



RESEARCH PAPER

**Impact of Psychological Empowerment, Self-Efficacy and
Workaholism on Organizational Citizenship Behavior among
Teachers**

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ABSTRACT

This study investigates the impact of psychological empowerment, self-efficacy, and workaholism on organizational citizenship behavior (OCB) among 214 school teachers in government and private schools in Pakistan. Utilizing the Organizational Citizenship Behavior Scale, Psychological Empowerment Questionnaire, Teacher's Self-Efficacy Scale, and Dutch Work Addiction Scale. The results indicate positive predictions of OCB by psychological empowerment, self-efficacy, and workaholism. The findings revealed non-significant differences in self-efficacy and organizational citizenship behavior between teachers in government and private schools. However, private school teachers reported higher levels of psychological empowerment and workaholism compared to their counterparts in government schools. In conclusion, fostering a supportive and empowering environment is vital for enhancing teachers' engagement in OCB. Practical implications involve strategies promoting teacher empowerment, self-efficacy, and work-life balance for positive workplace behaviors and improved education quality. This study underscores the role of psychological factors and workaholism in predicting teachers' engagement in OCB.

Keywords: Organizational Citizenship Behaviour, Psychological Empowerment, Workaholism

Introduction

Teachers hold a significant position within the education system and greatly influence the effectiveness and proficiency of educational institutions. To enhance their performance, it is important to investigate their attitudes towards the organization. Simply possessing expertise in a particular subject does not make one a complete educator. Education involves teaching values, norms, citizenship behavior, and proper social conduct both inside and outside the classroom (Campbell, 2003). As Henry said, "Teachers have an eternal impact, and their influence is immeasurable." Therefore, successful organizations, including schools, rely on dedicated staff who go beyond their assigned roles, investing time and effort for collective achievement. This research is primarily designed to explore some of the key variables relevant to educational system. These include organizational citizenship behavior, self-efficacy, psychological empowerment among teachers.

Organizational citizenship behavior (OCB) refers to the voluntary actions undertaken by employees that go beyond their prescribed job duties, with the intention of benefiting their organization (Podsakoff et al., 2000). OCB has been identified as a key factor in organizational effectiveness, as it promotes the smooth functioning of the workplace, improves job satisfaction, and fosters a positive organizational culture (Organ & Ryan, 1995).

Psychological empowerment, as defined by Mishra and Spreitzer (1997), is the sense of control that employees experience at work, encompassing four distinct

dimensions: competence, impact, meaning, and self-determination. It involves employees' perceptions of the significance of their work, their competence in performing their job, their sense of self-determination, and their ability to influence work outcomes. This empowerment results in heightened belief in employees' capabilities, contributing to increased job satisfaction and self-esteem. It gained prominence in both business and educational contexts in response to evolving environmental factors, such as technological advancements, competitive landscapes, and the recognition of individuals and information as critical factors. Psychological empowerment is one facet of a broader framework that also includes structural empowerment and empowering leadership, with some arguing that the two are interconnected. Rooted in Bandura's self-efficacy theory, psychological empowerment emphasizes the motivational aspects of empowerment, underscoring its importance in facilitating self-efficacy development. This multidimensional construct, as proposed by Thomas and Velthouse (1990), encompasses meaningfulness, free selection, and self-efficacy, reflecting individuals' adaptation to their job roles (Conger & Kanungo, 1988; Mishra & Spreitzer, 1997; Thomas & Velthouse, 1990).

Self-efficacy, rooted in Bandura's social cognitive theory, is an individual's assessment of their capability to successfully perform a specific task. It plays a fundamental role in shaping human behavior and motivation. Self-efficacy reflects individuals' evaluations of their competence to execute actions required for desired performance outcomes. It denotes believing in one's abilities to excel in specific situations. Self-efficacy directly influences a person's cognitive processes and behavior. Those with high self-efficacy are motivated by challenges, while those with low self-efficacy may experience discouragement and give up. The concept of locus of control is related, where high self-efficacy individuals perceive control over their lives. Mastery experiences, vicarious experiences, verbal persuasion, and emotional and physiological states are key sources that influence self-efficacy. In teaching, Gibson and Dembo (1984) introduce two aspects: general teaching efficacy (ability to control the learning environment) and personal teaching efficacy (confidence in positively influencing students and bringing about constructive changes) (Bandura, 1997; Gibson & Dembo, 1984).

The construct of workaholism has been defined in multiple ways in the literature. Spence and Robbins (1992) define workaholism as "a state of mind in which work dominates life, and life revolves around work to the exclusion of other activities." According to Snir and Harpaz (2004), workaholism is defined as the excessive dedication of significant amounts of time to work-related physical and/or mental activities. It is crucial for organizations to recognize and understand the unique characteristics of individuals who exhibit workaholic tendencies.

The primary objective of this study is to analyze how psychological empowerment, self-efficacy, and workaholism influence organizational citizenship behavior (OCB) among teachers in both private and government schools. By investigating the factors that drive teachers to go beyond their formal job requirements and engage in behaviors that benefit the organization, this research aims to shed light on the underlying dynamics. The study seeks to explore the connections between psychological empowerment, self-efficacy, workaholism, and OCB, with the ultimate goal of providing valuable insights to promote positive workplace behaviors among teachers in different school settings.

Literature Review

Teacher's Organizational Citizenship Behaviors (OCBs) significantly impact student achievements and overall school image (Oplatka, 2009). Research shows that teacher's perceptions of social exchange mediate the relationship between leadership, relationship-building, and OCB (Elstad et al., 2011). OCB is closely tied to social exchange theory, emphasizing the importance of positive affiliations and a sense of belonging within the organization (Blau, 1964; Aselage & Eisenberger, 2003).

Teachers' engagement in Organizational Citizenship Behaviors (OCBs) has a positive impact on various stakeholders, encompassing students, colleagues, the school community as a whole, professional competence, personal growth, classroom management, supervisors, and parents (Zeinabadi et al., 2008). Studies have demonstrated the positive influence of Organizational Citizenship Behavior (OCB) on both organizational performance and task effectiveness (Motowidlo, 2000). Findings from research on Organizational Citizenship Behaviors (OCBs) among teachers indicate that these behaviors yield positive outcomes for the teachers themselves, the students they engage with, and the overall school environment. Engaging in OCBs can contribute to teachers' feelings of satisfaction, enthusiasm, and overall well-being (Oplatka, 2009).

In the educational context, Organizational Citizenship Behavior (OCB) comprises three dimensions: OCBs directed at students, the team, and the organization, extending beyond formal job requirements (Somech & Drach-Zahavy, 2000). Various factors influencing OCBs among teachers include job satisfaction, organizational commitment, task and organizational characteristics, and effective leadership (Lapierre & Hackett, 2007; Sesen & Basim, 2012; Zeinabadi, 2010; Elstad et al., 2011; Shapira-lishchinsky & Raftar-Ozery, 2016). Job satisfaction and organizational commitment positively impact OCB (Salehi & Gholtash, 2011; Gautam et al., 2005). OCBs foster a positive social environment, enhancing performance, productivity, and reducing turnover (Podsakoff et al., 2009; Rurkkhum & Bartlett, 2012). Teachers in public and private schools may exhibit different OCB levels due to job status (Honingh & Oort, 2009). OCB contributes to organizational performance, effective task management, and overall success (Podsakoff et al., 2000; Oplatka, 2009).

The psychological empowerment of teachers is crucial for facilitating effective knowledge transmission, promoting the exchange of ideas, and enhancing students' intellectual and research abilities (Sarkhosh & Rezaee, 2014). Additionally, studies conducted by Bogler and Somech (2004) have shown that teacher empowerment has a positive impact on organizational citizenship behavior among educators, which ultimately contributes to the overall effectiveness of teachers in their professional roles. According to studies on school organisations, teachers' perceptions of psychological empowerment have a beneficial impact on their psychological well-being, performances, organisational commitment, and organisational citizenship (Cheasakul & Varma, 2015).

Additionally, it has been said by Sweetland and Hoy (2000) that one of the most crucial elements in the effectiveness of a school is teacher empowerment. Thus, psychologically empowered teachers can take an active role in the success of their institutions and their students, as well adopt creative behaviours and contribute to the growth of their institutions. Empowered teachers in academia experience improved confidence, teaching skills, motivation, and innovative thinking, leading to enhanced performance. Psychological empowerment is positively linked to employee performance (Wang & Zhang, 2012).

Research underscores the vital role of teacher self-efficacy in education. It reflects teachers' belief in their ability to positively impact students' outcomes, leading to better teaching practices (Sakalvik, 2007). High self-efficacy empowers teachers to effectively manage classrooms, employ instructional methods, reduce student anxiety, support diverse learners, and instill responsibility (Frogeli, 2010). Teacher self-efficacy is linked to increased student motivation, self-esteem, self-direction, positive attitudes toward education, confidence, optimism, perceived success, and passion (Caprara, 2006). Additionally, it influences academic success, curriculum implementation, acceptance of technology and special education, professional commitment, classroom management, stress, satisfaction, and career longevity (Evers, 2002). Teachers with high self-efficacy show commitment to their profession and create a positive educational environment (Malone, 2007). High self-efficacy also reduces stress and workload, while low self-efficacy can lead to teachers leaving the profession (Hallum, 2009).

Several studies have examined the connection between teacher self-efficacy and organizational citizenship behaviors (OCB). For instance, Somech and Drach-Zahavy (2000) conducted a study involving 251 Israeli teachers and found a positive relationship between self-efficacy and OCB. In terms of using technology in the classroom, self-efficacious teachers seem more effective (Dussault, Deaudelin, & Brodeur, 2004).

Research on the relationship between workaholism factors and organizational citizenship behavior (OCB) across various professions presents diverse outcomes. For instance, studies by Rakhshanimehr and Jenaabadi (2015) on teachers in Zahedan and Khaef et al. (2012) on nurses in Tehran both found positive correlations between workaholism factors (such as work participation and drive) and OCB, indicating that higher dedication and engagement in work are associated with increased OCB. Additionally, Jenaabadi et al. (2016) identified a positive correlation between workaholism, stress, and job burnout in elementary school teachers, emphasizing the importance of addressing workaholism for teacher well-being. Ziaee and Nargesian's (2012) study on physical education and sports teachers in Tehran also revealed a positive correlation between workaholism and OCB, emphasizing the need to consider workaholism as a factor influencing OCB within specific professional contexts. These findings underscore the variability in the relationship between workaholism and OCB, highlighting the significance of contextual factors and job characteristics.

This study investigates the impact of psychological empowerment, self-efficacy, and workaholism on organizational citizenship behavior (OCB) among school teachers. The research addresses a significant gap in the literature, particularly in the context of educational settings in Pakistan, where limited attention has been given to teachers' OCB. The study aims to contribute to the understanding of the relationships between these variables, offering theoretical support for practitioners and HRM experts in education. By exploring these factors, the research seeks to enhance the effectiveness of OCBs in Pakistani schools, ultimately contributing to the improvement of overall educational experiences and outcomes. It also offers practical implications for educators, administrators, and policymakers in creating a positive work environment within the education sector, ultimately leading to improved educational outcomes. This research aims to enhance the existing knowledge base on OCB among teachers in the educational setting.

Objectives

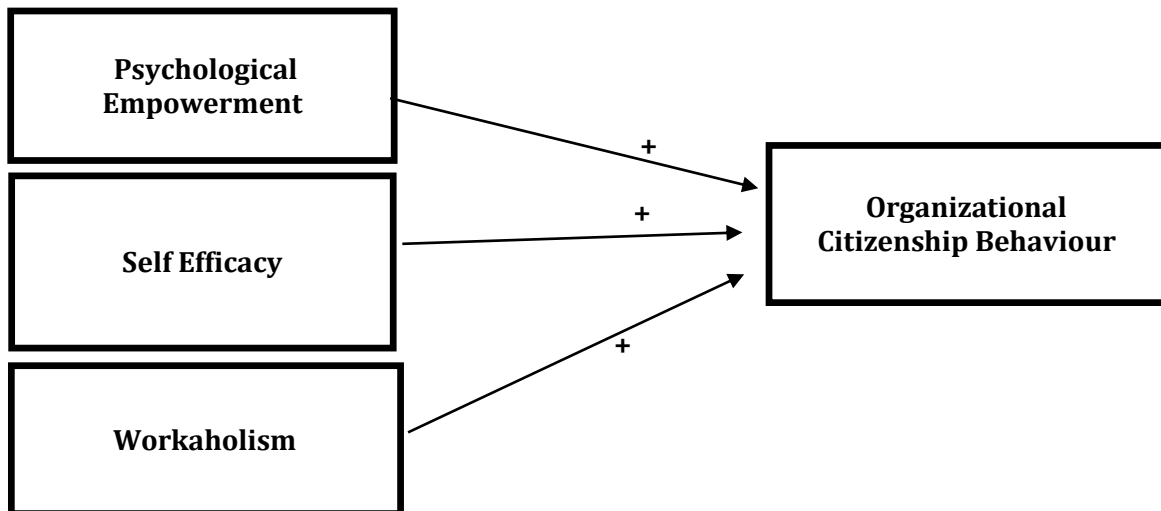
1. To find out the relationship between organizational citizenship behavior, workaholism, self-efficacy and psychological empowerment among school teachers.
2. To study the impact of psychological empowerment, self-efficacy and workaholism on organizational citizenship behavior among school teachers.
3. To find out the difference between public and private sector school teachers on study variables including organizational citizenship behavior, workaholism, self-efficacy and psychological empowerment.

Hypotheses

1. There will be a positive relationship between psychological empowerment, self-efficacy and organizational citizenship behavior among teachers.
2. There will be a positive relationship between workaholism and organizational citizenship behavior among teachers.

3. Psychological empowerment, self-efficacy and workaholism positively predicts organizational citizenship behavior among teachers.
4. Teachers from the private schools will be higher on self-efficacy, workaholism, psychological empowerment and organizational citizenship behavior in comparison to teachers in the government school.

Conceptual Framework



Material and Methods

The study assessed the impact of psychological empowerment, self-efficacy, and workaholism on organizational citizenship behavior among school teachers using a cross-sectional research design. The data were evaluated using a quantitative method of analysis. For the collection of data sample of 214 elementary teachers were selected from the Public and Private schools of Abbottabad, Islamabad and Rawalpindi based on the convenient sampling technique.

Instruments

Demographic Sheet. The demographic sheet includes information about gender, marital and socioeconomic status, age, education, and the total number of years working as well as information about the regional background and educational level.

Organizational Citizenship Behaviour Scale. Organizational Citizenship Behaviour Scale is developed by William and Anderson(1991). The 14 items in this questionnaire measure organisational citizenship behaviour. This measure is based on a 5-point Likert type scale and is scored from 1 (completely disagree) to 5. (completely agree). The OCB scale has a Cronbach alpha of .86.

Psychological Empowerment Questionnaire. The Psychological Empowerment Scale is a questionnaire consisting of 12 items that evaluate the four dimensions of empowerment: meaning, competence, self-determination, and impact. The scale was originally created by Spreitzer (1995) and utilizes a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree), for respondents to indicate their agreement with each statement. The scale has demonstrated strong test-retest reliability, indicating its consistency over time, and the validity estimates for the dimensions are generally around .80, indicating their accuracy in measuring the intended constructs.

Teacher's Self-Efficacy Scale. Ralf Schwarzer and Gary Daytner (1990) Teacher Self-Efficacy scale is used to measure self-efficacy. It is a 10 items measure that identifies the skills needed for the job and divides them into four main categories: (a) job accomplishment; (b) skill development; (c) social contact with students, parents, and co-workers; and (d) managing stress on the job. It uses a 4-point Likert scale, with responses ranging from "exactly true" to "not at all true." Cronbach's alpha ranges from .76 to .82.

The Dutch Work Addiction Scale. Workaholism will be measured by 10 item Dutch Work Addiction Scale (DUWAS). It was developed by Schaufeli & Taris (2004). Participants were asked to rate how frequently they experienced these emotions. It uses a 4-point Likert scale, with responses ranging from "never" to "always." Cronbach's alpha varies between .73 to .81.

Procedure

The research utilized a questionnaire booklet consisting of four scales, which were individually administered to a sample of teachers. Demographic information, including age, marital status, academic background, grade level taught, and professional experience, was collected using a separate demographic information sheet designed specifically for this study. Clear instructions were provided to the teachers regarding how to respond to the scale items, and they were assured of the purpose of the research, as well as the confidentiality and anonymity of their responses. The researchers obtained permission from school authorities before approaching the teachers in their respective schools. It was emphasized that participation in the study was voluntary, and teachers were encouraged to answer all scale items honestly and accurately.

Results and Discussion

Table 1
Frequencies and Percentages of demographic variables of Study (N = 214)

Variables	Categories	f	%
Age	20-30	68	31.8%
	31-40	79	36.91%
	41 and above	67	31.77%
Gender	Female	165	77.1%
	Male	49	22.9%
Education	Graduate	37	17.3%
	Masters	171	79.9%
	PhD	6	2.8%
School Sector	Government	107	50%
	Private	107	50%
Years in Teaching	Less than 1 year	41	19.2%
	1-5 years	70	32.7%
	6-10 years	89	41.6%
	Mora than 10 years	14	6.5%

Table 2
Psychometric Properties of the Study Major Variables/Scales (N=214)

Variables	k	α	M (SD)	Range		Skewness	Kurtosis
				Potential	Actual		
PE	12	.89	46.46 (8.38)	12-60	19-59	-.99	1.48
SE	10	.92	30.38 (7.04)	10-40	13-40	-1.2	.74
DUWAS	10	.79	26.35 (7.66)	10-40	11-40	.19	-.64
OCB	14	.82	50.81 (8.31)	14-70	28-70	-.30	1.28

The table 2 shows the descriptive statistics and alpha reliability of the study variables. All of study variables show satisfactory reliability.

Table 3

Independent sample t test for comparison between Government and Private Schools on variables including Psychological Empowerment, Self-Efficacy, Workaholism and Organizational Citizenship Behaviour. (N= 214).

Variables	Government teachers	Private teachers	t	P	95% CI		Cohen's d
	(n=107)	(n=107)			LL	UL	
	M(SD)	M(SD)					
PE	45.41 (10.02)	47.52(6.19)	1.85	.004	-.13	4.35	0.25
SE	29.97 (7.03)	30.80 (7.05)	.86	.725	-1.06	2.73	0.11
DUWAS	24.70(6.89)	28.01(8.06)	3.23	.002	1.29	5.33	0.44
OCB	49.60(8.08)	52.02(8.40)	2.14	.326	.197	4.64	0.29

Note. CI = Confidence Interval; LL = Lower Limit; UL = Upper Limit

Private school teachers scored significantly higher in psychological empowerment compared to government school teachers, $t = 1.85$, $p < .001$. Private school teachers scored significantly higher in workaholism compared to government school teachers, indicating a greater tendency to be excessively devoted to work, $t = 3.23$, $p < .001$. However, no significant differences were found between the two groups in terms of self-efficacy, $t = 0.86$, $p > .05$, and organizational citizenship behavior, $t = 2.14$, $p > .05$.

Table 4

Correlation of study variables (N=214)

Variables	1	2	3	4
1 PE	-	.59**	.114	.566**
2 SE	-	-	-.015	.576**
3 DUWAS	-	-	-	.141*
4 OCB	-	-	-	-

Note. *** $p < .001$, ** $p < .01$, * $p < .05$

The table displays the correlation coefficients between Psychological Empowerment (PE), Self-Efficacy (SE), Dutch Work Addiction Scale (DUWAS), and Organizational Citizenship Behaviour (OCB). The results indicate that there are significant positive correlations between PE and OCB ($r = .56$, $p < .01$). Additionally, there is a significant positive correlation between SE and OCB ($r = .57$, $p < .01$). Finally, there is also a positive correlation between DUWAS and OCB ($r = .141$, $p < .05$).

Table 5

Multiple regression showing psychological empowerment, self-efficacy and workaholism as the predictors of organizational citizenship behavior among school teachers. (N=214)

Predictor	Model					Outcome	
	B	SEB	β	t	p	UL	LL
Constant	18.83	2.8		6.64	.000	[24.43, 13.24]	
PE	.32	.06	.32	4.95	.000	[.45, .19]	
SE	.45	.07	.38	5.88	.000	[.60, .30]	
DUWAST	.11	.05	.10	2.05	.041	[.23, .00]	
R	.64						
R ²	.42						
ΔR^2	.41						
F	51.015***						

Table 5 shows multiple regression analysis. The results show that psychological empowerment ($\beta = .32$, SEB = .06, $p < .001$), self-efficacy ($\beta = .38$, SEB = .07, $p < .001$) and workaholism ($\beta = .10$, SEB = .05, $p < .05$) positively predict organizational citizenship behavior.

Discussion

The first hypothesis of the study posits a positive relationship among psychological empowerment, self-efficacy, and organizational citizenship behavior (OCB) among teachers. The correlation analysis supports this hypothesis, revealing a significant and positive relation between psychological empowerment and OCB ($r = 0.56$, $p < 0.01$). These findings indicate that teachers experiencing psychological empowerment are more likely to go above and beyond their job responsibilities, actively contributing to the overall betterment of the organization. This aligns with consistent findings in previous research, reinforcing the positive association between psychological empowerment and OCB (Bhatnagar & Sandhu, 2005; Wat & Shaffer, 2005; Karavardar, 2014; Cheasakul & Varma, 2015). Furthermore, empirical support is found for demonstrating a positive relationship between self-efficacy and organizational citizenship behavior (OCB) among school teachers. The significant positive correlation suggests that teachers with elevated self-efficacy levels are more likely to actively participate in voluntary behaviors benefiting their organization, consistent with established research in organizational behavior. Previous studies by Bogler & Somech (2004), Dussault (2006), and Somech & Drach-Zahavy (2000) consistently affirm the positive association between self-efficacy and various favorable work behaviors, including OCB, highlighting that individuals with higher self-efficacy are motivated to contribute effectively to their organization.

The study's second hypothesis, proposing a positive relationship between workaholism and organizational citizenship behavior (OCB) among teachers, is substantiated by previous research. Studies by Rakhshanimehr and Jenaabadi (2015) on teachers in Zahedan and Khaef et al. (2012) on nurses in Tehran found positive correlations between workaholism-related factors and OCB, indicating that higher levels of workaholism were associated with greater engagement in behaviors benefiting the organization. Additional research in organizational behavior has linked workaholism to increased work engagement and job performance, further supporting the hypothesis that workaholism positively relates to OCB. This connection can be explained by the shared motivation of individuals with higher workaholism levels to actively contribute to their organization through voluntary actions.

The third hypothesis states that "Teachers from the private schools will be higher on self-efficacy, workaholism, psychological empowerment and organizational citizenship behavior in comparison to teachers in the government school. An independent t-test was conducted to compare teachers from private schools and government schools on study variables. Significant differences were found in psychological empowerment and workaholism, with private school teachers reporting greater empowerment and dedication to work, aligning with previous research (Chang, 2005; Burke, 1999). However, no significant distinctions emerged in self-efficacy and OCB between the two groups, highlighting the multifaceted nature of self-efficacy and the common motivation among teachers, irrespective of school type, to contribute beyond formal duties (Tschannen-Moran & Woolfolk Hoy, 2001; Bogler & Somech, 2004). These nuanced findings emphasize the complex interplay of individual, organizational, and contextual factors influencing teacher attitudes and behaviors across diverse school settings.

The fourth hypothesis posits that psychological empowerment, self-efficacy, and workaholism positively predict organizational citizenship behavior (OCB) among teachers. The multiple regression analysis (Table 5) highlights significant predictive relationships among psychological empowerment, self-efficacy, workaholism, and organizational

citizenship behavior (OCB) in school teachers. Psychological empowerment emerges as a significant positive predictor of OCB, emphasizing that teachers perceiving higher empowerment levels are more likely to engage in voluntary behaviors benefiting their school community. Similarly, self-efficacy proves to be a significant positive predictor, reinforcing the idea that teachers with greater belief in their capabilities exhibit behaviors beyond formal job requirements. Workaholism also positively predicts OCB, indicating that teachers with excessive work involvement are inclined to contribute to their organization. These findings align with prior research, emphasizing the importance of psychological empowerment, self-efficacy, and workaholism in driving OCB among teachers, with implications for fostering an environment that promotes engagement and organizational contribution.

Conclusion

In conclusion, this study elucidates the impact of psychological empowerment, self-efficacy, and workaholism on organizational citizenship behavior (OCB) among school teachers. The findings highlight a positive relationship between psychological empowerment, self-efficacy, and workaholism with OCB. Private school teachers exhibited higher psychological empowerment and workaholism levels than their government counterparts, while no significant differences were observed in self-efficacy and OCB between the two groups. The study's regression analysis underscores the significant predictive role of psychological empowerment, self-efficacy, and workaholism in teachers' OCB. Practical implications emphasize the importance of fostering a supportive work environment, promoting work-life balance, and implementing interventions to enhance psychological empowerment and self-efficacy. Ultimately, prioritizing these factors can optimize teachers' engagement in voluntary behaviors that contribute to organizational effectiveness, necessitating attention from educational institutions and policymakers.

Recommendations

- The cross-sectional design limits causal relationship establishment; future research should use a longitudinal approach.
- The small sample size affects generalizability; future studies should include larger, diverse samples.
- Self-reported measures introduce biases; future research should use multi-source, multi-method approaches.
- The study focused on individual-level predictors; other factors like organizational climate, job characteristics, and leadership style should be explored to better understand organizational citizenship behavior among teachers.

Overall, addressing these recommendations would contribute to advancing the knowledge and understanding of organizational citizenship behavior among teachers, leading to more effective strategies for fostering a positive work environment and enhancing teacher performance and well-being.

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