associations involving two or more variables within a single group. The outcome can be either positive or negative regarding the correlation between two or more variables (Wood et al., 2006). Lastly, regression analysis examines the correlation between an independent

variable, an input, or a factor that influences a dependent variable, which is a result (Montgomery et al., 2012).

This study examines which independent variables between psychological capital and employee engagement significantly influence organizational citizenship behavior among teaching personnel in DepEd Davao del Norte.

## 2.2 Population and sample

A total population of 4,512 teaching personnel from all over the 11 districts of the Department of Education Division of Davao del Norte was acquired. In extent, random sampling was applied in selecting the respondents of this study which then be utilized accordingly based on the data mentioned above attaining a total sample of 368.

The subject of this study are the teaching personnel under permanent and provisional status from DepEd Davao del Norte. Teaching personnel refers to all persons engaged in teaching within a classroom on a regular working basis including all aspects with their functionality and designation of coordinators. Moreover, provisional status is granted to those Senior High School teaching personnel who met all the requirement of a specific position except the required eligibility such as Licensure Examination for teachers to qualify for the permanent status, their appointment is renewable in every school year which cannot exceed for more than 4 years unless stipulated by the law.

Furthermore, teaching personnel who are under in a substitute teaching for only short period and non-teaching personnel who are not working specifically for teaching as well as the teaching and non-teaching personnel in private sectors were not included as a respondent of this study. The respondents have the liberty to withdraw from answering the survey questionnaires after feeling threatened with their privacy or do not want to participate any further in the conduct of this study.

## 2.3 Research instrument

The questionnaire downloaded was adapted to suit the context and address the problems of this study. The contents of these questionnaire were primarily validated by internal and external validators. The results from the validation of the modified instrument shows an overall rating of 4.71 which describes as excellent. Moreover, a pilot testing was performed on the respondents which are not involved in the study. The results were analyzed using Cronbach's Alpha statistical method, after achieving the validity of the questionnaire the final data gathering begins. Further, the answers of the respondents were assessed using the five-point Likert Scale.

## 2.4 Data collection

The researcher's facilitation of data collection was discussed.

- Seeking Approval to Conduct the Study. The ethical standards were observed by the researcher before conducting the actual study to safeguard the rights and privacy from the data provided by the respondents. Afterwards, the Graduate School Office secure an endorsement letter approved by the dean to request to conduct this study in the specific research locale which then leads to write a request letter addressed to the Schools Division Superintendent. The researcher provided hardcopies of these letter including the UMERC Certificate and the validated instrument. Upon approval, the researcher further goes to the respective schools to disseminate the approved endorsement letters to request to conduct a pilot testing using the validated instrument. The School Head evaluates the request letters and the instrument before approving the researcher to conduct a study among their teaching personnel assigned in their school the researcher personally orients the respondents on the

nature of the study. Hence, the same procedure was performed upon conducting to the final respondents.

- Collecting/Retrieval of the Data Needed. The researcher contacted the School Heads or administrative personnel for the assistance in distributing and retrieving the instruments from their respective schools.
- Checking, Collating, and Processing of Data. The data gathered was encoded and tabulated to an excel prior to its submission to the statistician for the computation of the results.

## 2.5 Statistical tools

The answers to each item in the questionnaires were tallied, tabularized, and interpreted consequently the following statistical tools were utilized:

- Mean, this statistical instrument was applied to ascertain the level of psychological capital, employee engagement, and organizational citizenship behavior among teaching personnel in DepEd Davao del Norte.
- Pearson-r, this statistical tool was applied to discern the significant relationship of psychological capital and employee engagement on organizational citizenship behavior among teaching personnel in DepEd Davao del Norte.
- Linear Regression Analysis, this statistical technique was exercised to deduced if the domains of psychological capital and employee engagement significantly influence on organizational citizenship behavior among teaching personnel in DepEd Davao del Norte.

## 3. Results

### 3.1 Level of Psychological Capital

Psychological Capital is described as very high among teaching personnel in DepEd Davao del Norte. Table 3.1.1 presents the indicators of psychological capital which obtained an overall average mean score of 4.38 with 0.46 standard deviation. Specifically, the very high level and total mean scores were garnered from the ratings rendered by the respondents in all indicators, ranging from highest to lowest: 4.44 described as very high for optimism with a standard deviation of 0.54; 4.44 described as very high for hope with a standard deviation of 0.53; 4.40 described as very high for resilience with a standard deviation of 0.51; 4.24 described as very high for self-efficacy with a standard deviation of 0.54. An overall response from teaching personnel connotes that the domains of psychological capital are very much felt.

Table 3.1.1. Level of Psychological Capital

Indicators	Mean	SD	Descriptive
Self-efficacy	4.24	0.54	Very High
Optimism	4.44	0.54	Very High
Hope	4.44	0.53	Very High
Resilience	4.40	0.51	Very High
<b>Overall</b>	<b>4.38</b>	<b>0.46</b>	<b>Very High</b>

### 3.2 Level of Employee Engagement

Employee Engagement is described as very high among teaching personnel in DepEd Davao del Norte. Table 3.2.1 illustrates the indicators of employee engagement which attained an overall mean score of 4.35 with 0.52 standard deviation. Particularly, the very high level and total mean scores were gathered from

the ratings provided by the respondents in all indicators, ranging from highest to lowest: 4.54 described as very high for dedication with a standard deviation of 0.55; 4.29 described as very high for vigor with a standard deviation of 0.60; 4.20 described as very high for absorption with a standard deviation of 0.64. The overall response of teaching personnel denotes that the domains of employee engagement are very much felt.

Table 3.2.1. Level of Employee Engagement

Indicators	Mean	SD	Descriptive
Vigor	4.29	0.60	Very High
Dedication	4.54	0.55	Very High
Absorption	4.20	0.64	Very High
<b>Overall</b>	<b>4.35</b>	<b>0.52</b>	<b>Very High</b>

### 3.3 Level of Organizational Citizenship Behavior

Organizational Citizenship Behavior is described as very high among teaching personnel in DepEd Davao del Norte. Table 3.3.1 displays the indicators of organizational citizenship behavior which gained an overall mean score of 4.42 with 0.42 standard deviation. Subsequently, the very high level and total mean scores were accumulated from the ratings contributed by the respondents in all indicators, ranging from highest to lowest: 4.59 described as very high for courtesy with a standard deviation of 0.52; 4.47 described as very high for sportsmanship with a standard deviation of 0.57; 4.39 described as very high for conscientiousness with a standard deviation of 0.49; 4.37 described as very high for altruism with a standard deviation of 0.55; 4.30 described as very high for civic virtue with a standard deviation of 0.59. The overall response of teaching personnel implies that the domains of organizational citizenship behavior are very much felt.

Table 3.3.1. Level of Organizational Citizenship Behavior

Indicators	Mean	Standard Deviation	Descriptive Equivalent
Altruism	4.37	0.55	Very High
Courtesy	4.59	0.52	Very High
Civic Virtue	4.30	0.59	Very High
Sportsmanship	4.47	0.57	Very High
Conscientiousness	4.39	0.49	Very High
<b>Overall</b>	<b>4.42</b>	<b>0.42</b>	<b>Very High</b>

### 3.4 Significance on the Relationship of Psychological Capital and Employee Engagement to Organizational Citizenship Behavior

Table 3.4.1 shows the results using Pearson r which was utilized to examine the correlation that transpires between psychological capital and employee engagement to organizational citizenship behavior. Henceforth, the results were undertaken. The first independent variable namely psychological capital has an r-value of 0.760\*, an r-squared of 0.5776, and a p-value of 0.001. The second independent variable namely employee engagement has an r-value of 0.739\*, an r-squared of 0.5461, and a p-value of 0.001. The results indicated a positive correlation of both independent variables to organizational citizenship behavior, whereas psychological capital is the predominant independent variable due to its larger r-value. Each independent variable implies a probability value of less than 0.05. Further, as demonstrated at the table, the hypotheses that there is no significant relationship between psychological capital and employee engagement to organizational citizenship behavior are also rejected.

Table 3.4.1. Significance on the Relationship of Psychological Capital and Employee Engagement to Organizational Citizenship

Behavior

Independent Variables	Dependent Variable	r-value	r-squared	p-value	Decision
Psychological Capital	Organizational Citizenship Behavior	0.760*	0.5776	0.001	Reject H <sub>0</sub>
Employee Engagement		0.739*	0.5461	0.001	Reject H <sub>0</sub>

\*p<0.05

### 3.5 Regression Analysis on the Influence of Psychological Capital and Employee Engagement to Organizational Citizenship Behavior

Shown in Table 3.5.1 the results obtained by using regression analysis in testing whether the variables psychological capital and employee engagement influences organizational citizenship behavior. Exhibiting the table in its entirety, shows an F-ratio of 304.446, an R-value of 0.791\*, and a p-value of 0.001, which specifies that both independent variables can positively and significantly predict organizational citizenship behavior based on the lower value of standard error which denotes more significance and a probability value which is less than 0.05. Further, an overall R<sup>2</sup> is 0.625 denoting that only 62.50% variance from organizational citizenship behavior is ascribed through its indicators which means that 37.50% of the variation can be attributed to the factors not covered in the study. Moreover, the first independent variable which is psychological capital has an unstandardized coefficient beta of 0.325, a standard error of 0.037, a standardized coefficient beta of 0.467\*, a t-value of 8.746, and a p-value of 0.001 which means that psychological capital can influence organizational citizenship behavior. On the other hand, the second variable which is employee engagement has an unstandardized coefficient beta of 0.228, a standard error of 0.033, a standardized coefficient beta of 0.366\*, a t-value of 6.844, and a p-value of 0.001 which means that employee engagement can influence organizational citizenship behavior.

Table 3.5.1. Regression Analysis on the Influence of Psychological Capital and Employee Engagement to Organizational Citizenship Behavior

Independent Variables	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value	Decision
	B	SE	Beta			
(Constant)	1.416	0.099				
Psychological Capital	0.325	0.037	0.467*	8.746	0.001	Reject H <sub>0</sub>
Employee Engagement	0.228	0.033	0.366*	6.844	0.001	Reject H <sub>0</sub>
<b>Dependent Variable</b>	<b>Organizational Citizenship Behavior</b>					
R= 0.791*	R <sup>2</sup> = 0.625					
F-Ratio= 304.446	P-value= 0.001					

### 3.6 Regression Analysis on the Influence of the domains of the domains of Psychological Capital to Organizational Citizenship Behavior

Table 3.6.1 exhibits the results attained using regression analysis in testing whether the domains of psychological capital influences organizational citizenship behavior. The general data of the table presented an F-ratio of 126.299, an R-value of 0.763\*, and a p-value of 0.001. The preceding figures shows that self-efficacy, optimism, hope, and resilience all of which are domains of psychological capital can positively and significantly influence organizational citizenship behavior, given the lower values of standard error which denotes more significance and a probability value less than 0.05. Furthermore, an overall R<sup>2</sup> is 0.582 implying that only 58.20% variance from organizational citizenship behavior is attributed towards its indicators which means that 41.80% of the variation can be attributed to the factors not covered in the study. In conclusion, the third hypothesis is rejected.

The indicators of psychological capital specifically: self-efficacy have an unstandardized coefficient

beta of 0.088, a standard error of 0.028, a standardized coefficient beta of 0.147\*, a t-value of 3.095, and a p-value of 0.002; optimism have an unstandardized coefficient 0.114, a standard error of 0.032, a standardized coefficient beta of 0.189\*, a t-value of 3.529, and a p-value of 0.001; hope have an unstandardized coefficient beta of 0.145, a standard error of 0.037, a standardized coefficient beta of 0.240, a t-value of 3.917, and a p-value of 0.001; resilience have an unstandardized coefficient beta of 0.182, a standard error of 0.035, a standardized coefficient beta of 0.290\*, a t-value of 5.161, and a p-value of 0.001. Therefore, self-efficacy, optimism, hope, and resilience can influence organizational citizenship behavior, respectively.

Table 3.6.1. Regression Analysis on the Influence of the domains of the domains of Psychological Capital to Organizational Citizenship Behavior

Independent Variables	Unstandardized Coefficients		Standardized Coefficients Beta	t-value	p-value	Decision
	B	SE				
(Constant)	1.511	0.104				
Self-efficacy	0.088	0.028	0.147*	3.095	0.002	Reject H <sub>0</sub>
Optimism	0.114	0.032	0.189*	3.529	0.001	Reject H <sub>0</sub>
Hope	0.145	0.037	0.240*	3.917	0.001	Reject H <sub>0</sub>
Resilience	0.182	0.035	0.290*	5.161	0.001	Reject H <sub>0</sub>
<b>Dependent Variable</b>	<b>Organizational Citizenship Behavior</b>					
R= 0.763*	R <sup>2</sup> = 0.582					
F-Ratio= 126.299	P-value= 0.001					

### 3.7 Regression Analysis on the Influence of the domains of Employee Engagement to Organizational Citizenship Behavior

Table 3.7.1 presented the results attained by using regression analysis in testing whether the domains of employee engagement can influence organizational citizenship behavior. The wholeness of the table represents an F-ratio of 148.711, an R-value of 0.742\*, and a p-value of 0.001. The preceding figures shows that vigor, dedication, and absorption all of which are domains of employee engagement can positively and significantly influence organizational citizenship behavior, given lower values of standard error which denotes more significance and a probability value less than 0.05. Complementary, an overall R<sup>2</sup> is 0.551 indicating that only 55.10% variance from organizational citizenship behavior is attributed towards its indicators which signifies that 44.90% of the variation can be attributed to the factors not covered in the study. In conclusion, the fourth hypothesis is rejected.

The indicators of employee engagement containing the following: vigor have an unstandardized coefficient beta of 0.128, a standard error of 0.032, a standardized coefficient beta of 0.237\*, a t-value of 4.039, and a p-value of 0.001; dedication have an unstandardized coefficient beta of 0.142, a standard error of 0.032, a standardized coefficient beta of 0.242, a t-value of 4.379, and a p-value of 0.001; absorption have an unstandardized coefficient beta 0.191, a standard error of 0.022, a standardized coefficient beta of 0.382\*, a t-value of 8.714, and a p-value of 0.001. Therefore, vigor, dedication, and absorption can influence organizational citizenship behavior, respectively.

Table 3.7.1 Regression Analysis on the Influence of the domains of Employee Engagement to Organizational Citizenship Behavior

Independent Variables	Unstandardized Coefficients		Standardized Coefficients Beta	t-value	p-value	Decision
	B	SE				
(Constant)	1.838	0.099				
Vigor	0.128	0.032	0.237*	4.039	0.001	Reject H <sub>0</sub>
Dedication	0.142	0.032	0.242*	4.379	0.001	Reject H <sub>0</sub>
Absorption	0.191	0.022	0.382*	8.714	0.001	Reject H <sub>0</sub>

Dependent Variable	Organizational Citizenship Behavior
R= 0.742*	R <sup>2</sup> = 0.551
F-Ratio= 148.711	P-value= 0.001

## 4. Discussion

### 4.1 Level of Psychological Capital

The result found a very high level of psychological capital among teaching personnel in DepEd Davao del Norte. The very high-level rating was based on the teacher's responses regarding self-efficacy, optimism, hope, and resilience, which means that the level of psychological capital was very much felt. It implies that the teaching personnel in DepEd Davao del Norte are highly persistent and capable of dealing with any difficulties arising from an uncertain future, thus providing adequate solutions that require a positive attitude to achieve specific individual or organizational goals in their life and work. Moreover, the study of Rizkillah et al. (2022) reveals that a positive psychological state could inspire and motivate people to achieve their current and future goals. Those who hold a considerable amount of psychological capital are self-assured in the face of obstacles or difficulties, exhibit resilience by persevering through complex tasks or challenges, can forecast future events, and engage in proactive preparation to minimize adverse consequences when confronted with change. Staff who show a high level of psychological capital conceivably demonstrate organizational citizenship behavior and are likely to play a part in counterproductive behavior.

The very high result of self-efficacy in which teachers competently resolve issues, make insightful suggestions that will benefit the company, and complete assignments was in accordance with the claim of Kustyani & Yuniarsih (2022) indicates that employees with high levels of self-efficacy believe in their aptness to complete tasks successfully, act confidently, maintain a positive outlook, identify and address areas for improvement in their ability to process information, and view failure as a learning opportunity rather than a setback. The very high result of optimism wherein teachers were not fixated on the issue because it has a resolution, the worst-case scenario at work would not persist forever, and the story will conclude reasonably, setting the stage for future success was in correspondence to the study of Chhajer et al. (2018) explain that employees with a higher level of optimism can plan for the future and deal with every change's inevitable ups and downs. The very high result of hope indicates that teachers can adapt their thinking to new situations, believe in their abilities, and realize their own or their organization's potential. Complementarily, according to the study of Gallagher et al. (2017) and Chamuah & Sankar (2018) they found a that a high level of hope indicates a positive outlook and the ability to overcome challenging circumstances in a dignified manner, in contrast to individuals with a decreased level of hope. The very high result of resilience wherein teachers can work with minimal supervision and are familiar with similar situations, gives teachers the strength to view them as opportunities for growth rather than obstacles. In accordance with the study of Hamzah (2022) concluded that a high level of resilience from teachers was able to adjust to different situations, making them more effective quickly, and it evolves with a person's age and degree of maturity as they progress through their professional lives.

### 4.2 Level of Employee Engagement

The result found a very high level of employee engagement among teaching personnel in DepEd Davao del Norte. The very high level rating was based on the teachers responses regarding vigor, dedication, and absorption which means that the level of employee engagement was very much felt. It implies that the teaching personnel in DepEd Davao del Norte are highly engaged and mentally capable of handling their main tasks in teaching even in the presence of daily challenges towards their working environment hence teachers still work with passion for the betterment of the organization and for their own fulfilment to serve as a

professional teacher in a public sector. Various studies supported the very high level of employee engagement. The result is the same as the study of Budriene & Diskiene (2020) which signifies that the high levels of employee engagement were advantageous to the organizations because they can hold on to their best performers, which boosts productivity for everyone involved. When employees are enthusiastic about what they do for a living, they are more likely to form strong bonds with their coworkers ensuing an effective working environment, which in turn increases productivity in the workplace.

The very high result of vigor wherein teachers put in extra hours to complete extra duties and maintain their endurance for the regular work cycle, so they can still adjust when faced with unexpected challenges was also in correspondence with the study of Jaya & Ariyanto (2021) which stated that employee with vigor display a notable degree of tenacity and commitment, allowing them to be fully immersed in their task. Equipped with the requisite endurance and a constructive attitude, they are capable of efficiently surmounting unforeseen obstacles in the professional environment. The very high result of dedication wherein teachers work to fulfil their daily obligations, cultivate ambition, and devotion while experiencing constructive difficulties this was supported by Padilah et al. (2022), teachers having a high dedication fulfils their respective responsibility by imparting knowledge to their students. Teachers that put in a lot of time and effort will eventually be able to motivate their students to reach their full academic potential. The very high result of absorption wherein teachers are fully engrossed, energized, enthusiastic, and carefree that they forget to pay attention to the passage of time or their immediate environment and in line with the study of Maisyuri & Ariyanto (2021) which portends that individuals with high absorption demonstrate a notable capacity to totally focus on their tasks, frequently becoming unaware of the passage of time and their immediate environment. They struggle to disengage from their work, which influences their performance in the group. Additionally, the study of Hakanen et al. (2019) indicates that teachers showing a heightened level of absorption usually are prone in experiencing a strong work engagement.

#### 4.3 Level of Organizational Citizenship Behavior

The result found a very high level of organizational citizenship behavior among teaching personnel in DepEd Davao del Norte. The very high level rating was based on the teachers responses regarding altruism, courtesy, civic virtue, sportsmanship, and conscientiousness which means that the level of employee engagement was very much felt. It implies that the teaching personnel in DepEd Davao del Norte shows extra role behavior by extending a helping hand with their fellow co-workers thus having the awareness not to cross the line that disrupts the relationship between the colleagues, exercising additional effort for the benefit of the organization, showing right ethical behavior with their work and co-workers, and lastly, they do not focus on the negative aspects within the organization. Various studies supported the very high level of organizational citizenship behavior in correspondence with the study of Erturk (2023) which stated that teachers presented an extraordinary intensity of organizational citizenship behavior enhance the quality of teaching education and guarantee the success of their students by offering supplementary services and assistance. Teachers exhibit proactive engagement by taking on discretionary roles in school programs and activities aside from their teaching duties. In addition, they provide comments and thoughts to improve the caliber of instruction.

The very high result of altruism wherein teachers help other employees in need is relevant to the study of Zbierowski (2020), altruism is the act of helping others out of genuine care for their well-being. Work environments that have a greater tendency for employees to display selflessness are frequently linked to higher levels of efficiency and production. The very high result of courtesy wherein teachers exhibit a deliberate comprehension of their behaviors and conduct, as well as the influence they exert on their colleagues is related to the study of Romaiha et al. (2019) a high level of courtesy in an individual successfully minimizes and resolves conflicts. They demonstrate a considerable degree of caution and consideration in their actions to avoid any potential harm to their coworkers. The very high result of civic virtue wherein teachers have an innate feeling of duty, even if it is not mandatory, as it contributes to the

improvement of the company's reputation correspondingly aligns with the study of Turyasingura & Nabaho (2021) that the presence of civic virtue is essential for guaranteeing the sustainability of an organization. The focus is to promote the organization's interests. There is a direct correlation between a high level of civic virtue and responsiveness, since employees understand that their efforts are crucial in allowing the organization to continue providing services to the public.

A very high result of sportsmanship wherein teachers refrain from scrutinizing and repeatedly criticizing the negative features they discovered and not deliberately exaggerating the issue to gain attention to the organization. In relation to the study of Puspitasari et al. (2023) showed that teachers' performance was positively influenced by the presence of higher level of sportsmanship behavior in school. Teachers exhibiting sportsmanship behavior display a capacity for enduring harsh circumstances inside the institution, without responding adversely to criticism. This conduct fosters a cooperative and amicable work atmosphere by prioritizing the prevention of grievances and the development of courteous relationships with colleagues, therefore pre-empting any potential interpersonal conflicts. The very high result of conscientiousness wherein teachers value integrity towards their work is in accordance with the study of Feldman & Shultz (2019) which results found that the high level of conscientiousness Preventing avoidable expenditures resulting from counterproductive work practices could be accomplished by the institution through the exercise of a considerable degree of conscientiousness. A supportive environment that enhances the caliber of service rendered by coworkers is fostered by conscientiousness, which promotes inclusiveness in the workplace.

#### 4.4 Significance on the Relationship of Psychological Capital and Employee Engagement to Organizational Citizenship Behavior

The research uncovered a significant relationship between psychological capital and employee engagement in organizational citizenship behavior among teaching personnel in DepEd Davao del Norte. The result further indicates that as the teacher's psychological capital level increases, their organizational citizenship behavior also increases. It denotes that teachers have plenty of physical resources stored, which they can use to help the organization and exhibit extra-role behavior. Also, as teachers' employee engagement increases, their organizational citizenship increases, too. It denotes that an engaged individual offers additional helping behavior to others in the organization in need. However, if the teacher's psychological capital and employee engagement level decrease, their organizational citizenship behavior also decreases.

The result was supported with Conservation of Resources Theory by Hobfoll (1989) which explains those endowed with an abundance of resources can employ them in a manner that enhances their own welfare, thereby safeguarding them against depletion. Further, both Hobfoll (2002) and Coetzee & Laschinger (2018) expand that individuals with boosted psychological capital levels obtain surplus psychological resources that can execute organizational citizenship behavior. Also, the result was supported with Social Exchange Theory of Blau (1964), which states that an equilibrium exists between the voluntary actions performed by an organization and the future benefits it will derive from them. Thus, when engaged personnel are assigned to appropriate work positions, they experience a sense of satisfaction; such personnel are more likely to return the favors extended to them by the organization. This sentiment of appreciation motivates committed personnel to exert additional effort, positively impacting organizational development. Further, the result was also aligned with the study of Maru & Singh (2020) which concluded that the relationship between employee engagement components and organizational citizenship behavior was linear and unidirectional. The study's findings specifically suggest that employees respond positively and significantly to organizational citizenship behavior practices when they experience increased strength and vitality, enthusiasm, inspiration, and job immersion. Therefore, employees become dedicated and invest discretionary effort in their employment in proportion to the degree to which they are enthusiastic about their work.

#### 4.5 Regression Analysis on the Influence of Psychological Capital and Employee Engagement to

## Organizational Citizenship Behavior

The data revealed that psychological capital and employee engagement strongly predict organizational citizenship behavior. Hence, the findings indicate that psychological capital influences organizational citizenship behavior among teaching personnel in DepEd Davao del Norte. The result was supported by the study of Yildiz (2019). There is a hypothesis that positive psychological capital influences organizational citizenship behavior, and organizational trust acts as a mediating element. Employees' inclination towards more remarkable discretionary behavior positively correlates with expanding their psychological capital dimensions. Positive emotions and orientations are fostered through psychological capital, which guides individuals to focus on their cognitive capabilities and behaviors, empowering them to engage in discretionary actions outside their assigned duties.

Consequently, the results of this study exhibited organizational citizenship behavior, which is affected by employee engagement among teaching staff at DepEd Davao del Norte. The result was supported by the study of Shams et al. (2020), which depicts that as an additional manifestation of extra-role behavior, engaged employees are anticipated to cultivate confidence and demonstrate a dependable demeanor regarding their employer. As a result, employees will reciprocate a positive attitude when they perceive their contributions are appreciated, and the organization prioritizes their welfare. Organizational citizenship behavior, consistent with the social exchange theory and organization support perspective, will result from increased work engagement and improved job responsibilities.

### 4.6 Regression Analysis on the Influence of the domains of Psychological Capital to Organizational Citizenship Behavior

The data revealed that all the psychological capital indicators influence organizational citizenship behavior. These indicators are self-efficacy, optimism, hope, and resilience, which influence organizational citizenship behavior. The result was supported by the study of Anfajaya & Rahayu (2020) study reveals that people with superior self-efficacy participate more in fruitful endeavors, tolerate calculated risks, and perform to the best of their capabilities on the job. Educators also develop an understanding that teaching careers are both beneficial and demanding. Thus, positive behavior facilitates the effective execution of instructors' duties and responsibilities, fulfilling the nation's mission of educating students. Therefore, organizational citizenship behavior is directly impacted by self-efficacy. In addition, Makvandia et al. (2018) suggested that academic optimism on the part of a teacher enhances an individual's psychological capital, which is concurrent with organizational citizenship behavior. Thus, schools must provide ongoing professional development opportunities amongst academic personnel and staff to improve their academic optimism with its constituent parts, academic endeavor, and academic efficacy.

Moreover, the study of Akgümüş & Oğuzhan (2021) explained that the hope dimension of psychological capital. The vitality and strategies devised to attain specific objectives are embodied in hope. As an employer strategizes to attain success, it has the potential to safeguard personnel from the most intricate and challenging circumstances. Considering the findings, it is hypothesized that health professionals' propensity to exhibit organizational citizenship behavior will positively correlate with their high level of hope. Further, the study of Suratman et al. (2021) implies that employees who possess the qualities that foster a sense of ownership and accountability in their work are resilient. Thus, they perceive themselves as members of the organization's community. As a result, employees consider organizational citizenship conduct a duty rather than an obligation. This finding indicates that self-resilience positively influences an individual's propensity to remain in an organization and exhibit satisfactory behavior, including maintaining connections with colleagues and collaborating remotely despite physical separation from the workplace.

### 4.7 Regression Analysis on the Influence of the domains of Employee Engagement to Organizational

## Citizenship Behavior

The data disclosed that all the employee engagement indicators influence organizational citizenship behavior. These indicators are vigor, dedication, and absorption, directly influencing organizational citizenship behavior. The result was supported by the study of Wefald et al. (2017 2017), who stated that an enhanced understanding of vigor could contribute to the progression of knowledge regarding positive organizational behaviors, given that it is a unique organizational behavior. The result was supported by the study of Kodden & Hupkes (2019) defines vigor as a combination of motivation and vitality, and it guarantees employees' long-term employability. Additionally, it impacts their capacity to fulfill a job's mental and physical requirements and their drive and preparedness to maintain ongoing and prospective employment. In addition, study of Balaji & Namasivayam, (2021) indicates that a dedicated employee acknowledges their professional obligations and regard the organization accordingly. The team's culture and dedication to its mission influence their professional lives and job performance. Moreover, the study of Motyka (2018) expresses that employees are so absorbed in work that they are oblivious to the time spent on the job and experience a retreat from their immediate surroundings. An intellectual and emotional attachment to the organization characterizes absorption. As a result, absorption has a positive impact that can inspire workers to exceed expectations for their employers, thereby facilitating employees in attaining a sense of earnestness at work and establishing organizational goals.

## 4.8 Conclusion

The conclusions for this section were established based from the gathered information and results of this study. The results elucidate that both the level of psychological capital and employee engagement is very high indicating that these variables were very much felt among teaching personnel within the 11 districts of DepEd Davao del Norte. Followed by the results which connotes that the level of organizational citizenship behavior is very high with an indication that this variable was very much felt among teaching personnel within the 11 districts of DepEd Davao del Norte. Further, the outcome of this study discovered the significance of the relationship and regression analysis on the influence of psychological capital and employee engagement on organizational citizenship behavior supported by the Conservation of Resources Theory by Hobfoll (1989) and the Social Exchange Theory by Blau (1964). Conversely, all domains of psychological capital namely: self-efficacy, optimism, hope, and resilience influences organizational citizenship behavior. Lastly, all domains of employee engagement namely: vigor, dedication, and absorption which directly influences organizational citizenship behavior.

## 4.9 Recommendation

The study found a very high level of both psychological and employee engagement and a very high-level organizational citizenship behavior among teachers of DepEd Davao del Norte. Also, a significant relationship exists between the teachers' psychological capital and employee engagement in organizational citizenship behavior. The domains of psychological capital, such as self-efficacy, optimism, hope, and resilience, and employee engagement, such as vigor, dedication, and absorption, directly influence organizational citizenship behavior.

To the Human Resource Supervisors, maintaining the level of these independent variables, seeing that it depicts the level of organizational citizenship behavior. They regulate the teacher's confidence, positive work attitudes, efforts, and persistency to withstand any circumstances that could also gain competitive advantages, sustainable psychological well-being, and work-life satisfaction. Various employee engagement plans help teacher's preserve their determination, commitment, involvement, adaptability to changes, boost employee morale, and be less affected by negativity, which improves their work productivity and

performance. During the recruitment and selection of the teaching personnel, the human resource supervisors may consider the candidates' high-quality and personality attributes such as self-efficacy, optimism, hope, resilience, vigor, dedication, and absorption as a necessary asset and investment that further exhibit organizational citizenship behavior and contribute higher value for the benefit of the organization.

To the School Administrators, retaining psychological capital, employee engagement, and organizational citizenship behavior to the school by exhibiting fair management towards their treatment to all the teachers, fulfilling their promises to the school as a school head, giving rewards and recognitions around school premises, giving positive feedback to those teachers even with a small amount of effort or contributions for their school, and help them for their promotion especially those teachers who remain in the same position decades ago without being promoted, as well as, giving the teachers' a justifiable ratings which correspond their performance. School administrators established a school environment that encourages teachers to safely open their ideas, opinions, suggestions, and concerns for the classroom or the school improvements during meetings without the fear of being criticized, these well-informed teachers offer a great potential to the innovation of the school and the development of their learners. Also, building camaraderie, showing empathy, permitting teacher's an authority to perform discretionary activities, giving adequate resources, and providing support to the teachers help alleviate their burdens. Hence, valuing and prioritizing these will inspire teacher's in maintaining positive psychological capital and engage more in upcoming events.

To the Teaching Personnel, having a deeper understanding of their current situation while having fewer resources, given that most schools only rely upon their teachers to function not only in teaching but also in administrative duties because they are understaffed. Teachers continue to promote a positive community and working culture, work as a team throughout fortuitous events, and deliver excellent services to their students, co-teachers, supervisors, and the whole organization. Also, teachers extend their expertise and time to the students and co-teachers in need without the expectation of an additional incentive in return from the organization. Thus, teacher's engagement, psychological resources, and citizenship behavior are as important as achieving quality education for the public.

For the Future Researchers, this study may serve as additional literature or a wide opening that helps distinguish the effects of organizational citizenship behavior among employees. Other antecedents aside from psychological capital and employee engagement could also positively or negatively affect organizational citizenship behavior, such as trust, job satisfaction, leadership behavior, organizational commitment, and organizational justice. These can be further explored to identify their correlation with organizational citizenship behavior.

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