

Organizational Citizenship Behavior and Work Motivation as Correlates of Psychological Capital among Public and Private School Teachers

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Abstract: Background: The components of Psychological capital as well as Organizational citizenship behavior and Work motivation are so influential for an individual especially for their performance in organizational setting. **Aims:** The main objectives of the study were: (1) to study the contributions of organizational citizenship behavior and work motivation in psycap of public school teachers; (2) to study the contributions of organizational citizenship behavior and work motivation in psycap of private school teachers; (3) to find out the difference between teachers of public and private schools on psycap, organizational citizenship behavior and work motivation. **Material and methods:** Sample of 100 teachers from different schools (50 public teachers and 50 private teachers) was taken from the locale of semi-urban part of Kerala. **Results:** Work motivation contributes significant variance in all the dimensions of psychological capital in both public and private school teachers except self-efficacy and optimism dimension in public school and resilience dimension in private schools. On the other hand OCB did not contribute significant variance in any of the dimension of psychological capital in both public and private school teachers.

Keywords: Organizational Citizenship Behavior, Work Motivation, Psychological Capital, Public and Private School Teachers

1. Introduction

Human beings have a wide array of abilities, skills, competence, attitudes, cognitions, emotions, interests, motivation and the like. The best possible deliverance of potential talents and satisfactory performance in the organization can be accounted to the individual's own personal factors, their social and organizational environment. Adopting positive ideals in organizational context is an essential factor in the growth and development of individual employee, as well as the organization. In any organizational context, the positive aspects any individual has can be considered as an asset, a resource upon which anyone can count on.

There is a growing trend of associating the economists' term "capital" metaphorically, to a wide range of social and psychological phenomena, highlighting their role as potentially valuable, intangible asset. The capital highlighted in the present study is Psychological capital. How psychological capital correlates

with organizational citizenship behavior and work motivation on individual level, and also in terms of organizational level, is explored. Psychological capital is a higher order positive construct comprised of the four-facet constructs of self-efficacy/confidence, optimism, hope, and resiliency (Luthans et al, 2006).

Psychological capital is one of the important components of positive organizational behavior (POB). According to Luthans (2002), Psycap emerged as an outcome of positive psychological elements from management fields. Psycap is defined as an individual's positive psychological state consisting of four major components namely self-efficacy, optimism, hope and resilience (Luthans et al, 2007). The individual components of Psychological capital in itself are positive resources with great importance, in the context of organization. These individual constructs can be separately looked upon in the following section. These include Hope, Optimism, Self-efficacy and Resilience.

Organizational citizenship behavior encompasses anything constructive that employees do, of their own will, which supports co-workers and benefits the organization. Organizational citizenship behavior refers to the behavior of an individual that is not compulsory for him/ her to perform; rather they are personal choice of individual but which in turn contributes to organizational growth and development (Organ, 1988). Importance of OCB for organizational effective functioning has been well rehearsed in recent years and empirical research suggests that OCB contributes in role performance in evaluation rating (Podsakoff et al, 2000).

OCB includes five dimensions namely courtesy, civic virtue, conscientiousness, sportsmanship and altruism. Courtesy refers to the behavior that prevents workplace conflicts to occur (Law et al, 2005), civic virtues represents an individual care and concern for organization. Conscientiousness on the other hand refers to an individual sincerity toward organizations roles and responsibilities; sportsmanship signifies ability to handle difficult situations and altruism means helping behavior directed towards another person.

Work motivation as the name suggests is the process in which employees motivates themselves to work hard and dedicatedly by involving all his/her affective, conative and cognitive areas so as to achieve both individual and organizational goals, means goals that are specific measurable, well defined and achievable goal. Motivation leads to a particular behavior (Guay et al, 2010). It is the characteristics of an individual that guides them to work in a particular specific way (Gredler, Broussard & Garrison, 2004). Motivation can be either intrinsic (guided by persons inner beliefs and choice) or extrinsic (driven by some external sources other than the person itself) type (Deci, Koestner & Ryan, 1999).

2. Review of Literature

The studies conducted on Psycap, generally shows positive in respect of individual as well as the organization. There are numerous researches which show the role of Psycap in bringing positive organizational results. Avey et al. (2011) in a meta-analysis study had concluded that positive relationship exists between Psycap and performance of employees. Avey et al. (2008) have identified that Psycap contributes in the job performance. Another study by Luthans et al. (2007) identifies positive relationship between Psycap and performance. The studies also show that Psycap can be a mediating factor between individual performance and its supportive climate (Luthans et al, 2008). Researches have

also been conducted in the area of hope and positive job outcomes. Peterson and Byron (2007) found in their study that there is a positive relationship between hope and performance. Also, a study on hope has suggested its importance as critical influence in performance of employees (Peterson & Luthans, 2003). Nelson and Cooper (2007) suggest that hope in an individual helps him/her to deal positively and effectively with problems which further gives positive results.

In studying about optimism, the influences in the organizational context and job outcomes have been looked into, by various researchers. The study by Medlin and Green (2009) has identified the positive impact of optimism on job performance. Youseff and Luthans (2006) have studied optimism and performance. Optimism impact performance in work setting, in a study conducted on employees of China (Luthans, et al, 2005). It has also been argued that optimists have more active coping styles, motivated to work harder, set higher goal, have higher morale (Luthans, 2002). Seligman (1998) research showed significant relationship between optimism and performance, in his study among insurance sales agents. Luthans (2002) argues self-efficacy is a valid criterion for performance enhancement. Stajkovic and Luthans (1998) had identified this contribution in terms of overall job performance. Bandura (1977) has concluded on the basis of meta-analysis over a sample of 21,000 individuals that positive correlation exists between performance of an individual and its self-efficacy.

In organizations and work settings, resilience can play some role in the behavior of employees. There is a relationship between resilience and performance in organizations (Harland et al, 2005; Luthans et al, 2005). Fletcher (2011) studied resilience with sales performance, on the sample population of sales force of a large organization. His findings indicated significant relationship between resilience and performance of sales employees. Research in the field of organizational citizenship behavior is vast, where job attitudes were considered as important determinant of OCB (Organ & Ryan, 1995), and the role that OCB's play in unions and its members (Skarlicki & Latham 1996; Skarlicki & Latham 1997), and in performance appraisals of salesperson and managers (Mackenzie, Podsakoff & Fetter 1991; 1993). Also studies showed that individual performance is highly influenced by its inner motivational forces and social surroundings (Steers, Mowday & Shaprio, 2004).

From the review of literature, very few instances are found where the OCB and Work motivation influencing the psychop in both individual and organizational. Every individual is equally affected (more or less) by the psychological state of mind as well as the social stimulations. It is required to understand this process and their effect, both individually and organizationally with interacting effects of these processes.

2.1 Objectives

1. To study the contributions of organizational citizenship behavior and work motivation in psychop of public school teachers.
2. To study the contributions of organizational citizenship behavior and work motivation in psychop of private school teachers.
3. To find out the difference between teachers of public and private schools on psychop, organizational citizenship behavior and work motivation.

2.2 Hypotheses

1. There would be significant contributions of Organizational citizenship behavior and work motivation in psychcap of public school teachers.
2. There would be significant contributions of Organizational citizenship behavior and work motivation in psychcap of private school teachers.
3. There would be significant difference between public school and private school teachers on psychcap, organizational citizenship behavior and work motivation.

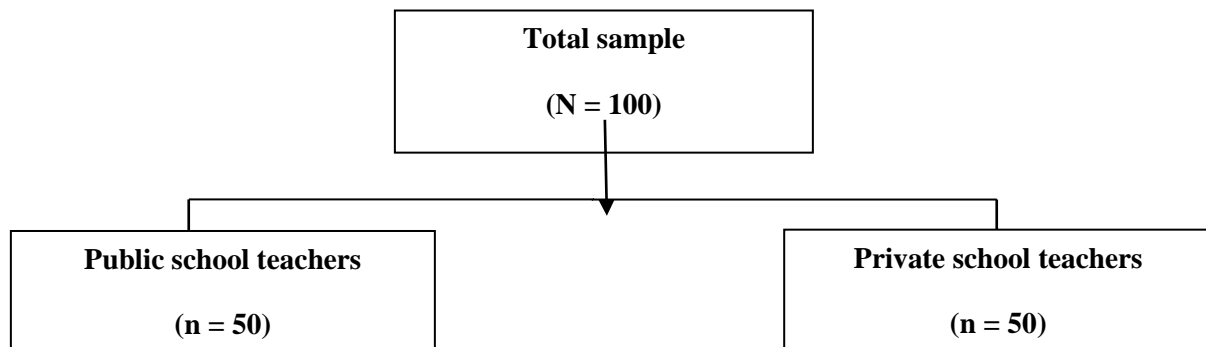
3. Method

3.1 Participants of study

The target group for the study was the teachers from different schools; the organizational context chosen was service sector, concentrating on the locale of semi-urban part of Kerala. The sample size for the study was 100. Of this, 50 participants were public teachers and 50 private teachers. Their educational qualification was B. Ed with 5-10 years of teaching. . The method of incidental sampling was used to identify the sample. Thus, a two group design was taken.

3.2 Design

A diagrammatic representation of the design of respondents is given below:



3.3 Measures

3.3.1 Psychological capital

To measure psychological capital following scales were used:

- (a) *Life Orientation Test-revised (LOT-R)* (Scheier, et al, 1994). The test has 6 items measuring Optimism in both positive (3 items) and negative (3 items) directions, and 4 fillers, total of 10 items. Scale has good internal consistency (Cronbach's Alpha ranges between high 0.70s to low 0.80s). Correlation between LOT and LOT-R are very high. The Cronbach Alpha on current sample is 0.471.

- (b) **The Hope Scale** (Snyder et al, 1991) has 12 items in total -4 items reflecting Agency, 4 items on Pathways, 4 Fillers. It has an 8-point scale for responses. Internal reliability for overall Hope Sale has ranged from 0.74 to .084. The test-retest reliability for 3,8,10 weeks were 0.85, 0.73, 0.76 respectively. The Cronbach alpha on current sample is 0.515.
- (c) **The Work Self-Efficacy scale** (Avallone et al, 2007) has 10 items. It has two-factor structure, with 5 items indicating ‘Relational Willingness’ and 5 items for ‘Commitment’. It’s a likert scale ranging from 5 strongly agree to 1 strongly disagree 5. Cronbach’s Alpha for the scale was found 0.95 and Cronbach alpha on current sample is 0.705.
- (d) **The Brief Resilience Scale** (Smith et al, 2008), has 6 items, 3 positively worded, 3 negative ones and a likert scale ranging from point 5 (strongly agree) to point 1 (strongly disagree). Cronbach’s Alpha of the scale ranges from 0.8 to 0.91 and the Cronbach alpha on current sample is 0.590.

3.3.2 Organizational Citizenship Scale

The organizational citizenship scale (Podsakoff, et al, 1990) consists of 34 items with a 7 point rating scale. There are five reverse scored items and these item numbers are; 11,12,13,14 and 15. The rest are positively scored. The internal consistency was obtained average .85 (Altruism =.85, Courtesy =.85, Conscientiousness =.85, Civic virtue =.85, Sportsmanship =.85). The scale has good content validity.

3.3.3 Work Motivation Scale

This scale developed by Agarwal (1988) it is used to measure the work motivation in different work settings. This scale consists of 26 items having the response format on five point scale, where 5 indicates strongly agree response and 1 indicates strongly disagree. Internal consistency of the instrument was found by split half method. The reliability co-efficient by spearman brown formula was very high .99. The tool holds good face, content and item validity.

4. Results

Regression analysis was used to ascertain the contribution of variance of organizational citizenship behavior and work motivation as predictor variables and psychological capital as criterion variable of public and private school teachers

Table 4.1: Contribution of variance by organizational citizenship behavior and work motivation on optimism dimension of psychological capital of public and private school teachers

| Variables | School sector | Standard regression coefficients | t | Significance |
|-----------------|---------------|----------------------------------|------|--------------|
| | | Beta | | |
| OCB | Public | .087 | .592 | .557 |
| | Private | .110 | .796 | .430 |
| Work motivation | Public | .077 | .527 | .601 |

| | | | | |
|--|---------|------|------|------|
| | Private | .289 | 2.08 | .043 |
|--|---------|------|------|------|

For public teachers: $R^2 = -.026$; $F = 3.77$; $sig = .668$

For private teachers: $R^2 = .057$; $F = 2.48$; $sig = .094$

To examine the best predictor of optimism, stepwise regression analysis was used with OCB and work motivation as predictors. In the model, OCB and work motivation served as predictor variables and optimism as criterion variable.

Table 4.1 shows that adjusted R^2 for public school teachers is $-.026$ indicating a low negative variance counted by predictors in optimism. However the adjusted R square was insignificant as F value was insignificant at .05 level ($F = .377 > .05$), it means that the two predictors together did not contribute any significant variance in optimism of public school teachers. Moreover, individual contribution of each of the two predictors was found out, with the help of standardized beta coefficients. Beta value for ocb was $.087$ and t-value was $.592$ which was not significant at .05 level whereas beta value for work motivation was $.077$ and t-value was $.527$ which was also not significant at .05 level. It means that the two predictor variables individually also did not contribute any significant variance in optimism of public school teachers.

In private school teachers, adjusted R square is $.057$, indicating 5.7% variance, which is a low variance counted by predictors in optimism, however the adjusted R square was not significant as F value was not significant at .05 level ($F = 2.486 > .05$). It means that the two predictors together did not contribute significant variance in optimism of private school teachers. Moreover, individual contribution of each of the two predictors was found out, with the help of standardized beta coefficients. Beta value for ocb was $.110$ and t-value was $.796$, which was not significant at .05 level. Beta value for work motivation was $.289$ and t-value was 2.083 , which was significant at .05 level. It means that though OCB did not contribute any significant variance in optimism, but work motivation contributed 20.8% significant variance in optimism dimension of psychcap in private school teachers.

Table 4.2: Contribution of variance by organizational citizenship behavior and work motivation on hope dimension of psychological capital of public and private school teachers

| Variables | School sector | Standard regression coefficients | t | Significance |
|-----------------|---------------|----------------------------------|-------|--------------|
| | | Beta | | |
| OCB | Public | -.044 | -.343 | .733 |
| | Private | -.037 | -.264 | .793 |
| Work motivation | Public | .497 | 3.86 | .000 |
| | Private | .317 | 2.29 | .026 |

For public teachers: $R^2 = .210$; $F = 7.49$; $sig = .000$

For private teachers: $R^2 = 2.662$; $F = 2.48$; $sig = .080$

Table-4.2 shows that adjusted R square is .210 for public school teachers, indicating is a low variance counted by predictors in hope, however the adjusted R square was significant as F value was significant beyond .01 level ($F=7.494 < .01$). It means that the two predictors together contribute 21% significant variance in hope. Moreover, individual contribution of each of the two predictors was found out with the help of standardized beta coefficients. Beta value for ocb was -.044 and t-value was-.343, which was not significant at .05 level. Beta value for work motivation was.497 and t-value was 3.860, which was significant beyond .01 level. It means that though, OCB did not contribute any significant variance in hope dimension of psycap, but work motivation did contribute 49.7% significant variance in hope dimension of psycap of public school teachers.

In private school teachers, adjusted R square is .064, indicating a low variance counted by predictors in hope, however the adjusted R square was insignificant as F value was insignificant at .05 level ($F=2.662 > .05$). It means that the two predictors together did not contribute significant variance in hope dimension of psycap of private school teachers. Moreover, individual contribution of each of the two predictors was found out, with the help of standardized beta coefficients. Beta value for ocb was -.037 and t-value was-.264, which was not significant at .05 level. Beta value for work motivation was.317 and t-value was 2.292, which was significant at .05 level. It means that though OCB did not contribute significant variance in hope of private school teachers, but work motivation contributed 31.7% significant variance in hope dimension of private school teachers

Table 4.3: Contribution of variance by organizational citizenship behavior and work motivation on self-efficacy dimension of psychological capital of public and private school teachers

| Variables | School sector | Standard regression coefficients | t | Significance |
|-----------------|---------------|----------------------------------|--------|--------------|
| | | Beta | | |
| OCB | Public | .367 | 2.812 | .007 |
| | Private | .203 | 1.529 | .133 |
| Work motivation | Public | -.364 | -2.788 | .008 |
| | Private | -.355 | -2.669 | .010 |

For public teachers: $R^2 = .189$; $F=6.72$; $sig= 0.003$

For private teachers: $R^2=.132$; $F=4.730$; $sig= 0.013$

Table-4.3 shows that adjusted R square for public school teachers is .189, indicating a low variance counted by predictors in hope, however the adjusted R square was significant beyond .01 level ($F=6.720 < .01$). It means that the two predictors together contribute 18.9% significant variance in self-efficacy of public school teachers. Moreover, individual contribution of each of the two predictors was found out, with the help of standardized beta coefficients. Beta value for ocb was .367 and t-value was 2.812, which was significant at .05 level. Beta value for work motivation was -.364 and t-value was -2.788, which was also significant. Thus, though OCB and work motivation contribute significant

variance in self-efficacy of public school teachers, OCB contributed 36.7% and work motivation contributed 36.4% significant variance in self-efficacy dimension of psycap of public school teachers. In private school teachers, adjusted R square is .132, indicating a low variance counted by predictors in self-efficacy, however the adjusted R square was significant beyond .01 level ($F=4.730 < .01$). It means that the two predictors together contribute 13.2% significant variance in self-efficacy dimension of psycap of private school teachers. Moreover, individual contribution of each of the two predictors was found out, with the help of standardized beta coefficients. Beta value for ocb was .203 and t-value was .529, which was not significant at .05 level. Beta value for work motivation was -.355 and t-value was -2.669, which was significant at .05 level. It means that though OCB did not contribute significant variance in self-efficacy of private school teachers, but work motivation contributed 35.5% significant variance in self-efficacy dimension of psycap of private school teachers.

Table 4.4: Contribution of variance by organizational citizenship behavior and work motivation on resilience dimension of psychological capital of public and private school teachers

| Variables | School sector | Standard regression coefficients | t | Significance |
|-----------------|---------------|----------------------------------|-------|--------------|
| | | Beta | | |
| OCB | Public | .022 | 3.75 | .8668 |
| | Private | -.080 | -.566 | .000 |
| Work motivation | Public | .414 | 3.085 | .003 |
| | Private | .049 | 1.467 | .149 |

For public teachers: $R^2 = .140$; $F=4.996$; $sig= 0.011$

For private teachers: $R^2 = .010$; $F=1.237$; $sig= 0.300$

Table-4.4 shows that adjusted R square for public school teachers is .140, indicating a low variance counted by predictors in resilience, however the adjusted R square was not significant as F value was significant beyond .01 level ($F=4.996 < .01$). It means that the two predictors together contribute 14% significant variance in resilience dimension of psycap of public school teachers. Moreover, individual contribution of each of the two predictors was found out, with the help of standardized beta coefficients. Beta value for ocb was .022 and t-value was .167, which was not significant at .05 level. Beta value for work motivation was -.414 and t-value was 3.085, which was significant at .05 level. It means that though OCB did not contribute significant variance in resilience of public school teachers, work motivation contributed 41.4% significant variance in resilience dimension of psycap of private school teachers.

In private school teachers, adjusted R square is .010, indicating a low variance counted by predictors in resilience, however the adjusted R square was insignificant as F value was in significant at .05 level ($F=1.237 > .05$). It means that the two predictors together are not influencing resilience. Moreover, individual contribution of each of the two predictors was found out, with the help of standardized beta coefficients. Beta value for ocb was -.080 and t-value was -.566, which was not significant at .05 level.

Beta value for work motivation was .209 and t-value was 1.467, which was also not significant at .05 level. It means that the two predictor variables not contribute individually any significant variance in resilience of private school teachers.

4.1 Results of t-test Psychological Capital

Result of t-test analyses, treating dimensions of psychological capital: optimism, hope, self-efficacy, resilience as test variables and public and private school as grouping variables.

Table-4.5: Mean, S.D, SEM and t-values of public and private school teachers on optimism, hope, self-efficacy and resilience (dimensions of psychological capital)

| | Organization | N | Mean | Std. Deviation | SEM | t | df | Sig. (2 tailed) |
|---------------|-----------------|----|-------|----------------|------|------|----|-----------------|
| Optimism | Public schools | 50 | 23.12 | 6.40 | .90 | 4.67 | 98 | .00 |
| | Private schools | 50 | 18.22 | 3.73 | .53 | | | |
| Hope | Public schools | 50 | 61.46 | 8.50 | 1.20 | 1.39 | 98 | .16 |
| | Private schools | 50 | 59.32 | 6.71 | .94 | | | |
| Self-efficacy | Public schools | 50 | 45.36 | 3.13 | .44 | 2.96 | 98 | .00 |
| | Private schools | 50 | 43.46 | 3.27 | .46 | | | |
| Resilience | Public schools | 50 | 19.82 | 2.16 | .30 | 2.98 | 98 | .00 |
| | Private schools | 50 | 18.60 | 1.91 | .27 | | | |

Table- 4.5 shows that the mean optimism scores of public school and private school teachers were 23.12 and 18.22 respectively, their S.Ds were 6.40 and 3.73 respectively. The t-value between the two mean was 4.67 which was significant beyond .01 level. In this comparison public school teachers had significant better optimism than private school teachers. The same table shows that the mean hope scores of public and private school teachers were 61.46 and 59.32 respectively, their S.Ds were 8.50 and 6.71 respectively. The t-value between the two mean was 1.39 which was insignificant at .05 level.

The above table also shows mean self-efficacy scores of public and private school teachers as 45.36 and 43.46 respectively, their S.Ds were 3.13 and 3.23 respectively. The t-value between the two mean was 2.96 which was significant at .05 level. In this comparison public school teachers had significantly better self-efficacy than private school teachers. The same table shows that the mean resilience scores of public and private school teachers were 19.82 and 18.60 respectively, their S.D were 2.16 and 1.91 respectively. The t-value between the two mean was 2.98 which was significant at .05 level. In this comparison public school teachers had significant better resilience than private school teachers.

Table 4.6: Results of t-test for OCB and work motivation

| | Organization | N | Mean | Std. Deviation | SEM | T | df | Sig. (2 tailed) |
|-------------------------------------|---------------------|----------|-------------|-----------------------|------------|----------|-----------|------------------------|
| Organizational citizenship behavior | Public schools | 50 | 1.39 | 14.23 | 2.01 | 1.01 | 98 | .313 |
| | Private schools | 50 | 1.37 | 11.43 | 1.61 | | | |
| Work motivation | Public schools | 50 | 59.52 | 7.77 | 1.09 | 2.87 | 98 | .006 |
| | Private schools | 50 | 55.72 | 5.58 | 0.79 | | | |

Table- 4.6 shows that the mean scores on OCB of public and private school teachers were 1.39 and 1.37 respectively, their S.Ds were 14.23 and 11.43 respectively. The t-value between the two mean was 1.01 which was not significant at .05 level. In this comparison public school teachers had significant better OCB than private school teachers. The same table shows that the mean scores on work motivation of public and private school teachers were 59.52 and 55.72 respectively, their S.Ds were 7.77 and 5.58 respectively. The t-value between the two mean was 2.80 which was significant at .05 level. In this comparison public school teachers had significant better work motivation than private school teachers.

5. Discussion

The research aimed to understand psychological capital with respect to Organizational citizenship behavior and work motivation among public and private school teachers. The current study also attempts to find out whether the contribution of ocb and work motivation is important for the influential development of psychological capital of these employees. The results have been discussed below in accordance with each hypothesis. A look at the table 4.1 shows that the two predictors together did not contribute any significant variance in optimism dimensions of psychological capital in public school teachers. It is strange that OCB and work motivation seems to be close to psychological capital, but its optimism dimension has no relationship with work motivation and OCB. It seems since optimism is an expectation for positive future result of the work and OCB is related with the helping behavior, i.e. it is an action and also work motivation is related with the nature to work or not to work hence optimism may not be related to OCB and work motivation. Although these findings are in contrast to current research as Castro et al (2010) stated that OCB is a determining factor for rewards and promotions of employees. Dodgson & Wood (1998) stated that person with high self-esteem are more optimistic in dealing with difficult situations and thereby are more satisfied in life

A perusal of the same table shows that OCB did not contribute any significant variance in optimism, but work motivation contributed significant variance in optimism dimension of psychological capital in private school teachers. It seems because of job facilitating factors, job promotions, promotional programs, incentives providing by the private schools.

Research showed that organizations that have strict restriction for employees in terms of contracts to adhere to will lead to low level of OCB (Podsakoff, 2009). Also recent studies have shown significant relationship between optimism and work engagements of cancer patients (Hakanen & Lindbohm, 2008). Trépanier, Fernet and Austin (2012) researched that motivated individual are less likely to experience

job demands and the study by Fernet, Senécal and Guay (2004) suggests that motivated employees are better able to adapt and have good mental health.

A look at the table 4.2 shows that, OCB did not contribute any significant variance in hope dimension of psychological capital but work motivation did contribute significant variance in hope dimension of psychological capital of public school teachers. It seems that since hope is a positive motivational state which is very essential in the work setting, this result showing a positive significant variance between work motivation and hope.

Research findings of Snyder (2002) showed that setting clear and measurable goals help in cultivating hope in organizations. Robert (2005) showed that managerial encouragement enhances employee's performance level. The perusal of the same table shows that OCB did not contribute any significant variance in hope dimension of psychological capital. But work motivation did contribute 31.7% significant variance in hope dimension of psychological capital of private school teachers. The result means that the level of hope is positively significant in both public and private school teachers by work motivation. Adams et al. (2003) stated that employees with high hopes are more beneficial to organizations because of their enhanced commitment and satisfaction towards organization, and also showed high performance in their job (Suzanne et al, 2003).

A look at table 4.3 shows that the two predictors together did contribute significant variance in self-efficacy dimensions of psychological capital in public school teachers. It is beneficial that OCB and work motivation seems to be close to psychological capital. In order to above result we assume that OCB and work motivation are a determinant significant variance in the self-efficacy dimension of psychological capital. Employees who are high in OCB brings profit to organizations (Celep & Yilmazturk, 2012), also on the other hand such employees are appraised by their managers (Podsakoff, 2009).

Though treating self-efficacy dimension of psychological capital in private school teachers table 4.3 shows that OCB did not contribute any significant variance in self-efficacy, but work motivation contributed significant variance in self-efficacy dimension of psychological capital in private school teachers. This result shows that in public school teachers both the predictor's significantly contributing variance in the dimension of psychological capital but in private school teachers, work motivation only contributing significant variance in self-efficacy dimension of psychological capital. Job motivation is related to organizational performance and leads to both attainment of individual and organizational goals (Gomes, Asseiro & Ribeiro, 2013). Research of Olusola (2011) showed that self-efficacy and motivation are predictors of employee performance at work and Leon-Perez et al. (2011) suggested that high levels of self-efficacy enables the person to deal with difficult situations.

A look at table 4.4 shows that there is no significant relationship between OCB and resilience of public school teachers, but work motivation contributed significant variance in resilience dimension of psychological capital of public school teachers. It means work motivation of public school teachers highly contribute significant variance in resilience dimension of psychological capital.

The iOpener Institute has gathered and studied questionnaire responses from over 30,000 professionals across the world. From their research they concluded that lawyers are 18% less motivated than the all-sector average. Resilience dimension of psychological capital in private school table 4.4 shows that the two predictors like organizational citizenship behavior and work motivation together are not related to resilience. This means that private school teachers did not contributing significant variance in resilience dimension of psychological capital as compare with the contribution of significant variance in dimensions psychological capital of public school teachers.

London (1997) suggests that resilience capacity in an individual give meaning to their life whereas King, Ehrhard, and Parks (1998) states that motivation in an individual leads to resilience. Also employees who are motivated are more likely to display organizational citizenship behaviors London (1993b). Hence, hypothesis 1 which states “there would be significant contributions of OCB and work motivation in psychological capital of public school teachers” and hypothesis 2, which states “there would be significant contributions of OCB and work motivation in psychological capital of private school teachers”, were partially accepted by the findings of the study.

The table 4.5 shows that t- value for optimism was significant beyond 0.01 level. It means there was significant difference between teachers from both schools. The same table reveals that mean score of public teachers was greater than private teachers. It means that public teachers had better optimism than private teachers. The reason for this may be traced to the fact that public school teachers are got better facilities or opportunities than private school teachers. The same table shows that t- value for hope was insignificant at 0.05 level. It means that less significant difference is there between public teachers and private teachers on hope. However mean score of public teachers was greater than private teachers.

The table 4.5 shows t-value of self-efficacy was significant beyond 0.01 level. It means there was significant difference between teachers from public and private school in self-efficacy. The same table reveals that mean score of public teachers was greater than private teachers. It means that public teachers had better self-efficacy than private teachers. The reason for this may be traced to the fact that the level of self-efficacy of public teachers was greater than private teachers. The same table shows the t-value of resilience was significant beyond 0.01 level. It means there was significant difference in resilience of public and private teachers. The same table reveals that mean resilient score of public teachers was greater than private teachers. It means that public teachers are more resilient than private teachers.

The table 4.6 shows that t- value for OCB was insignificant at 0.05 level. It means no significant difference between teachers from both schools in OCB exists. The reason for this may be traced because of the citizenship behavior is same in public and private school teachers.

The same table shows that t- value for work motivation was significant beyond 0.01 level, means that there was a significant difference between public school teachers and private school teachers in work motivation. Also the mean score of public teachers was greater than private teachers. It means that public school teachers are more motivated than private school teachers. The reason behind this may be traced because of the opportunities, promotions, job environment and job security are determined the greater mean value in public school teachers than private school teachers. Hence, hypothesis 3 which states

“There would be significant difference between public and private teachers on psychological capital, OCB and work motivation” was accepted by the findings of the study.

6. Conclusion

In public school teachers, two predictor's organizational citizenship behavior (OCB) and work motivation together did not contribute any significant variance in optimism dimensions of psychological capital whereas in private school teachers, only work motivation contributed significant variance in optimism dimension of psychological capital whereas OCB did not contribute any significant variance in optimism. With respect to hope dimension, it was found that only work motivation and not OCB contributes significant variance in both public and private school teachers. However, both the predictors together did not contribute significant variance for self-efficacy dimension in public school teachers, whereas in private school only work motivation contributed significant variance and OCB did not contribute any significant variance in self-efficacy. Also work motivation contributed significant variance in resilience dimension of psychological capital of public school teachers whereas OCB did not. Also in private school both the predictors together have not influenced resilience dimensions of psychological capital.

7. Limitations and Suggestions for Further Research

Study has also some limitation due to paucity of time and resources. Firstly random sampling procedure was not used. Though efforts were made, but there is possibility that technical terms of the questionnaires used might have caused misinterpretation. The study is limited to Kerala region only which has its specific spirit of the time and cultural background. Only some psychological variables like pscap, OCB, work motivation were included in the study. A research could be carried out on a larger sample in order to enhance valid generalization of results. Demographic variables like gender, family, relationship could be included in a comprehensive study. Cross-cultural differences can also be considered in future research. Secondary, higher secondary, college teachers could be included in a comprehensive study.

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