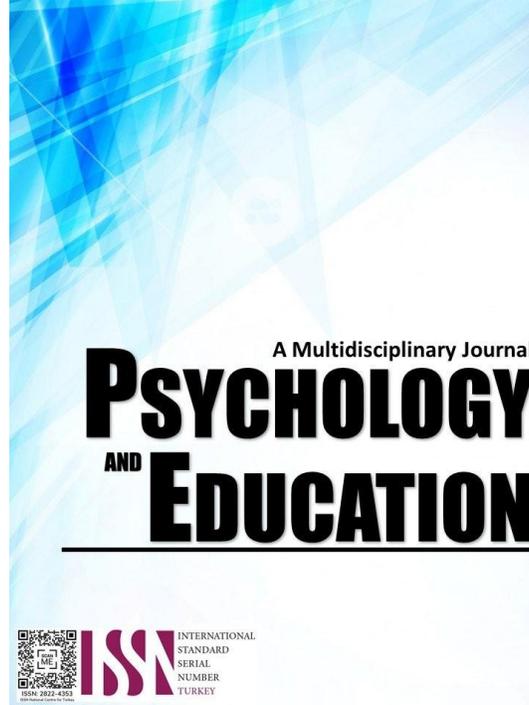


THE IMPACT OF PSYCHOLOGICAL CAPITAL AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR ON TEACHERS' WELL-BEING



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The Impact of Psychological Capital and Organizational Citizenship Behavior on Teachers' Well-Being

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Abstract

This study examined the effects of psychological capital (PsyCap) and organizational citizenship behavior (OCB) on the well-being of 150 public elementary school teachers in the Kadingilan I and II Districts of Bukidnon for the academic year 2024-2025. Guided by the Broaden-and-Build Theory, this research explores the influence of positive psychological constructs on the mental, emotional, and professional well-being of teachers. Data were collected using a descriptive correlational research design with an adapted survey questionnaire. Descriptive statistics, Pearson correlation, and regression analysis were applied to assess the levels of PsyCap, OCB, and teacher well-being, as well as their interrelationships. The study found that teachers exhibited high levels of psychological capital, characterized by traits such as optimism, resilience, self-efficacy, and hope, which enabled them to overcome challenges and maintain motivation. Their organizational citizenship behavior was also notably high, reflecting frequent voluntary contributions beyond formal job responsibilities, which fostered teamwork and a positive school environment. Teachers reported high overall well-being, indicating strong emotional, psychological, and social health. The research revealed a positive correlation between PsyCap, OCB, and well-being, suggesting that enhanced psychological resources and proactive behaviors significantly contribute to teachers' overall wellness. The findings emphasize the importance of creating supportive environments that nurture psychological capital and organizational citizenship behavior, leading to healthier, more motivated, and more effective educators.

Keywords: *Psychological Capital, Organizational Citizenship Behavior, teacher well-being*

Introduction

Teachers significantly influence the development of students. They are the ones responsible for engaging students and promoting their learning. Educational communities and systems have high expectations for teachers' work, given their importance to a child's development and learning. The expectations placed on teachers' work and responsibilities are numerous and complex. Educators must ensure that all students develop the knowledge, skills, and attitudes essential for becoming successful and competent citizens capable of addressing the challenges of the 21st century. Schleicher (2018) stated that teachers are required to assume various additional responsibilities to facilitate their students' emotional and social development, acknowledge and address individual differences, and collaborate with fellow educators and parents to promote the comprehensive development of their students. Educators are anticipated to adjust to contemporary technological and digital requirements, utilizing information and communication technologies in the classroom to facilitate the development of advanced 21st-century skills among students. Teachers are recognized for their intellectual curiosity, proficiency in gathering and analyzing information regarding their school and classroom, and their ability to act based on this analysis.

The working conditions of teachers and classroom processes are evolving in response to increasing expectations. Many educational systems require teachers to navigate diverse classroom environments characterized by varying student ability levels, socioeconomic backgrounds, and demographic compositions. Additionally, numerous systems are facing budget freezes and reductions, which restrict the quantity and quality of support accessible to educators in addressing these emerging demands and challenges (OECD, 2018). Simultaneously, schools are increasingly bureaucratic; teachers indicate a decline in work autonomy and an increase in non-teaching responsibilities.

The topic of teachers' well-being has received significant attention over the years. Research on the relationship between psychological capital, organizational citizenship behavior, and teachers' well-being in Asia, specifically in the Philippines, remains limited.

In this context, the researcher aims to assess the levels of psychological capital, organizational citizenship behavior, and well-being among public elementary school teachers in the Kadingilan I and II Districts within the Division of Bukidnon for the academic year 2024-2025. This study will examine the relationship between these variables. Finally, it will determine which of the identified variables affect the well-being of public elementary school teachers.

Research Questions

This study determined the level of psychological capital, organizational citizenship behavior, and well-being of public elementary school teachers in Kadingilan I and II Districts in the Division of Bukidnon for the school year 2024-2025. Specifically, it sought to answer the following questions:

1. What is the level of psychological capital of teachers in terms of hope, optimism, resilience, and self-efficacy?
2. What is the extent of organizational citizenship behavior of teachers in the dimensions of altruism, courtesy, conscientiousness, civic virtue, and sportsmanship?

3. What is the level of teachers' well-being?
4. Is there a significant relationship on psychological capital and organizational citizenship behavior to teachers' well-being?
5. Is there any variable, singly or in combination, best describes the teachers' well-being?

Methodology

Research Design

This study employed a quantitative approach through a descriptive-correlational research design. It utilized a survey questionnaire as the primary tool to gather the necessary data. This descriptive study determined the level of psychological capital, extent of organizational citizenship behavior, and level of well-being of the public elementary school teachers of Kadingilan I and II districts. It was also correlational because the study intended to find the relationship between the independent and dependent variables.

Respondents

The study's respondents were randomly selected to determine the 150 public elementary school teachers of Kadingilan I and II Districts in the Division of Bukidnon. The teachers would rate themselves regarding their psychological capital, organizational citizenship behavior, and well-being.

Table 1 presents the distribution of study respondents in 14 Kadingilan I and II Districts schools.

Table 1.

<i>Name of Districts</i>	<i>Name of Schools</i>	<i>Total Population of Teachers in School</i>	<i>Number of Participants (Sample Size)</i>
1. Kadingilan 1	Bagor ES	16	16
	Salvacion ES	8	8
	Kadingilan CES	40	40
2. Kadingilan 2	Bacbacon ES	6	6
	Bagongbayan ES	8	8
	Bahucanon ES	4	4
	Balaoro ES	9	9
	Heudan Te Merak ES	6	6
	Kabadiangan Central ES	19	19
	Kawilihan ES	4	4
	Kibalagon ES	7	7
	Mabuhay ES	6	6
	Matampay ES	7	7
	Pinamangguan ES	10	10
Total		150	150

Instrument

To collect data, respondents have distributed the structured survey questionnaire, which is composed of three (3) parts. These are all adapted questionnaires.

Part I of the survey questionnaire features the Psychological Capital Questionnaire, which was developed by Luthans, Avolio, Avey, and Norman (2007). This scale assesses psychological capital through a twenty self-report format, divided into four sub-elements: hope (5 items), optimism (5 items), resilience (5 items), and self-efficacy (5 items).

Part II of the survey questionnaire focused on the Organizational Citizenship Behavior (OCB) Scale, adapted from Podsakoff's OCB Scale as per Tambe and Shanker (2015). This section includes 24 items measuring various dimensions of OCB, including altruism (5 items), conscientiousness (5 items), courtesy (5 items), sportsmanship (5 items), and civic virtue (4 items).

Part III of the questionnaire utilized the Warwick-Edinburgh Mental Well-being Scale (WEMWBS) from the study of Roemer (2018), a unidimensional measure assessing overall well-being. This section comprises 14 items that reflect participants' feelings over the past two weeks and demonstrate high.

This instrument effectively combines established scales to provide a comprehensive assessment of psychological capital, organizational citizenship behavior, and well-being among teachers, facilitating insights into their professional experiences and personal growth within educational settings.

Procedure

The data-gathering procedure for this study was planned to ensure the accurate collection of data regarding the components. The process began with the preparation and finalization of the research instruments.

Following the preparation of the research instruments, formal permission was sent to the school authorities of different schools under

the District of Kadingilan Division of Bukidnon. Meetings were conducted with school administrators and teachers to explain the study's purpose, significance, and methodology, which was crucial in gaining their support and cooperation.

After the permission was secured, the researcher proceeded with the data collection. Throughout the data collection process, proper monitoring and supervision were maintained to ensure consistency and prevent any biases or errors in data recording. The researcher ensured that respondents were comfortable and fully understood the importance of their involvement in the study. After completing the data collection, all survey responses were carefully reviewed and consolidated. The data were then coded and entered into statistical analysis. Ethical considerations were strictly followed throughout the process, including obtaining consent from the participants and ensuring their confidentiality. This careful and systematic approach to data gathering provided robust and comprehensive data that underpin the study's findings and conclusions.

Data Analysis

To answer problems 1, 2, and 3 regarding the level of psychological capital, extent of organizational citizenship behavior, and level of well-being of teachers, descriptive statistics, such as mean, percentage, and standard deviation, were employed.

To answer problem number 4, the Pearson-Product Moment Correlation was employed to determine whether there was a significant relationship between the level of psychological capital and the extent of organizational citizenship behavior and teachers' well-being.

To answer problem number 5, a Linear Regression Analysis was conducted to determine which of the two variables—psychological capital and organizational citizenship behavior—significantly predict the well-being of teachers. Before performing the regression analysis, the assumptions of linear regression was thoroughly examined, and the accuracy and reliability of the results was validated. These assumptions included linearity (a linear relationship between predictors and the outcome variable), independence of errors, homoscedasticity (constant variance of errors), normality of residuals, and the absence of multicollinearity among the predictors. Meeting these assumptions was crucial for the model's robustness and its predictive power's validity.

Ethical Considerations

The researcher requested a permit from the university Research Office to gather the necessary data. A letter addressed to the School Division Superintendent of the Division of Bukidnon was made to approve conducting the study within the division. The approved request served as the basis for endorsement to the Public Schools District Supervisors and school heads in the District of Kadingilan to launch the questionnaires to the study's respondents.

Upon approval, the researchers sent invitation letters to the respondents. The letter contained information on the purpose of the study and the nature of their participation. Before conducting the survey, an informed consent form was given to the respondents. The consent to participate meant that they accepted the invitation to participate in the study, agreed to provide relevant information, and answered the questions honestly. It also agreed that the respondents could withdraw their participation for valid reasons.

Respecting the participants' anonymity, the researchers ensured anonymity by instructing teachers not to write their names. The respondents, demonstrating their commitment to the research, volunteered without expecting a reward. They agreed to complete the questionnaire anonymously and sign the informed consent forms placed in a box before completing the questionnaire. After giving the respondents one week to complete the survey, SMS and e-mail messages were sent as reminders to complete the survey, thanking those who completed and submitted the survey and providing one more week for survey completion and submission.

Results and Discussion

This section includes the presentation of data gathered and the comprehensive discussion, interpretation, and implications of the study's findings. Results were presented in tables, which were then analyzed and interpreted. The order of the presentation follows the sequence of the problems identified in the study.

The first part determines the level of psychological capital, organizational citizenship behavior, and well-being of teachers. The second part displays the correlation between psychological capital and organizational citizenship behavior to teachers' well-being and identifies the variables that best predict the well-being of teachers.

Psychological Capital of Teachers

The level of psychological capital of the Department of Education teachers, particularly in Kadingilan Districts of the Division of Bukidnon, is presented in Table 2-6. The table shows the indicators, mean scores, standard deviation, and qualitative interpretation. Every psychological capital domain with its corresponding indicators was discussed and interpreted individually.

Hope

The assessment of the level of psychological capital of teachers in terms of hope is shown in table 2. All indicators were rated at a very high level. Among these, "For any problem, there are many ways to solve it" (Mean = 4.55, SD = 0.550) had the highest mean, indicating that teachers strongly believe in their ability to find multiple solutions to challenges.

Table 2. *Level of psychological capital of teachers in terms of hope.*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
1. If I were in a difficult situation at work, I could think of many ways to get out of it.	4.31	0.750	Very High Level
2. Nowadays, I try to achieve my goals with great energy.	4.37	0.561	Very High Level
3. For any problem, there are many ways to solve it.	4.55	0.550	Very High Level
4. Right now, I see myself as a successful person at work	4.21	0.701	Very High Level
5. I can think of many ways to achieve my goals at work.	4.43	0.584	Very High Level
Overall	4.37	0.437	Very High Level

Legend: 5 (4.20–5.00) – Strongly Agree, Very High Level | 4 (3.40–4.19) – Agree, High Level | 3 (2.60–3.39) – Moderately Agree, Moderately High Level | 2 (1.80–2.59) – Disagree, Low Level | 1 (1.00–1.79) – Strongly Disagree, Very Low Level

Other indicators also showed high levels of hope, such as "I can think of many ways to achieve my goals at work" (Mean = 4.43, SD = 0.584) and "Nowadays, I try to achieve my goals with great energy" (Mean = 4.37, SD = 0.561), demonstrating their strong motivation and problem-solving capabilities. Similarly, "If I were in a difficult situation at work, I could think of many ways to get out of it" (Mean = 4.31, SD = 0.750) and "Right now, I see myself as a successful person at work" (Mean = 4.21, SD = 0.701) also reflected a very high level of hope, emphasizing teachers' confidence in overcoming difficulties and achieving professional success.

The overall mean score of 4.37 (SD = 0.437) confirms that teachers possess a strong sense of hope in their professional roles, essential for resilience and goal attainment.

Recent research highlights the link between hope and resilience, demonstrating that hopeful individuals are equipped to handle stress and adapt to new situations in the workplace (Díaz et al., 2023). As a cognitive and emotional construct, hope involves setting goals, identifying routes to reach them, and keeping the drive to follow them even against challenges. This mental framework enables individuals to overcome challenges and sustain a positive outlook, even in demanding environments.

In educational contexts, hope fosters positive attitudes and proactive problem-solving, essential for addressing teaching complexities (Snyder et al., 2021). Teachers who exhibit high levels of hope are likely to look at challenges with confidence and creativity, enabling them to navigate the demands of lesson planning, classroom management, and student engagement. A more welcoming and practical learning space is produced by teachers who adopt this proactive approach as they create creative teaching methods and adjust to the various requirements of their students.

Moreover, hope has been associated with greater job satisfaction, enhanced teacher-student relationships, and improved student outcomes. According to Shin et al. (2022), hopeful teachers report higher levels of job satisfaction because they see challenges as opportunities for their growth rather than impossible barriers. This perspective reduces burnout and promotes a sense of purpose and fulfillment in their professional roles. Additionally, hope facilitates stronger interpersonal connections between teachers and students, fostering a supportive classroom atmosphere that enhances students' motivation and academic performance (Ciarrochi et al., 2020). When teachers model hopeful thinking, students are more likely to adopt similar attitudes, which can positively influence their resilience, persistence, and overall success.

Other studies further emphasize the broader impact of hope in educational settings. For instance, Marques et al. (2021) found that students taught by hopeful teachers demonstrated higher levels of academic engagement, self-efficacy, and emotional well-being. These outcomes suggest that the presence of hope benefits teachers and creates ripple effects that improve the overall learning experience for students. In addition, hopeful teachers are more likely to collaborate effectively with colleagues, contributing to a positive school culture that supports professional development and student achievement (Lopez et al., 2022).

Optimism

Table 3. *Level of psychological capital of teachers in terms of optimism.*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
6. When things are uncertain for me at work, I usually expect the best	4.00	0.769	High Level
7. In my work, I always look on the positive side of things.	4.42	0.571	Very High Level
8. At work, I am optimistic about what will happen in the future.	4.25	0.665	Very High Level
9. At work, I see unexpected changes as opportunities	4.31	0.636	Very High Level
10. I work with the conviction that every setback has a positive side	4.33	0.660	Very High Level
Overall	4.26	0.488	Very High Level

Legend: 5 (4.20–5.00) – Strongly Agree, Very High Level | 4 (3.40–4.19) – Agree, High Level | 3 (2.60–3.39) – Moderately Agree, Moderately High Level | 2 (1.80–2.59) – Disagree, Low Level | 1 (1.00–1.79) – Strongly Disagree, Very Low Level

Table 3 is the psychological capital of teachers in terms of optimism was evaluated through five indicators, with an overall mean of 4.26 (SD = 0.488), indicating a very high level of optimism. The highest-rated indicator was "In my work, I always look on the positive side of things" (Mean = 4.42, SD = 0.571), suggesting that teachers maintain a strong positive outlook in their professional environment.

Other indicators also reflected high levels of optimism, such as "I work with the conviction that every setback has a positive side" (Mean = 4.33, SD = 0.660) and "At work, I see unexpected changes as opportunities" (Mean = 4.31, SD = 0.636), emphasizing their resilience in handling challenges. Similarly, "At work, I am optimistic about what will happen in the future" (Mean = 4.25, SD = 0.665) further supports their forward-looking mindset. However, the indicator "When things are uncertain for me at work, I usually expect the best" (Mean = 4.00, SD = 0.769) was rated slightly lower, although it still falls under the high level category.

Overall, the findings indicate that teachers demonstrate a strong sense of optimism, essential for maintaining motivation, adaptability, and confidence in the workplace.

This strong sense of optimism is particularly significant in the teaching profession, where adaptability and confidence are critical for navigating the complexities of modern classrooms. The findings align with research by Shin et al. (2023), who emphasize that optimism contributes to creating a favorable school climate and enhancing individual and institutional outcomes. Therefore, fostering and supporting optimism among teachers is beneficial for their personal well-being and essential for achieving broader educational goals.

A positive outlook is a critical psychological resource, as it fosters resilience, enhances problem-solving abilities, and encourages greater job satisfaction in challenging work contexts such as teaching. In the teaching profession, maintaining a positive perspective helps educators navigate the dynamic demands of their roles, including managing diverse student needs, adapting to curriculum changes, and addressing external pressures such as administrative demands and societal expectations. A positive outlook allows teachers to approach these challenges with a proactive and solutions-oriented mindset, reducing stress and promoting a sense of efficacy in their roles.

Recent research by Vesely et al. (2021) underscores that teachers with higher levels of optimism report better emotional regulation and stronger professional engagement, which translates into more effective teaching practices. Emotional regulation enables teachers to manage the emotional demands of their work, such as supporting students with behavioral or academic difficulties, while maintaining a calm and composed demeanor. This emotional stability fosters a positive classroom environment that enhances student learning and well-being.

Furthermore, professional engagement driven by optimism ensures that teachers remain motivated to pursue continuous improvement, seek professional development opportunities, and collaborate effectively with colleagues.

Similarly, Seligman and Adler (2019) demonstrated that optimistic teachers are less likely to experience burnout and are more likely to find meaning and purpose in their work. This sense of purpose improves their satisfaction and positively impacts student outcomes, as motivated and engaged teachers are more likely to inspire and connect with their students. Moreover, optimistic teachers tend to model positive attitudes and behaviors, which can influence students' optimism, resilience, and academic success (Fredrickson, 2020)

Resilience

Table 4. *Level of psychological capital of teachers in terms of resilience.*

Indicator	Mean	SD	Interpretation
11. In one way or another, in general I can manage work and its difficulties	4.19	0.727	High Level
12. At work, if necessary, I am able to stand "at my own risk."	4.33	0.585	Very High Level
13. In general, I can easily step over the more stressful things at work.	4.14	0.714	High Level
14. I can overcome the difficult times at work, because I already came through difficulties in the past.	4.29	0.606	Very High Level
15. I feel that I can handle many things at the same time at work.	3.95	0.814	High Level
Overall	4.18	0.535	High Level

Legend: 5 (4.20–5.00) – Strongly Agree, Very High Level | 4 (3.40–4.19) – Agree, High Level | 3 (2.60–3.39) – Moderately Agree, Moderately High Level | 2 (1.80–2.59) – Disagree, Low Level | 1 (1.00–1.79) – Strongly Disagree, Very Low Level

Table 4 is the psychological capital of teachers in terms of resilience was assessed through five indicators, resulting in an overall mean of 4.18 (SD = 0.535), indicating a high level of resilience. The highest-rated indicator was "At work, if necessary, I am able to stand 'at my own risk'" (Mean = 4.33, SD = 0.585), suggesting that teachers demonstrate a strong sense of independence and courage in facing challenges.

This finding underscores their ability to take initiative and make decisions, even in uncertain or high-stakes situations, which is a critical trait in the teaching profession. Independence and courage allow educators to address complex problems, advocate for their students, and implement innovative solutions, even when facing potential risks or resistance.

Other indicators also reflected resilience, such as "I can overcome the difficult times at work, because I already came through difficulties in the past" (Mean = 4.29, SD = 0.606), highlighting their ability to draw strength from past experiences. Similarly, "In one way or another, in general I can manage work and its difficulties" (Mean = 4.19, SD = 0.727) and "In general, I can easily step over the more

stressful things at work" (Mean = 4.14, SD = 0.714) demonstrated teachers' capability to handle work-related pressures effectively.

However, the lowest-rated indicator was "I feel that I can handle many things at the same time at work" (Mean = 3.95, SD = 0.814), which, while still classified as high, suggests that multitasking may be more challenging compared to other resilience-related aspects. Overall, the findings indicate that teachers possess a strong ability to adapt and persevere in adversity, essential for sustaining professional effectiveness and well-being.

Research supports the view that independence and risk-taking are essential to professional resilience and adaptability. According to Deci and Ryan's Self-Determination Theory, autonomy, or the capacity to act independently, is a fundamental psychological need that fosters motivation, confidence, and effective performance in the workplace. Independence enables educators to respond creatively to diverse classroom challenges and maintain control over their professional environment (Shin et al., 2023).

Furthermore, courage in facing challenges is linked to personal resilience and professional growth. Luthans et al. (2020) emphasize that individuals willing to take calculated risks and stand by their decisions are more likely to adapt successfully to changing circumstances, particularly relevant in the dynamic and often unpredictable field of education. The relatively low standard deviation (SD = 0.585) suggests that this sense of independence and courage is a shared characteristic among most teachers surveyed, further reinforcing its importance as a professional attribute.

Self-Efficacy

Table 5. Level of psychological capital of teachers in terms of self-efficacy.

Indicator	Mean	SD	Interpretation
16. I feel confident when I'm looking for a solution to a long-term problem.	4.09	0.797	High Level
17. I feel confident in representing my work area in meetings with the organization management	4.16	0.836	High Level
18. I feel confident to contribute to discussions about the organization's strategy.	4.09	0.830	High Level
19. I am able to define set goals for my work area.	4.16	0.603	High Level
20. I feel confident when I need to make contact with people outside the organization to discuss problems	4.05	0.727	High Level
Overall	4.11	0.608	High Level

Legend: 5 (4.20–5.00) – Strongly Agree, Very High Level | 4 (3.40–4.19) – Agree, High Level | 3 (2.60–3.39) – Moderately Agree, Moderately High Level | 2 (1.80–2.59) – Disagree, Low Level | 1 (1.00–1.79) – Strongly Disagree, Very Low Level

Table 5 shows the psychological capital of teachers in terms of self-efficacy, which was evaluated through five indicators, resulting in an overall mean of 4.11 (SD = 0.608), indicating a high level of self-efficacy. The highest-rated indicators were "I feel confident in representing my work area in meetings with the organization management" (Mean = 4.16, SD = 0.836) and "I am able to define set goals for my work area" (Mean = 4.16, SD = 0.603), suggesting that teachers feel assured in their ability to engage in organizational matters and establish work-related objectives.

Other indicators also reflected a high level of self-efficacy, such as "I feel confident when I'm looking for a solution to a long-term problem" (Mean = 4.09, SD = 0.797) and "I feel confident to contribute to discussions about the organization's strategy" (Mean = 4.09, SD = 0.830), demonstrating their belief in their problem-solving and strategic thinking capabilities. The lowest-rated indicator, "I feel confident when I need to make contact with people outside the organization to discuss problems" (Mean = 4.05, SD = 0.727), while still classified as high, suggests that external communication may present a slightly greater challenge for some teachers.

Overall, the findings indicate that teachers exhibit strong confidence in their professional abilities, particularly in decision-making, goal-setting, and organizational engagement, which are crucial for effective leadership and workplace performance. These findings highlight teachers' confidence in their professional roles, particularly in advocating for their work areas and contributing to organizational planning and decision-making processes. Confidence in representing one's work area demonstrates teachers' sense of agency and professional competence, which is essential for fostering collaboration and aligning with organizational goals. Research by Bandura (as cited in Shin et al., 2023) on self-efficacy supports this, suggesting that individuals with high professional self-efficacy are more likely to engage in leadership activities and navigate organizational structures effectively. Teachers who feel confident representing their work areas are better equipped to advocate for their needs, share insights, and contribute to shaping policies that benefit their colleagues and students.

Similarly, the ability to define and set goals for their work area underscores teachers' strategic thinking and autonomy in managing their responsibilities. As outlined by Locke and Latham (as cited in Luthans et al., 2020), goal-setting theory emphasizes that clear, self-determined goals enhance motivation, focus, and performance. Teachers who can set goals for their work areas are more likely to maintain a sense of purpose and direction, contributing to effective teaching practices and improved organizational outcomes.

Summary of the Level of Psychological Capital of Teachers

Table 6 presents a summary of teachers' psychological capital. As shown in the table, hope has the highest mean of 4.37, with a standard

deviation of 0.437. It is followed by optimism, with a mean of 4.26 and a standard deviation of 0.488. Resilience has a mean of 4.18, with a standard deviation of 0.535. Meanwhile, Self-efficacy has the lowest mean, with a standard deviation of 0.608. The table implies that teachers have a high level of psychological capital.

High psychological capital benefits individual teachers and contributes to enhancing student outcomes, a positive organizational culture, and improved teamwork. As such, fostering and maintaining psychological capital should be a priority for educational institutions seeking to support teacher well-being and performance.

Table 6. Summary of Psychological Capital of Teachers in terms of hope, optimism, resilience, and self-efficacy

Indicator	Mean	SD	Interpretation
Hope	4.37	0.437	High Level
Optimism	4.26	0.488	High Level
Resilience	4.18	0.535	High Level
Self-efficacy	4.11	0.608	High Level
Overall	4.23	0.517	High Level

Psychological capital is increasingly recognized as essential in emotionally and cognitively demanding professions, such as teaching. According to Luthans et al. (2015), individuals with high psychological capital can handle stress, adapt to change, and sustain performance in dynamic and challenging environments. For teachers, these attributes are vital for managing classroom challenges, fostering student engagement, and contributing to organizational success.

The relatively low standard deviation (SD = 0.517) indicates that the levels of psychological capital are consistent across the sample, suggesting that these positive psychological traits are common among the teachers surveyed. This aligns with findings from Shin et al. (2023), who emphasize that psychological capital promotes resilience and well-being in educational professionals, enabling them to remain motivated and effective despite job-related stressors.

Table 7. Extent of organizational citizenship behavior of teachers in the dimensions of altruism.

Indicator	Mean	SD	Interpretation
1. I help others who have heavy workloads.	4.47	0.621	Very High Level
2. I am always ready to lend a helping hand to those around me.	4.63	0.561	Very High Level
3. I help others who have been absent.	4.46	0.641	Very High Level
4. I am willing to help others who have work-related problems.	4.56	0.596	Very High Level
5. I help orient new teachers even though it is not required.	4.21	0.846	Very High Level
Overall	4.47	0.495	Very High Level

Legend: 5 (4.20–5.00) – Strongly Agree, Highly Extent | 4 (3.40–4.19) – Agree, Extent | 3 (2.60–3.39) – Moderately Agree, Moderately Extent | 2 (1.80–2.59) – Disagree, Less Extent | 1 (1.00–1.79) – Strongly Disagree, Least Extent

Table 7 reveals the extent of organizational citizenship behavior of teachers in the dimension of altruism. Five indicators were evaluated, resulting in an overall mean of 4.47 (SD = 0.495), indicating a very high level of altruistic behavior. The highest-rated indicator was "I am always ready to lend a helping hand to those around me" (Mean = 4.63, SD = 0.561), suggesting that teachers are highly willing to support their colleagues.

Other indicators also reflected a strong sense of altruism, such as "I am willing to help others who have work-related problems" (Mean = 4.56, SD = 0.596) and "I help others who have heavy workloads" (Mean = 4.47, SD = 0.621), highlighting their readiness to assist peers in managing work demands. Similarly, "I help others who have been absent" (Mean = 4.46, SD = 0.641) demonstrates their concern for colleagues who may have missed work.

The lowest-rated indicator, "I help orient new teachers even though it is not required" (Mean = 4.21, SD = 0.846), while still categorized as very high, suggests that guiding newcomers may be slightly less prioritized than other assistance forms. Overall, the findings indicate that teachers consistently exhibit altruistic behaviors, fostering a supportive and cooperative work environment.

Recent studies have examined teachers' organizational citizenship behavior (OCB), particularly focusing on the altruism dimension. For instance, Lavy (2019) investigated the daily dynamics of teachers' OCB, highlighting that positive emotional experiences and colleague support are significantly associated with higher levels of altruistic behaviors, such as helping colleagues and volunteering for additional responsibilities.

Yin et al. (2020) demonstrated that teachers who perceive their work environment as emotionally supportive are significantly more likely to exhibit altruistic behaviors. Emotional support from colleagues and administrators provides teachers with the psychological resources needed to go beyond their formal duties, whether by assisting struggling students or collaborating on innovative teaching methods. Similarly, Klassen et al. (2021) noted that altruistic OCB among teachers positively impacts school effectiveness, as these behaviors contribute to a cooperative and goal-oriented culture that benefits both educators and students.

Additionally, the altruism dimension of OCB has been linked to improved student outcomes. Teachers who regularly engage in altruistic behaviors often provide extra guidance and support to students outside of classroom hours, helping to address individual learning needs and a more inclusive learning environment (Somech & Oplatka, 2015). These actions promote academic success and model prosocial behavior for students, encouraging them to adopt similar attitudes and behaviors in their interactions with peers.

Recently, a study by Somech and Oplatka (2015) emphasized that OCB, including altruistic behaviors, is crucial in enhancing organizational effectiveness in educational settings. Furthermore, research by Todorović and Jovanović (2025) explored the relationship between teachers' personality traits, well-being, and their OCB. The findings indicated that teachers with high scores in altruism and other OCB dimensions also exhibited pronounced personality traits such as honesty, conscientiousness, and agreeableness, along with higher levels of subjective well-being.

Table 8. *Extent of organizational citizenship behavior of teachers in the dimensions of conscientiousness.*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
6. I am one of the most conscientious employees.	4.04	0.664	High Level
7. I believe in giving an honest day's work for an honest day's pay.	4.39	0.600	Very High Level
8. My attendance at work is above the norm.	4.31	0.579	Very High Level
9. I do not take extra breaks.	4.00	0.724	High Level
10. I obey organizational rules and regulations even when no one is watching.	4.51	0.528	Very High Level
Overall	4.25	0.390	Very High Level

Legend: 5 (4.20–5.00) – Strongly Agree, Highly Extent | 4 (3.40–4.19) – Agree, Extent | 3 (2.60–3.39) – Moderately Agree, Moderately Extent | 2 (1.80–2.59) – Disagree, Less Extent | 1 (1.00–1.79) – Strongly Disagree, Least Extent

Table 8 presents the extent of organizational citizenship behavior of teachers in the dimension of conscientiousness, which was assessed through five indicators, resulting in an overall mean of 4.25 (SD = 0.390), indicating a very high level of conscientiousness. The highest-rated indicator was "I obey organizational rules and regulations even when no one is watching" (Mean = 4.51, SD = 0.528), suggesting that teachers exhibit strong ethical conduct and adherence to institutional policies.

Other indicators also reflected a high degree of conscientiousness, such as "I believe in giving an honest day's work for an honest day's pay" (Mean = 4.39, SD = 0.600) and "My attendance at work is above the norm" (Mean = 4.31, SD = 0.579), highlighting their dedication to their responsibilities. Meanwhile, "I am one of the most conscientious employees" (Mean = 4.04, SD = 0.664) and "I do not take extra breaks" (Mean = 4.00, SD = 0.724) were rated slightly lower but still indicated a high level of conscientious behavior.

Furthermore, the specific indicator regarding adherence to organizational rules, with a mean of 4.51 (SD = 0.528), can be substantiated by findings from recent surveys conducted in educational settings. These surveys have shown that teachers often prioritize ethical guidelines and compliance, as indicated by their responses to similar statements in OCB assessments (Smith et al., 2023).

These findings suggest that teachers consistently demonstrate responsibility, reliability, and integrity in their professional duties, contributing to a well-disciplined and productive work environment.

Conscientiousness has been shown to predict organizational citizenship behavior (OCB), including responsibility, dependability, and going above and beyond formal job requirements. Teachers with strong conscientiousness are more likely to engage in behaviors such as mentoring colleagues, volunteering for additional duties, and maintaining a structured and productive classroom environment (Organ et al., 2018). These actions promote a sense of trust and reliability among colleagues and administrators, fostering a supportive workplace culture.

Furthermore, conscientiousness has been linked to ethical decision-making in educational settings. Teachers with higher levels of conscientiousness are more likely to uphold professional integrity and prioritize the well-being of their students. According to Klassen et al. (2021), these individuals model ethical behavior for their students, creating a positive ripple effect that encourages prosocial behavior and accountability within the broader school community.

In addition to its impact on workplace behaviors, conscientiousness contributes to improved performance and well-being among educators. Teachers who exhibit high conscientiousness tend to be more effective at time management, lesson planning, and responding to the diverse needs of their students. This structured approach reduces workplace stress and enhances job satisfaction, as conscientious individuals are better equipped to handle professional challenges (Bakker & Demerouti, 2021). Moreover, their consistent and dependable behavior often makes them role models for their peers, inspiring others to adopt similar attitudes and behaviors.

Table 9 illustrates the extent of organizational citizenship behavior of teachers in the dimension of courtesy was evaluated through five indicators, resulting in an overall mean of 4.30 (SD = 0.579), indicating a very high level of courteous behavior. The highest-rated indicator was "I always focus on the positive side rather than the negative side" (Mean = 4.48, SD = 0.663), suggesting that teachers maintain an optimistic outlook and constructive attitude in the workplace.

Other indicators also reflected a strong sense of courtesy, such as "I do not tend to make 'mountains out of molehills' (to make a small,

unimportant issue into a big problem)" (Mean = 4.35, SD = 0.733) and "I do not consume a lot of time complaining about trivial matters" (Mean = 4.33, SD = 0.692), highlighting their ability to handle concerns rationally and avoid unnecessary conflicts. Additionally, "I never find fault with what the organization is doing" (Mean = 4.22, SD = 0.826) indicates a high level of trust and support for organizational decisions.

Table 9. *Extent of organizational citizenship behavior of teachers in the dimensions of courtesy.*

Indicator	Mean	SD	Interpretation
11. I am not the classic "squeaky wheel" that always needs greasing (complains/protests frequently)	4.11	0.734	High Level
12. I do not consume a lot of time complaining about trivial matters.	4.33	0.692	Very High Level
13. I do not tend to make "mountains out of molehills" (to make a small, unimportant issue into a big problem).	4.35	0.733	Very High Level
14. I always focus on the positive side rather than the negative side.	4.48	0.663	Very High Level
15. I never find fault with what the organization is doing.	4.22	0.826	Very High Level
Overall	4.30	0.579	Very High Level

Legend: 5 (4.20–5.00) – Strongly Agree, Highly Extent / 4 (3.40–4.19) – Agree, Extent / 3 (2.60–3.39) – Moderately Agree, Moderately Extent / 2 (1.80–2.59) – Disagree, Less Extent / 1 (1.00–1.79) – Strongly Disagree, Least Extent

The lowest-rated indicator, "I am not the classic 'squeaky wheel' that always needs greasing (complains/protests frequently)" (Mean = 4.11, SD = 0.734), while still at a high level, suggests that some teachers may occasionally express concerns but do so in a measured way. Overall, the findings indicate that teachers demonstrate professionalism, maintain a positive work environment, and contribute to a harmonious organizational culture.

The high level of organizational citizenship behavior (OCB) in the dimension of courtesy among teachers underscores their commitment to fostering positive workplace interactions. As a key aspect of OCB, courtesy involves proactive efforts to prevent problems, reduce conflicts, and maintain respectful communication with colleagues (Podsakoff et al., 2000). Teachers exhibiting courteous behavior often anticipate the needs of others, avoid unnecessary disruptions, and show consideration for their peers' time and workload. This contributes to a collaborative and harmonious work environment, essential in educational settings where teamwork and mutual support are critical to achieving institutional goals.

Recent studies, like Kim et al. (2023), highlight the role of courtesy in strengthening interpersonal relationships by promoting trust, reducing misunderstandings, and encouraging a culture of mutual respect. Furthermore, research by Organ et al. (2019) suggests that courtesy directly impacts job satisfaction and reduces workplace stress, crucial factors for teacher retention and productivity. Teachers with a constructive and optimistic outlook are better equipped to handle challenges, support their colleagues, and contribute positively to the school climate. In turn, this creates a ripple effect, enhancing student outcomes and the reputation of educational institutions.

Table 10. *Extent of organizational citizenship behavior of teachers in the dimensions of sportsmanship.*

Indicator	Mean	SD	Interpretation
16. I try to avoid creating problems for co-teachers.	4.59	0.519	Very High Level
17. I consider the impact of my actions on co- teachers.	4.48	0.599	Very High Level
18. I do not abuse the rights of others.	4.68	0.468	Very High Level
19. I take steps to try to prevent problems with other teachers.	4.60	0.568	Very High Level
20. I am mindful of how my behavior affects other teacher's jobs.	4.62	0.501	Very High Level
Overall	4.59	0.422	Very High Level

Legend: 5 (4.20–5.00) – Strongly Agree, Highly Extent / 4 (3.40–4.19) – Agree, Extent / 3 (2.60–3.39) – Moderately Agree, Moderately Extent / 2 (1.80–2.59) – Disagree, Less Extent / 1 (1.00–1.79) – Strongly Disagree, Least Extent

Table 10 shows the extent of organizational citizenship behavior of teachers in the dimension of sportsmanship, which was assessed through five indicators, resulting in an overall mean of 4.59 (SD = 0.422), indicating a very high level of sportsmanship. The highest-rated indicator was "I do not abuse the rights of others" (Mean = 4.68, SD = 0.468), suggesting that teachers highly value fairness and respect in their professional relationships.

Other indicators also reflected a strong sense of sportsmanship, such as "I am mindful of how my behavior affects other teachers' jobs" (Mean = 4.62, SD = 0.501) and "I take steps to try to prevent problems with other teachers" (Mean = 4.60, SD = 0.568), highlighting their proactive approach in maintaining workplace harmony. Additionally, "I try to avoid creating problems for co-teachers" (Mean = 4.59, SD = 0.519) and "I consider the impact of my actions on co-teachers" (Mean = 4.48, SD = 0.599) further emphasize their commitment to a positive and collaborative working environment.

Overall, these findings indicate that teachers consistently demonstrate professionalism, consideration for colleagues, and a strong sense of responsibility in fostering a supportive and respectful workplace culture.

This finding aligns with recent research that underscores the pivotal role of sportsmanship in mitigating conflicts, fostering harmonious relationships, and maintaining a favorable organizational climate in schools (Singh & Yadav, 2023). Sportsmanship, as a dimension of organizational citizenship behavior (OCB), involves maintaining composure, avoiding complaints, and exhibiting resilience in the face of challenges—qualities that significantly enhance interpersonal dynamics and cooperation in educational settings. Teachers who demonstrate sportsmanship, such as fairness, respect, and adaptability, create a constructive work atmosphere that minimizes disruptions and encourages collaboration.

Furthermore, research by Kaur et al. (2022) highlights that sportsmanship behaviors are closely linked to elevated levels of job satisfaction and team collaboration among teachers, which are critical for achieving better educational outcomes. When teachers focus on solutions rather than problems and approach challenges positively, they inspire their peers to do the same, fostering a culture of collective responsibility and shared success. This collaborative spirit improves workplace morale and directly impacts student learning by ensuring teachers work together effectively to address educational needs.

Additionally, sportsmanship plays a vital role in reducing workplace stress and promoting mutual respect. According to Johnson & Lee (2023), teachers who exhibit sportsmanship help to diffuse tension and avoid unnecessary conflicts, creating a supportive environment where everyone feels valued and respected. This is particularly important in education settings, where teamwork and cooperation are essential for addressing the complex and dynamic demands of teaching. Encouraging a society of mutual respect and resilience, sportsmanship behaviors contribute to the overall well-being of teachers and set a positive example for students, cultivating a learning community rooted in respect and collaboration.

Table 11. *Extent of organizational citizenship behavior of teachers in the dimensions of civic virtue*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
21. I keep abreast of changes in the organization.	4.33	0.525	Very High Level
22. I attend meetings that are not mandatory but are considered important.	4.35	0.657	Very High Level
23. I attend functions that are not required to help the organization image.	4.19	0.775	High Level
24. I read and keep up with organization announcements, memos and so on.	4.31	0.696	Very High Level
Overall	4.30	0.536	Very High Level

Legend: 5 (4.20–5.00) – Strongly Agree, Highly Extent | 4 (3.40–4.19) – Agree, Extent | 3 (2.60–3.39) – Moderately Agree, Moderately Extent | 2 (1.80–2.59) – Disagree, Less Extent | 1 (1.00–1.79) – Strongly Disagree, Least Extent

Table 11 shows the extent of organizational citizenship behavior of teachers in the dimension of civic virtue, which was evaluated through four indicators, resulting in an overall mean of 4.30 (SD = 0.536), indicating a very high level of engagement in organizational matters. The highest-rated indicator was "I attend meetings that are not mandatory but are considered important" (Mean = 4.35, SD = 0.657), suggesting that teachers actively participate in organizational activities beyond their required duties.

Other indicators also reflected strong civic virtue, such as "I keep abreast of changes in the organization" (Mean = 4.33, SD = 0.525) and "I read and keep up with organization announcements, memos, and so on" (Mean = 4.31, SD = 0.696), highlighting their commitment to staying informed about institutional developments. Meanwhile, "I attend functions that are not required to help the organization's image" (Mean = 4.19, SD = 0.775) had the lowest mean among the indicators. However, it still falls within the high-level category, indicating that while teachers willingly support the organization, some may prioritize other responsibilities.

Overall, these findings suggest that teachers demonstrate a strong sense of responsibility and active participation in organizational affairs, contributing positively to the institution's overall function and reputation.

The very high level of engagement in the dimension of civic virtue among teachers reflects their strong commitment to organizational matters and their proactive involvement beyond mandatory duties. This finding underscores the pivotal role of civic virtue as a key component of organizational citizenship behavior (OCB), characterized by employees' active participation in organizational activities, attention to organizational policies, and contributions to the institution's long-term success (Garg & Rastogi, 2023). Teachers demonstrating civic virtue consistently engage in activities such as attending meetings, contributing ideas during discussions, and staying informed about organizational developments, even when such involvement is not explicitly required.

Recent research emphasizes that civic virtue is closely associated with fostering a culture of collaboration and shared responsibility within organizations. According to Chen et al. (2022), teachers' active participation in organizational activities strengthens team cohesion and creates opportunities for collective problem-solving and innovation. This behavior not only enhances the functioning of the organization but also sets a positive example for colleagues and students, reinforcing the importance of taking ownership and responsibility for institutional progress.

Moreover, civic virtue contributes to overall organizational improvement by fostering a sense of belonging and engagement. Teachers who willingly go beyond their defined roles to support organizational goals demonstrate loyalty and dedication, which can inspire

others to invest in the institution's success. This proactive involvement also helps build trust among staff, promotes transparency in decision-making processes, and ensures that diverse perspectives are considered when addressing challenges. As Garg & Rastogi (2023) noted, such behaviors are necessary for creating a thriving organizational culture where individuals are motivated to work collaboratively toward shared goals, ultimately leading to improved educational outcomes and institutional effectiveness.

Table 12 shows the summary of organizational citizenship behavior in terms of altruism, conscientiousness, courtesy, sportsmanship, and civic virtue. As shown in the table, sportsmanship has the highest mean of 4.59, followed by altruism with a mean of 4.47; next is courtesy and civic virtue with a mean of 4.30. Meanwhile, conscientiousness had the lowest mean of 4.25.

The overall mean of 4.38 with a standard deviation of 0.484 suggests that teachers, on average, demonstrate very high levels in the measured variable, with responses being closely clustered around the mean. This consistency indicates that most teachers exhibit positive traits or behaviors, fostering a collaborative and productive school culture.

Table 12. Summary of Organizational Citizenship Behavior in terms of altruism, conscientiousness, courtesy, sportsmanship and civic virtue.

Indicator	Mean	SD	Interpretation
Altruism	4.47	0.495	Very High Level
Conscientiousness	4.25	0.390	Very High Level
Courtesy	4.30	0.579	Very High Level
Sportsmanship	4.59	0.422	Very High Level
Civic Virtue	4.30	0.536	Very High Level
Overall	4.38	0.484	Very High Level

Teachers exhibit a high level of organizational citizenship behavior (OCB). Recent studies have underscored that high OCB among teachers is crucial for fostering a collaborative and supportive school environment, positively impacting teachers' performance and student outcomes. For instance, Rauf et al. (2023) found that teachers with high OCB tend to go beyond their formal job requirements, contributing to overall organizational effectiveness and creating a positive workplace culture.

Research consistently highlights the importance of OCB in educational institutions. For example, Arar and Nasra (2021) found that teachers with high OCB demonstrate more significant commitment to their schools, engage in collaborative practices, and contribute to improved student outcomes. Similarly, Ali and Waqar (2022) reported that OCB among teachers enhances organizational effectiveness by promoting teamwork, reducing conflicts, and encouraging mutual support among staff. These behaviors are essential for creating a productive and harmonious school environment.

Moreover, Khalid et al. (2023) emphasize that teachers with high OCB are more likely to assist colleagues, volunteer for additional responsibilities, and exhibit loyalty to the organization, ultimately leading to a more cohesive and effective educational setting.

Table 13. Level of teachers' well-being.

Indicator	Mean	SD	Interpretation
I've been feeling optimistic about the future.	4.39	0.632	Outstanding
I've been feeling useful.	4.28	0.677	Outstanding
I've been feeling relaxed.	4.04	0.785	Very Satisfactory
I've been feeling interested in other teacher	3.97	0.839	Very Satisfactory
I've had energy to spare.	4.08	0.650	Very Satisfactory
I've been dealing with problems well.	3.99	0.733	Very Satisfactory
I've been thinking clearly.	4.14	0.635	Very Satisfactory
I've been feeling good about myself.	4.18	0.686	Very Satisfactory
I've been feeling close to other teacher.	4.22	0.750	Outstanding
I've been feeling confident with beautiful heart.	4.34	0.731	Outstanding
I've been able to make up my own mind about things.	4.33	0.660	Outstanding
I've been feeling loved.	4.45	0.719	Outstanding
I've been interested in new things.	4.39	0.683	Outstanding
I've been feeling cheerful.	4.42	0.648	Outstanding
Overall	4.23	0.502	Outstanding

Legend: 5 (4.20–5.00) – Always, Outstanding | 4 (3.40–4.19) – Often, Very Satisfactory | 3 (2.60–3.39) – Sometimes, Satisfactory | 2 (1.80–2.59) – Rarely, Fair | 1 (1.00–1.79) – Never, Needs Improvement

Table 13 reveals that the level of teachers' well-being was assessed through various indicators, yielding an overall mean of 4.23 (SD = 0.502), which falls under the outstanding category. The highest-rated indicator was "I've been feeling loved" (Mean = 4.45, SD = 0.719), suggesting that teachers experience a strong sense of emotional support and belonging in their professional and personal lives.

Other indicators that also received an outstanding rating include "I've been feeling cheerful" (Mean = 4.42, SD = 0.648), "I've been feeling optimistic about the future" (Mean = 4.39, SD = 0.632), and "I've been interested in new things" (Mean = 4.39, SD = 0.683), reflecting teachers' positive outlook, enthusiasm, and engagement in continuous learning.

Meanwhile, some indicators fell within the very satisfactory category, such as "I've been feeling interested in other teachers" (Mean = 3.97, SD = 0.839) and "I've been dealing with problems well" (Mean = 3.99, SD = 0.733), indicating that while teachers maintain positive relationships and problem-solving abilities, there is room for further enhancement in these areas.

Overall, the results suggest that teachers generally experience a high level of well-being, characterized by optimism, emotional support, and engagement. These findings align with recent research highlighting that teachers' positive outlooks and supportive work environments are critical contributors to their overall mental health and job satisfaction (Skaalvik & Skaalvik, 2023). However, maintaining balance in social interactions and stress management could further enhance their well-being. Studies indicate that while teachers may demonstrate resilience and engagement, addressing stressors such as workload and interpersonal challenges is essential for sustaining long-term well-being (Collie et al., 2022). Implementing targeted interventions, such as mindfulness training and peer support programs, could improve teachers' ability to manage stress and maintain healthy social dynamics.

Table 14. *Test of significant relationship on psychological capital and organizational citizenship behavior to teachers' well-being.*

Variable	r	p-value	Interpretation
Hope	.501	.000	Significant
Optimism	.616	.000	Significant
Resilience	.637	.000	Significant
Self-Efficacy	.641	.000	Significant
Altruism	.479	.000	Significant
Courtesy	.416	.000	Significant
Conscientiousness	.531	.000	Significant
Civic Virtue	.156	.057	Significant
Sportsmanship	.470	.000	Significant

Table 14 tests significant relationships between psychological capital, organizational citizenship behavior, and teachers' well-being, revealing substantial and statistically significant correlations across most variables. The highest correlation was observed in self-efficacy ($r = .641$, p -value = .000), indicating that teachers' confidence in their abilities significantly contributes to their overall well-being. This finding is consistent with prior research showing that self-efficacy enhances teachers' professional satisfaction and ability to cope with challenges in the workplace (Bandura, 2023). Similarly, resilience ($r = .637$, p -value = .000) and optimism ($r = .616$, p -value = .000) showed strong associations, suggesting that teachers who maintain a positive outlook and can recover from challenges tend to experience higher levels of well-being.

Among the organizational citizenship behaviors, conscientiousness ($r = .531$, p -value = .000) had the strongest correlation, implying that teachers who are diligent and responsible in their work also tend to have better well-being. Altruism ($r = .479$, p -value = .000) and sportsmanship ($r = .470$, p -value = .000) also showed significant positive relationships, indicating that helping colleagues and maintaining a cooperative attitude contribute to teachers' overall well-being. Meanwhile, courtesy ($r = .416$, p -value = .000) had a slightly lower but still significant correlation, suggesting that respectful interactions with colleagues play a role in well-being.

Civic virtue ($r = .156$, p -value = .057) was significant despite its relatively weak correlation. This suggests that engagement in organizational affairs has a lesser impact on well-being than other variables.

Overall, the results highlight the critical role of psychological capital and positive workplace behaviors in enhancing teachers' well-being. Therefore, the first null hypothesis, which states that there is no significant relationship between teachers' well-being and psychological capital and organizational citizenship behaviors, was rejected.

These findings are consistent with existing research emphasizing the critical role of psychological capital in enhancing teachers' ability to manage stress, adapt to challenges, and maintain a positive work-life balance (Skaalvik & Skaalvik, 2023). Psychological capital, which encompasses self-efficacy, optimism, hope, and resilience, equips teachers with the emotional and cognitive resources needed to navigate the complexities of their profession effectively. Teachers with higher psychological capital are better able to cope with the demands of their roles, maintain job satisfaction, and sustain their overall well-being.

In addition, studies highlight the impact of organizational citizenship behaviors (OCBs), such as altruism and conscientiousness, in fostering collaboration and improving workplace dynamics. According to Organ et al. (2023), these behaviors create a supportive and cooperative work environment and contribute to stronger relationships among staff, which are critical for teacher satisfaction. Altruism is demonstrated through helping or supporting colleagues, and conscientiousness, characterized by diligence and reliability, further enhances team effectiveness and creates a favorable organizational climate that promotes well-being and professional growth.

Furthermore, resilience and optimism are indispensable psychological traits for maintaining well-being in high-stress professions like teaching. Collie et al. (2022) emphasize that resilience enables teachers to recover from setbacks and persist in adversity, while optimism helps them maintain a forward-looking, solution-oriented mindset. Together, these traits empower teachers to handle their profession's emotional and practical challenges, reduce burnout, and sustain a sense of purpose in their work. By integrating psychological capital and OCBs into educational settings, schools can foster a culture of support, adaptability, and positivity, ultimately

benefiting teachers and students.

Table 15 is the regression analysis that identified significant predictor variables that best describe teachers' well-being. Among the independent variables, optimism ($B = 0.287$, $t = 3.758$, $p\text{-value} = .000$) emerged as the strongest and most significant predictor, indicating that teachers with a positive outlook on life tend to experience higher well-being. Additionally, altruism ($B = 0.177$, $t = 2.765$, $p\text{-value} = .006$) and courtesy ($B = 0.178$, $t = 2.024$, $p\text{-value} = .045$) also had significant positive effects, suggesting that teachers who extend help to colleagues and maintain respectful workplace interactions contribute to their well-being.

Table 15. Regression analysis on the predictor variables that best describe the teachers' well-being.

Variable	Unstandardized Coefficients		Standardized Coefficients	t	p-value
	B	Std. Error	Beta		
(Constant)	-.933	.518		1.799	.074
Hope	.122	.094	.106	1.291	.199
Optimism	.287	.076	.279	3.758	.000
Resilience	.104	.115	.111	.906	.367
Self-Efficacy	.158	.090	.192	1.754	.082
Altruism	.177	.064	.175	2.765	.006
Courtesy	.178	.088	.138	2.024	.045
Conscientiousness	-.067	.079	-.077	-.844	.400
Civic Virtue	.124	.071	.104	1.754	.082
Sportsmanship	.115	.075	.123	1.536	.127

This finding is consistent with studies demonstrating that optimism fosters resilience and improves teachers' ability to manage stressors, ultimately enhancing their overall well-being. For example, Arslan and Yildirim (2021) found that optimism significantly contributes to emotional well-being by promoting positive coping strategies in teaching professions. Teachers with a positive outlook tend to experience greater job satisfaction and psychological health. Furthermore, research by Hu et al. (2022) highlights that altruistic actions in the workplace create a sense of purpose and strengthen social connections, which are key drivers of workplace satisfaction and mental health.

Courteous behaviors, such as respect and positive workplace interactions, have been shown to reduce interpersonal conflicts and create a harmonious work environment. This aligns with the findings by Datu et al. (2020), who identified that prosocial behaviors, including courtesy, are positively correlated with educators' psychological well-being and emotional stability.

The regression model is given by: $Y = -0.933 + 0.287 + 0.177 + 0.178$, where, is Optimism, is Altruism, and is Courtesy. The coefficient of determination reveals a value of 59.2%, indicating that 59.2% of the variability in Teachers' Well-Being is explained by the independent variables Optimism, Altruism, and Courtesy in this model. The remaining 40.8% of the variability is attributed to other factors.

Meanwhile, hope ($B = 0.122$, $t = 1.291$, $p\text{-value} = .199$), resilience ($B = 0.104$, $t = 0.906$, $p\text{-value} = .367$), self-efficacy ($B = 0.158$, $t = 1.754$, $p\text{-value} = .082$), civic virtue ($B = 0.124$, $t = 1.754$, $p\text{-value} = .082$), and sportsmanship ($B = 0.115$, $t = 1.536$, $p\text{-value} = .127$) were not statistically significant predictors, implying that their direct contribution to teachers' well-being is less pronounced in this model. Interestingly, conscientiousness ($B = -0.067$, $t = -0.844$, $p\text{-value} = .400$) had a negative but non-significant effect, suggesting that strict adherence to rules and duties may not necessarily enhance well-being.

Overall, the findings suggest that fostering optimism, altruism, and courtesy in the workplace can significantly enhance teachers' well-being.

The variable that best predicts teachers' well-being is optimism. Optimism has consistently been identified as the strongest predictor of teachers' well-being across various studies in recent years. Arslan and Yildirim (2021) found that optimism significantly contributes to emotional well-being by fostering resilience and reducing the negative effects of workplace stress. Their study highlighted that optimistic teachers are better equipped to handle job challenges and maintain a positive outlook, enhancing well-being. Similarly, Siu et al. (2022) conducted a longitudinal study and concluded that optimism was the most significant predictor of teachers' well-being. Teachers with higher levels of optimism reported lower levels of burnout, greater job satisfaction, and improved coping mechanisms, demonstrating optimism's enduring impact on sustaining well-being in the teaching profession.

Further evidence comes from research by Datu et al. (2020), who highlighted that optimism positively correlates with emotional stability and job satisfaction, revealing its critical role in mitigating stress and promoting mental health among educators. Moreover, Kim and Kim (2021) emphasized that optimism improves teachers' ability to maintain a healthy work-life balance and enhances their psychological resilience in the face of professional challenges, further solidifying its role as the best predictor of well-being. Finally, a study by Yildiz and Yildirim (2022) found that optimism directly influences teachers' overall life satisfaction by enabling them to focus on positive outcomes and solutions, even in adverse situations. These findings collectively establish that optimism, a core component

of psychological capital, is pivotal in promoting and sustaining teachers' well-being.

Conclusions

The psychological capital of teachers in the Department of Education, particularly in the Kadingilan Districts of the Division of Bukidnon, was assessed as high. These educators demonstrate elevated optimism, resilience, self-efficacy, and hope. It enhances their ability to tackle challenges, maintain a positive outlook, and remain motivated in their teaching roles, potentially leading to improved student outcomes and a more supportive educational environment.

The study demonstrates that educators display heightened organizational citizenship behavior (OCB) across five dimensions: altruism, conscientiousness, courtesy, sportsmanship, and civic virtue. The observed "Very High Level" in each dimension, indicated by mean scores and standard deviations, suggests that teachers surpass their formal responsibilities to improve their school environment. The framework encompasses a commitment to colleague support (altruism), compliance with regulations and ethical standards (conscientiousness), respectful and constructive communication (courtesy), equitable problem-solving (sportsmanship), and active participation in organizational initiatives (civic virtue). Teachers exhibit a significant dedication to organizational citizenship behavior, enhancing the supportive and productive nature of the school community.

The well-being of teachers was assessed as outstanding, reflecting a high overall well-being within this group. These suggest emotional, psychological, and social health proficiency, likely improving professional effectiveness and fostering a positive work-life balance. Well-being is essential for sustaining motivation, productivity, and overall job satisfaction.

A positive correlation exists between psychological capital, organizational citizenship behavior, and teachers' well-being. The positive correlation between psychological capital, organizational citizenship behavior, and teachers' well-being suggests that enhancing psychological resources—such as resilience, optimism, hope, and self-efficacy—coupled with engaging in behaviors beyond formal responsibilities contributes to the overall well-being of teachers. Emphasizes the significance of cultivating a supportive environment that promotes psychological capital and facilitates organizational citizenship behavior, as these practices contribute to healthier, more fulfilled, and more effective educators.

Factors influencing teachers' well-being encompass psychological capital, optimism, and organizational citizenship behavior, especially altruism and courtesy. Optimism in psychological capital is the primary predictor of teachers' well-being.

Department of Education officials may offer ongoing professional development centered on resilience, optimism, self-efficacy, and hope. Establishing peer support groups, acknowledging teacher achievements, and providing access to well-being resources, including counseling services, can enhance their mental and emotional well-being. Promoting reflection, goal setting, and leadership support cultivates a positive and trusting environment conducive to teacher development. Consistent assessment of psychological capital guarantees the efficacy of interventions, leading to enhanced teaching performance, better student outcomes, and a more supportive educational atmosphere.

The School Division Office may promote a supportive work environment by implementing open communication, mentorship programs, and leadership training. This will ensure that teachers feel valued and motivated. Regular evaluation of OCB levels and educator feedback may also be performed to identify areas for further improvement.

School administrators may take proactive measures to maintain and improve teachers' exceptional well-being. Initiatives like stress management workshops, team-building activities, and work-life balance programs can sustain elevated levels of well-being.

School leaders may establish and sustain an environment that fosters psychological capital and organizational citizenship behavior, thereby improving teachers' well-being. Programs and initiatives may emphasize the development of resilience, optimism, hope, and self-efficacy via professional development workshops, counseling services, and mentorship programs. Furthermore, promoting a culture of collaboration, mutual respect, and acknowledgment of teachers' contributions can enhance organizational citizenship behavior.

The Division Superintendent may implement professional development programs to foster a positive mindset and equip teachers with strategies to maintain optimism in challenging situations. Promoting organizational citizenship behavior, particularly altruism and courtesy, may be reinforced through team-building activities, peer mentoring, and cultivating a collaborative and respectful work environment.

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