



Beyond good deeds: how psychological capital drives under the lens of individual characteristics?

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Article Info:	Abstract
Keywords: Psychological Capital, Individual Characteristics, Organizational Citizenship Behavior, Generation Z, Millennial	The phenomenon of burnout among Generation Z and millennial employees has emerged as a serious challenge, leading to decreased productivity and increased turnover rates. Toxic work environments and the lack of psychological capital development have exacerbated this issue, contributing to the voluntary resignation of over 70 percent of employees during the so-called "Great Resignation." The education sector is particularly vulnerable due to limited resources and high workloads. This study aims to analyze the role of psychological capital and individual characteristics on organizational citizenship behavior (OCB), while also examining the moderating effect of individual characteristics on this relationship. Grounded in the Conservation of Resources (COR) theory, this research adopts a quantitative approach through a survey design. Data were collected from 203 employees working under educational foundations, selected using purposive sampling. Data analysis was performed using Structural Equation Modeling (SEM) with the assistance of AMOS 24 software. The findings reveal that both psychological capital and individual characteristics significantly and positively influence OCB ($p < 0.05$). Furthermore, individual characteristics moderate the relationship between psychological capital and OCB. These results highlight the importance of a holistic human resource development approach that integrates psychological capital and individual traits to foster resilient, committed, and prosocial behaviors among employees in resource-constrained educational organizations.
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1. INTRODUCTION

Employee burnout has recently emerged as a major cause of declining employee productivity (Apa.org, 2023). A Joblist survey in 2023 of over 30,000 job seekers nationwide indicates that 50 percent of workers have experienced burnout, a deeply concerning condition that risks creating a systemic crisis in the employment sector. The most common reasons cited for this widespread fatigue include a lack of organizational recognition, limited growth opportunities, and an often unhealthy work environment, while non-work-related stress is rarely mentioned as a primary driver. Consequently, these findings suggest that the core of this organizational issue largely stems from the internal environment of the organization itself, particularly unsupportive management practices and organizational culture rather than external factors.



This condition is particularly evident among the dominant generations in the current labor force, namely Generation Z (Gen Z) and Millennials. According to [McCrindle.com \(2024\)](#), Gen Z encompasses individuals born between 1995 and 2009, while Millennials were born between 1980 and 1994. These two cohorts introduce new dynamics to the workplace and society, each with distinctive characteristics and work orientations. Millennials are generally more idealistic and seek meaning in their careers, whereas Gen Z grew up as true digital natives, relying heavily on smartphones and digital platforms in daily life. Having matured amid economic uncertainty and rapid digitalization, Gen Z tends to adopt a more realistic and independent approach in managing their work. Despite representing approximately 61 percent of the labor market ([McCrindle.com, 2024](#)), both generations are significantly affected by burnout, with around 45–46 percent of Gen Z and Millennials reporting burnout experiences ([U.S. Bureau of Labor Statistics, 2024](#)).

The prevalence of burnout has significant implications for employees and organizations, particularly in relation to work stress and workforce stability. Burnout and work stress share a profound relationship, as established by [Cordes & Dougherty \(1993\)](#) in [Ungur et al. \(2024\)](#). Work-related burnout has also become a crucial factor driving employee turnover ([Chiang & Liu, 2017](#)), with approximately 46 percent of Human Resources leaders attributing up to 50 percent of workforce turnover to burnout. Organizations that fail to adequately address burnout risk losing valuable employees. This issue is further exacerbated by the phenomenon known as the Great Resignation, in which employees voluntarily leave their organizations for reasons such as the desire for greater flexibility, improved work–life balance, or better career opportunities ([U.S. Bureau of Labor Statistics, 2024](#)). Such high turnover rates may lead to substantial organizational losses in terms of financial resources, operational costs, and the potential loss of critical skills. To mitigate these challenges, organizations must strengthen talent retention strategies and promote continuous competency development. Notably, 91 percent of Learning and Development (L&D) professionals agree that continuous learning has become increasingly important for supporting career success, highlighting the crucial role of sustained self-development in navigating an evolving business environment.

This aligns with the principles of Psychological Capital (PsyCap), which is dynamic and prioritizes investment in development programs that not only enhance technical and strategic skills but also strengthen the elements of PsyCap contributing to employee well-being and motivation. [Luthans et al. \(2007\)](#) explained that PsyCap is one of the characteristics that promotes a positive psychological response to stress. Unfortunately, many organizations still lack comprehensive employee development policies. PsyCap is often overlooked or viewed as a less relevant aspect in the context of performance enhancement. Consequently, employees without an optimal level of PsyCap may experience demotivation in their work, which subsequently impacts the organization's level of cohesiveness and work climate.

The existence of Psychological Capital (PsyCap) within an organization fosters a more proactive work pattern among employees, leading to voluntary and positive contributions, commonly referred to as Organizational Citizenship Behavior (OCB). OCB is defined as behavior or actions stemming from personal willingness, not required by the employee's formal job description, and this behavior ultimately drives organizational effectiveness ([Organ, 1997](#)). The emergence of OCB plays a vital role in promoting cooperation, encouraging employees to work wholeheartedly, mitigating conflict, and improving

organizational efficiency (Nazmah et al., 2014). According to Kurniawan (2019), when the OCB concept is implemented, employees make significant contributions to the company, and these extra-role behaviors are collectively recognized, enhancing organizational effectiveness. This remains true even for organizations that are less structured. Through OCB, organizations are expected to develop and sustain themselves in competitive environments.

Although Organizational Citizenship Behavior (OCB) contributes to the achievement of organizational goals, not all employees exhibit these extra-role behaviors at the same level. Organizations must therefore adopt a more holistic approach to employee management. This approach can be executed by considering employees' Individual Characteristics (IC), which dictate workplace behavior. IC can determine how employees respond to pressure and develop OCB that creates a productive, harmonious, and innovative work environment. Employees with better IC (such as positive personality and favorable work attitudes) tend to display levels of OCB that benefit both the individual and the organization as a whole (Septyarini & Setiawan, 2020). IC is a crucial aspect because it determines the extent to which an individual can utilize and manage their Psychological Capital (PsyCap) to enhance organizational contributions. Therefore, it is essential for organizations, including non-profit organizations in the education sector, to understand how the individual characteristics of employees influence their contributions toward achieving organizational objectives.

Non-profit organizations possess distinct characteristics compared to commercial entities. While commercial organizations often prioritize financial profitability, non-profit organizations emphasize social objectives and community sustainability. In non-profits operating in the education sector, specifically those structured as foundations (*yayasan*), employees play a key role in executing the organization's vision and mission, which focus on educational quality, values, and human resource development. The central issue for educational foundations is the enhancement of education quality. The ideal foundation model functions dually: it maintains its ideal objectives while simultaneously acting as a business entity that leverages economic strength, ensures service quality, provides inclusive facilities, improves human resources, protects the foundation's reputation and beneficiaries, and contributes to community service (Anheier, 2016). Therefore, employees in educational foundations are expected not only to perform formal duties but also to be instrumental in fostering a positive, collaborative, and innovative organizational culture.

Educational foundations play a crucial role as a bridge between social idealism and economic reality, where their effectiveness is largely determined by their geographical location. Research by Wijayati et al. (2025) reveals disparities in educational access in remote areas due to geographical barriers, poor infrastructure, and even a shortage of teachers and educational personnel. Educational foundations often face challenges in optimizing employee potential. Without support that drives positive change, foundations in underdeveloped regions risk relying solely on teachers who possess high resilience and struggle on their own. Creating a positive work atmosphere becomes difficult when psychological aspects are neglected (Danisa & Komari, 2023). Employees with high Psychological Capital (PsyCap) tend to exhibit greater work engagement and higher levels of Organizational Citizenship Behavior (OCB) (Gupta et al., 2017). A study by Aderibigbe & Mjoli (2019) on school teachers found a positive relationship between PsyCap and OCB.

This research further underscores the necessity of cultivating a supportive work environment to foster the development of OCB, particularly within the education sector.

Over the last decade, research trends concerning Psychological Capital (PsyCap), Organizational Citizenship Behavior (OCB), and Individual Characteristics (IC) indicate an increased focus on psychological resources that can enhance positive employee behavior while mitigating issues like burnout and turnover. PsyCap has consistently been shown to have a positive relationship with OCB (Theodora & Ratnaningsih, 2018). For instance, a study by Gupta et al. (2017) on service sector employees in India found that PsyCap positively influenced OCB, with perceived organizational support acting as a moderator. Meanwhile, research by Kong et al. (2018) among hotel employees in China revealed that PsyCap affects OCB through the mediation of work engagement. Another recent study by Abd et al. (2025) further confirmed that PsyCap encourages employees to sustain engagement in OCB activities and exhibit higher levels of this behavior. These findings underscore the vital role of PsyCap in driving employee extra-role behaviors that benefit the organization. The current study aims to analyze the influence of Psychological Capital on Organizational Citizenship Behavior, with Individual Characteristics serving as the moderating variable. This research will be conducted by considering geographical representation and variations in socio-economic conditions within educational regions. The selection of these diverse regions is instrumental in identifying both universal and contextual patterns across various educational ecosystems. Consequently, this study is poised to contribute practical recommendations to educational organizations for improving employee retention and fostering a more productive and harmonious work environment.

2. THEORETICAL REVIEW AND HYPOTHESIS

Conservation of Resources Theory

The Conservation of Resources (COR) Theory, first formulated by Hobfoll (1989), posits that individuals naturally strive to retain, build, and protect their resources, which include physical objects, social conditions, personal characteristics, and energy (Hobfoll, 1989). COR Theory suggests that organizational resources (such as technology, information, and knowledge) can influence personal resources (like Psychological Capital/PsyCap), which subsequently impact work outcomes (Song et al., 2023). However, when there is a threat to possessed or invested resources, individuals can reach a certain level of stress (Hobfoll, 1989). COR Theory predicts that when faced with stress, individuals will attempt to minimize resource loss.

According to COR Theory, individuals inherently seek to maintain, protect, and accumulate their resources, including psychological resources like PsyCap, to face various challenges. PsyCap, which comprises optimism, hope, resilience, and self-efficacy, functions as an internal resource that assists individuals in coping with workplace challenges and stress. This process creates conditions favorable for the emergence of Organizational Citizenship Behavior (OCB), which is voluntary behavior that supports organizational effectiveness but is not directly rewarded by the organization. Within the context of COR Theory, Individual Characteristics (IC) can be viewed as additional resources that strengthen an individual's capacity to maintain and build their psychological resources. This capacity ultimately fosters behavior beneficial to the organization. Thus,

COR Theory explains that PsyCap not only helps individuals manage stress and the threat of resource loss but also interacts with IC to drive the emergence of OCB.

Psychological Capital

According to [Luthans et al. \(2007\)](#), Psychological Capital (PsyCap) is defined as an individual's positive appraisal of their current state and a conviction in their potential for success through motivated effort and perseverance. PsyCap represents a positive psychological resource held by an individual and plays a significant role in various aspects of work life, including attitudes, behavior, performance, and individual well-being.

PsyCap has been shown to enhance positive employee attitudes such as organizational commitment, job satisfaction, and intent to remain with the company (retention). Recent studies also confirm that PsyCap functions as a personal psychological resource that supports employees in coping with organizational challenges and fostering constructive work behaviors ([Zeng et al., 2023](#); [Rodríguez-Cifuentes et al., 2020](#)). Furthermore, employees with strong psychological resources tend to display higher engagement and proactive behavior in the workplace ([Istiqomah & Nasution, 2025](#)).

Furthermore, PsyCap is empirically proven to influence extra-role behavior and is capable of mitigating counterproductive behavior. [Avey et al. \(2008\)](#) demonstrated that PsyCap and positive emotions are crucial in fostering Organizational Citizenship Behavior (OCB) relevant to organizational change. More recent empirical evidence also supports this relationship, indicating that employees with higher psychological capital are more likely to engage in voluntary behaviors that support organizational effectiveness and cooperation among colleagues ([Yuwono et al. 2023](#)).

The impact of PsyCap is also evident in individual, team, and organizational performance. [Luthans et al. \(2007\)](#) suggested that PsyCap is positively related to individual performance, indicating that employees with higher levels of PsyCap tend to exhibit superior performance, benefiting the organization beyond formal job duties. [Baron et al. \(2013\)](#) established a positive correlation between PsyCap and well-being through the reduction of stress. This suggests that PsyCap can enhance the quality of employees' working and personal lives by helping them manage stress more effectively.

In addition, recent research highlights that psychological capital can indirectly stimulate OCB by strengthening positive emotional states and employee engagement in the workplace. Thus, PsyCap not only provides benefits to the organization in terms of employee performance and behavior but also contributes to the welfare of the individual employees themselves. In this study, PsyCap is examined through four dimensions as conceptualized by [Luthans et al. \(2007\)](#), optimism, hope, resilience, and self-efficacy.

Organizational Citizenship Behavior

Organizational Citizenship Behavior (OCB) refers to voluntary behavior performed by individuals within an organization that is not directly regulated by the formal reward system, yet contributes significantly to the organization's efficiency and effectiveness ([Organ et al., 2006](#)). This behavior is often regarded as "extra-role" action that supports organizational success, even though it is not directly related to an employee's core job duties ([Organ \(1997\)](#)).

According to [Organ \(1997\)](#), OCB encompasses behaviors such as helping colleagues, displaying a positive attitude towards the organization, and performing actions that are

not required but are beneficial to the organization. OCB is fundamentally characterized by a disregard for immediate reward; the actions taken by employees are typically not codified within the reward structures they might receive (Xia et al., 2024). Recent studies further emphasize that OCB plays a strategic role in enhancing organizational adaptability, collaboration, and overall performance in modern workplaces (Apriliana & Hartijasti, 2024).

Empirical research also indicates that employees who possess strong internal psychological resources, such as psychological capital and work engagement, are more likely to demonstrate OCB by voluntarily helping colleagues, sharing knowledge, and supporting organizational initiatives (Yuwono et al. 2023). In the context of this study, OCB is examined through four dimensions, based on the framework by Malek & Tie (2012), altruism (helping others), sportsmanship (sportive behavior), courtesy (maintaining good relationships/interpersonal consideration), civic virtue (responsible involvement in the political life of the organization).

Individual Characteristic

Individual Characteristics (IC) encompass an individual's attitudes, personality, motives, interests, experiences, or expectations (Robbins & Coulter, 2021). According to Brina et al. (2023), IC includes differences in motivation, initiative, task completion ability, problem-solving, and adaptation to change. In an organizational context, IC elements such as motivation, initiative, and adaptability can influence how an individual responds to work challenges and interacts with colleagues.

Recent organizational behavior studies also suggest that individual characteristics play an important role in shaping employees' willingness to engage in discretionary behaviors such as OCB, since personal values, abilities, and attitudes influence how individuals interpret workplace situations and respond to organizational expectations (Rahman & Kusmaryani, 2024). Furthermore, differences in individual psychological and personality traits may explain why employees in similar work environments demonstrate varying levels of extra-role behavior and proactive engagement (Rahman & Kusmaryani, 2024). In the present study, IC is examined through four dimensions, adopted from Hanafi (2016), ability, values, attitudes, interest.

Hypothesis

In accordance with the theoretical foundation established, the research hypotheses are formulated below:

- H1: Psychological Capital (PsyCap) positively influences Organizational Citizenship Behavior (OCB).
- H2: Individual Characteristics (IC) positively influence Organizational Citizenship Behavior (OCB).
- H3: Individual Characteristics (IC) moderate the relationship between Psychological Capital (PsyCap) and Organizational Citizenship Behavior (OCB).

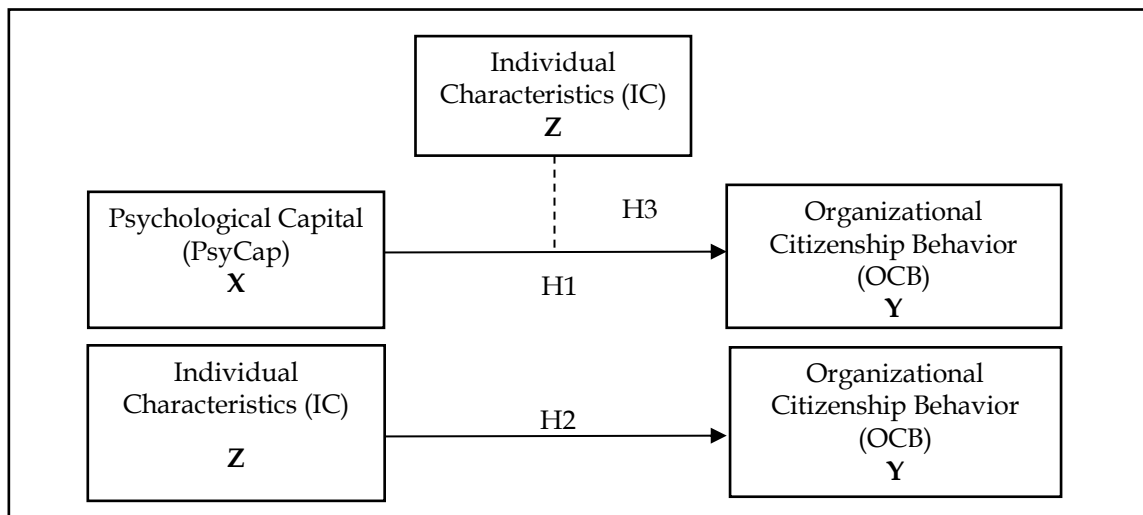


Figure 1. Conceptual Framework

3. RESEARCH METHODOLOGY

Data for this study were collected through the dissemination of a questionnaire to a population of employees working within an educational foundation (both formal and informal institutions). The data collection utilized purposive sampling, a non-probability technique chosen to focus specifically on individuals who meet predefined criteria relevant to the research context. The inclusion criteria required respondents to be between 15 and 65 years old and possess a minimum work tenure of one year, which was assumed to ensure they had passed the initial adaptation phase. The questionnaire was distributed using a dual approach: online via the Google Form platform and in-person with administrative assistance from school leaders within the foundation. Respondents were recruited via various social media channels and the researchers' personal professional networks. A total of 203 respondents participated in the study, comprising 63 males and 140 females.

The characteristics of the respondents in this study indicate that the majority of participants were employees of educational foundations who were female (69.0%). In terms of age group, respondents were predominantly from Generation Z and Millennials, specifically individuals aged between 19 and 40 years (85.7%), which aligns with the current demographic composition of the workforce in the education sector. Most respondents originated from formal educational foundations (77.8%), which manage accredited institutions such as schools and universities, while the remainder came from non-formal educational foundations involved in certificate-based training or courses. The participants were geographically diverse, hailing from 12 provinces across Indonesia, with the highest concentration residing in the Special Region of Yogyakarta Province (25.6%). Regarding work tenure, the majority of respondents had between 0 and 5 years of experience (72.9%), reflecting a profile of relatively young and newer workers within the organizations. Furthermore, the highest level of education attained by most respondents was a bachelor's degree (undergraduate level (S1)), at 66.0%.

The questionnaire instrument used comprised four sections: demographic questions and three measurement sections for each research variable. The Psychological Capital (PsyCap) variable was measured using an instrument adopted from [Luthans et al. \(2007\)](#), consisting of eight statements representing the four dimensions: optimism, hope, resilience,

and self-efficacy. The Organizational Citizenship Behavior (OCB) variable was measured using a scale by [Malek and Tie \(2015\)](#), which included 12 statements covering four dimensions: altruism, sportsmanship, courtesy, and civic virtue. Meanwhile, the Individual Characteristics (IC) variable was assessed using an instrument from [Hanafi \(2016\)](#), encompassing eight statements based on four dimensions: ability, values, attitude, and interest. All items in the questionnaire were measured using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The collected data were processed using the AMOS 24 software package. Data analysis included tests for validity and reliability and the main analytical technique, Structural Equation Modeling ([Hadi, Sentosa, & AbWahid, 2023](#)).

4. RESULTS AND DISCUSSION

Validity Test Results

Validity Testing was conducted using the Confirmatory Factor Analysis (CFA) tool. The requirement for an indicator of a variable to be considered valid is a Loading Factor (LF) value greater than 0.50 (>0.50). Conversely, if the LF value is less than 0.50 (<0.50), the indicator is considered invalid ([Hair, 2011](#)). The Loading Factor (LF) reflects the strength of the correlation between each indicator and its latent variable; a higher LF value indicates a higher degree of validity ([Yamin, 2023](#)).

Table 1. Validity Results

Variable	Indicator	Loading Factor	VE	Details
Psychological Capital	PCO1	0.689	0.590	Valid
	PCO2	0.688		Valid
	PCH1	0.759		Valid
	PCH2	0.747		Valid
	PCK1	0.834		Valid
	PCK2	0.827		Valid
	PCE1	0.821		Valid
	PCE2	0.766		Valid
Individual Characteristics	ICA1	0.881	0.673	Valid
	ICA2	0.801		Valid
	ICV1	0.502		Valid
	ICV2	0.946		Valid
	ICT1	0.895		Valid
	ICT2	0.859		Valid
	ICI1	0.842		Valid
	ICI2	0.756		Valid
Organizational Citizenship Behavior	OCBA1	0.906	0.675	Valid
	OCBA2	0.685		Valid
	OCBA3	0.899		Valid
	OCBS1	0.668		Valid
	OCBS2	0.860		Valid
	OCBS3	0.864		Valid
	OCBS4	0.847		Valid

Variable	Indicator	Loading Factor	VE	Details
	OCBS5	0.890		Valid
	OCBC1	0.711		Valid
	OCBV1	0.884		Valid
	OCBV2	0.889		Valid
	OCBV3	0.691		Valid

Referring to the test results presented in Table 2, all constructs exhibit Loading Factor (LF) values above 0.50. This finding indicates that each construct possesses adequate validity and is able to effectively represent the items it measures.

Reliability Test Results

Reliability testing, or reliability assessment, affirms the consistency and dependability of the measurement tool. In this study, reliability was assessed using Construct Reliability (CR), which reflects internal consistency reliability. A variable is considered reliable or trustworthy if its CR value is greater than 0.7 (>0.7) and its Variance Extracted (VE) value meets the criterion of 0.5 (>0.5) (Average Variance Extracted/AVE is often used in this context).

Table 2. Reliability Results

Variable	CR	VE	Details
Psychological Capital	0.920	0.590	Reliable
Individual Characteristics	0.941	0.673	Reliable
Organizational Citizenship Behavior	0.961	0.675	Reliable

Referring to the data presented in Table 3, all three tested variables satisfy the reliability test criteria. This is indicated by the Construct Reliability (CR) values being greater than the 0.7 threshold and the Variance Extracted (VE) values being greater than the 0.5 threshold. Consequently, all instruments utilized in this research possess adequate reliability and are deemed suitable for use.

Structural Equation Modeling (SEM) Data Analysis

The simplified structural model demonstrates the following goodness-of-fit test results: chi-square 547,031 (p=0,000), RMSEA 0,053, GFI 0,845, AGFI 0,818, CMIN/DF 1,576, TLI 0,956, dan CFI 0,959. The model visualization illustrates significant relationships between the variables, as indicated by the bold connection lines representing strong influence.

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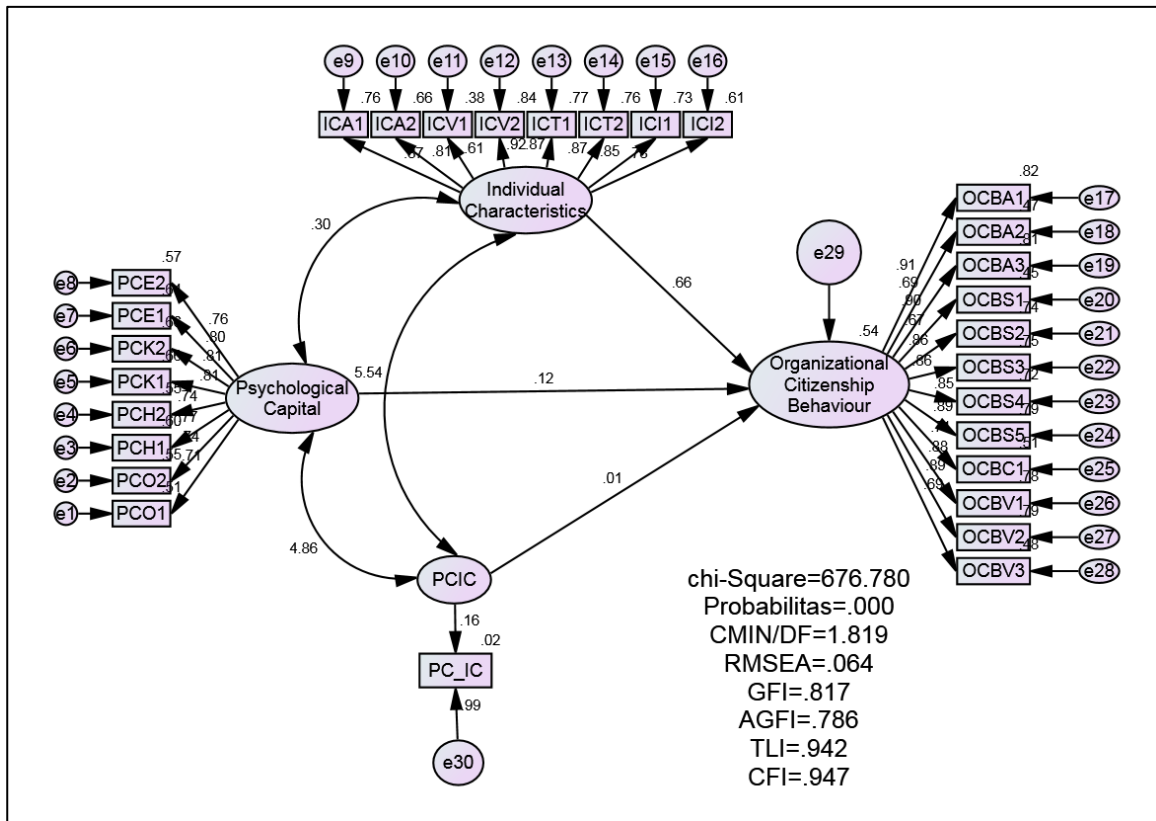


Figure 2. Structural Equations

Goodness of Fit Criteria Assessment

Based on the analysis results presented in the table, it can be concluded that the research model satisfies the criteria for a good fit model with an adequate level of suitability.

Table 3. Goodness of Fit Results

Goodness of fit index	Cut-off value	Research Model	Model
Chi-square	≤ 391,439 (prob=0.05; df=347)	547,031	Not Fit
Significant probability	≥ 0.05	0,000	Not Fit
RMSEA	≤ 0.08	0,053	Fit
GFI	≥ 0.90	0,845	Marginal Fit
AGFI	≥ 0.90	0,818	Marginal Fit
CMIN/DF	≤ 2.0	1,576	Fit
TLI	≥ 0.90	0,956	Fit
CFI	≥ 0.90	0,959	Fit

The background identity of the respondents was a notable consideration, specifically their generational classification (dominated by Millennials and Generation Z) and their gender (predominantly female). Millennials and Generation Z tend to be susceptible to burnout due to increased sensitivity (a greater understanding and lower tolerance for unhealthy work environments) (Putri & Dudija, 2024). As supported by Üngüren et al. (2024), employees experiencing job stress do not immediately quit their jobs unless they reach high levels of burnout (stress-burnout-turnover). High Psychological Capital (PsyCap) in employees significantly contributes to the emergence of enhanced cognitive

abilities and Organizational Citizenship Behavior (OCB) accompanied by positive emotions. Research by [Chen et al. \(2024\)](#) noted that workers with high PsyCap are able to sustain performance even when facing emotional exhaustion. Furthermore, a study by [Debnath et al. \(2022\)](#) on employee resilience mentioned that a high level of employee PsyCap enables better performance resilience during significant changes in their work. Additionally, PsyCap is capable of motivating employees to exhibit OCB, allowing workers to acquire additional resources such as improved interpersonal relationships and the fulfillment of basic psychological needs in the workplace. [Su & Hahn \(2023\)](#), stated that PsyCap aids workers through its role in preserving and developing organizational resources.

Table 4. Hypothesis Results

No.	Hypothesis	Estimate	S.E.	C.R.	P	Results
H1	Psychological Capital → Organizational Citizenship Behavior	0.189	0.090	2.087	0.037	Sig.
H2	Individual Characteristics → Organizational Citizenship Behavior	0.700	0.067	10.456	0.000	Sig.
H3	Psychological Capital*Individual Characteristics → Organizational Citizenship Behavior	0.005	0.001	4.101	0.000	Sig.

These findings indicate that PsyCap functions not only as an internal psychological strength but also as a strategic resource that enables employees to cope with demanding work environments while maintaining constructive behaviors such as OCB. This interpretation aligns with previous studies showing that individuals with strong psychological resources are more likely to engage in extra-role behaviors because they possess greater emotional capacity and resilience to deal with workplace pressures.

The dominance of female respondents also provides an interesting perspective. [Abdullahi & Kumar \(2016\)](#), found that women excel in helping, sharing, and empathy. Similarly, [Graff \(2023\)](#) highlighted women's superiority in emotional responsiveness and cooperation. It can thus be concluded that women tend to have a stronger prosocial orientation compared to men. A study conducted by [Liu & Du \(2024\)](#) on EFL teachers in China found that PsyCap significantly reduces teacher burnout levels with no significant difference between male and female teachers.

This finding suggests that although gender may influence prosocial tendencies, the presence of strong psychological resources such as PsyCap can minimize gender differences in responding to workplace stress and performing extra-role behaviors. In other words, PsyCap may function as a universal psychological resource that benefits employees regardless of gender background.

However, without adequate PsyCap support, the risk of emotional exhaustion can diminish a worker's contribution to their extra-role behavior (OCB). The Conservation of Resources (COR) Theory ([Hobfoll, 1989](#)) posits that individuals strive to maintain their psychological resources. When the work environment is unsupportive for example, due to a lack of appreciation or an unbalanced workload employees tend to withdraw from

voluntary behaviors like OCB. Conversely, when workers possess sufficient self-efficacy, optimism, hope, and resilience (the dimensions of PsyCap), they are better able to invest extra effort in OCB without fearing emotional exhaustion.

Thus, the findings of this study reinforce the relevance of COR theory in explaining the mechanism through which PsyCap influences OCB. Employees with higher psychological resources are more capable of investing additional effort in voluntary behaviors because they perceive such actions as opportunities to gain new resources rather than as threats to their existing resources.

The research results further demonstrate that Individual Characteristics (IC) significantly influence OCB. Individuals with high ability tend to view OCB as an opportunity to optimize their skills and acquire new resources, such as trust from superiors (Bolino et al., 2013). Ability is a crucial factor among Millennials and Gen Z individuals, especially those with undergraduate degrees. These individuals generally possess adequate technical and cognitive skills. A survey conducted by Deloitte (2025) found that 55% of Millennials and 60% of Gen Z possess fast learning capabilities and digital technical skills. This suggests that the current young generation not only master's technical skills but also has a high capacity for adaptation in facing the rapid changes of today's workplace.

This result indicates that employees with stronger abilities are more confident in contributing beyond their formal job roles because they perceive themselves as capable of handling additional responsibilities. Such confidence often encourages individuals to voluntarily help colleagues, share knowledge, or participate in organizational initiatives that support overall performance.

Values such as collaboration, work ethic, and organizational justice are highly relevant for Millennials and Gen Z, demonstrating a unique pattern in the work values-to-OCB relationship in the workplace. Millennials, who value work meaning, flexibility, and career development (Twenge et al., 2010), tend to display altruism-based and voluntary OCB, while Gen Z, who place more emphasis on financial stability and diversity (Ozkan & Solmaz, 2015; Schroth, 2019), potentially contribute to OCB through inclusive collaboration and technological adaptation.

These generational differences illustrate that OCB does not emerge solely from organizational expectations but also from the alignment between individual values and the organizational environment. When employees perceive that their personal values are compatible with organizational goals, they are more likely to invest additional effort in supporting the organization through voluntary actions.

Attitude (such as optimism and organizational commitment) plays a vital role because this generation has grown up in an era emphasizing flexibility and purpose-driven work (Khan, 2024). This attitude reveals that Millennial and Gen Z individuals do not focus solely on material or career gains, but also on the values, personal mission, and social impact of their work. Finally, Interests in self-development and learning opportunities reflect that this generation can be active in creating OCB. Activities like mentoring or knowledge sharing are viewed as ways to expand networks and competence, which aligns with COR theory regarding resource gain. This is supported Chang & Uen (2022), who explained that mentoring helps employees understand organizational culture and develop skills, ultimately enabling them to enhance OCB. It can be concluded from these findings that resource gain (such as through mentoring) can yield positive outcomes in the form of OCB.

This interpretation strengthens the argument that IC elements such as ability, values, attitudes, and interests serve as important drivers that motivate employees to engage in discretionary behaviors. Employees who perceive opportunities for learning, development, and value alignment tend to view OCB as an investment that can generate long-term psychological and social resources.

The finding regarding the influence of Individual Characteristics (IC) (ability, values, attitude, and interests) on OCB is particularly pertinent within the context of non-profit educational foundations. Non-profit organizations, including educational foundations, frequently rely on the extra dedication and initiative of their employees or volunteers due to financial resource constraints (Krah & Mertens, 2023). Applying the Conservation of Resources (COR) Theory to this setting suggests that non-profit sector employees view OCB as a mechanism to preserve psychological resources (e.g., job satisfaction, sense of meaningfulness) and social resources (e.g., networking, trust) in a resource-challenged environment.

In such environments, the willingness of employees to perform extra-role behaviors becomes a critical factor in maintaining organizational sustainability. Employees who feel that their work has meaningful social impact are more likely to demonstrate OCB because they perceive their contributions as valuable both personally and socially.

For instance, teachers or administrative staff in educational foundations may participate more actively in extra-role activities if they feel their work aligns with their personal values (Zhang et al., 2023). These findings suggest that non-profit educational foundations should: (1) reinforce communal values by aligning the organizational mission with individual characteristics, (2) provide self-development opportunities (training, mentoring) as a form of resource gain, and (3) non-financially recognize OCB contributions (e.g., through awards or recognition programs).

Such strategies are important because non-profit organizations often cannot rely solely on financial incentives to motivate employees. Instead, strengthening psychological and social resources becomes a key mechanism to sustain employees' motivation and voluntary contributions.

The Conservation of Resources (COR) Theory (Hobfoll, 1989) provides a robust theoretical framework for understanding how Individual Characteristics (IC) influence OCB, and explains the underlying moderation mechanism. According to COR theory, individuals strive to gain, maintain, and protect resources they value, including psychological resources such as emotional energy, sense of competence, and social support. This theory offers a clear perspective on the role of Psychological Capital (PsyCap) as a core psychological resource that facilitates the occurrence of OCB within organizations. PsyCap is state-like, meaning it can be developed through intervention, unlike personality traits which are generally stable. While differences in IC create inherent, more stable potential or tendencies in individuals, PsyCap serves as the activation mechanism of psychological resources, enabling individuals to demonstrate OCB consistently. In other words, even if an individual has personality inclinations supportive of OCB, without adequate PsyCap, they may be less capable of sustaining that behavior in high-pressure situations. Therefore, organizational interventions should not solely focus on recruiting individuals with suitable personalities but also on developing the PsyCap of existing employees through programs designed to enhance self-efficacy, resilience, optimism, and hope.

This perspective highlights that the interaction between IC and PsyCap creates a dynamic psychological process that shapes employee behavior. IC provides the underlying disposition, while PsyCap strengthens the individual's capacity to translate that disposition into consistent extra-role behavior.

This approach not only boosts OCB but also builds sustainable psychological resources, ultimately contributing to overall organizational performance. Research by [Organ et al. \(2006\)](#) supports this by showing that individuals with prosocial work values and high intrinsic motivation are more likely to exhibit helping behavior or organizational loyalty, which are key dimensions of OCB. Furthermore, the moderating role of IC in strengthening the relationship between PsyCap and OCB can be explained through intra-individual psychological mechanisms. The results of this study therefore contribute to the existing literature by demonstrating that IC does not only influence OCB directly but also interacts with psychological resources in shaping employees' discretionary behaviors.

This hypothesis is supported by various studies confirming that the congruence between IC and organizational culture reinforces the emergence of OCB. [Ilies et al. \(2009\)](#) showed that employees with extroverted personalities and openness to experience are more likely to exhibit OCB when working in an environment that encourages collaboration. This confirms that IC does not merely affect OCB directly but also functions as a lens that either strengthens or weakens the influence of other variables. Thus, this analysis strengthens the theoretical basis of the PsyCap-OCB relationship while offering a framework for understanding the complexity of the dual role of IC in shaping OCB.

Overall, the findings of this study extend previous research by highlighting the importance of integrating psychological resources (PsyCap) and individual dispositions (IC) to better understand the emergence of Organizational Citizenship Behavior in contemporary workplaces.

5. CONCLUSION AND RECOMMENDATIONS

The study concludes that Psychological Capital (PsyCap), encompassing self-efficacy, optimism, hope, and resilience, significantly influences Organizational Citizenship Behavior (OCB), particularly among Millennials and Generation Z. Employees with high PsyCap levels sustained OCB despite job pressure, owing to their ability to manage stress and maintain intrinsic motivation. Furthermore, Individual Characteristics (IC) such as adaptive ability, work values, positive attitude, and interest in self-development significantly contribute to the emergence of OCB. Millennials and Gen Z view OCB as an investment for career development and professional networking, aligning with the Conservation of Resources (COR) Theory. In the non-profit sector, the congruence between individual values and the organizational mission acts as a primary driver for OCB, often stronger than material incentives. Importantly, IC functions as a moderator that strengthens the relationship between PsyCap and OCB; for example, an extraverted employee is more likely to help colleagues when they possess high self-efficacy. Prosocial IC traits specifically enhance the impact of PsyCap on OCB, particularly in collaborative work settings.

These findings confirm that psychological resources and individual dispositions jointly shape employees' willingness to perform extra-role behaviors, particularly in

organizational environments that rely heavily on collaboration and intrinsic motivation such as non-profit institutions.

From a practical perspective, organizations—especially non-profit educational foundations—should prioritize the development of employees' Psychological Capital through training programs that enhance self-efficacy, resilience, optimism, and hope. Organizations may also design mentoring programs, collaborative work systems, and recognition mechanisms that encourage employees to express their individual strengths and prosocial values, thereby fostering stronger Organizational Citizenship Behavior.

However, the study has certain limitations: the sample was predominantly female Millennials and Gen Z employees in the non-profit sector, meaning the results may not be generalizable to older generations (such as Gen X or Baby Boomers), male employees, or for-profit organizations with different characteristics. Therefore, future research should involve comparative studies across various generations and aim for a more balanced gender composition. Secondly, the research solely involved educational foundations without analyzing the specific model or structure of the institutions, suggesting the findings may not fully represent all types of educational foundations. Future studies should focus their analysis on educational foundations with specific, differentiated characteristics. Finally, several external variables were not fully controlled. Subsequent research should integrate situational variables such as leadership style and organizational culture as moderating or mediating factors to develop a more holistic model that explains how contextual factors influence the relationship between PsyCap and OCB.

Future studies are also encouraged to expand the research context by involving employees from different organizational sectors, such as corporate or governmental institutions, in order to examine whether the relationship between PsyCap, Individual Characteristics, and OCB remains consistent across diverse organizational environments. Such comparative research may provide deeper insights into how contextual factors shape the effectiveness of psychological resources in encouraging extra-role behavior.

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