

THE RELATIONSHIP BETWEEN SOCIAL CAPITAL AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR FROM THE PERSPECTIVE OF MALAYSIAN TECHNICAL SCHOOLS AND VOCATIONAL COLLEGE TEACHERS

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Abstract: *This study addresses a critical gap in understanding how to enhance organizational citizenship behavior (OCB) among teachers, an essential component for the effectiveness of educational institutions. While existing research has underscored the importance of OCB, theoretical exploration into its enhancement still needs to be explored. Drawing on Nahapiet and Ghoshal's framework, which posits that social capital (SC) is a vital resource for sustainable organizational advantage, this research investigates the relationship between SC and teachers' OCB from the perspective of Technical School and Vocational College teachers in Malaysia. Utilizing a descriptive correlation survey, data were collected from 420 teachers across selected technical schools and vocational colleges in West Malaysia through questionnaires. The findings reveal a significant positive relationship between SC and OCB among teachers. This study concludes with discussions on the implications for educational leadership and offers recommendations for future theoretical and empirical research to explore this relationship further.*

Keywords: *educational institutions, educational leadership, organizational citizenship behavior, social capital, sustainable organizational advantage.*

Introduction

Given the rapid pace of industrialization, organizations must implement measures to address global challenges and create an environment conducive to adequate staffing. As organizations face significant environmental changes, only creative and skilled human resources can sustain and advance organizational performance in a turbulent landscape (Shabanikia et al. 2016). In this context, increased competition and the demand for organizational effectiveness highlight the necessity of a highly motivated workforce. Such a workforce must be driven to fulfill their roles and responsibilities to ensure organizational success effectively (Sadeghifar et al., 2014). Enhancing this motivation has become a critical issue for organizations, with organizational citizenship behavior (OCB) emerging as a key strategy.

OCBs are voluntary, discretionary actions significantly impacting organizational effectiveness (Chen et al., 2009). These behaviors extend beyond formal job duties and are driven by individual commitment to the organization's goals rather than rewards or punishments (Organ et al., 2005). Research has predominantly focused on identifying factors that predict OCB, such as job satisfaction, organizational commitment, organizational identity, organizational justice, trust, and leadership styles.

Another relevant factor is social capital (SC), a concept that has gained traction recently. SC refers to the network of relationships, norms, and shared expectations that facilitate cooperative behavior and problem-solving within a group. Initially introduced in the early twentieth century to describe social goodwill and integration, SC has since been explored in organizational contexts (Koka & Prescott, 2002). It represents a crucial resource that can enhance human and physical capital productivity and contribute to competitive advantage.

The relationship between SC and OCB has been established as significant in various organizational settings. However, certain critical aspects remain underexplored, especially within the context of Malaysian Technical and Vocational Education and Training (TVET) institutions. These unexplored dimensions provide a substantial opportunity for further research such as Malaysia's multi-ethnic and multicultural landscape introduces unique dynamics into workplace relationships. Existing studies, such as those by Unni (2014) and Behtooee (2016), have not examined how cultural factors may mediate or moderate the SC-OCB relationship in Malaysian TVET settings. Exploring these cultural nuances could reveal specific strategies for enhancing OCB in diverse educational environments.

Next as TVET institutions increasingly integrate digital tools and platforms for teaching and collaboration, the role of SC in influencing OCB under these conditions remains unclear. Bruque et al. (2016) highlighted the importance of social networks for OCB, but the effects of virtual interactions and digital tools on SC's capacity to foster OCB warrant further investigation. Lastly, while studies have examined SC and OCB within TVET institutions, there is limited comparative research across different educational sectors. Such analyses could help establish whether the relationship is uniquely impactful in TVET or consistent across various educational domains.

The importance of exploring the SC-OCB relationship within Malaysian TVET institutions is underscored by several critical factors, supported by statistical and contextual evidence such as Malaysian TVET institutions face challenges related to teacher shortages and low engagement levels. According to the Malaysian Ministry of Education's report in 2023, over 20% of teaching positions in TVET institutions remain vacant, with existing teachers often

overburdened. Strengthening SC could enhance collaboration, trust, and mutual support among teachers, driving increased OCB and addressing these systemic challenges.

The subsequent economic frameworks emphasize the critical role of TVET in achieving a 35% skilled workforce by 2030. Teachers' voluntary, extra-role behaviors, encapsulated in OCB, are essential for fostering an innovative and collaborative learning environment. Studies, such as those by Amintojjar et al. (2015), indicate that SC significantly contributes to OCB, making it a crucial focus area for improving institutional performance and achieving national economic goals. Internationally, countries with advanced TVET systems, such as Germany and South Korea, demonstrate the benefits of prioritizing SC to enhance OCB. These nations report higher teacher engagement and satisfaction levels, leading to improved student outcomes and institutional efficiency. Adopting similar strategies in Malaysia could elevate the global competitiveness of its TVET sector.

Therefore, these concepts are vital for enhancing organizational efficiency and hold significant value in organizational behavior management theories. Given their importance in technical vocational education and training (TVET) and their impact on efficiency and productivity, this study aimed to assess the relationship between SC and OCB from the perspective of Malaysian Technical and Vocational college teachers.

Literature Review

Social Capital

Social capital, defined as a network of relationships that facilitates cooperation for mutual benefit, is increasingly recognized as a critical asset within organizations. It emphasizes trust, shared values, and norms that collectively strengthen group cohesion and promote goal achievement. However, while many studies highlight the positive effects of social capital on organizational performance, there is a lack of consensus on the exact mechanisms through which it influences outcomes such as job satisfaction and overall well-being.

Cao et al. (2022) examined the relationship between mental health and job satisfaction, exploring how psychological and social capital mediate this relationship. Their findings suggest that positive mental health components significantly enhance job satisfaction, while negative mental health factors have the opposite effect. While this study underscores the importance of fostering psychological and social capital to improve job satisfaction, it fails to delve deeply into the specific types of social capital that might be most beneficial, such as bonding versus bridging capital. Furthermore, the study's cross-sectional design limits the ability to draw causal inferences, a limitation that could be addressed through longitudinal or experimental approaches in future research.

Similarly, Xu et al. (2022) investigate the role of workplace social capital, particularly the influence of transformational leadership on fostering a supportive work environment. Their results indicate that transformational leadership positively impacts the development of social capital among employees, particularly in nursing settings. However, while the study suggests that social capital contributes to a healthier work environment, it does not fully address potential moderating factors, such as organizational culture or individual differences in perceptions of leadership. Additionally, the focus on nurses may limit the generalizability of the findings to other sectors, highlighting the need for research across diverse organizational contexts to verify the robustness of these findings.

Both studies contribute valuable insights into the role of social capital in organizational settings, but they also reveal gaps in the current literature, particularly concerning the contextual factors that influence the effectiveness of social capital interventions. Further research is needed to identify the specific conditions under which social capital can be leveraged most effectively and to explore the longitudinal impact of social capital on organizational outcomes.

Organizational Citizenship Behavior

Informal relationships within organizations, often referred to as Organizational Citizenship Behavior (OCB), are frequently linked to enhanced organizational effectiveness. Social capital, which fosters collaboration and trust among employees, plays a pivotal role in advancing organizational development. However, while OCB can significantly improve organizational performance, it is crucial to recognize that excessive reliance on informal networks may sometimes undermine formal organizational structures and processes. The complexity of this relationship warrants further exploration, particularly in understanding when OCB might have diminishing returns on organizational effectiveness.

Firmansyah et al. (2022) explored the impact of perceived organizational support on OCB and organizational commitment, particularly in the context of public health centers during the COVID-19 pandemic. The study highlights a direct and substantial effect of organizational support on commitment, which, in turn, positively influences OCB among nurses. While these findings are insightful, the study predominantly focuses on a single context—healthcare settings—limiting the generalizability of its conclusions to other sectors. Moreover, the study's reliance on cross-sectional data restricts its ability to establish causal relationships, as the directionality of the effects between organizational support, commitment, and OCB remains unclear. Future research could benefit from longitudinal or experimental designs to further validate the study's conclusions and explore the dynamic interplay of these variables over time.

In a similar vein, Zhang et al. (2022) examined the relationship between high-performance work systems and employee OCB, particularly within the context of China-specific management practices. Their findings suggest that cultural and identity factors moderate the impact of high-performance work systems on OCB, highlighting the importance of aligning employee values with organizational goals to foster OCB. While these insights are valuable, the study's focus on Chinese management practices raises questions about the cross-cultural applicability of the findings. The influence of cultural context on HRM practices and OCB may differ significantly across countries, and thus the findings may not be easily transferable to organizations in other regions. Further research is needed to investigate how these cultural moderating factors influence the effectiveness of HRM strategies in promoting OCB in diverse global contexts.

Both studies provide valuable contributions to the understanding of OCB and organizational commitment, yet they also reveal important limitations. A critical gap in the literature is the lack of research examining the boundary conditions under which OCB might have negative consequences for organizational outcomes, such as role ambiguity or burnout. Additionally, future studies could address the need for more diverse, longitudinal data to establish causal links and expand the generalizability of findings across different industries and cultural contexts.

The Relationship Between SC and OCB

Unni (2014) examined the relationship between social capital (SC) and organizational citizenship behavior (OCB) among 105 personnel in the automotive marketing and service sector. The research found a positive relationship between the variables, demonstrating that SC is strongly associated with OCB. Amintojar et al. (2015) highlighted SC as crucial for employee development and corporate success. Their research on the relationship between SC and OCB in a local municipality revealed a significant and robust connection between these factors through correlation analysis. This finding suggests that enhancing SC can improve organizational effectiveness and performance. Behtooee (2016) surveyed 370 teachers and found substantial positive correlations between SC and OCB. The study indicated that SC has a significant direct effect on OCB, suggesting that SC plays a crucial role in fostering OCB and improving organizational outcomes.

Bruque et al. (2016) hypothesized that the size of an employee's network influences their OCB. Their survey of 405 employees at a Spanish company showed a positive relationship between employees' support networks and OCB. Additionally, OCB positively affected task performance and adaptability to change. Frequent, high-quality interactions with others enhance a person's willingness and sense of responsibility to be engaged in positive behaviors, such as OCB. For example, teachers with vital SC frequently communicate with colleagues, sharing challenges, offering and receiving assistance, and sharing information. These interactions help teachers feel valued and committed to the organization, boosting their job engagement. Engaged teachers are more motivated to exceed their job requirements, increasing OCB. Empirical studies support the link between employee engagement and OCB (Ko et al., 2018).

Hypotheses DEVELOPMENT

H1 Social capital has a significant positive relationship with teacher's altruism.

- This hypothesis suggests that as teachers' social capital increases, their level of altruism (helpfulness, selflessness, willingness to assist others) also increases.

H2 Social capital has a significant positive relationship with teacher's conscientiousness.

- This suggests that higher social capital leads to higher conscientiousness in teachers, meaning they are more organized, diligent, and responsible in their professional behavior.

H3 Social capital has a significant positive relationship with teacher's sportsmanship.

- This hypothesis indicates that teachers with more social capital will exhibit better sportsmanship, such as being more forgiving, tolerant of others' mistakes, and maintaining a positive attitude in challenging situations.

H4 Social capital has a significant positive relationship with teachers' courtesy.

- The hypothesis suggests that teachers who possess greater social capital will be more courteous, demonstrating politeness, respect, and consideration in their interactions with others.

Methodology

This research adopted a quantitative approach grounded in a positivist philosophy, which emphasizes causality to explore the relationship between distributed leadership (DL) as an independent variable and organizational citizenship behavior (OCB) as the dependent variable. Job satisfaction and organizational commitment were included as control variables to account for potential confounding effects. The methodology was designed to ensure rigorous data collection, sampling, and analysis, adhering to established standards in social science research. To accurately represent the population, the study focused on teachers from technical schools and vocational colleges in West Malaysia. The total population consisted of 7,796 teachers across 81 institutions. A proportional random sampling method was employed, combining stratified and systematic techniques. First, the population was stratified by school type and region to ensure proportional representation. Within each stratum, systematic sampling was used, where every n th teacher was selected based on a sampling interval derived from the ratio of the population size to the required sample size. The sample size of 375 teachers was determined using Krejcie and Morgan's (1970) table, ensuring sufficient statistical power. Recognizing potential non-responses, 500 questionnaires were distributed to achieve the targeted response rate of 75%, which aligns with prior studies in the education sector.

The data collection instrument was a structured questionnaire, carefully designed to measure OCB, DL, job satisfaction, and organizational commitment. The questionnaire comprised 30 items for OCB, 24 items for DL, and six items each for job satisfaction and organizational commitment. These items were adapted from validated instruments commonly used in prior research. For instance, the OCB scale was based on Organ's (1988) framework, while the DL scale was adapted from Leithwood et al. (2004). The job satisfaction and organizational commitment scales were informed by Locke (1976) and Meyer and Allen (1991), respectively.

The development process included extensive expert reviews to ensure the content's relevance and alignment with the study objectives. A bilingual version of the questionnaire was prepared in Malay and English, with a rigorous translation and back-translation process conducted by experts to ensure linguistic and conceptual equivalence. A pilot study involving 50 teachers from a comparable population was conducted to refine the instrument for clarity, cultural appropriateness, and comprehensibility. Feedback from the pilot study informed necessary adjustments.

To validate the questionnaire, several techniques were employed. Construct validity was assessed using exploratory factor analysis (EFA) to confirm that the items accurately measured the intended constructs. Content validity was established through expert evaluation, while criterion validity was verified by correlating the scales with related constructs. Reliability was measured using Cronbach's alpha, with scores indicating high internal consistency across constructs: OCB (87.2%), DL (95%), job satisfaction (81%), and organizational commitment (90%).

Data collection involved distributing closed-ended questionnaires to participants, with each school evaluating an average of five to six teachers. Respondents were instructed to complete the questionnaire in either Malay or English, ensuring clarity and accessibility. Ethical considerations were meticulously observed, including obtaining informed consent, ensuring participant anonymity, and maintaining confidentiality throughout the research process.

Once the completed questionnaires were collected, the data were analyzed using SPSS (version 20.0). Statistical tests such as correlation and regression analyses were performed to examine relationships between variables and to determine the causal impact of DL on OCB, while controlling for job satisfaction and organizational commitment. These analyses provided robust and reliable insights into the research questions, grounded in a well-structured and methodical approach. This comprehensive methodology ensured that the study adhered to high standards of validity, reliability, and ethical rigor, thereby contributing meaningful findings to the field of educational leadership and organizational behavior.

Results

The sample for this research consisted of 420 teachers from 81 TVET institutions, including vocational colleges and technical schools in Peninsular Malaysia. The total number of usable questionnaires for analysis, that is, 420, is more significant than what had been suggested by Krejcie and Morgan (1970), which is 375 for a population of 7796. In addition, Coakes et al. (2010) state that to ensure a proper factor analysis, the number of respondents should be twenty times greater than the number of independent variables investigated. Since four dimensions of DL were examined in the present study, the sample of 420 respondents was considered more than satisfactory. The total sample of 420 respondents represented the total population of 7796.

Reliability Analysis

Cronbach's alpha results were re-examined based on the responses of the main study. The Cronbach-alpha coefficient for each variable is presented in Table 1 below. Internal consistency of the scales can be gauged through these coefficients. The Cronbach alphas range from .85 to .94, which suggests the specified indicators are sufficient for use (Nunnally, 1967).

Table 1: Reliabilities for the Study Variables after Factor Analysis

Variables	Cronbach Alpha
Social Capital	.92
Teacher's Organizational Citizenship Behavior	
Courtesy	.94
Altruism	.85
Conscientiousness	.85
Sportsmanship	.86
Job Satisfaction	.89
Organizational Commitment	.92

Correlation Analysis

The Pearson product-moment correlation coefficients (r) were used to analyze the correlations and directions among the variables. As shown in Table 2, all inter-correlations were statistically significant. The correlation between SC and the four dimensions of OCB was positive and significant, ranging from ($r = .49, p < .00$) to ($r = .67, p < .00$). The correlation between SC and courtesy ($r = .67, p < .00$), SC and altruism ($r = .52, p < .00$), SC and conscientiousness ($r = .65, p < .00$), and sportsmanship ($r = .61, p < .00$) was also significant. Hence, statistical independence exists between these variables. All the correlations between SC and the teacher's OCB were substantial and positive. Although correlations among the variables were significant, the strength of the correlation was well below .90, thus indicating no serious multi-collinearity (Hair et al., 2018). The correlation coefficient results indicate positive and significant relationships among the variables.

Table 2: Pearson Correlation Matrix for the Study Variables

Variables	1	2	3	4	5
1. Social Capital	-				
2. Courtesy	.67**	-			
3. Altruism	.52**	.54**	-		
4. Conscientiousness	.65**	.60**	.49**	-	
5. Sportsmanship	.61**	.64**	.59**	.63**	-

SC and Teacher's OCB

A two-step hierarchical regression was conducted to test the relationship between SC and the teacher's OCB. This study evaluates how well the respondent's SC participation predicts the teachers' OCB level—the predictors comprised of the SC. The criterion variable relates to the teachers' OCB. In this study, job satisfaction and organizational commitment were statistically controlled. Hence, these variables were entered into the regression equation in the first step. In the second step, the variable representing the SC was entered. As seen from Table 3, the control variables (job satisfaction and organizational commitment) were significantly and positively related to teacher's OCB ($\beta = .30, p < .01$ and $\beta = .56, p < .01$, respectively). In model 2, the SC could explain 72.0% ($R^2 = .72$, $F\text{-change} = 100.52, p < .01$) of the observed variations on teacher's OCB after controlling for the effect of job satisfaction and organizational commitment. The analysis shows that the SC significantly contributed to predicting the teacher's OCB.

The researchers found evidence that there was a significant positive relationship between SC and teacher's OCB. In addition, standardized regression coefficients were provided to allow other researchers to compare the relationship between the principal's SC and the teacher's OCB.

Table 3: Results of Hierarchical Regression of SC and Teacher's OCB

Variables	Model 1 Std. β	Model 2 Std. β
Step 1: Control Variables		
Job Satisfaction	.30**	.16**
Organizational Commitment	.56**	.44**
Step 2: Study Variable		
SC		.35**
R^2	.65	.72
Adj. R^2	.65	.72
R^2 Change	.65	.07
F-Change	385.04**	100.52**

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

SC and Teacher's Altruism

Another set of regression was conducted to test the impact of SC on the dimension of teachers' OCB. The first step statistically controlled teachers' altruism, job satisfaction, and organizational commitment. Then, SC was entered in the second step. As shown in Table 4, the control variables accounted for 48.0% ($R^2 = .48$, $F\text{-change} = 191.791, p < .01$) of the observed variations in teacher's altruism. The control variables, which were job satisfaction ($\beta = .17, p < .01$) and organizational commitment ($\beta = .55, p < .01$), were significantly and positively related to teacher's altruism. On adding SC variables, the R^2 increased to .49. This indicates that SC

could explain 1.0% (R^2 change = .01, F-change = 6.32, $p < .01$) of the observed variations on teacher's altruism and the above effect of constant variables. The result showed that SC ($\beta = .12$, $p < .01$) positively contributed to the teachers' altruism prediction.

Table 4: Results of Hierarchical Regression of SC and Teacher's Altruism

Variables	Model 1 Std. β	Model 2 Std. β
Step 1: Control Variables		
Job Satisfaction	.17**	.12**
Organizational Commitment	.55**	.51**
Step 2: Study Variable		
SC		.12**
R^2	.48	.49
Adj. R^2	.48	.48
R^2 Change	.48	.01
F-Change	191.791**	6.32**

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

The researcher found evidence of a significant positive relationship between SC and teachers' altruism. In addition, standardized regression coefficients were provided to allow other researchers to compare these relationships.

SC and Teachers' Courtesy

Secondly, the researchers wanted to examine the impact of the respondents' participation in SC on teachers' courtesy. Similarly, job satisfaction and organizational commitment were also statistically controlled. Hence, these variables were entered into the regression equation in the first step. In the second step, representing the SC was entered. Table 5 shows that the control variable accounted for 42.0% ($R^2 = .42$, F-change = 152.06, $p < .01$) of the variance in teacher's courtesy. In this study, the control variables (job satisfaction and organizational commitment) were significantly and positively related to teacher's courtesy ($\beta = .24$, $p < .01$ and $\beta = .45$, $p < .01$, respectively). On adding the three model variables relating to the principal's DL, the R^2 increased to .53. This indicates that the principal's DL was able to explain an additional 10% (R^2 change = .10, F-change = 91.20, $p < .01$) of the observed variations on teacher's courtesy. The result showed that SC ($\beta = .44$, $p < .01$) positively contributed to the teacher's courtesy prediction.

Table 5: Results of Hierarchical Regression of SC and Teacher's Courtesy

Variables	Model 1 Std. β	Model 2 Std. β
Step 1: Control Variables		
Job Satisfaction	.24**	.07**
Organizational Commitment	.45**	.30**
Step 2: Study Variable		
SC		.44**
R^2	.42	.53
Adj. R^2	.42	.42

R ² Change	.42	.10
F-Change	152.060**	91.20**

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

The researchers found evidence that there was a significant positive relationship between SC and teacher courtesy. In addition, standardized regression coefficients were provided to allow other researchers to compare these relationships.

SC and Teachers' Conscientiousness

Thirdly, the researcher needs to evaluate how well the respondent's participation in SC predicts the level of the teachers' conscientiousness. In this study, job satisfaction and organizational commitment were statistically controlled. Hence, these variables were entered into the regression equation in the first step. In the second step, SC was entered. As seen from Table 6, the control variable significantly contributed to the teachers' conscientiousness variance. In this study, the control variables (job satisfaction and organizational commitment) were significantly and positively related to the teacher's conscientiousness ($\beta = .32$, $p < .01$ and $\beta = .36$, $p < .01$, respectively). In model 2, the three SCs could explain 49.0% ($R^2 = .49$, F-change = 73.56, $p < .01$) of the observed variations in teacher's conscientiousness after controlling for the effect of job satisfaction and organizational commitment. The result showed that SC ($\beta = .41$, $p < .01$) positively contributed to the teacher's conscientiousness prediction.

Table 6: Results of Hierarchical Regression of SC and Teacher's Conscientiousness

Variables	Model 1	Model 2
	Std. β	Std. β
Step 1: Control Variables		
Job Satisfaction	.32**	.16**
Organizational Commitment	.36**	.22**
Step 2: Study Variable		
SC		.41**
R ²	.40	.49
Adj. R ²	.40	.49
R ² Change	.40	.09
F-Change	140.21**	73.56**

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

The researcher found evidence that there was a significant positive relationship between SC and teachers' conscientiousness. In addition, standardized regression coefficients were provided to allow other researchers to compare these relationships.

SC and Teacher's Sportsmanship

Fourthly, the researcher hopes to examine the impact of the respondent's participation in SCs on the teachers' sportsmanship. Similarly, job satisfaction and organizational commitment were also statistically controlled. Hence, these variables were entered into the regression equation in the first step. In the second step, all three variables representing the SC were entered. Table 7 shows that the control variable accounted for 40.0% ($R^2 = .40$, F-change = 140.21, $p < .01$) of the variance in teacher's sportsmanship. In this study, the control variables (job satisfaction and organizational commitment) were significantly and positively related to the teachers' sportsmanship ($\beta = .32$, $p < .01$ and $\beta = .36$, $p < .01$, respectively). On adding the model

variables about SC, the R^2 increased to .49. This indicates that the principal's DL was able to explain an additional 9% (R^2 change= .09, F-change = 73.56, $p < .01$) of the observed variations on teachers' sportsmanship. The result showed that SC ($\beta = .41$, $p < .01$) positively influenced teachers' sportsmanship prediction.

Table 7: Results of Hierarchical Regression of SC and Teacher's Sportsmanship

Variables	Model 1 Std. β	Model 2 Std. β
Step 1: Control Variables		
Job Satisfaction	.32**	.16**
Organizational Commitment	.36**	.22**
Step 2: Study Variable		
SC		.41**
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R^2	.40	.49
Adj. R^2	.40	.49
R^2 Change	.40	.09
F-Change	140.21**	73.56**

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

The researchers found evidence that there was a significant positive relationship between SC and teacher's sportsmanship. In addition, standardized regression coefficients were provided to allow other researchers to compare these relationships.

Discussion

This study was, therefore, an attempt to identify the effect of SC on teachers' OCB in technical schools and vocational colleges in Malaysia. There was a positive relationship between SC and teachers. It means that the teachers believe that SC positively affects the OCB. Unni (2014) study provided the research community with evidence that SC could have a positive and significant association with OCB. Amintojjar et al. (2015) found a significant positive relationship between SC and OCB. Therefore, an opportunity existed for managers and organizations to improve efficiency and performance by reinforcing SC. Behtooee's (2016) investigation indicated that SC could be essential in generating OCB and improving organizational outcomes. Bruque et al. (2016) found evidence that the association between an employee's supportive network and OCB was significant and positive. Previous research supports evidence that an employee's social network influenced OCB in the sample.

Implications

This study advances emotional labor research by introducing social capital as a critical precursor to emotional regulation strategies. We extend existing studies by highlighting how social capital facilitates deep acting, which benefits employees and organizations. Our research adds value by revealing that social capital energizes employees' OCB, offering new insights into the emotional labor literature. We also contribute to understanding OCB as a form of extra-role performance, emphasizing its importance alongside task performance. Our study fills a gap in emotional labor research by demonstrating how social capital influences OCB, thus enhancing our comprehension of contextual performance in this context. Additionally, our research sheds light on how job resources, such as social capital, can lead to extra-role performance through the mediating effects of deep acting and job engagement. This offers a

fresh perspective on the JD-R model, emphasizing positive motivational processes and outcomes rather than solely focusing on negative aspects. Our findings have practical implications for organizations that foster sustainable workplaces, especially in service sectors with high emotional labor demands. Organizations can enhance employees' deep acting and overall performance by promoting social capital. Practical steps include facilitating social interactions among employees and incorporating effective organizational designs.

Limitations And Future Directions

Our study's limitations include using single-source data, which may introduce common method variance. Future research could address this by employing multi-source data to validate our findings. Additionally, our focus on extra-role performance suggests the need to explore in-role performance in future studies. The cross-sectional design of our research raises concerns about causality. Longitudinal studies could provide more vigorous evidence on the relationship between social capital and OCB. Moreover, using experience sampling methodology could enhance our understanding of emotional regulation over time. We did not examine moderators that might influence the relationship between social capital and OCB. Future research should consider variables such as personal and organizational resources. Lastly, exploring the reciprocal relationship between social capital and OCB through longitudinal studies could offer insights into how they mutually reinforce each other. Expanding research across different industries and countries could further validate our findings.

Conclusion

This study was, therefore, an attempt to identify the effect of SC on teacher's OCB in technical schools and vocational colleges in Malaysia. There was a positive relationship between SC and teachers. It means that the teachers believe that SC positively affects the OCB. Unni (2014) study provided the research community with evidence that SC could have a positive and significant association with OCB. Amintojjar et al. (2015) found a significant positive relationship between SC and OCB. Hence, there is an opportunity for managers and organizations to improve efficiency and performance by reinforcing Social Capital. Behtooee (2016) investigation indicated that SC could be essential in generating OCB and improving organizational outcomes. Bruque et al. (2016) found evidence that the association between an employee's supportive network and OCB was significant and positive. Previous research supports evidence that an employee's social network influenced OCB in the sample.

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