



The Relationship Between College Teachers' Perceived Servant Leadership and Teachers' Organisational Citizenship Behaviour: The Mediating Effect of Teachers' Psychological Capital

Sunyu Gao¹, Jian-Hao Huang^{2*}

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ABSTRACT

Purpose: The empirical study of servant leadership in organisational behaviour has received considerable attention. However, there is a lack of research focusing on college teachers as a subject of study. **Research Methods:** A quantitative approach was used to investigate a valid sample of 835 teachers from three colleges in China. Data was collected using the Servant Leadership Scale, Psychological Capital Scale, and Organisational Citizenship Behaviour Scale. **Findings:** The study found a significant and positive relationship between college teachers' perceptions of servant leadership and their psychological capital ($\beta = .614$, $p < 0.001$). Additionally,

there was a significant and positive relationship between teachers' psychological capital and their organisational citizenship behaviour ($\beta = .671$, $p < 0.001$). The mediation test results showed that the direct link between college teachers' perceived servant leadership and their organisational citizenship behaviour remained significant even when teachers' psychological capital was taken into account as a mediating variable. The results of the analysis revealed a significant positive effect of college teachers' perceived servant leadership on teachers' organisational citizenship behaviour ($\beta = .710$, $p < 0.001$). Additionally, there was a significant overall effect ($\beta = .298$, $p < 0.001$) observed in the structural model analysis. The study observed a decrease in β from .710 to .298, indicating that teachers' psychological capital partially mediated the significant positive impact of college teachers' perceived servant leadership on their organisational citizenship behaviour in colleges. **Implications to Research and Practice:** This study suggests the importance of enhancing college teachers' perceived servant leadership and psychological capital in order to promote their organisational citizenship behaviour.

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Introduction

Organisational citizenship behaviour (OCB) has received significant attention in the fields of management and psychology. Multiple researchers have examined and discussed the advantages of this topic for organisations, as well as refined its operational and developmental aspects (Anwar et al., 2020; Christ et al., 2003; Engelbrecht & Schlechter,

¹ Ph.D Candidate, Chinese International College, Dhurakij Pundit University, Bangkok, Thailand, 10210.

Email: gsy1098171980@gmail.com, ORCID iD: <https://orcid.org/0000-0002-3191-584X>

² Dr., Chinese International College, Dhurakij Pundit University, Bangkok, Thailand, 10210.

Email: jianhao.hua@dpi.ac.th, ORCID iD: <https://orcid.org/0000-0002-8059-7657>

2006; Otto et al., 2022). OCB is vital for the survival of organisations and individuals (Brief & Motowidlo, 1986). Researchers often observe teachers' organisational citizenship behaviour (TOCB) in educational organisations (Mahembe & Engelbrecht, 2014) (Van der Hoven, Mahembe, & Hamman-Fisher, 2021; Van Dierendonck, 2011). The work of college teachers encompasses teaching, research, and service. However, the extent to which volunteers engage in teaching and service tasks varies. For example, investing additional effort in teaching and showing concern for students' well-being are considered voluntary contributions (Donglong et al., 2020). Establishing positive OCB among college teachers is a significant concern for higher education institutions due to their crucial role within the faculty.

Leadership style is a significant factor influencing OCB (Jiang, Zhao, & Ni, 2017; Khalili, 2017; Nohe & Hertel, 2017; Tian et al., 2020). Servant leadership (SL) is a leadership style that is currently having a growing impact on the academic world and various sectors of society (Clarence et al., 2021; Karatepe & Talebzadeh, 2016; Van der Hoven et al., 2021). The servant leadership style emphasises leaders setting an example through their conduct and leading subordinates in a manner that improves organisational development (Sendjaya & Sarros, 2002). In the educational context, SL is well-suited for implementation. School leaders play a crucial role as role models for teachers, leading by personal example and showing a sincere interest in their professional development (Van der Hoven et al., 2021). Past research in education has found that SL has a positive impact on TOCB, as shown by studies conducted by Mahembe and Engelbrecht (2014) and Van Dierendonck (2011). Thus, it can be deduced that the perception of college teachers regarding SL may have a positive impact on TOCB.

The social exchange theory posits that human interactions and social associations involve processes of exchange. Blau (1964) defines interpersonal commitment as a combination of love, respect, concern, and expectation for reciprocity, which contributes to the development of enduring relationships. According to Chen et al. (2019), leaders who invest positive psychological resources such as encouragement, expectation, and attention are likely to receive psychological capital (PC) in return from their followers. Positive psychological state, known as PC, is characterised by an individual's confidence, positive attribution to the present and future, optimism, and hope for life (Luthans et al., 2010). Empirical research in the business sector (Bouzari & Karatepe, 2017; Gui et al., 2021; Hsiao, Lee, & Chen, 2015; Karatepe & Talebzadeh, 2016) indicates that SL positively influences PC. Beneficial PC has a beneficial impact on OCB, according to several studies (Jung & Yoon, 2015; Norman et al., 2010; Qian, Zhang, & Jiang, 2020; Yildiz, 2019). Clarence et al. (2021) found that teachers' perceived SL positively influenced their psychological capital (TPC), and Aftab et al. (2018) found that it positively predicted TOCB in the education literature. This study suggests that when teachers receive inspiration from their leaders, their TPC may increase, thereby improving their OCB. However, there is a lack of research on the mediation of PC, particularly its role in mediating the relationship between college teachers' perceived SL and their OCB. Therefore, this study focused on investigating the mediation of TPC.

The focus of this study is twofold: firstly, to explore how college teachers' perceived SL affects their OCB, and secondly, to analyse the role of TPC as a mediator between college teachers' perceived SL and their OCB. This study aims to enhance our understanding of how college teachers' perception of SL influences their OCB by examining the underlying mechanisms involved. Furthermore, it will provide valuable insights for college leaders on effectively enhancing TOCB.

College Teachers' Perceived Servant Leadership and Teachers' Organizational Citizenship Behaviour

The concept of SL emphasises the importance of leaders creating opportunities for employee growth and prioritising the interests of others over their own. This approach focuses on serving others rather than demanding rights (Luthans & Avolio, 2003). When it comes to schools, SL emphasises the importance of school leaders fostering a supportive environment where teachers collaborate, provide constant encouragement, and prioritise the professional development of their colleagues over personal gain (Cerit, 2009). Employees who engage in actions that benefit the organization without explicit reward through the formal salary system are known as OCB. Shore and Wayne (1993) assert that employees' conscious actions beyond their formal job requirements facilitate effective organisational functioning. The concept of TOCB refers to teachers voluntarily working beyond their required hours without additional compensation, with the aim of benefiting students' development, colleagues, and their organisations (Donglong et al., 2020; Somech & Drach-Zahavy, 2000). In a study conducted by Karatepe and Talebzadeh (2016), it was noted that employees tend to perceive a higher level of SL as their level of OCB increases. In a scholarly publication, Van der Hoven et al. (2021) observed that principals who possess strong instructional leadership skills prioritise the growth of their teachers and offer them opportunities for advancement. As a result, these teachers are more likely to exhibit organisational citizenship behaviour. Mahembe and Engelbrecht (2014) found that college leaders who demonstrated attentiveness in their words and actions, and led by example, positively influenced college teachers. As a result, the teachers were more likely to display organisational citizenship behaviour. Thus, the current study proposes that college teachers' perceptions of SL could enhance their OCB. Thus, we proposed:

H1: College teachers' perceived servant leadership has a significantly positive effect on their OCB.

Teachers' Psychological Capital as a Mediator

PC refers to a person's well-being and positive mental state, as described by Luthans et al. (2007). One's ability to tackle difficult tasks, learn from both successes and failures, set goals, and maintain a positive mindset when faced with challenges in both personal and professional spheres is the foundation of personal confidence. It instils a sense of confidence in individuals, empowering them to overcome challenges and attain success (Peterson et al., 2011). There is a suggestion that PC plays a crucial role in promoting personal development and improving work performance, which in turn benefits the organisation's competitive edge (Luthans et al., 2005).

The empirical study by Bouzari and Karatepe (2017) and Hsiao et al. (2015) found that employees' perceived SL positively influenced PC. According to Gui et al. (2021), employees' perception of care and encouragement from their leaders is associated with a partial increase in their PC. The study conducted by Clarence et al. (2021) in the field of education indicates that college teachers' perception of SL can have a positive impact on their PC.

Prior studies have indicated a positive relationship between PC and OCB (Jung & Yoon, 2015; Qian et al., 2020). Yildiz (2019) found a positive relationship between the professional commitment of medical staff and their OCB. A study by Aftab et al. (2018) found that college teachers with higher levels of PC were more likely to take on challenges beyond the school's expectations. Their optimism and confidence in their abilities and strengths, in

turn, promoted their OCB. These findings indicate that college instructors may possess a significant level of TOCB coupled with a high PC.

Past studies have shown that PC plays a significant mediating role (Bouzari & Karatepe, 2017; Pu et al., 2017). Bouzari and Karatepe (2017) conducted a study involving 187 employees and found that SL enhanced employee OCB through PC. Pu et al. (2017) conducted a study with 357 college teachers and discovered that PC played a mediating role in the association between work-family conflict and job burnout. The present study hypothesised that college teachers perceive SL as a means to promote PC and enhance OCB. Thus, H2 was proposed:

H2: Psychological capital mediates between college teachers' perceived servant leadership and their organizational citizenship behaviour.

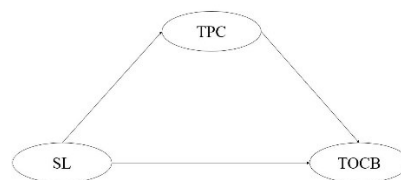


Figure 1: Hypothetical Model.

Note: SL = Servant leadership, TPC = Teachers' psychological capital, TOCB = Teachers' organizational citizenship behaviour.

Method

Data Collection and Analysis

The study collected data from teachers at three colleges in Jiangsu Province, China. Three colleges have been awarded for Excellent School Organisation by the Ministry of Education of China. The survey was conducted in two stages: pilot and formal. The pilot questionnaires were distributed and completed between October 3 and October 21, 2021. A convenience sampling method was employed to distribute 150 questionnaires to two colleges in Jiangsu Province, resulting in 140 valid responses, yielding an effective rate of 93%. The distribution took place on October 23, 2021, and the receipt was confirmed on November 20, 2021. We utilised convenience sampling for our study. Based on the sampling criteria set by Ghiselli, Campbell, and Zedeck (1981), it is recommended that researchers use a sample size that is at least 10 times the total number of items when using scales in their research. This study utilises three scales with a total of 70 items. Therefore, it is necessary to receive over 700 valid questionnaires. According to the sampling criteria mentioned earlier, we will need to distribute 900 formal questionnaires and expect to receive 835 valid questionnaires, resulting in an impressive effective rate of 93%.

Measures

We assessed the responses using a seven-point scale known as the Likert Scale. The scale includes options such as "strongly disagree," "kind of disagree," "disagree," "whatever," "agree," "kind of agree," and "strongly agree." Each option is assigned a score ranging from one to seven. The scores rose as the level of agreement increased.

College Teachers' Perceived Servant Leadership

Building upon [Liden et al. \(2008\)](#) definition, this study establishes the perception of servant-like leadership among college teachers. It focuses on how college leaders demonstrate a servant-like leadership style by leading through example and prioritising the growth and development of faculty.

This study utilised the SL Scale developed by [Liden et al. \(2008\)](#). We had a total of 28 items and seven dimensions. These dimensions included emotional healing, creating value for the community, conceptual skills, empowerment, subordinates' growth and success, prioritising subordinates, and ethical behaviour. Following the completion of exploratory factor analysis on the pilot sample, we removed items with factor loadings below 0.4, resulting in a final design of 26 items. Cronbach's α of emotional healing=.627, Cronbach's α of creating community value=.701, Cronbach's α of conceptual skills=.768, Cronbach's α of empowering=.719, Cronbach's α of subordinates' growth and success=.793, Cronbach's α of prioritizing subordinates=.773, Cronbach's α of ethical behaviour=.800, and Cronbach's α of the SL scale=.901, indicating good reliability.

Teachers' Psychological Capital

According to [Luthans et al. \(2007\)](#) framework, this study defines TPC as the state of experiencing positive psychological growth and having the ability to view failures in a constructive manner among teachers.

In this study, we utilised the PC Scale developed by [Luthans et al. \(2007\)](#), which consists of 24 items and encompasses four dimensions: self-efficacy, hope, resilience, and optimism. Following the completion of exploratory factor analysis on the pilot sample, we eliminated items whose factor loading is less than 0.4 and finally designed 24 items. Cronbach's α of self-efficacy = .865, Cronbach's α of hope = .790, Cronbach's α of resilience = .810, Cronbach's α of optimism = .775, and Cronbach's α of the psychological capital scale = .930, implying good reliability.

Teachers' Organizational Citizenship Behavior

Expanding on [Podsakoff et al. \(1990\)](#) understanding of OCB, this study defines TOCB as voluntary actions that teachers proactively undertake to support the growth of students and the school, going beyond their official job duties.

In this study, we utilised the OCB Scale developed by [Podsakoff et al. \(1990\)](#). The assessment included a total of 24 items, categorised into five different dimensions: conscientiousness, sportsmanship, civic virtue, courtesy, and altruism. The responses were measured using Likert's seven-point scale, which included options such as "strongly disagree", "kind of disagree", "disagree", "whatever", "agree", "kind of agree", and "strongly agree". The scores ranged from one to seven. As agreement levels rose, the scores increased noticeably. Following the exploratory factor analysis on the pilot sample, we removed any items with factor loadings below 0.4, resulting in a final selection of 20 items. The Cronbach's alpha values for each dimension are as follows: conscientiousness = .686, sportsmanship = .649, civic virtue = .662, courtesy = .846, altruism = .769, and the OCB scale = .881. These values indicate excellent reliability.

Data Analysis

First, use SPSS to conduct Exploratory Factor Analysis and reliability analysis on pilot test

data. Then, perform descriptive statistics and correlation analysis on formal test data. Next, use AMOS to perform Confirmatory Factor Analysis and analyse the relationship between college teachers' perceived SL and TOCB, with a focus on the mediating effect of teachers' PC.

Results

Measurement Model

College Teachers' Perceived Servant Leadership

We conducted a confirmatory factor analysis of the formal sample. The results show that $\chi^2/df=3.982$, RMR=.054, GFI=.908, NFI=.914, IFI=.935, TLI=.923, CFI=.934, and RMSEA=.060 suggested that the measurement model was a good fit for the observed data (McDonald & Ho, 2002). The CR of emotional healing=.739, CR of creating value for the community=.847, CR of conceptual skills=.843, CR of empowerment=.791, CR of subordinates' growth and success=.863, CR of prioritizing subordinates=.859, and of CR of ethical behaviour=.858, that is above the reference value of 0.6 (Fornell & Larcker, 1981) and met the criteria. AVE of emotional healing=.487, AVE of creating value for the community=.581, AVE of conceptual skills=.573, AVE of empowerment=.559, AVE of subordinates' growth and success=.612, AVE of prioritizing subordinates=.604, and AVE of ethical behaviour=.624, if AVE is less than 0.5, but composite reliability is higher than 0.6, convergent validity of the construct is acceptable (Fornell & Larcker, 1981), indicating good convergent validity. The Cronbach's α values for each dimension are Cronbach's α of emotional healing=.735, Cronbach's α of creating value for the community=.844, Cronbach's α of conceptual skills=.841, Cronbach's α of empowerment=.786, Cronbach's α of subordinates' growth and success=.861, Cronbach's α of prioritizing subordinates=.857 for, Cronbach's α of ethical behaviour=.865, and Cronbach's α of the SL scale=.948, indicating positive reliability.

Teachers' Psychological Capital

We conducted a confirmatory factor analysis of the formal sample. The results showed that $\chi^2/df=4.169$, RMR=.034, GFI=.905, NFI=.929, IFI=.945, TLI=.939, CFI=.945, and RMSEA=.062, suggested that the measurement model was a good fit for the observed data (McDonald & Ho, 2002). The CR of self-efficacy=.917, hope of CR=.877, resilience of CR=.899, and CR of optimism=.904, that is above the reference value of 0.6 (Fornell & Larcker, 1981) and met the criteria. AVE of self-efficacy=.649, AVE of hope=.546, AVE of resilience=.598, and AVE of optimism=.611, which is above the reference value of .5 (Fornell & Larcker, 1981). The Cronbach's α values for each dimension are Cronbach's α of self-efficacy=.916, Cronbach's α of hope=.872, Cronbach's α of resilience=.898, Cronbach's α of optimism=.902, and Cronbach's α of the PC scale=.962, indicating positive reliability.

Teachers' Organizational Citizenship Behaviour

We conducted the confirmatory factor analysis of the formal sample. The results show that $\chi^2/df=4.982$, RMR=.046, GFI=.922, NFI=.932, IFI=.947, TLI=.937, CFI=.947, and RMSEA=.062, suggested that the measurement model was a good fit for the observed data (McDonald & Ho, 2002). The CR of conscientiousness=.833, CR of sportsmanship=.696, CR of civic virtue=.801, CR of courtesy=.904, and CR of altruism=.888, that is above the reference value of 0.6

(Fornell & Larcker, 1981) and met the criteria. AVE of conscientiousness = .555, AVE of sportsmanship = .435, AVE of civic virtue = .575, AVE of courtesy = .652, and AVE of altruism = .611, indicating good convergent validity (Fornell & Larcker, 1981). The Cronbach's α values for each dimension are Cronbach's α of conscientiousness = .829, Cronbach's α of sportsmanship = .701, Cronbach's α of civic virtue = .787, Cronbach's α of courtesy = .903, Cronbach's α of altruism = .882, and Cronbach's α of the OCB scale = .881, indicating positive reliability.

Descriptive Statistics and Correlation Analysis

The findings indicate that college teachers have a perceived SL value of 4.718, a TPC value of 4.963, and a TOCB value of 5.108. College teachers currently exhibit advanced levels of perceived SL, TPC, and TOCB. The correlation between college teachers' perceived SL and TOCB with TPC is significant ($r = .557$, $p < 0.001$ and $r = .764$, $p < 0.001$, respectively). Additionally, there is a significant correlation between college teachers' perceived SL and TOCB ($r = .622$, $p < 0.001$), as shown in Table 1.

Table 1

Descriptive Analysis and Correlation Analysis

Variable	M	SD	SL	TPC	TOCB
SL	4.718	.743	1		
TPC	4.963	.748	.557***	1	
TOCB	5.108	.727	.622***	.764***	1

Note. *** $p < 0.001$; SL= Servant leadership, TPC= Teachers' psychological capital, TOCB= TOCB

Structural Model

We performed the structural model analysis in two steps. During the initial phase, we examined the clear correlation between college teachers' perceived SL and TOCB. The fit indices indicate that the measurement model was a satisfactory fit for the observed data (McDonald & Ho, 2002). The GFI was.919, the RMR was.038, the SRMR was.043, the NFI was.930, the CFI was.938, the RFI was.913, the IFI was.939, the PNFI was.747, and the PGFI was.625. The results indicate a strong positive impact of college teachers' perceived SL on TOCB ($\beta = .710$, $p < 0.001$). Thus, this study has confirmed its first hypothesis. Figure 2 presents the details.

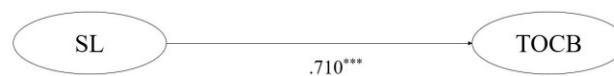


Figure 2: Main Effect of the Servant Leadership on Teachers' Organizational Citizenship Behaviour.

Note: SL = Servant leadership, TOCB = Teachers' organizational citizenship behaviour.

Next, we need to consider TPC as the mediating variable that affects the connection between college teachers' perceived SL and TOCB. The fit indices indicate that the measurement model was a good fit for the observed data. The values for RMR, SRMR, NFI, CFI, RFI, IFI, PNFI, and PGFI all suggest a high level of fit (McDonald & Ho, 2002). The findings revealed a strong and positive correlation between college teachers' perceived SL and their TPC ($\beta = .614$, $p < 0.001$). Additionally, a significant and positive relationship was observed between TPC and TOCB ($\beta = .671$, $p < 0.001$). It's clear from the mediation test results ($\beta = .298$, $p < 0.001$) that the direct link

between college teachers' perceptions of SL and TOCB is still there, even when TPC is taken into account as a mediating variable. However, the initial step of the structural model analysis revealed a significant positive effect of college teachers' perceived SL on TOCB ($\beta = .710$, $p < 0.001$). It is evident that β decreased from .710 to .298, indicating that TPC partially mediated the significant positive impact of college teachers' perceived SL on TOCB in colleges. As shown in Figure 3, this study's findings support H2.

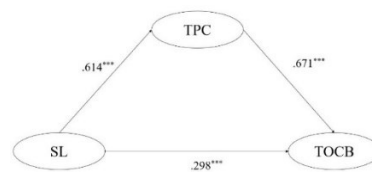


Figure 3: The Mediation Models.

Note: *** $p < 0.001$; SL = Servant leadership, TPC = Teachers' psychological capital, TOCB = Teachers' organizational citizenship behaviour.

This study investigates the significance of the mediating role in AMOS using a sample size of 5000. This study utilised the nonparametric percentile Bootstrap method to examine the mediating path effect. The results showed that the confidence intervals for the direct effect, the indirect effect, and the total effect of the nonparametric percentile that took into account bias were statistically significant (see Table 2).

Table 2

Mediating Effect with Bootstrapping Method

Path	Effect	95% LLCI	95% ULCI
Standardized direct effect			
SL→TPC	.614	.538	.677
SL→TOCB	.298	.218	.375
TPC→TOCB	.671	.590	.745
Standardized indirect effect			
SL→TPC→TOCB	.412	.346	.481

Note: Bootstrapping random sampling 5,000 times; LLCI = Lower limit of confidence interval, ULCI = Upper limit of confidence interval, SL = Servant leadership, TPC = Teachers' psychological capital, TOCB = Teachers' organizational citizenship behaviour

Discussion, Conclusion and Recommendations

College Teachers' Perceived Servant Leadership and Teachers' Organizational Citizenship Behaviour

The study's findings demonstrate the significant impact of college teachers' perceptions of SL on TOCB. The results of this study agree with those of other studies done in different settings (Elche, Ruiz-Palomino, & Linuesa-Langreo, 2020; Malingumu et al., 2016; Newman et al., 2017) and with evidence from the field of education that SL improves OCB among teachers (Mahembe & Engelbrecht, 2014; Van der Hoven et al., 2021; Van Dierendonck, 2011). There could be several factors contributing to this. College leaders who prioritize creating a positive and enjoyable work environment can provide teachers with more opportunities to participate in OCB (Mahembe & Engelbrecht, 2014). When college teachers

value their leadership style, they are more likely to exhibit extra-role behaviours. In addition, college leaders who possess servant leadership qualities are likely to motivate teachers to demonstrate chivalrous and courteous behaviour. This includes being aware of their actions' impact on others, respecting their rights, and avoiding complaints about insignificant matters. Teachers are likely to emulate positive values and ethos, fostering a culture of OCB and following the example set by leaders (Van der Hoven et al., 2021).

The Mediating Role of Teachers' Psychological Capital

The study revealed that TPC plays a partial mediating role in the association between college teachers' perceived SL and TOCB. Prior studies in organisational behaviour have found that SL has a significant and positive impact on PC (Bouzari & Karatepe, 2017; Gui et al., 2021; Hsiao et al., 2015; Karatepe & Talebzadeh, 2016). Furthermore, previous studies have found a significant and positive relationship between PC and OCB (Jung & Yoon, 2015; Norman et al., 2010; Qian et al., 2020; Yildiz, 2019). There are few studies examining how PC mediates the relationship between SL and OCB. Indirect evidence in the current educational literature suggests a correlation between college teachers' perceived SL, PC, and OCB. According to Clarence et al. (2021), school leaders who demonstrate servant leadership by setting examples and providing services can stimulate TPC, indicating behaviour that extends beyond self-interest. Previous research has shown that activating TPC can enhance individuals' positive outlook and self-belief, leading to increased willingness to take on challenges beyond their job requirements and ultimately increasing TOCB (Aftab et al., 2018). The current study differs from prior research by incorporating Chinese college teachers as participants, thereby expanding and enriching the existing research findings.

This study proposes that social exchange theory can provide insight into the underlying mechanisms that link college teachers' perceived SL and their OCB. Social exchange theory suggests that individuals engage in interactions with each other through mutual exchange and reciprocity, involving emotions like love, respect, and care, as well as shared expectations for rewards (Blau, 1964). According to the social exchange hypothesis, employees will focus their efforts on rewarding the source of any benefits they receive (Ghaffaripour, 2023). Consequently, when college leaders adopt a servant leadership approach towards teachers, which includes demonstrating respect, providing care, and valuing their professional development, teachers are more likely to reciprocate by sharing their PC with their leaders. In addition, teachers who believe that the benefits they receive are greater than their level of dedication are likely to compensate by exhibiting more OCB.

To summarize, our study's results show that, as viewed through the lens of social exchange theory, college teachers' perception of servant leadership influences their OCB, which psychological contract mediates. The study's findings broaden the application of social exchange theory to include TOCB and have important implications for future research.

We presented two specific recommendations in this study. Firstly, it is important for leaders in colleges to actively participate in lectures and training sessions to enhance their knowledge of SL. It is important for individuals to set a positive example through their daily work and consistently motivate teachers' professional growth. Therefore, it is crucial to improve the teaching effectiveness of college instructors. Additionally, we suggest strengthening teachers' confidence, positivity, and resilience by enhancing their personal capabilities through specialised training programmes such as employee assistance programmes (EPA) or

psychological capital appreciation (PCA) in higher educational institutions. These programs will enable educators to achieve success and improve their skills during the training process, enhancing their professional growth and ultimately advancing their careers.

The study has limitations. This study restricted its research sample to teachers from three colleges in Jiangsu Province, China. Therefore, future researchers should consider broadening the sample size to gather additional evidence. study exclusively examined the correlations between college teachers' perceived SL, PC, and OCB. Various factors affect the TOCB. Hence, it is advisable for future researchers to include supplementary variables in subsequent studies, such as psychological empowerment, leader-member exchange (Newman et al., 2017), and team-member exchange (Malingumu et al., 2016). This study employs a cross-sectional research design. Data was collected simultaneously using questionnaires. However, the cross-sectional study was unable to establish a causal relationship. Therefore, we recommend that future researchers consider conducting a longitudinal study, a cross-lagged panel analysis, or a quasi-experimental design.

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