



# A CORRELATIONAL STUDY BETWEEN PSYCHOLOGICAL CAPITAL AND ORGANISATIONAL CITIZENSHIP BEHAVIOUR IN MANAGING JOB STRESS AMONG UNIVERSITY TEACHERS IN DELHI-NCR

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## ABSTRACT

Job stress is defined as those negative effects that manifest as the interaction between the individual and its work which results into significant impairment, (PsyCap) Psychological capital with its dimensions-hope , self efficacy, resilience, and optimism are those psychological resources that enhance the overall being of individual whereas (OCB ) Organisational citizenship behaviors are those behaviors that are crucial for organisation productivity its dimensions includes - Altruism and general compliance , thus understanding the effect of these dynamic resources on stress level is crucial in the modern era . The study attempts to understand these interactions in a educational setting with main focus on university teachers, The aims is to investigate the correlation between psycap and ocb in managing job stress among university teachers in Delhi NCR . The study explores how individual resources

such as hope, efficacy, resilience, optimism and behaviours such as altruism and general compliance affects the stress levels among individuals. The tools used are psychological capital questionnaire, job stress scale and organisational citizenship behaviour measures. A total sample consists of 120 participants (N=120) who were teaching professionals in the universities of Delhi NCR region, the participants were between the age of 23 to 50 and both male and female teachers were considered. A convenience sampling method was used and data was collected using both physical and digital questionnaires. Descriptive correlational research design was adopted, the result demonstrated how teachers with higher PsyCap and OCB tends to experience less job stress however due to the limitations of the study, the research findings should be considered carefully.

**Keywords:** *Psychological capital, Organisational Citizenship Behaviour, Job Stress, University Teachers*

## INTRODUCTION

Teachers play an important role in our society, shaping not only the minds of their students but also the future of our nations. Education is often seen as fundamental foundations for a flourishing society, with teachers acting as the primary builder of this foundation. Along with guiding students through complex learning processes they also instill essential life skills such as critical thinking, problem-solving, creativity, stress management, self-awareness, effective communication, and interpersonal skills among their students. The role of teachers is multifaceted ranging from serving as role models to dear confidants.

Despite their significant contributions, teachers encounter numerous challenges, with job stress being particularly prevalent. In recent times, the field of education has undergone substantial changes, especially in the context of higher education. University teachers are faced with a range of complexities, ranging from rising job stress to the need to effectively manage and achieve their personal as well as their professional objectives. These demands may significantly affect their general well-being as well as their ability to do effectively in the classroom.

Newman and Beehr (1979) defined job stress as “a situation wherein job-related aspects interact with the worker to change his/ her psychological and/or physiological condition such that the person deviates from their normal functioning, in number of occupations, including education and healthcare, job stress is cited as a major contributing cause to emotional weariness and burnout. It includes circumstances in which workers believe that demands and resources are not being balanced.

Any emotionally charged bad experience brought on by an imbalance between workplace demands and employees' capacity for responding is referred to as job stress. Stress reactions are prone to happen when job expectations are too great to handle. (Schaufeli and Enzmann, 1998),

Job stress has a variety of effects: At the individual level, it results in diminished professional efficacy, health issues, and emotional tiredness. Persistent stress can also impair coping skills and resilience, making problems at work even worse. At the organizational level, it influences employee performance, raises absenteeism, and may be a factor in increased turnover rates. High-stress workplaces run the danger of seeing a decline in worker morale and output. Stress can have significant impact on individuals overall well being , it can lead to acute or chronic physical and mental conditions in individuals , studies suggest that an there is an average 50% excess risk for CHD [coronary heart disease] among employees with work stress”( kivimaki et al . 2006)

Relevant studies revealed that those in helping professions, particularly teachers, are especially vulnerable to stress (Rothmann and Barkhuizen, 2008). Teacher's job stress is defined as their bad experiences brought on by their unfavorable perception of the classroom environment (Kyriacou and Sutcliffe, 1977). There is ample evidence that academic staff members from various nations have experienced above-average levels of workrelated stress to some degree .

Psychological capital refers to individuals positive psychological state which is composed of four key dynamics - hope ( the capacity to set and pursue goals),self efficacy ( the trust in one's own capability ),resilience( ability to effectively deal with challenges ),optimism ( ability to look a things in a positive light ),the concept of PsyCap was first introduced by Luthans and his colleagues in early 200s and its roots can be traced back to positive psychology.

(Luthans et al. 2015 ) define PsyCap as “an individual's positive psychological state of development that is characterized by: (1) having confidence (efficacy) to take on and put in the necessary effort to succeed at challenging tasks; (2) making a positive attribution (optimism) about succeeding now and in the future; (3) persevering toward goals and when necessary, redirecting paths to goals (hope) in order to succeed; and (4) when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success.”

Besides the traditional use in economics and finance, the term capital has also been used to represent the value of human resources (human capital) as well as with other concepts (e.g., intellectual capital, social capital, cultural capital).We simply use the term psychological capital here to represent individual motivational propensities that accrue through positive psychological constructs such as efficacy, optimism, hope, and resilience( Luthans et al.2007)

Numerous positive job outcomes such as job satisfaction , job performance , turnover intention have been linked to positive psychological capital (Abbas et al. 2014) in addition to the mentioned employee performances positive psychological capital have been also linked with organizational citizenship behavior( Shingirayi F.

Chamisa et al.2020) .The idea that hopeful people who have the desire and resources to achieve their goals would be more resilient and motivated to overcome challenges is a good way to describe how the components of psychological capital interact. The ability to apply and translate optimism, hope, and resilience to specific tasks within certain domains of one's life is a sign of confidence. A resilient person will understand how to apply the adaptive processes necessary for flexible and realistic optimism. Psychological Capital resilience, hope, and selfefficacy can all reinforce an optimistic explanatory style through internalized sensations of control. These are just a handful of the many benefits that could result from the way the components of psychological capital combine (Luthans et al., 2007)

Organisational Citizenship Behavior (OCB) is the term for optional, voluntary actions that go above and beyond the call of duty but enable a company to operate efficiently. There is a broad spectrum of conduct among individuals in organizations, ranging from the minimalist who takes the least amount of effort to those who go above and beyond the call of duty to support the efficient operation of the organization or to help others. The idea of Organizational Citizenship Behavior (OCB) refers to the voluntary actions taken by people that go beyond their official job descriptions, are not specifically recognized, yet enhance the organization's overall efficacy.

Smith et al. (1983) suggest that OCB comprises two distinct categories: altruism, or helpful behavior aimed at specific individuals in the organization, and generalized compliance, directed at the organization. Altruism encourages cooperation and fortifies interpersonal ties inside the company ,creates a helpful workplace environment that promotes cooperation,resolves personal issues to improve team performance. Smith et al. (1983) describe OCB compliance behaviors as an impersonal sort of conscientiousness, more of a ‘good soldier’ or ‘good citizen’ syndrome of doing things that are “right and proper but for the sake of the system’ .Organizational citizenship behavior is an essential phenomenon in the formal work setting because of its effectiveness in facilitating interpersonal relationships among employees, and also increasing organizational performance (Pradhan, Jena & Bhattacharya, 2016)

In conclusion, teachers play a pivotal role in shaping society, yet they face significant challenges, particularly job stress, which can impact their well-being and effectiveness in the classroom. Thus , The relationship among Job Stress, Organisational Citizenship Behavior (OCB), and Psychological Capital is crucial in this dynamic setting since they affect the wellbeing of teachers as well as overall efficiency of the educational institutions. Gaining an understanding of these interactions is necessary in raising the standard of education that university faculty members offer and improving their overall job experience. In this research, we will explore the relationship between psychological capital (PsyCap), organisational citizenship behavior (OCB), and job stress among university teachers in Delhi NCR – a buzzing metro city .

## REVIEW OF LITERATURE

John K. et al., ( 2018) investigated the connection between psychological capital (PsyCap), organisational citizenship behavior (OCB), and occupational stress among Nigerian graduate workers. The objective was to ascertain the relationship between organizational performance and employee well-being and occupational stress. 1,532 male and female graduate employees participated in the survey. The results showed a weak positive correlation between occupational stress and OCB , suggesting that stress may influence extra-role behavior to some extent but not significantly. OCB and psychological capital showed a substantially larger positive connection , indicating that PsyCap improves organizationally beneficial behaviors. Additionally, there was a substantial positive correlation between PsyCap and job satisfaction , indicating that people with higher PsyCap exhibited better overall well being and productivity .

Sara J. et al., (2011) examined how psychological capital (PsyCap) affected the connection between workplace rudeness and job stress. There were 390 participants in the study, with ages ranging from 19 to 52. The results showed that PsyCap functions as a buffer, reducing the detrimental impacts of work-related stress on rudeness at work. This implies that workers who possess greater psychological capital are better able to handle stress and are therefore less likely to act rudely or disruptively at work. The study highlights how crucial it is to develop constructive psychological resources in order to lessen the detrimental effects of pressures associated with the workplace.

Moitreyee Paul et al., ( 2022) focused on the mediating function of positive psychological capital (PPC) in the link between teachers' professional well-being (TPW) and workplace spirituality (WS). Information was gathered from 345 higher education instructors in India. The findings showed that professional well-being and workplace spirituality were positively correlated, and that PPC was a partly mediating factor in this association. According to the study, building psychological capital can improve educators' intrinsic drive and emotional fortitude, which would ultimately increase their job happiness and productivity.

Wageeh Nafei (2015) did a meta-analysis of how organizational citizenship behavior (OCB) and quality of work life (QWL) were affected by psychological capital (PsyCap). 315 responses were collected. As a result, there was a significant correlation between QWL and OCB and PsyCap components like hope, optimism, resilience, and self-efficacy. Which further implies that Employees with higher PsyCap scores, in showcases greater worklife balance and were more likely to take on extra tasks for the good of the company. These results highlight how crucial PsyCap is for improving organizational performance as well as individual job happiness.

Zahra Pouramini et al., (2015) investigated the relation between organizational citizenship behavior (OCB), employee engagement, and job satisfaction and positive organizational behavior (POB). According to the findings, POB has a significant positive correlation with work satisfaction, employee engagement, and OCB. suggesting that prioritizing POB will increase employee engagement and satisfaction, which in turn leads to more performing discrete behaviours OCB).



Imsha et al.,(2023) investigated the connection between resistance to change, organizational citizenship behavior (OCB), and psychological capital in Pakistan's telecom sector. The findings indicated a strong positive correlation between OCB and PsyCap. In contrast to previous research that suggests a negative relationship, the study did not find any significant correlation between resistance to change and either PsyCap or OCB. This implies that resistance to organizational change may not have an impact on employees' resourcefulness (PsyCap) and desire to participate in OCB, perhaps as a result of social desirability bias in replies.

Noman Aftab et al., (2021) examined the relationship between organizational commitment and organizational citizenship behavior (OCB) among college instructors. The findings demonstrated that OCB was positively predicted by organizational commitment. Significantly, compared to male instructors, female teachers showed a greater correlation between organizational commitment and OCB, suggesting that gender moderates the association. The significance of gender in comprehending organizational behavior is demonstrated by the fact that female teachers reported higher levels of organizational commitment and OCB than their male counterparts.

## NEED TO STUDY

While the existing literature showcases a link between psychological capital (PsyCap) and organizational citizenship behavior (OCB), as well as the function of PsyCap in stress management at work, there is a clear lack of studies that concentrate exclusively on university teachers, especially those in the Delhi NCR area. The majority of PsyCap and OCB research has been done in a variety of professional contexts, including general workplaces and healthcare, with little focus on the particular pressures faced by college instructors.

## METHODOLOGY

### AIM

The aim of the research is to investigate the correlation between psychological capital and organizational citizenship behaviour in managing job stress among university teachers in Delhi-NCR.

## OBJECTIVES

- To assess the association between hope and job stress.
- To analyze the role of optimism in managing job stress.
- To look into the connection between job stress and resilience.
- Explore the relationship between organisational citizenship behaviour and job stress, assessing whether higher altruism levels among teachers are associated with lower job stress.
- To examine if lower general compliance levels among teachers are associated with higher job stress and establish a relationship between them.

## RESEARCH PROBLEM

With Modern teaching there comes responsibilities that lead to increased work related stress, which in turn affects the overall productivity and well-being. Research supports the association of psychological capital and organizational citizenship behavior with improved stress management, thus , This research examines how these factors interact to reduce job stress among university teachers and how it enhances overall workplace performance, offering insights to foster cooperative, productive environments.

## HYPOTHESIS:

**H1** :Teachers having high hopes will showcase less job stress.

**H2** : Teachers having low resilience scores will showcase high job stress.

**H3** : Teachers having high efficiency scores will showcase low job stress.

**H4**:Teachers having low optimism scores will showcase high job stress.

**H5**: Teachers exhibiting high levels of altruism will demonstrate lower job stress.

**H6** :Teachers exhibiting low levels of general compliance will showcase higher levels of job stress.

## RESEARCH DESIGN

The research adopts a descriptive and correlational research design.

## SAMPLE SIZE

The research involves university teachers from multiple universities within a specific demographic region i.e Delhi NCR , the sample size consists of a strength of N=120 participants, selected randomly from both private and public universities within Delhi NCR.

## SAMPLING TECHNIQUE

For the purpose of data collection, a convenience sampling technique was used .

## INCLUSION CRITERIA

- Participants must be teachers working at universities in the Delhi NCR region.
- Participants must fall between the ages of 23 to 50 years.
- Participants must provide consent and should be willing to participate .

## EXCLUSION CRITERIA

- Participants who do not fall between the age bracket of 23 to 50 years .
- Individuals who are not university teachers working at the universities in Delhi NCR region.
- Individuals who do not consent to participate.

## TOOLS USED

**PSYCHOLOGICAL CAPITAL QUESTIONNAIRE(Luthans et al.,2007):** The purpose of this 24-item scale is to assess people's positive psychological states. It assesses these states across its four key dimensions namely Hope, self-efficacy, resilience, and optimism .An individual's performance and success in both their personal and professional lives are said to be influenced by these factors.

**ORGANISATIONAL CITIZENSHIP BEHAVIOUR(Smith et al.,1983):** The Measurement of discretionary workplace behaviors that support organizational effectiveness is the goal of this 16-item scale.It evaluates two key dimensions: Altruism and general compliance.

**JOB STRESS SCALE(Parker and Decotiis 1983) :** it is a 13- item scale that aims to measure level of stress among working individuals measuring job stress across 2 – dimensions i.e time stress and anxiety ,Every item on the scale evaluates a particular aspect of these dimensions, offering a thorough understanding of the pressures influencing working individuals.

## PROCEDURE

Participants who met the inclusion criteria were identified and approached for the study. They were informed about the voluntary nature of participation and Informed consent was obtained from all participants and any queries or worries they had about the study were addressed. To guarantee accessibility, the survey was made available both digitally and in hard copy. Participants filled out the questionnaires as per their convenience , it was made sure that at every stage Anonymity and data confidentiality were rigorously upheld.



## STATISTICAL ANALYSIS

For this research , the analysis was conducted using computer application SPSS, the analysis is primarily focused on examining the relationship between PsyCap and OCB in managing job stress among university teachers . The standard deviation and mean were used to compute the descriptive statistics for the research and Pearson's Correlation was employed to examine the relationship between key components of PsyCap : Hope , efficacy ,resilience and optimism and job stress , and between OCB : altruism and general compliance and job stress.

## RESULT

The present study highlights the importance of comprehending the relationship between psychological capital and organizational citizenship behaviour in managing job stress among university teachers , seeking to determine the extent to which these psychological resources influence people's level of work-related stress among individuals working in an academic setting.

Variables	Mean	SD	PSY CAP	SELF EFFI CAC Y	HOPE	RESILIEN CE	OPTIMIS M	JOB STRESS
PSYCAP	93.7917	17.6891	1	.742**	.510**	.699**	.386**	-.157**
SELF EFFICACY	35.0917	8.20944		1	.451**	.476**	.247**	-.009**
HOPE	11.6250	3.08987			1	.358**	.337**	-.155**
RESILIEN CE	31.2250	6.01603				1	.299**	-.159**

<b>OPTIMISM</b>	16.4917	3.19400					1	-.249**
<b>JOB STRESS</b>	40.5167	7.32440						1

**TABLE 1: Shows the overall frequency mean, standard deviation and values of variables.**

The study aims to examine the relationship between psychological capital and organisational citizenship behavior in managing job stress among university teachers; it was hypothesized that PsyCap-SelfEfficacy,Hope,Resilience and Optimism would correlate with job stress, influencing stress levels among individuals.From table 1,we can comprehend that that the relationship between PsyCap and Job Stress indicates a Significant negative correlation of(  $r = -0.742$ ). Which further implies that higher levels of PsyCap are associated with lower job stress . Across the different dimensions , Self-Efficacy showcases a moderate negative relationship with job stress indicating that teachers with lower job stress possess higher Self-efficacy ( $r = 0.451$ ).Hope shows a moderate negative correlation with job stress ( $r = -0.358$ ) further implying that teachers with higher hope tends to experience lower job stress . Resilience has weak negative correlation with job stress( $r = -0.299$ ) which concludes that resilient teachers will experience lower job stress , though the relationship is weak.Optimism also possess a weak negative relationship with job stress ( $r = -0.249$ ) which implies that teachers with higher optimism will showcase less job stress Overall the results showcases a significant negative relation between PsyCap and job stress and across the dimensions self efficacy and hope demonstrates the strongest negative correlation , while resilience and optimism showed relatively weak negative correlation thus , we can comprehend that alternate hypothesis were accepted further highlighting the importance of building these positive psychological states in effective management of work related stress.

	VARIABLES	MEAN	SD	OCB	ALTRUISM	GENERAL COMPLIANCE	JOB STRESS
	OCB	75.6083	11.27598	1	.847**	.821**	-.308**
	ALTRUISM	29.7833	6.75027		1	.431**	-.263**
	GENERAL COMPLIANCE	46.0083	6.25172			1	-.243**
	JOB STRESS	40.5167	7.32440				1

**TABLE 2 : Shows the overall frequency mean,standard deviation and values of the variables.**

It was hypothesized that OCB - Altruism and General Compliance will correlate with job stress , influencing the stress levels among individuals in educational settings . Table 2 indicates that OCB and job stress will have a significant negative relation with job stress with ( $r = -0.847$ ), suggesting that teachers with lower levels of stress possess higher levels of OCB. Across the dimensions of OCB , Altruism showcases a moderate negative correlation with job stress ( $r = -0.431$ ), implying that teachers who engage in altruistic behaviour tends to experience lower level of stress, Meanwhile General Compliance showcases a weak negative relation with job stress ( $r = -0.243$ ) suggesting that though individuals who adhere to organisational norm and rules showcases lower level of stress , however the relation is weak . Overall the results concluded a significant relation between OCB and job stress ,where among the dimensions Altruism indicates the strongest relation while General Compliance shows relatively weaker relation with job stress , thus indicating that the alternate hypotheses were accepted , highlighting the role of OCB in managing work related stress levels.

## DISCUSSION

This study examines the correlation between psychological capital (PsyCap), and organizational citizenship behavior (OCB) in effective management of work stress among university teachers. The results shed important light on the relationship of these psychological resources and these behaviors in managing work-related stress.

In this research it was hypothesized that (H1:) Teachers having high hope scores will showcase less job stress According to the study, there is a negative association ( $r = -0.358$ ) between job stress and hope, meaning that teachers who have high aspirations for the future and an optimistic perspective are less stressed. This implies that positive people are more equipped to overcome obstacles, make realistic objectives, and persevere under pressure, all of which reduce stress.

H2: Teachers who score low on resilience will exhibit significant levels of job stress. A weak negative connection ( $r = -0.299$ ) is found between job stress and Resilience confirming that resilience is important for stress reduction further supporting the hypothesis which implies More resilient teachers can better bounce back from setbacks

and adjust to the demands of the workplace, which lowers stress levels. On the other hand, increased stress is linked to lower resilience ratings.

H3: Teachers with high efficacy scores will exhibit less stress at work. Among the PsyCap dimensions, self-efficacy shows the largest negative connection with job stress ( $r = -0.451$ ), supporting the hypothesis. Stress levels are considerably lower among teachers who have trust in their ability to complete assignments and overcome obstacles. This emphasizes how crucial self-assurance is for handling pressures at work.

H4: Teachers who score low on optimism will exhibit significant levels of job stress. The result indicates a weak negative relation between job stress and optimism where  $r = (-0.249)$ , although the relation is weak this association confirms the hypothesized statement, optimism builds resilience and the capacity to interpret difficulties in a positive way, teachers' views of life in a positive light are less likely to experience work-related stress.

H5: Teachers that are more altruistic will be less stressed at work. The idea is supported by the study's finding of a somewhat negative association ( $r = -0.431$ ) between job stress and altruism, an OCB dimension. Teachers who act in a supportive and cooperative manner, such as helping out colleagues or encouraging teamwork, report feeling less stressed. It seems that altruism serves as a buffer, lessening the detrimental effects of difficulties at work.

H6: Teachers who are generally less compliant will be more stressed out at work. Job Stress and General Compliance, another OCB dimension, have a weak negative connection ( $r = -0.243$ ). This lends credence to the idea that following company policies and procedures might lessen stress, though not as much as acting philanthropically.

The overall results demonstrate a strong negative correlation ( $r = -0.847$ ) between OCB and Job Stress and between PsyCap and job stress ( $r = -0.742$ ) indicating that teachers who exhibit higher levels of OCB along with PsyCap experience significantly lower stress. This underscores the importance of cultivating both PsyCap and OCB to foster a supportive, low-stress work environment for educators.

## IMPLICATIONS AND FUTURE RECOMMENDATIONS

The study's conclusions about the connection between university instructors' job stress, psychological capital (PsyCap), and organizational citizenship behavior (OCB) have significant theoretical and practical ramifications.

**1. Improving PsyCap, or psychological capital**: The significant inverse association between PsyCap and work-related stress emphasizes the need of funding initiatives that foster educators' optimism, resilience, self-efficacy, and hope. Organizations can put into practice Training and Development Workshops to improve PsyCap that concentrate on goal-setting, problem-solving, and resilience-building strategies. Mentoring from peers and leaders helps foster hope and self-efficacy in overcoming academic obstacles.

**2. Promoting Citizenship Behavior in Organizations (OCB)**: Given the important role OCB plays in reducing workplace stress, colleges ought to encourage virtues like general compliance and altruism by Establishing Supportive Cultures: Acknowledging and recognizing selfless actions that encourage collaboration.

and assistance among educators. Promoting Adherence to Norms, establishing equitable and transparent organizational procedures to encourage adherence to established standards and lessen dispute or ambiguity related stress.

**3. Programs for Targeted Stress Management:** The differentiated impact of PsyCap dimensions and OCB factors on job stress suggests the need for tailored stress-management programs. For example Teachers with low Resilience could benefit from resilience-training modules to improve their ability to recover from setbacks. Those with low Optimism might require positive reframing exercises or mindfulness practices to cultivate a more constructive outlook.

**4. Giving Altruistic Behaviors Priority :** Building cooperative cultures where teachers may help one another can greatly lower workplace stress because benevolence showed a moderately negative link with job stress. It is crucial to implement programs that encourage group projects, peer-to-peer counseling, and collaborative recognition.

**5. Long-Term Learning Results:** Educators retention, overall productivity, and general well being can all be improved by reduced job stress brought about by improved PsyCap and OCB. Students gain from better instruction. By utilizing the knowledge gained from this research, educational establishments can establish a more encouraging and effective atmosphere that will benefit the overall academic community and not only the teachers.

## LIMITATIONS

This study examines the connection between university instructors' job stress, psychological capital (PsyCap), and organizational citizenship behavior (OCB). Although the results offer insightful information, there are a few important constraints to be aware of, Self-Reported Data: To evaluate OCB, PsyCap, and Job Stress, the study used self-reported questionnaires. Participants may answer in ways they believe to be positive rather than honestly due to potential biases like social desirability leading to potential biases. The study only looked at university instructors in a particular institutional and cultural context. It's possible that the results won't apply to different occupations or cultural settings. Future studies should look at comparable connections between various businesses and people to ensure broader applicability. Although PsyCap and OCB are typically thought of as positive constructs, this study did not examine any potential drawbacks. For example, too optimistic thinking may result in false expectations, while excessive charity may cause fatigue. Future studies ought to look into the ways in which these possible disadvantages interact with work-related stress and impact wellbeing.

## CONCLUSION

According to the results, instructors who score higher on OCB and PsyCap also typically have lower job stress levels. In particular, stress reduction is strongly influenced by self-efficacy, optimism, and altruistic actions. Nonetheless, among university instructors in Delhi-NCR, general compliance, resilience, and optimism will be associated with a reduced degree of work-related stress, although showing comparatively weaker connections with job stress. This study emphasizes how crucial it is to develop behavioral and psychological resources in order to lessen job stress, especially in educational environments. However, the results should be interpreted cautiously due to the limitations of this study, which include its reliance on self-reported measures and its

omission of any negative features of these constructs. These restrictions should be addressed in future studies to provide more complex and broadly applicable research.

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## APPENDIX

### FORM A :

#### INFORMED CONSENT FORM

**Description:** The study focuses on understanding the relationship between psychological capital and OCB in managing job stress in university teachers in Delhi–NCR. There are no wrong and right answers , please answer the questions carefully according to your level of agreement . **Confidentiality :** Your responses will be kept confidential and will be utilised for research purpose only

By signing below, you are agreeing to participate in this research study. You acknowledge that you have read and understood the information provided in this consent form, and you are voluntarily agreeing to participate in this study. You may withdraw from the study at any time without any consequences.

### FORM B

#### JOB STRESS SCALE [BY PETER and DECOTIIS]

NAME: \_\_\_\_\_ AGE: \_\_\_\_\_ GENDER: \_\_\_\_\_

**Instructions:** Below are the statements that may describe your situation and how you feel about your job , please read all the items given carefully and then select one option that indicates you level of agreement and disagreement with statement , all the questions are compulsory .

1. Working here makes it hard to spend enough time with my family.
2. I spend so much time at work, I can't see the forest for the trees.
3. Working here leaves little time for other activities.
4. I frequently get the feeling I am married to the company
5. I have too much work and too little time to do it in
6. I sometimes dread the telephone ringing at home because the call might be job-related 7. I feel like I never have a day off
8. Too many people at my level in the company get burned out by job demands
9. I have felt fidgety or nervous as a result of my job
10. My job gets to me more than it should
11. There are lots of times when my job drives me right up the wall
12. Sometimes when I think about my job, I get a tight feeling in my chest 13. I feel guilty when I take time off from job

#### FORM C:

#### Psychological Capital Questionnaire

**Instructions:** Below are the statements that may describe your situation and how you feel about yourself , please read all the items given carefully and then select one option that indicates your level of agreement and disagreement with the statement , all the questions are compulsory .

1. I feel confident analysing a long – term problem to find a solution.
2. I feel confident in representing my work area in meetings with management. 3. I feel confident contributing to discussions about the organization's strategy. 4. I feel confident helping to set targets/ goals in my work area.
5. I feel confident contacting people outside the organisation to discuss problems
6. I feel confident presenting information to a group of colleagues

7. If I should find myself in a jam at work , I could think of many ways to get out of it. 8. At the present time, I am energetically pursuing my work goals.
9. There are lots of ways around any problem.
10. Right now I see myself as being pretty successful at work.
11. I can think of many ways to reach my current work goals.
12. At this time , I am meeting the work goals that I have set for myself. 13. When I have a setback at work, I have trouble recovering from it , moving on. 14. I usually manage difficulties one way or another at work.
15. I can be “ on my own” , so to speak , at work if I have to.
16. I usually take stressful things at organization in stride.
17. I can get through difficult time at work because I’ve experienced difficulty before. 18. I feel I can handle many things at a time in this job.
19. When things are uncertain for me at work , I usually expect the best. 20. If something can go wrong for me work-wise, it will
21. I always look on the bright side of things regarding my job.
22. I’m optimistic about what will happen to me in future as it pertains to work. 23. In this job, things never work out the way I want them to
24. I approach this job as if “ every cloud has a silver lining”.

#### **FORM D:Organization citizenship behavior**

**Instructions:** Below are the statement that describe how you may think and act at work , read all the statement carefully and choose the right option according to the level of agreement and disagreement with the statement . All the questions are compulsory .

1. Helps others who have heavy workloads.
2. Helps others who have been absent

3. Volunteers for things that are not required
4. Help Orients new people even though it is not required
5. Assists supervisor with his or her work
6. Makes innovative suggestions to improve department
7. Attends functions not required but that help the company image
8. Punctuality
9. Takes undeserved breaks
10. Attendance at work is above the norm
11. Coasts toward the end of the day
12. Gives advance notice if unable to come to work
13. Great deal of time spent with personal phone conversations
14. Does not take unnecessary time off work
15. Does not take extra break
16. Does not spend time in idle conversations.

