

Impact of Psychological Capital on Turnover Intentions and Organization Citizenship Behavior: Mediating Role of Work Engagement

ISSN (Online): 3007-1038

Pages: 162–173

DOI: 10.62997/rl.2025.41056

© The Author(s) 2025

<https://regionallens.com>

Usman Ahsan ¹ Iftikhar Haider Malik ² Muhammad Asim Aziz ³

Abstract: Individuals have long been interested in investigating on how employees show intentions towards leaving or show citizenship behavior towards organizations. This research helps to understand the impact of psychological capital on individual's turnover intentions and organization citizenship behavior. Also, this study ascertains, the mediating function of work engagement among psychological capital and turnover intentions, and among psychological capital and organization citizenship behavior, as well. Data for the study was collected through self-administered questionnaire, where target population consists of individuals working in education sector from public and private sector in Punjab-Pakistan. Data was analyzed in two steps, at first confirmatory factor analysis (CFA) was performed for testing the fitness of model and then structural equation model (SEM) was performed for testing hypotheses. SPSS and AMOS applications were deployed for data analysis, whereas mediation was tested by using Hays process macros in SPSS. On analyzing data, significant results were found for all hypothesized direct relationships, and it was concluded that work engagement plays a significant mediating function among psychological capital and turnover intentions and also plays significant mediating role between psychological capital and organization citizenship behavior.

Key Words: Psychological Capital (PsyCap), Turnover Intentions (TI), Organization Citizenship Behavior (OCB), Work Engagement (WE)

Introduction

In the current era of utmost competition and globalization, organizational survival thrives on optimum use of provided manpower (Seval and Caner, 2015). It is therefore, of greatest necessary for organizations to recognize areas through which they can encourage employees to volunteer their efforts to achieve organizational goals beyond the requirements of their assigned responsibilities. In these situations, psychological capital (PsyCap) is normally reflected as an individual's integral resource which can help and facilitate workers in the achievement and completion of officially assigned job tasks. This accomplishment of assigned tasks leads to generate positive emotions along with feeling of fulfillment which further encourages them to show extra role behaviors (Dubey et al., 2025; Moustafa et al., 2024).

In organizational context, turnover intentions (TI) are deliberated as an undesirable and must avoidably attitude, because those employees who shows intentions to leave a particular position are not found enthusiastic to fulfill the needs of tasks successfully. These individuals by wearing down their morale, can hinder quality of service delivery of employees working around them (Karatepe, 2015). In such situations, PsyCap can act as an antidote to individual's TI in a working environment. Accordingly, it is projected that individuals with high levels of PsyCap abilities can show intentions to retain with their current job. It is due to the fact that and an individual's personal resources can help him/her to thrive themselves in such a way that they can take benefit of characteristics of PsyCap to deal with work related challenges and show intentions to retain with the organization by showing less intentions towards turnover (Avey et al., 2010; Karatepe and Karadas, 2014).

¹ Head QEC, Mukabbir University (Proposed), Gujrat, Punjab, Pakistan. Email: Cvpost1@yahoo.com

² Associate Professor, Department of English, Mukabbir University (Proposed), Gujrat, Punjab, Pakistan. Email: dr15ihmalik@yahoo.com

³ PhD Scholar, Department of Management Sciences, University of Gujrat, Gujrat, Punjab, Pakistan. Email: asimaziz001@gmail.com

Similarly, for improvement in organizational efficiency and productivity, discretion to look for extra-role behavior of working staff in an organizational context is known as organizational citizenship behavior (OCB). Some organizational psychologists believe that, by investing their cognitive emotional and physical energies into work, highly engaged workers can exhibit OCB. Although some researchers have reported significant connection among PsyCap, TI and OCB, but attention is needed to investigate the mediating function of WE among PsyCap and TI (Gupta & Shaheen, [2017](#)) and mediating function of WE among PsyCap and OCB (Rahman et al., [2022](#)). Furthermore, such researches are of greatest importance for under developed economies, where market is highly competitive and skilled manpower is merely 2%. Studies on explaining the association between PsyCap, WE, TI and OCB are rare in Pakistani context, hence, this research was objectively arranged to examine the effect of PsyCap on TI and OCB along with mediating role of WE.

Literature Review

According to "Conservation of Resource Theory (CRT)", through 'gain Spiral' effect resource capable employees can relevantly obtain more resources as compared to individuals with less resources. Similarly, this ability of gaining resources can lead such individual's immersion and absorption into the task and loss of same can lead to lack of motivation and low morale towards work (Hobfoll & Wells, [1998](#)). Based on social exchange theory, it is reasonable to postulate that individuals who are more involved and engaged in to work can show extra-role behavior, accordingly employees can represent reciprocation to show extra-roll behavior as a result to provided benefits as well (Blau, [1964](#)). Similarly, based on suitability of work role, engaged employees can attach themselves to their job roles (organizational tasks) which makes them feel satisfied (Bakker, [2010](#)).

According to engagement theory, job role and responsibilities of a position in organization can influence decision to stay with that organization (Tullar et al., 2016). So as result, if the work (job roles and duties) is more engaging in nature, employees will less likely think of leaving their organizations (Aburub, [2020](#)). Luthans ([2002](#)), presented the idea of "positive psychology" in organizations, which further advanced into a new research area of "positive organizational behavior" (POB). According to him "the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed are curtail for performance improvement in today's workplace." (Luthans, [2002](#)). Similarly, according to Avey et al., ([2009](#)) "psychological capital is an individual's positive psychological state of development".

Psychological Capital and Turnover Intention

Studies related to employee's exhibit of intentions towards turnover are covered under area of withdrawal behavior (Griffeth et al., [2000](#); Huang et al., [2006](#)). According to these studies, a number of factors including personal factors age, gender, education and some organizational factors like work engagement, organizational commitment are found significant and negatively correlated with turnover (Huang et al., 2006; Griffeth et al., 2000). Similarly, "psychological capital" by inhibiting stress is an effective idea which can curb an individual's intentions to look for new jobs and its actions towards turnover. In their study conducted for paramedical staff intentions towards turnover in hospitals (Avey et al., 2009). According to Luthans and Jensen ([2005](#)), there is a positive relationship among PsyCap and employees WE towards organization (hospitals) and negative relationship with turnover intentions. Some other researchers, like Chinese scholars Chen and Hu (2012) have also reported PsyCap to be negatively associated with employees TI, thus from evidence we postulate hypothesis.

H1: *PsyCap is negatively related to TI.*

Psychological Capital and Organization Citizenship Behavior

In order to obtain long term benefits in an organization, employee needs positive strength and virtues, and this idea is supported by studies of positive psychology (Luthans, [2002](#)). PsyCap is also recommended as a compound idea of employee's positive qualities and characteristics. In the investigation of PsyCap behavior of managers of hospital industry, Karatepe and Karadas ([2015](#)) found that individuals who reported higher levels of PsyCap exhibit more satisfaction in



their life and jobs careers, because relatively they are found more optimistic, hopeful and resilient. In today's highly challenging and demanding workplaces, PsyCap is often considered to act beyond an individual's social capital, as individuals with high levels of PsyCap can foresee what they are capable of and can well understand their strengths and inherited potential. Such individuals feel themselves full of positive energy, which further makes them capable to display extra role behavior (which is OCB) (Avey et al., [2008](#)).

Some researchers have argued that positive emotions can be stimulated by PsyCap, and by utilizing these positive feelings individuals can show intentions for proactive extra role behaviors (OCB) like taking measures for overall organizational improvement or by offering creative ideas as well (Avey et al., [2011](#)). So, based on the fact that individuals who are high in exhibiting PsyCap behavior are likely to display extra-role behavior (OCB) towards their organizations, further they can also engage themselves into extra-role behaviors towards their colleagues as well.

H2: *PsyCap is positively related to OCB.*

Psychological Capital and Work Engagement

According to Schaufeli et al., ([2002](#)), work engagement is the extent to which employees can exhibit dedication, vigor and enthusiasm toward their job duties after being immersed into work, by understanding its significant meaning. According to Sweetman and Luthans ([2010](#)), by explaining causal relationship among PsyCap and work engagement, employees by possessing more resources can show capabilities to manage in their work easily. Furthermore, in a study related to job role model, some researcher also illustrated significant partial mediating role of personal resource among job resources and that of work engagement (Xanthopoulou et al., [2007](#)). According to their study, PsyCap can make an employee more focused and can show commitment toward the assigned tasks, which means display of engagement and dedication in given job roles. As work engagement is denoted as an individual's ability of absorption into the assigned task, where presence of PsyCap by providing necessary resources (strengths and abilities) can provide support to remain with and tied up with task (Sweetman & Luthans, [2010](#)). Therefore, we postulated that:

H3: *PsyCap is positively related to WE.*

Mediation function of Work Engagement

As we have discussed, work engagement to be a positive mental mind state in which individuals can work with dedication and energy (Schaufeli et al., [2002](#)). Similarly, according to Kahn (1990), personal engagement is an individual mind state in which individual can invest their personal energy, experience and emotional connection by bringing their personal selves into job roles. Furthermore, engaged employees are individuals with positive energy through which they can actively immerse themselves into assigned tasks with less time for negative emotions (such as leaving the organization), where this engagement to work can be abstracted as a predictor of TI (Saks, [2006](#)). Some other researchers have also reported significant and negative relationship between WE and TI (Alfes et al., [2013](#)).

Results from services staff (nursing staff) related studies have showed that individuals are less likely to show intentions towards turnover if they are heightened with high energy levels, are feeling enthusiastic about their job roles, and are found occupied in their work. As empirical evidence, in their study Laschinger et al., ([2012](#)) have discovered moderating role of WE for inclination towards turnover. In another study, Shahpouri et al., ([2016](#)) have reported a negative significant relationship among WE and intentions to quit in nursing staff. Moreover, according to Luthans and Jensen ([2005](#)), PsyCap is positively associated with employees' WE and negatively associated with leaving the organization (TI).

H4: *WE is negatively related to TI.*

H4a: *WE play mediating role between PsyCap and TI.*

According to Rich et al., (2010), employee engagement can significantly predict OCB. As an explanation, relationship between WE and OCB is based upon social exchange and principals of reciprocity, because as an emotional component of WE individuals can exhibit OCB at workplace (Bennett & Robinson, 2000). The possibility of its existence

is steady with the model by suggesting it as an individual's extra role behavior (OCB) is a result of an individual's emotions at workplace (WE) (Miles et al., 2002). Further, this emotions-based explanation and social exchange can be interrelated because as result of perceived advantageous conduct from organization individual can reciprocate positive emotions to organization as well. Employee engagement (WE) is one of the possible predictors of OCB, thus individual who feel themselves highly engaged and absorbed into job roles will show tendency to engage themselves into constructive and responsible behavior at work (i.e. OCB) (Rhoades & Eisenberger, 2002).

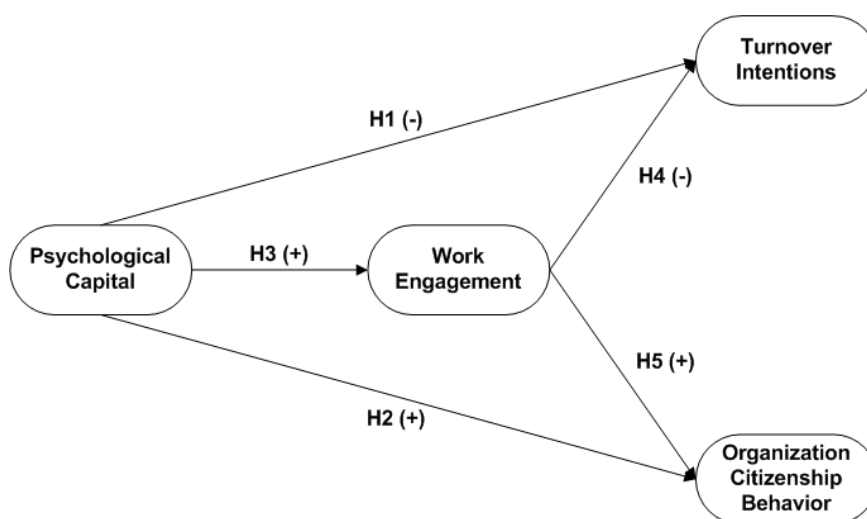
In their study conducted on students (undergraduate), researchers reported a positive association among WE and extra roll behavior (OCB) (Babcock & Strickland, 2010). In another study conducted by Tims et al., (2014) have informed a positive impact of WE on OCB. Additionally, in their research conducted on 144 employees, Bakker et al. (2012) have reported WE as a positive predictor of task performance and OCB.

H5: *WE is positively related to OCB.*

H5a: *WE play mediating role between PsyCap and OCB.*

Thus keeping in view of the said basis and empirical evidences from the previous researches we come to develop following research model to testify the idea.

Figure 1
Research Model



Methodology

Sample and Procedure

The sample population consists of individuals from education sector Punjab-Pakistan. The initial proposed sample size for the study consisted 450 fulltime employees, who were working in education sector including school, colleges, university and university sub campuses. Both government as well as private institutes were considered for data collection. Data was collected via purposive sampling method, through self-administered questionnaires. After initial screening of responses collected from respondents for missing and incomplete data, a sample of N-349 was considered fit for further analysis. Different applications like Excel 2013, SPSS 21 and Amos Graphics 21 were used to perform analysis and generate results.

Measurement

Measures used in the questionnaire forms were adapted from the previous studies in the literature. In order to measure PsyCap a 24 items questionnaire developed by Luthans, (2007) was used. For WE, 9 items

developed by Schaufeli and Bakker (2002) were used. For Turnover Intentions 06 Items developed by G. Rood (2004) were used. Similarly for OCB, 15 items developed by Podsakoff et al. (2014) were selected. Demographic variables extracted information regarding gender (male/female), age (months/ years), qualification (years of education) and marital status (married/ unmarried), were also collected.

Sample Demography

Table I shows demographic (N=349) details regarding variable, scale, frequency and percentage. According to table number of female participants were 108 (30.9%) and male participants were 241 (69.1%), where age of majority participants (97.9%) lies between 25 to 42 years. Majority of participants were graduate (39%) and second largest were master (25.8%) qualified. Data shows 70.8% respondents were married and 29.2% as un-married.

Table I

Sample Demographics (N=349)

Variable	Scale	Frequency	Percentage
Gender	Female	108	30.9
	Male	241	69.1
	Total	349	100.0
Age	18-24	7	2.0
	25-31	80	22.9
	32-37	122	35.0
	38-42	136	39.0
	43-49	4	1.1
	Total	349	100.0
Qualification	Less than Matric	12	3.4
	Matric	25	7.2
	Intermediate	78	22.3
	Graduation	136	39.0
	Master	90	25.8
	MPhil and above	8	2.3
	Total	349	100.0
Marital Status	Married	247	70.8
	Un-Married	102	29.2
	Total	349	100.0

Reliability and Validity

Table-2 shows information about Reliability and Validity. According to table reliability threshold (Cronbach's $\alpha > 0.7$) was achieved by all study variables. According to Factor loading analysis "KMO" value reached (0.944) with "Bartlett's Test of Sphericity" reported significant results ($p < .05$), and factor loading values for study items reached recommendation (> 0.4) (Hair et al., 2014). It also showed composite reliability values to reach required threshold ($CR > 0.7$). Table also shows all values of "Average Shared Variance (ASV)" for all variables to be less "Average Variance Extracted (AVE)", thus establishing convergent validity (Garver & Mentzer, 1999). Similarly, reported values of AVE of study variables have reached the required threshold which is (> 0.5), thus established the discriminant validity (Hair et al., 2010, Hair et al., 2014). Table also ensure data normality through normal values of "Skewness" and "Kurtosis".

Table 2

Study Variables Reliability & Validity

Study Variable Detail	Items Nos.	Loading ¹²³	Cronbach's Alpha Value (≥0.7)	Skewness Value	Kurtosis Value	CR Value	AVE Value	ASV Value
Psychological Capital	PC-1	0.558	0.926	-1.030	0.881	0.926	0.537	0.368
	PC-2	0.654		-0.923	0.484			
	PC-3	0.508		-0.661	0.401			
	PC-4	0.673		-1.108	1.430			
	PC-5	0.663		-1.168	0.930			
	PC-6	0.592		-0.993	0.983			
	PC-7	0.429		-0.553	0.261			
	PC-8	0.578		-0.687	0.486			
	PC-9	0.450		-0.369	0.143			
	PC-12	0.428		-0.517	0.220			
	PC-13	0.576		-0.943	0.530			
	PC-14	0.534		-0.795	0.540			
	PC-15	0.653		-0.840	0.973			
	PC-16	0.616		-0.817	0.422			
	PC-17	0.606		-0.851	0.302			
	PC-18	0.660		-0.992	0.834			
	PC-19	0.657		-0.964	0.676			
	PC-20	0.492		-1.079	1.268			
	PC-22	0.564		-0.891	0.677			
	PC-23	0.666		-1.189	1.107			
	PC-24	0.615		-0.820	0.563			
Work Engagement	WE-1	0.539	0.829	-1.386	1.076	0.816	0.493	0.382
	WE-2	0.450		-1.431	0.981			
	WE-3	0.441		-1.491	1.228			
	WE-4	0.604		-1.641	1.971			
	WE-6	0.640		-0.931	-0.251			
	WE-8	0.740		-1.123	0.212			
	WE-9	0.636		-1.125	0.079			
Turnover Intentions	TI-1	-0.720	0.827	1.143	1.437	0.871	0.537	0.210
	TI-2	-0.770		0.922	1.096			
	TI-3	-0.803		0.877	0.936			
	TI-4	-0.748		0.922	1.105			
	TI-5	-0.704		1.268	2.022			
	TI-6	-0.644		1.401	2.479			
Organization Citizenship Behavior	OCB-1	0.638	0.951	-0.637	-0.205	0.951	0.562	0.275
	OCB-2	0.779		-0.510	-0.589			
	OCB-3	0.702		-0.618	-0.236			
	OCB-4	0.775		-0.507	-0.599			
	OCB-5	0.779		-0.550	-0.113			
	OCB-6	0.782		-0.604	-0.421			
	OCB-7	0.716		-0.596	-0.365			
	OCB-8	0.710		-0.625	-0.146			
	OCB-9	0.712		-0.598	-0.238			
	OCB-10	0.732		-0.568	-0.380			
	OCB-11	0.723		-0.645	-0.125			
	OCB-12	0.757		-0.703	-0.072			
	OCB-13	0.683		-0.631	-0.309			
	OCB-14	.691		-.744	.035			
	OCB-15	.735		-.630	-.221			

1. Rotated Component Matrix values, 2. Principal Component Analysis. 3. Varimax with Kaiser Normalization

Model Fitness

Table-3 shows values about CFA measurement model to be CMIN/DF (1.725), IFI (0.910), TLI (0.905), CFI (0.910) and RMSEA (0.046) and fitness results of SEM as CMIN/DF (1.728), IFI (0.919), TLI (0.904), CFI (0.909) and RMSEA (0.046). Based on data stats presented in Table, study model was found fit for hypotheses testing.

Table 3

Research Models Fitness

Model	CMIN/DF	IFI	TLI	CFI	RMSEA
CFA →	1.725	0.910	0.905	0.910	0.046
SEM →	1.728	0.919	0.904	0.909	0.046

Correlation Analysis

Table-4 shows Pearson correlation values among all study variables with mean and standard deviation. It represents significant relationship for all study variables. As table represents moderate correlation values between study variables, hence declare suitability for predicting expected relationships among variables.

Table 4

Correlation Values

Variable Details	Mean	St. Dev	PsyCap	WE	TI	OCB
PsyCap	85.46	14.475	-			
WE	28.89	5.691	.685**	-		
TI	13.95	4.161	-.436**	-.390**	-	
OCB	56.72	11.484	.528**	.483**	-.409**	-

Notes: N=349, * $p < .05$; ** $p < 0.01$

Hypotheses Testing

Table-5 summarizes the results of standardized regression weights among study variables. According to table, there is negative ($p < 0.05$) relationship between PsyCap and TI, and positive ($p < 0.05$) relationship between PsyCap and OCB, and positive ($p < 0.05$) relationship between PsyCap and WE, and negative ($p < 0.05$) relationship between WE and TI, and positive ($p < 0.05$) relationship between WE and OCB, thus provide support for H1, H2, H3, H4 and H5, respectively. Furthermore figure-2 Model SEM results also represents adequate relationship of variance (Rsq) between endogenous and exogenous variables of the study.

Table 5

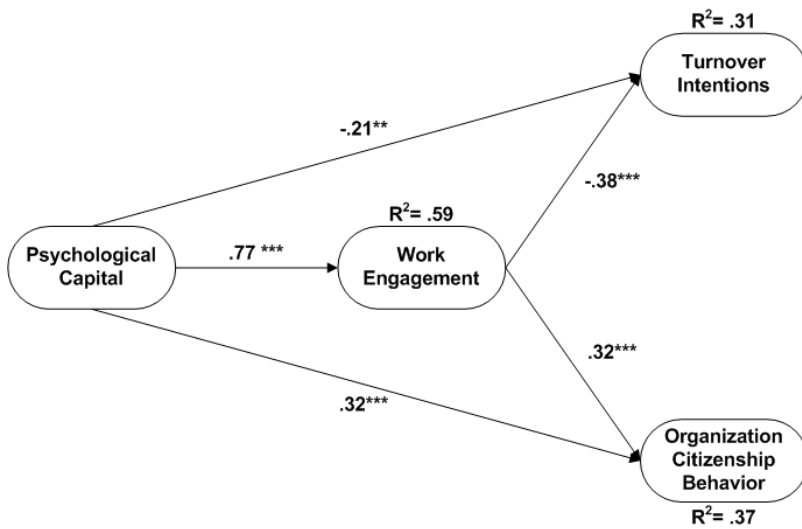
Standardized Regression Weights

Hypothesis	Relationship among Variables			Estimates	P Value	Hypothesis Supported
H1	TI	<---	PsyCap	-0.210	**	Yes
H2	OCB	<---	PsyCap	0.323	***	Yes
H3	WE	<---	PsyCap	0.771	***	Yes
H4	TI	<---	WE	-0.377	***	Yes
H5	OCB	<---	WE	0.319	***	Yes

Notes: * $p < .05$; ** $p < 0.01$; *** $p < 0.001$

Figure 2

Model SEM results



Mediation Results

Model 6 of Hays Process Macros were used for testing mediation effects, with several bootstrap samples of 5000. Table-6 shows mediation results of mediation of WE between PsyCap and TI. Results showed significant values for Total Effects (-0.125, $p < 0.05$), Direct Effects (-0.092, $p < 0.05$) and Indirect Effects (-0.034, $p < 0.05$). Figure-3 for mediation function of WE among PsyCap and TI showed significant relationship among PsyCap and WE ($a = 0.270$, $p < 0.05$), significant relationship between WE and TI ($b = -0.126$, $p < 0.05$). As both direct and indirect effects represented significant ($p < 0.05$) results, hence provide support for H4a.

Table 6

Mediation of WE among PsyCap & TI

Effect Type	Effect Size	S.E	P Values	CI (95%)	
				LLCI	ULCI
Total	-0.125	0.013	0.000	-0.153	-0.098
Direct	-0.092	0.019	0.000	-0.129	-0.054
Indirect	-0.034	0.017	0.000	-0.070	-0.001

Mediator, WE (Bootstrap sample size = 5000); CI = Confidence Interval

Figure 3

Mediation of WE among PsyCap & TI

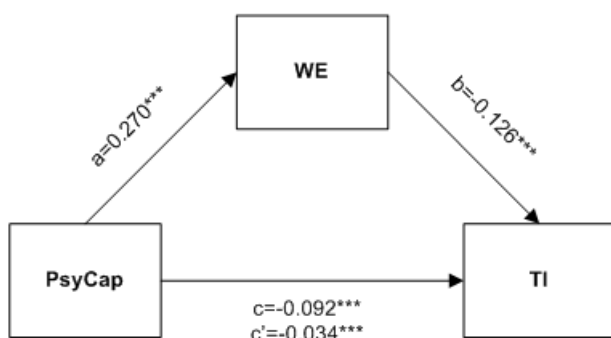


Table 7 shows mediation results of mediation of WE between PsyCap and OCB. Results showed significant values for Total Effects (0.419, $p < 0.05$), Direct Effects (0.297, $p < 0.05$) and Indirect Effects (0.124, $p < 0.05$). Figure-4 for mediation function of WE among PsyCap and OCB showed significant relationship among PsyCap and WE ($a = 0.270$, $p < 0.05$), significant relationship among WE and OCB ($b = 0.461$, $p < 0.05$). As both direct and indirect effects represent significant ($p < 0.05$), hence provide support for H5a.

Table 7

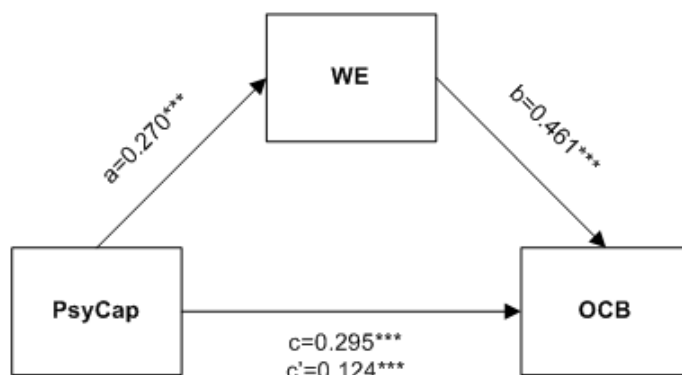
Mediation of WE among PsyCap & OCB

Effect Type	Effect Size	S.E	P Values	CI (95%)	
				LLCI	ULCI
Total	0.419	0.036	0.000	0.338	0.490
Direct	0.295	0.049	0.000	0.199	0.391
Indirect	0.124	0.039	0.000	0.053	0.203

Mediator, WE (Bootstrap sample size = 5000); CI = Confidence Interval

Figure 4

Mediation of WE among PsyCap & OCB



Discussion

This study sought to find the impact of PsyCap on TI and OCB in education sector (N=349) of Punjab province of a developing economy, Pakistan. Additionally, this study also investigated the mediating role of WE in education sector among PsyCap and TI and PsyCap and OCB, respectively. In order to support the framework, conservation of resource theory along with social exchange theory were deployed to explain the phenomena.

This study provides support for H1 by showing significant negative relationship between PsyCap and TI, which is consistent with previous research like Luthans and Jensen (2005) which also reported negative relationship between psychological capital and turnover intentions. According to Avey et al., (2011), PsyCap can stimulate positive emotions and individuals by utilizing their positive feelings can show intentions for proactive extra-role behaviors like making suggestions for improvement and showing citizenship behavior, which is consistent with our study results and provide support for H2. According to Sweetman and Luthans (2010), PsyCap can make an employee more focused and committed toward the assigned goals, which means that an individual with higher levels of PsyCap can show dedication and engagement in given job task, which can be denoted as absorption in the assigned task, so presence of PsyCap can provides an individual necessary resources to remain engaged in task which provides support to H3. Findings of the study also confirmed negative relationship among WE and that of TI. This finding of the study is also consistent with previous study results, as according to Alfes et al. (2013) engaged employees tend to have less intention to turnover, which provides support for H4. Further this study provides significant results for the mediation of WE between PsyCap

and TI by providing support to H4a, which is consistent with previous research (Luthans & Jensen, [2005](#)). By knowing the fact that WE are a strong predictor of OCB (Rich et al., [2010](#)), which aligns our study results by providing support to H5. The findings of the study also provide evidence for the significant mediating function of WE among PsyCap and OCB, thus provide support for H5a. Hence, this research paper offers novel insights which helps to establish new avenues for education sector research and provide evidence that PsyCap is crucial for individuals working in education sector to express less TI and higher OCB.

This research provides contributions to the existing body of knowledge in different ways. Firstly, this study is an important standpoint for explaining different types of relationships, both direct and mediating relationships between PsyCap, WE, TI and OCB. Secondly, it is a known fact that at workplace (like school, college and university) people interact with different type of individuals (with both positive and negative emotions) which can change their behavior. In such situation, this study provide help to explain how presence of positive resources like PsyCap can affect an individual's capability to change their behavior and think positive, which is curtail for the success of organization. This study also has some particle suggestions. As PsyCap is demonstrated as a positive resource for individuals, our results further supported the argument that in the presence of such resource individuals can think positively thus can show less intentions towards turnover and improved citizenship behavior. Moreover, through this positive behavior individuals can reciprocate to fulfill their responsibilities by remaining enthusiastic and showing creativity. Secondly, this study also grants approvals for heads and policy makers. The results suggests that attentions should be made for the development of policies and strategies to support psychological resources like PsyCap (Hope, optimism, resilience and self-efficacy). These strategies my include structured PsyCap trainings, leadership development program, mentoring and coaching of teaching faculties and building a positive culture through encouraged goal setting, recognizing positive feedback and stress management practices.

Like many other studies, this research also has limitations and future directions. First of all, as data of this study was collected from education sector only, thus results of this study can't be generalized as a whole for other sectors. Secondly, this study employed cross-sectional data, in future data collection with time-lag can be beneficial. Lastly, future work can be extended to test this model in other services sectors like FMCG, hospitals and banking as well. Some other variables including individual personality traits, perception of support at work, or job stress factors like job insecurity and job ambiguity can also be tested for significance.

Conclusion

This study investigates the impact of PsyCap on TI and OCB in education sector. It also investigated the mediating function of WE between PsyCap and TI along with mediating function of WE between PsyCap and OCB, as well. This study helps to enhance PsyCap domain by highlighting its relationships with TI, OCB and WE in education sector of a developing economy. Theoretical framework of the study was established from previous research and was examined in a cross-sectional study survey with 349 responses from the respective sector. Data was analyzed by testing fitness of the study variables (CFA) followed by testing hypothesized relationships (SEM). Mediating function of WE between PsyCap and TI and that of PsyCap and OCB was tested through Hays Process Macros in SPSS.

Results of the study reviled a significant negative (-) relationship among PsyCap and TI, significant positive (+) relationship among PsyCap and OCB, significant positive (+) relationship among PsyCap and WE, significant negative (-) relationship between WE and TI and significant positive (+) relationship between WE and OCB, respectively. It also corroborates significant mediating role of WE among PsyCap and TI and PsyCap and OCB, as well. The results of this study are valuable for the managers working in education sector to establish strategies that are helpful to improve employees work engagement which helps reduce turnover and improve citizenship behavior.

References

- Aburub, B. S. H. (2020). Employee retention & Engagement solution. *Open Journal of Business and Management*, 08(06), 2805–2837. <https://doi.org/10.4236/ojbm.2020.86173>
- Alfes K, Shantz AD, Truss C, Soane EC (2013) The link between perceived human resource management practices, engagement and employee behaviour: a moderated mediation model. *The International Journal of Human Resource Management*, 24(2), 330–351. <https://doi.org/10.1080/09585192.2012.679950>
- Avey, J. B., Luthans, F., & Jensen, S. M. (2009). Psychological capital: A positive resource for combating employee stress and turnover. *Human Resource Management*, 48(5), 677–693. <https://doi.org/10.1002/hrm.20294>
- Avey, J. B., Luthans, F., Smith, R. M., & Palmer, N. F. (2010). Impact of positive psychological capital on employee well-being over time. *Journal of Occupational Health Psychology*, 15(1), 17–28. <https://doi.org/10.1037/a0016998>
- Avey, J. B., Reichard, R. J., Luthans, F., & Mhatre, K. H. (2011). Meta-analysis of the impact of positive psychological capital on employee attitudes, behaviors, and performance. *Human Resource Development Quarterly*, 22(2), 127–152. <https://doi.org/10.1002/hrdq.20070>
- Avey, J. B., Wernsing, T. S., & Luthans, F. (2008). Can positive employees help positive organizational change? Impact of psychological capital and emotions on relevant attitudes and behaviors. *The Journal of Applied Behavioral Science*, 44(1), 48–70. <https://doi.org/10.1177/0021886307311470>
- Babcock-Roberson, M. E., & Strickland, O. J. (2010). The relationship between charismatic leadership, work engagement, and organizational citizenship behaviors. *The Journal of Psychology*, 144(3), 313–326. <https://doi.org/10.1080/00223981003648336>
- Bakker, A. B. (2010). *Engagement and “job crafting”: Engaged employees create their own great place to work*. In *Handbook of employee engagement*. Edward Elgar Publishing.
- Bakker, A. B., Demerouti, E., & Ten Brummelhuis, L. L. (2012). Work engagement, performance, and active learning: The role of conscientiousness. *Journal of Vocational Behavior*, 80(2), 555–564. <https://doi.org/10.1016/j.jvb.2011.08.008>
- Bennett, R. J., & Robinson, S. L. (2000). Development of a measure of workplace deviance. *The Journal of Applied Psychology*, 85(3), 349–360. <https://doi.org/10.1037/0021-9010.85.3.349>
- Blau, Peter M. (1964). *Exchange and Power in Social Life*. New York: John Wiley & Sons, Inc
- Dubey, A., Varma, A., & Riasudeen, S. (2025). Exploring the role of organizational identification in the nexus of psychological capital and organizational-oriented citizenship behaviors: Evidence from healthcare professionals in India. *Journal of Health Organization and Management*. <https://doi.org/10.1108/jhom-05-2024-0187>
- Griffeth, R. W., Hom, P. W., & Gaertner, S. (2000). A meta-analysis of antecedents and correlates of employee turnover: Update, moderator tests, and research implications for the next millennium. *Journal of Management*, 26(3), 463–488. <https://doi.org/10.1177/014920630002600305>
- Gupta, M. (2017). Corporate social responsibility, employee–company identification, and organizational commitment: Mediation by employee engagement. *Current Psychology (New Brunswick, N.J.)*, 36(1), 101–109. <https://doi.org/10.1007/s12144-015-9389-8>
- Hobfoll, S. E., & Wells, J. D. (1998). *Conservation of resources, stress, and aging: Why do some slide and some spring?* In *Handbook of aging and mental health: An integrative approach*. Plenum.
- Huang, I., Lin, H., & Chuang, C. (2006). Constructing factors related to worker retention. *International Journal of Manpower*, 27(5), 491–508. <https://doi.org/10.1108/01437720610683976>
- Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33(4), 692–724. <https://doi.org/10.5465/256287>
- Karatepe, O. M. (2011). The effects of coworker and perceived organizational support on hotel employee outcomes. *Journal of Hospitality & Tourism Research*, 36(4), 495–516. <https://doi.org/10.1177/1096348011413592>
- Karatepe, O. M., & Karadas, G. (2014). The effect of psychological capital on conflicts in the work–family interface, turnover and absence intentions. *International Journal of Hospitality Management*, 43, 132–143. <https://doi.org/10.1016/j.ijhm.2014.09.005>

- Karatepe, O. M., & Karadas, G. (2015). Do psychological capital and work engagement foster frontline employees' satisfaction? *International Journal of Contemporary Hospitality Management*, 27(6), 1254-1278. <https://doi.org/10.1108/ijchm-01-2014-0028>
- Laschinger, H. K. S., Grau, A. L., Finegan, J., & Wilk, P. (2012). Predictors of new graduate nurses' workplace well-being. *Health Care Management Review*, 37(2), 175-186. <https://doi.org/10.1097/hmr.0b013e31822aa456>
- Laschinger, H. K., & Grau, A. L. (2012). The influence of personal dispositional factors and organizational resources on workplace violence, burnout, and health outcomes in new graduate nurses: A cross-sectional study. *International Journal of Nursing Studies*, 49(3), 282-291. <https://doi.org/10.1016/j.ijnurstu.2011.09.004>
- Luthans, F. (2002). The need for and meaning of positive organizational behavior. *Journal of Organizational Behavior*, 23(6), 695-706. <https://doi.org/10.1002/job.165>
- Luthans, K. W., & Jensen, S. M. (2005). The linkage between psychological capital and commitment to organizational mission. *JONA: The Journal of Nursing Administration*, 35(6), 304-310. <https://doi.org/10.1097/00005110-200506000-00007>
- Miles, D. E., Borman, W. E., Spector, P. E., & Fox, S. (2002). Building an integrative model of extra role work behaviors: A comparison of counterproductive work behavior with organizational citizenship behavior. *International Journal of Selection and Assessment*, 10(1-2), 51-57. <https://doi.org/10.1111/1468-2389.00193>
- Moustafa, M. A., Elrayah, M., Aljoghaiman, A., Hasanein, A. M., & Ali, M. A. (2024). How does sustainable organizational support affect job burnout in the hospitality sector? The mediating role of psychological capital. *Sustainability*, 16(2), 840. <https://doi.org/10.3390/su16020840>
- Podsakoff, N. P., Podsakoff, P. M., MacKenzie, S. B., Maynes, T. D., & Spoelma, T. M. (2014). Consequences of unit-level organizational citizenship behaviors: A review and recommendations for future research. *Journal of Organizational Behavior*, 35(S1), S87-S119. <https://doi.org/10.1002/job.1911>
- Rahman, M. H., & Karim, D. N. (2022). Organizational justice and organizational citizenship behavior: The mediating role of work engagement. *Heliyon*, 8(5), e09450. <https://doi.org/10.1016/j.heliyon.2022.e09450>
- Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, 87(4), 698-714. <https://doi.org/10.1037/0021-9010.87.4.698>
- Rich, B. L., Lepine, J. A., & Crawford, E. R. (2010). Job engagement: Antecedents and effects on job performance. *Academy of Management Journal*, 53(3), 617-635. <https://doi.org/10.5465/amj.2010.51468988>
- Saks, A. M. (2006). Antecedents and consequences of employee engagement. *Journal of Managerial Psychology*, 21(7), 600-619. <https://doi.org/10.1108/02683940610690169>
- Schaufeli, W. B., Salanova, M., González-romá, V., & Bakker, A. B. (2002). The measurement of engagement and burnout: a two sample confirmatory factor analytic approach. *Journal of Happiness Studies*, 3(1), 71-92. <https://doi.org/10.1023/a:1015630930326>
- Seval, H., & Caner, H. (2014). The impact of human resource management functions on corporate image. *Springer Proceedings in Complexity*, 435-457. https://doi.org/10.1007/978-3-319-09710-7_39
- Shahpouri, S., Namdari, K., & Abedi, A. (2016). Mediating role of work engagement in the relationship between job resources and personal resources with turnover intention among female nurses. *Applied Nursing Research*, 30, 216-221. <https://doi.org/10.1016/j.apnr.2015.10.008>
- Sweetman, D., & Luthans, F. (2010). "The power of positive psychology: Psychological capital and work engagement", In *Work engagement: A handbook of essential theory and research*, (pp.54-68), Psychology Press.
- Tims, M., B. Bakker, A., & Derks, D. (2014). Daily job crafting and the self-efficacy – performance relationship. *Journal of Managerial Psychology*, 29(5), 490-507. <https://doi.org/10.1108/jmp-05-2012-0148>
- Tullar, J. M., Amick, B. C., Brewer, S., Diamond, P. M., Kelder, S. H., & Mikhail, O. (2016). Improve employee engagement to retain your workforce. *Health Care Management Review*, 41(4), 316-324. <https://doi.org/10.1097/hmr.0000000000000079>
- Xanthopoulou, D., Bakker, A. B., Demerouti, E., & Schaufeli, W. B. (2007). The role of personal resources in the job demands-resources model. *International Journal of Stress Management*, 14(2), 121-141. <https://doi.org/10.1037/1072-5245.14.2.121>