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Influence of Psychological Capital on Organizational Citizenship Behaviors: The Mediating Role of Psychological Well-being

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ABSTRACT

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The purpose of this study is to investigate the mediating role of psychological well-being between psychological capital and organizational citizenship behavior. To achieve the objectives of this study, data has been collected using a survey method through a cross-sectional technique from employees (n =199) working at higher education institutes in Pakistan. The Preacher and Hayes (2008) method of bootstrapping has been employed by using the Process macro for SPSS. The results of the analysis indicated that psychological well-being works as a mediating mechanism between psychological capital and organizational citizenship behavior. The critical flow-on effects of this study are that it has both theoretical and practical implications in the workplace. Therefore, the logical connection is that this study has filled the gap in the literature by testing the mediating role of psychological well-being in the link between psychological capital and organizational citizenship behavior. Apart from the theoretical implication, there are practical implications of the resulting analysis for practitioners, especially those in higher management of education institutes who are keen to see extra-role behaviors displayed in their staff. The authors have also discussed the limitation and future direction of the study, which will help future researchers to extend this study.

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Higher education has become a benchmark for the success of a nation, both in terms of the quality of the educational institution and the output of its graduates. Those nations that have realized the importance of higher education can be taking adequate measures to enhance the quality standards of their higher educational institutes. Tremendous growth is observed in the education sector of Pakistan during the last two decades. Despite the educational reforms, the

education system of Pakistan is suffering from certain issues and challenges, including declining academic performance and poor quality of education (Asrar-ul-Haq, Anwar, & Hassan, 2017). The success of education institutes mainly depends on the productivity of the teaching staff. If teachers in institutes perform their duties well, it will positively influence students and ultimately enhance the overall quality of education (Sarwar, Aslam, & Rasheed, 2012). Therefore, there is a need to explore the factors that influence teacher's performance.

Organizational citizenship behaviors are referred to as voluntary behaviors of employees in addition to their assigned tasks and which contribute to the overall organizational effectiveness of an organization (Organ, 1988). Organizational citizenship behavior is a beneficial behavior for the organization's productivity and may also help it gain a competitive advantage in its industry and enhance performance. Ansari and Upadhyay (2021) suggested a positive link between Organizational citizenship behavior and team effectiveness in a workplace environment. Furthermore, organizational citizenship behavior is related to behavior that demands employees go beyond regular duties (Organ, Podsakoff, & MacKenzie, 2006). Regarding teachers, organizational citizenship behaviors mean all helpful and voluntary behavior shown by teachers towards the institute, students, and colleagues (DiPaola, Tarter, & Hoy, 2004).

Luthans, Youssef, and Avolio (2007) defined psychological capital as "an individual's positive psychological state of development that is characterized by: (1) having confidence (self-efficacy) to take on and put in the necessary effort to succeed at challenging tasks; (2) making a positive attribution (optimism) about succeeding now and in the future; (3) persevering toward goals and, when necessary, redirecting paths to goals (hope) in order to succeed; and (4) when beset by problems and adversity, sustaining and bouncing back and even beyond (resiliency) to attain success" (p. 3). These components play an essential role in defining an individual's behaviors (Darvishmotevali & Ali, 2020). Psychological capital is considered an important personal resource that helps individuals achieve their job-related goals and encourages them to engage in extra-role behaviors (Gupta, Shaheen, & Reddy, 2017).

Psychological well-being has also been considered as an essential antecedent of prosocial behavior (Dávila & Finkelstein, 2013) as if employees have great psychological well-being, they are more likely to exhibit Organizational citizenship behaviors than employees who have low well-being. Employees with high self-efficacy believe that they can complete their job-related tasks, making them feel less stressed at the workplace (Schaubroeck & Merritt, 1997). Therefore, it is important for organizational development and an individual's quality of life (Diener et al., 1999). Prior research demonstrated that well-being is affected by employee's hope, self-efficacy, and resilience (Li, 2018).

The main objective of the study is to assess the mediating role of psychological well-being between psychological capital and organizational citizenship behaviors. Although the relationship between psychological capital and organizational citizenship behaviors has been examined in the prior literature, the mechanism through which psychological capital influences organizational citizenship behaviors has not been fully explored, which represents a gap in the literature of previous empirical studies that this present study aims to address. This study will help understand how psychological capital influences organizational citizenship behaviors to assist companies with making positive changes to improve their operations.

Theoretical Framework

The theoretical framework that guided this research is given in Figure 1. We proposed that psychological capital can enhance organizational citizenship behaviors through the mediating mechanism of psychological well-being. In the subsequent section, we have provided evidence from the literature to support our theoretical framework.

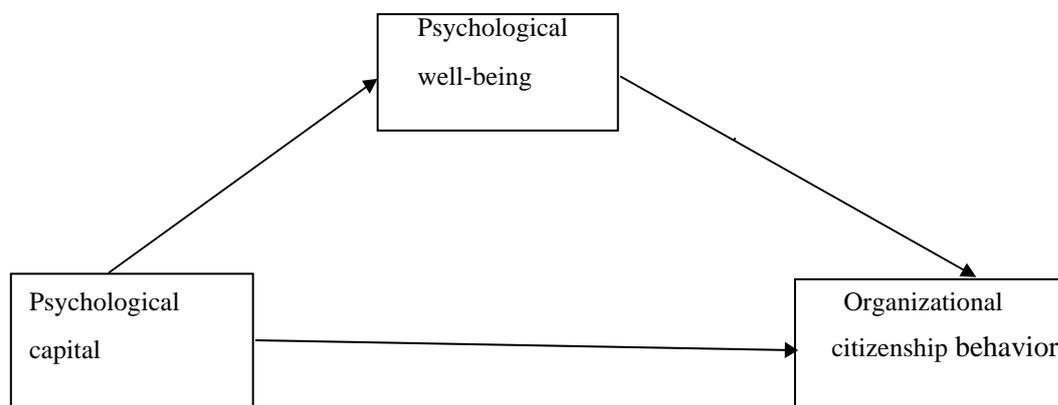


Figure 1. Theoretical framework

Literature Review

Relationship between Psychological Capital and OCB

Psychological capital is a significant predictor of organizational citizenship behaviors (Gupta et al., 2017; Norman et al., 2010). According to Gupta et al. (2017), scholars have reasoned that psychological capital produces positive emotions, and employees may utilize these positive emotions “for proactive extra-role behaviors such as sharing creative ideas or making suggestions for improvement” (Avey et al., 2010, p. 133). In addition, employees possessing high psychological capital are more likely to assist their colleagues at work openly and behave favorably in conflict management scenarios, thus intentionally expressing high levels of OCB (Avey, Wernsing, & Luthans, 2008).

In terms of psychological capital, the hope of employees to achieve their goals may be significantly related to the citizenship behavior of employees by engaging employees effectively (Floman, 2012). The optimism of employees to feel socially desirable has been significantly associated with the positive citizenship behavior in employees (Alessandri et al., 2012). Further, it has been found that employees' resilience to stand tall in the face of conflicts and hardships influences them to express citizenship behavior in an organization (Youssef & Luthans, 2007). In addition, employees' self-esteem to contribute to the organization's performance positively affected employees' citizenship behavior (VanDyne et al., 2000). Thus, there exists a positive link between psychological capital and organizational citizenship behaviors.

H₁: *Psychological capital has a positive impact on organizational citizenship behaviors.*

Relationship between Psychological Capital and Psychological Well-being

Conservation of resource theory posits that when individuals lose their valuable resources, it adds to their stress levels and reduces their psychological well-being. In contrast, when these resources are added, they perceive high psychological well-being (Baer et al., 2018).

Furthermore, in their research on frontline employees, Karatepe and Karadas (2015) observed that individuals possessing higher-level psychological capital are more satisfied with their life, career, and job because they are more confident, hopeful, optimistic, and resilient (Gupta et al., 2017). Prior studies, for instance, Avey et al. (2010), have also confirmed the positive relationship between psychological capital and psychological well-being. Therefore, it can be suggested that psychological capital may be used as a positive resource to enhance employee's well-being.

H₂: *Psychological capital has a positive impact on psychological well-being.*

Relationship between Psychological Well-being and OCB

The relationship between psychological well-being and OCB has rarely been studied in the literature. Most studies have considered OCB as a determinant of psychological well-being. However, the linkage between psychological well-being and organizational citizenship behaviors could be explained through social exchange theory, which suggests that employees are likely to return the benefits they receive from their organization (Blau, 1964). Accordingly, happy employees are more likely to go the extra mile for their organization and achieve organizational strategic goals. Wibowo's (2019) study has also suggested a positive influence of psychological well-being on employee organizational citizenship behaviors.

H₃: *psychological well-being has a positive impact on organizational citizenship behaviors.*

Mediating Role of Psychological Well-being

Psychological well-being is closely correlated with employee outcomes in both a personal and professional sense. It represents the employees' overall assessment of and perspective on their work experiences (Devonish, 2013). Much research has been done on the association between psychological well-being and task performance at work (Wright & Cropanzano, 2000; Wright et al., 2002). Therefore, there is significant value in past studies that comment specifically on the benefits of employing these workplace strategies. Moreover, employees' psychological and physical health and longevity vary according to how employees feel happy and positive at work (Danner, Snowdon, & Friesen, 2001). Psychological well-being results in achieving the desired workplace outcomes for employees.

It has been indicated that the role of psychological well-being as a mediating variable between psychological capital and organizational citizenship behavior may also be explained through the conservation of resource theory. According to Baer et al. (2018), conservation of resource theory is a concept based on the loss and gain of resources. Hobfoll and Lilly (1993) noted particular factors that employees may want to gain and conserve. These resources consist of motivation, the ability to perform work-related tasks, and being a team leader. When they gain these resources, they feel better, and their well-being increases, whereas losing these resources decreases well-being (Baer et al., 2018). When individuals gain resources, it adds to their well-being and gives them energy, enabling them to perform at a higher level (Hobfoll, Halbesleben, Neveu, & Westman, 2018). The argument is made that employees that possess resources, such as psychological capital, have high psychological well-being, which motivates them to make a special effort to achieve organizational goals beyond the duties of their role and perform organizational citizenship behaviors.

Cenciotti, Alessandri, and Borgogni (2017) examined the mediating role of job crafting between psychological capital and career success. Gupta et al. (2017) studied the mediating effect of work engagement between psychological capital and organizational citizenship behavior. Moreover, the mediating role of psychological well-being is also extensively explored in the literature. For example, Pahlevan Sharif, Ahadzadeh, and Sharif Nia (2018) examined the mediating role of psychological well-being in the relationship between organizational support for nursing practice and nurses' job satisfaction. But the mediating role of psychological well-being between psychological capital and organizational citizenship behaviors is still unexplored. Therefore, the current study has developed a theoretical framework for psychological well-being mediating between psychological capital and organizational citizenship behaviors.

H4: *Through the mediation of psychological well-being, psychological capital positively influences organizational citizenship behaviors.*

Methodology

This study has employed a cross-sectional survey design to analyze the link between psychological capital, psychological well-being, and organizational citizenship behavior. Data has been drawn from higher education institutes of the Sargodha district of Pakistan. The unit of analysis was the teaching staff members of higher education institutes. All measures were in English, as it is an official language of Pakistan and has been used as a medium of instruction in higher education institutes. Therefore, it is assumed that all respondents properly understood the questionnaire. This ensures that the empirical study conducted and reported on in this paper used consistent data. It is noted further that participation of respondents in the survey was voluntary, and they were guaranteed confidentiality of their responses and had it explained to them that only the aggregate results would be presented in the publication. The convenience-based nonprobability sampling technique was used to collect the data. In total, 300 questionnaires were distributed, and out of 220 completed, only 199 instruments were found to be suitable for data analysis.

Measures

The questionnaire of psychological capital was adopted from Luthans et al. (2007). The questionnaire contains 12 items, for example, "When things are uncertain for me at work, I usually expect the best." The psychological well-being was measured using a scale from Diener et al. (2010). The questionnaire contained eight items, for example: "I actively contribute to the happiness and well-being of others." Organizational citizenship behaviors were measured by adopting a scale developed by Lee and Allen (2002). The questionnaire contained five items, for example: "I volunteer for things that are not required." The Five Points Likert Scale was used to collect the responses, with responses ranging from strongly agree = 5 to strongly disagree = 1.

Results

Demographics

The details of the respondents are given in demographic Table 1. The sample consists of 55.8% males and 44.2% females. Out of the total respondents, 37.2% are married, and 62.8% are

single. Most respondents have 18 years of education (MS/MPhil) at 51.3%, followed by 44.7% having education of 16 years, while only 4% of the sample had obtained a PhD degree. A total of 65.3% are between the ages of 25 to 35, 27.1% are under 25 years old, 7% are between ages 36 to 46, while only .05% are over 46 years old. Of the total sample, 55.3% have organizational tenure between 2 to 5 years, 29.6% with one year or less, and 15.1% with more than five years of organizational tenure. Out of the total sample, 34.7% have job tenure of one or less organizational tenure, 47.7% with 2 to 5 years of job tenure, and 17.6% are with job tenure of more than five years. The demographics involved in the present study comprised of near-equal gender balance to account for both male and female perspectives. All have attained a certain standard of education which ensures relative consistency among the survey respondents. The difference in tenure ranges of the respondents allows for a wide range of employees to be surveyed, as each group is likely to have a different experience of workplace culture depending on their tenure, which gives the study better reliability due to its breadth.

Table 1

Demographic Profile

Variable/detail	Frequency	(%)
Gender		
Male	111	55.8%
Female	88	44.2%
Marital status		
Married	74	37.2%
Un-Married	125	62.8%
Education		
Bachelor (16 years)	89	44.7%
MS/M.Phill (18 years)	102	51.3%
Ph.D	8	4%
Age		
Less than 25 years	54	27.1%
25-35	130	65.3%
36-46	14	7%
47 and Above	1	0.5%
Organizational Tenure		
One year or less	59	29.6%
2-5	110	55.3%
More than five years	30	15.1%
Job Tenure		
One year or less	69	34.7%
2-5	95	47.7%
More than five years	35	17.6%

Confirmatory Factor Analysis

Before examining the hypotheses, confirmatory factor analysis was run through AMOS statistical software to examine the uniqueness of the model. The results of confirmatory factor analysis given in Table 2 revealed that three-factor model ($\chi^2 = 306.78$; $df = 181$; $p = .000$, GFI = .81, CFI = .82, RMSEA = .07), exhibited an acceptable fitness of the model. The values of CFI, GFI, and AGFI greater than .80 indicate a good fit, and the value of RMSEA less than .1 is considered acceptable (Carvalho & Medeiros, 2021). Two other possible models were also run (a two-factor model combining psychological well-being and OCB and a one-factor model

combining all items of three variables). The comparison of these three models suggests that the three factors proposed model provide a better fit to data. Moreover, the factor loadings are loaded significantly, and all factor loadings are higher than .40. The measurement model is demonstrated in Figure 2.

Table 2

Index of Model Fit

	Chi-Square	DF	GFI	CFI	IFI	RMSEA
Three factor model (Psychological capital, psychological well-being and OCB)	555.40	249	.81	.82	.82	.07
Two factor model (Comining OCB, well-being)	789.71	251	.73	.69	.69	.10
One factor model (Combining all three variables)	1272.48	252	.41	.54	.42	.14

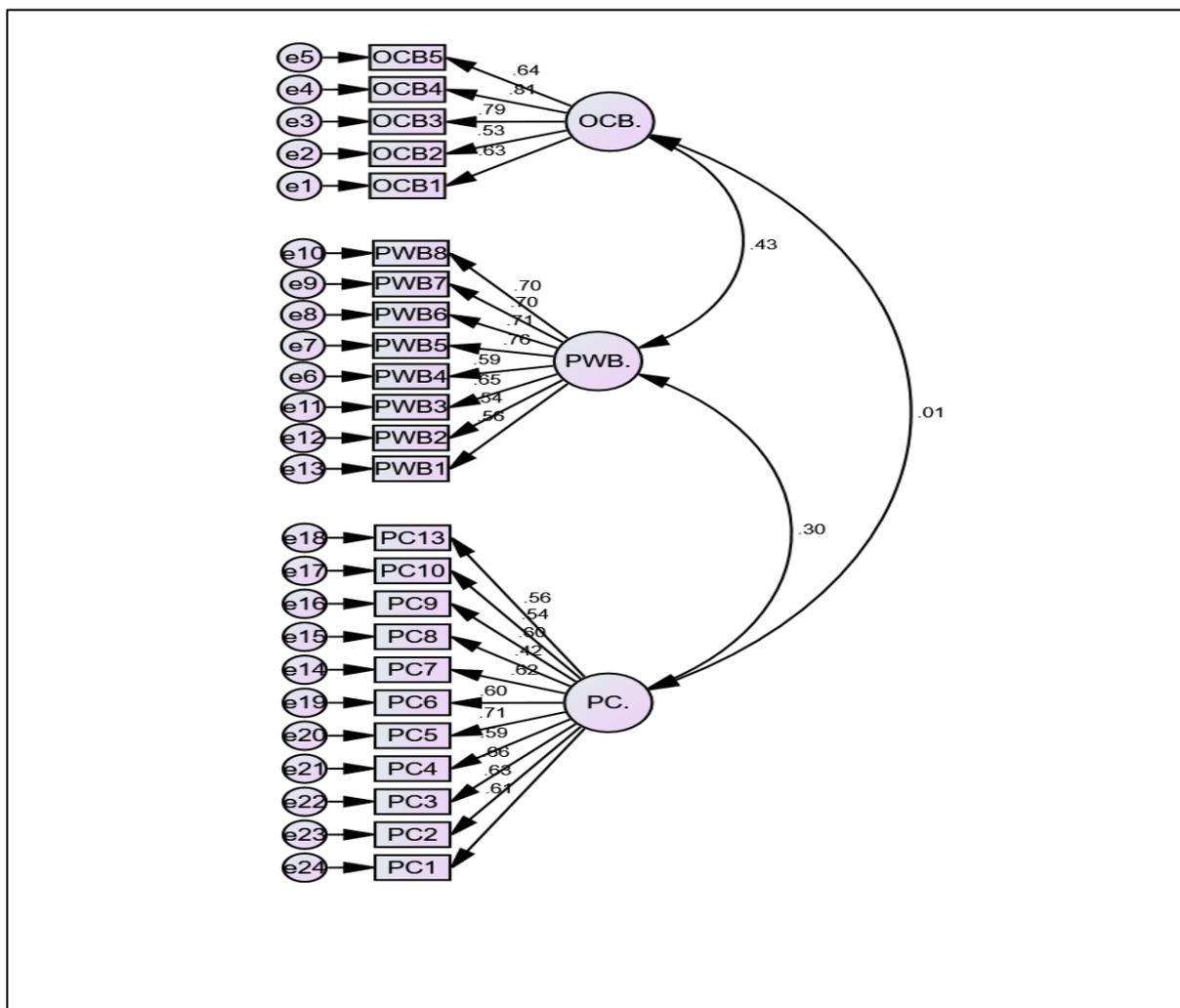


Figure 2. Confirmatory factor analysis.

Discriminant Validity Using HTMT

The discriminant validity of the measurement model is determined through the Heterotrait–Monotrait ratio of correlations (HTMT) criterion (Henseler, Ringle, & Sarstedt, 2015). Table 3 reveals that HTMT values are lower than 0.85; therefore, the results proved the discriminant validity of all the constructs used in this study (Abdullah et al., 2021).

Table 3
Discriminant Validity Using HTMT

	OCB	PWB	PC
OCB			
Psychological well-being (PWB)	.41		
Psychological capital (PC)	.02	.31	

Descriptive Statistics, Correlation Analysis, and Reliabilities

The Pearson correlation test was used to test the correlation among all the variables in the data. Table 4 shows the level of association and direction of the relationship. Correlation analysis showed the significant correlation between psychological capital and psychological well-being ($r = .63, p < .01$), followed by the correlation between psychological well-being and organizational citizenship behaviors ($r = .34, p < .01$), and the correlation between psychological capital and organizational citizenship behaviors ($r = .23, p < .01$). The mean scores of psychological capital, psychological well-being, and organizational citizenship behavior are 3.85 ($SD = .57$), 3.97 ($SD = .78$), and 3.55 ($SD = .64$). Table 3 indicates that all three variables have obtained good reliability coefficients (Cronbach's alphas), ranging from .81 to .87. The Cronbach's alpha for psychological capital is .86, psychological well-being is .87, and organizational citizenship behavior is .81.

Table 4

Descriptive statistics, Correlation analysis, and Reliabilities

Variables	<i>M</i>	<i>SD</i>	α	PC	PWB
Psychological Capital (PC)	3.84	.56	.86		
Psychological Well-being (PWB)	3.96	.78	.87	.63**	
Organizational citizenship behavior (OCB)	3.54	.64	.81	.23**	.34**

Note. ** Correlation is significant at the 0.01 level (2- tailed), N = 199.

Regression analysis

We have employed multiple regression analyses to examine each of the main effect hypotheses. The analysis results are given in Table 5. In step one of model 1, the total impact of psychological capital on organizational citizenship behavior is examined. The results revealed that the beta value was significant ($\beta = .33, p < .05$), and zero did not lie in the interval. Therefore, hypothesis H₁ was supported. The second step examined the impact of psychological capital on psychological well-being, of which results revealed a significant association between psychological capital and psychological well-being ($\beta = .72, p < .05$). The H₂ hypothesis has also been accepted. In step three, the relationship between psychological well-being and organizational citizenship behavior was tested. The results revealed the significant link between psychological well-being and organizational citizenship behavior ($\beta = .40, p < .05$). Similarly, H₃ has been accepted. In step four, the direct effect of psychological capital on organizational citizenship behavior has been examined by controlling the mediator variable of psychological well-being. The results showed that the relationship becomes insignificant ($\beta = .04, p = .72$). If we follow Baron and Kenny's approach (Hayes, 2009), we can say there exist full mediation, but Hayes (2009) suggests an extra step with an indirect effect. Therefore, to test the mediation effect, the indirect effect of IV on DV must be tested by bootstrapping results using 5000 numbers of the bootstrap sample. The results showed no zero in the interval, which proved that psychological well-being mediates the link between psychological capital and organizational citizenship behavior, thus supporting hypothesis H₄.

The whole mediation process is also presented in Figure 3. In the first step, the total effect of psychological capital on organizational citizenship behaviors is given. In the second step, the direct effect of psychological capital on psychological well-being and organizational citizenship behaviors, and the direct effect of psychological well-being on organizational citizenship behavior are given.

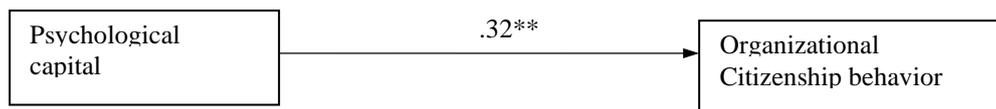
Table 5

Regression of Psychological Capital on Organizational Citizenship Behavior through Psychological Well-Being

Step	Dependent/independent variables	β	SE	<i>t</i>	<i>p</i>	LLCI	ULCI
Step 1 (Total Effect)	Dependent variable: OCB						
	PC	.32	.09	3.40	.00	.13	.51
<i>R</i> = .23, <i>R</i> ² = .05, <i>F</i> (1, 197) = 11.58, <i>p</i> = .00							
Step 2	Dependent variable: PWB						
	PC	.71	.06	11.39	.00	.59	.84
<i>R</i> = .63, <i>R</i> ² = .39, <i>F</i> (1, 197) = 129.62, <i>p</i> = .00							
Step 3	Dependent variable: OCB						
	PWB	.39	.10	3.76	.00	.18	.60
<i>R</i> = .34, <i>R</i> ² = .11, <i>F</i> (2, 196) = 13.26, <i>p</i> = .00							
Step 4 (Direct Effect)	Dependent variable: OCB						
	PC	.04	.11	0.35	.72	-.19	.27
<i>R</i> = .36, <i>R</i> ² = .13, <i>F</i> (2, 196) = 13.26, <i>p</i> = .00							
Step 5 (Indirect Effect)	The indirect effect on IV on DV						
	PWB	β	BOOT SE	BOOT LLCI	BOOT ULCI		
		.20	.06	.08	.34		

Note. OCB = Organizational citizenship behavior, PC = Psychological capital, PWB = Psychological well-being, N= 199

Step 1.



Step 2.

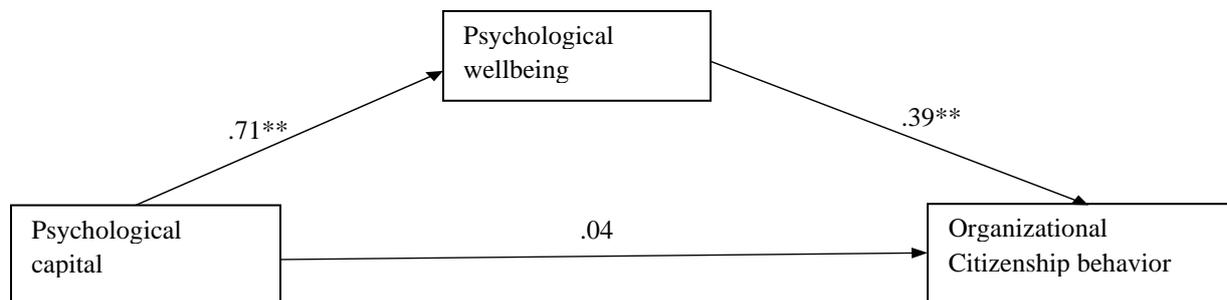


Figure 3. The total effect model and a single mediation model

Discussion

Organizational citizenship behavior, sometimes referred to as extra-role performance, includes behaviors that encourage employees to go beyond their formal job description and involve themselves in additional activities with no expectation of bonuses, rewards, or recognition. In education institutes, in particular, there can be an increased demand for staff to go beyond their job description to raise education standards. In Pakistan, tremendous growth has been observed in the education sector, especially in higher education institutes over the last two decades. The government has allocated considerable resources to develop new universities and enhance the capacity building of existing universities through the commission of higher education.

This paper is a landmark study in exploring how psychological well-being can serve as a mediating mechanism in the positive association between employee psychological capital and organizational citizenship behaviors. Unlike past studies that have focused exclusively on the positive relationship between psychological capital and organizational citizenship behavior, in this study, we have gone further by employing both social exchange and conservation of resource theory to explain the direct and indirect relationship between psychological capital and organizational citizenship behaviors. This study confirms the findings of previous studies in indicating a positive link between psychological capital and organizational citizenship behavior. This finding is in line with the studies of Gupta et al. (2017) and Pradhan et al. (2016), who show that individuals that possess high psychological capital are expected to perform desirable organizational citizenship behaviors. This is because psychological capital develops a positive attitude and facilitates positive work-related outcomes (Ramalu & Janadari, 2020).

The results further suggest a positive and significant connection between psychological capital and psychological well-being. This finding is in congruence with Avey et al. (2010) and therefore confirms the reliability of past studies. Further, the results reveal a significant association between psychological well-being and organizational citizenship behaviors, in line with the study of Wibowo (2019). Finally, the results show that the relationship between psychological capital and organizational citizenship behaviors is affected by employee psychological well-being. This finding is inconsistent with the conservation of resource theory, which posits that individuals with high psychological capital can achieve greater happiness in

life, resulting in higher psychological well-being, which increases the employees' organizational citizenship behaviors. An interesting aspect of our study that was not addressed in previous studies, and therefore evidences the value of our research, is that the direct relationship between psychological capital and organizational citizenship behaviors is insignificant, while the indirect effect is significant. Thus, it shows that the relationship between psychological capital and organizational citizenship behaviors exists because of the bridging role of psychological well-being.

Conclusion

This study has imparted new knowledge to the existing literature on psychological capital, psychological well-being, and organizational citizenship behaviors. The results of this study provide evidence of the significance of an individual's psychological capital and psychological well-being to achieve a higher level of organizational citizenship behaviors. The findings suggest that higher education institutes should establish a system that could enhance employee well-being, pushing employees to go the extra mile to achieve organizational short and long-term goals.

Implications

This study has contributed to and enhanced the existing literature by examining psychological well-being to describe the relationship between psychological capital and organizational citizenship behaviors. The results demonstrate that organizations should focus on ways to improve the psychological capital of their employees, as it should increase the employees' perceived well-being, a proposition suggested by the current study. This, in turn, will make them more committed to their organization and ready to perform organizational citizenship behaviors while fulfilling their job description. In Pakistan, higher education institutes should design their work systems to motivate staff to perform organizational citizenship behaviors. In addition to theoretical implications, this study also has practical benefits for organizations. During designing policies related to employees, organizations must meet the conditions that require increasing the psychological well-being of their employees. Such a strategy ultimately will play a vital role in teaching new role behavior in their employees.

Limitations and Future Direction

It should be noted that there are some limitations to this study, particularly with its design. The study used a cross-sectional design during the research phase. The future researcher may seek to use a longitudinal research design to remove causality errors. Taking a longitudinal approach to this research would allow for capturing more data points. However, our sample size was large enough to conduct this research if the use of sophisticated analysis techniques is desired, such as multilevel structural equation modeling (Hox, Maas, & Brinkhuis, 2010). As data has been collected from higher education institutes, the results of the study cannot be generalized. The future researcher may conduct this study in other sectors, such as manufacturing or banking, to confirm the results of the current study. The focus of the current study was to find out the mechanism through which psychological capital affects an organization's citizenship behaviors, which has not been addressed in previous studies, and future researcher may focus their efforts to find out the mechanism through which psychological capital affects other work-related

outcomes, such as job satisfaction, and engagement. Finally, future studies might find the possible role of leadership styles on extra-role behaviors.

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