

# Correlation of teachers' commitment and organizational citizenship behavior among public elementary school teachers in Kasibu West district, northern Philippines

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## Abstract

This study examines the commitment and organizational citizenship behavior (OCB) of public elementary school teachers in Kasibu West District in the province of Nueva Vizcaya, Philippines during the 2022-2023 academic year. Data were collected from 126 teachers, representing 67.02% of the total 188, through simple random sampling. The research explores dimensions of commitment (school, teaching work, occupation, and work group) and OCB (altruism, courtesy, sportsmanship, conscientiousness, civic virtue, proactivity, collaboration, knowledge sharing, and workplace positivity). Quantitative analysis, including mean scores and Pearson's  $r$  ( $\alpha = 0.05$ ), reveals high levels of commitment (overall mean: 4.51), particularly in dedication to school (4.59) and teaching responsibilities (4.41). Teachers demonstrate strong OCB (overall mean: 4.40), excelling in courtesy (4.58), conscientiousness (4.65), collaboration (4.64), and workplace positivity (4.68). They also perform well in altruism (4.19), sportsmanship (4.36), civic virtue (4.41), proactivity (4.03), and knowledge sharing (4.07). The study identifies a significant positive correlation ( $r = 0.792$ ) between teachers' perceived commitment and their OCB. Limitations include reliance solely on questionnaires and inclusion of only permanently positioned teachers. The study recommends a customized training program, supported by the Public-School District Supervisor, to enhance and sustain teachers' commitment and OCB based on study findings.

**Keywords:** commitment, organizational citizenship behavior, public school teachers

## **Correlation of teachers' commitment and organizational citizenship behavior among public elementary school teachers in Kasibu West district, northern Philippines**

### **1. Introduction**

Organizations worldwide grapple with the challenges posed by the rapidly changing knowledge-based society. In this context, the improvement of employee work quality within an organization is closely intertwined with the establishment of appropriate rules and norms governing the work environment. The long-term viability of an organization hinges on the active engagement of individuals who display positive behavior and foster strong synergy. These attributes, combined with a strong desire and passion to contribute to organizational goals, constitute what Romi and colleagues (2020) refer to as "extra performance behavior." Within this framework, extra performance behavior, more commonly known as organizational citizenship behavior (OCB), encompasses voluntary actions undertaken by employees that go beyond the prescribed job requirements and organizational standards. Organizational citizenship behavior plays a pivotal role in optimizing performance outcomes, as it involves employees willingly going above and beyond their formal duties and delivering results that exceed organizational expectations, particularly in terms of organizational commitment (Organ et al., 2016).

Examining the phenomenon of organizational citizenship behavior in educational settings, such as schools, presents an intriguing avenue for research. Organizational citizenship behavior in this context refers to discretionary actions undertaken by teachers and other stakeholders that do not receive explicit or tangible rewards within the formal reward system. However, these behaviors collectively contribute to the effective and efficient functioning of schools as organizations (Organ et al., 2016). According to Romi and colleagues (2020), building upon the work of Robbins (2009), organizations benefit greatly when their members exhibit high levels of organizational citizenship behavior. This is manifested through superior performance in various indicators, including altruism, courtesy, sportsmanship, conscientiousness, and civic virtue. By surpassing the performance of other organizations, these individuals contribute to the overall success and competitiveness of their respective organizations.

Additionally, Pudjiart (2018) emphasizes that employees' commitment to working together towards the attainment of organizational goals is a significant manifestation of organizational commitment. This commitment reflects the strong desire and belief of individuals to embrace the values and norms upheld by the organization in the long run. It encompasses both personal and collective successes experienced by individuals within work groups (Khalid et al., 2018). Furthermore, Wibowo (2014) argues that organizational commitment is characterized by a steadfast desire to remain a member of the organization, with members striving to align their actions with the organization's wishes and beliefs. It encompasses employee loyalty and ongoing efforts to support the organization, its values, and its goals. This entails maintaining one's affiliation with the organization while exerting diligent efforts to contribute towards the achievement of organizational objectives.

The present study also explores the manifestation of organizational commitment specifically within the context of teachers. This commitment can be observed in various areas, including (1) commitment to the school, (2) commitment to the teaching work, (3) commitment to the teaching occupation, and (4) commitment to the work group. The researcher drew inspiration from observing co-teachers and school administrators who demonstrated a strong desire to maintain their membership in the organization. These individuals exhibited a deep faith in embracing the goals and objectives set forth by the Department of Education as a whole. They also voluntarily made extraordinary efforts to support their school district through their involvement in the implementation of various programs and activities.

Additionally, the researcher noted the inherent challenges associated with the teaching profession. However, it was observed that teachers who possess a strong commitment to their profession find the work more

manageable. School administrators in the Kasibu West District consistently emphasized the importance of commitment in the teaching profession. They emphasized that effective educators must demonstrate commitment not only to their students but also to the teaching profession as a whole. While the Department of Education acknowledges that teachers may encounter numerous challenges in the emerging normal, it remains imperative for teachers to abide by rules and regulations and adhere to the principles of their profession.

The observations made by the present researcher are supported by Cairo (2019), who emphasizes that teachers are driven to pursue the teaching profession due to their deep commitment and love for the noble task of shaping the future citizens of the country. Committed teachers prioritize the wants, needs, and interests of their students. In the rapidly changing world we live in, teachers must continuously update themselves with the latest trends and developments in education. Dedicated teachers consistently seek to learn new methods, techniques, and strategies to ensure an effective teaching-learning process, which is the highest manifestation of their commitment. Furthermore, the current researcher's review of related studies indicates a research gap in the context of public elementary school teachers in the Kasibu West District regarding their commitment in relation to their perceived organizational citizenship behavior. Therefore, it is assumed in this research investigation that teachers' commitment is correlated with their organizational citizenship behavior. This behavior, as earlier discussed, refers to discretionary and additional role behaviors exhibited by teachers beyond their regular teaching job description, also known as extra-role behavior. It is argued that organizational citizenship behavior should go beyond formal job duties, be voluntary and multidimensional in nature, and be directed towards the benefit of the organization. This behavior is composed of five dimensions: altruism, courtesy, sportsmanship, conscientiousness, and civic virtue (Stewart & Wherry, 2012).

The researcher aims to explore whether teachers in the Kasibu West District exhibit behaviors that demonstrate altruism, such as offering help to individuals facing problems and needing assistance, as well as behaviors of courtesy, such as checking with others before taking action and providing advance notice and reminders. The researcher is also interested in investigating whether teachers maintain a positive attitude and refrain from complaining about insignificant issues within the organization (sportsmanship). Additionally, the researcher wants to examine whether teachers in the district adhere to norms that define a good worker, such as having a high attendance rate and utilizing time efficiently (conscientiousness). Lastly, the researcher aims to determine if teachers actively participate and engage in the organization by attending functions, even when it is not obligatory (civic virtue). These questions will shed light on the organizational citizenship behavior of the teachers under study.

In addition to the dimensions of altruism, courtesy, sportsmanship, conscientiousness, and civic virtue, the researcher acknowledges the importance of considering additional dimensions of organizational citizenship behavior. These dimensions include proactivity, collaboration, knowledge sharing, and workplace positivity. The following discussion of these additional dimensions were taken from Vadil and Apostol (2023). Proactivity refers to the voluntary initiation of new ideas, improvements, or problem-solving efforts by employees. It involves taking the initiative to identify and address issues or opportunities without being prompted by others. Teachers who demonstrate proactivity actively seek ways to enhance their teaching methods, curriculum development, or student support systems.

Collaboration is the willingness and ability to work effectively with colleagues and other stakeholders towards shared goals. Teachers who exhibit collaboration actively engage in teamwork, contribute to group discussions, and share resources and expertise with their peers. They foster a collaborative and supportive work environment where collective efforts lead to improved outcomes. Knowledge sharing involves the willingness to openly share information, ideas, and resources with others. Teachers who engage in knowledge sharing freely exchange their knowledge and experiences with colleagues, contributing to a culture of continuous learning and professional development. They actively seek opportunities to disseminate best practices and innovations to benefit their colleagues and the organization as a whole.

Workplace positivity encompasses maintaining a positive attitude, fostering a supportive atmosphere, and promoting a sense of well-being within the organization. Teachers who display workplace positivity create a conducive and uplifting work environment, where mutual respect, encouragement, and positive interactions are valued. They contribute to a positive organizational culture that enhances job satisfaction and overall performance. Considering these additional dimensions of organizational citizenship behavior alongside altruism, courtesy, sportsmanship, conscientiousness, and civic virtue will provide a comprehensive understanding of the teachers' behaviors and contributions to the organization.

A comprehensive examination of existing literature concerning the primary research constructs reveals a significant dearth of studies investigating organizational citizenship behavior and teachers' commitment within public elementary schools. This research gap underscores the necessity for new and up-to-date research in this field, which aligns with the Basic Education Research Agenda of the Department of Education (DepEd), specifically Theme 3, which centers on human resource development with a subtheme of employee welfare (DepEd Order No. 39, series of 2016). Notably, no prior research has been conducted in the Kasibu West District that specifically explores the interplay between teachers' commitment and organizational citizenship behavior, thereby highlighting an unexplored avenue for investigation.

The primary objective of this research is to address the existing gap by examining and bridging the identified research void. This study aims to investigate the relationship between teachers' commitment and their organizational citizenship behavior among public elementary school teachers in the Kasibu West District. Specifically, this study answered the following specific research problems:

- What is the perceived commitment of the public elementary school teachers of Kasibu West District along the dimensions of commitment to school, commitment to teaching work, commitment to teaching occupation, and commitment to work group?
- What is the perception of the respondents of their organizational citizenship behavior along the dimensions of altruism, courtesy, sportsmanship, conscientiousness, civic virtue, proactivity, collaboration, knowledge sharing, and workplace positivity?
- Is there significant correlation between the perceived teachers' commitment and organizational citizenship behavior of the respondents?
- Based on the salient findings of this study, what management intervention program could be developed to enhance/sustain the teachers' commitment and organizational citizenship behavior of the respondents?

## 2. Review of Literature

This research investigation draws inspiration from the Social Exchange Theory, originally proposed by American sociologist George Homans in his article titled "Social Behavior as Exchange." The Social Exchange Theory stands as a prominent framework within the social sciences, providing insights into social interactions. Over time, this theory has witnessed theoretical and empirical developments, expanding its scope to encompass areas such as power dynamics, dependence, social networks, reciprocity, fairness, social cohesion, and solidarity.

As per Crossman (2020), the Social Exchange Theory can be understood as a model that interprets society as a series of interactions between individuals, governed by assessments of potential rewards and punishments. According to this perspective, our interactions are influenced by the anticipated rewards or punishments we expect from others. These assessments are often made using a cost-benefit analysis, whether consciously or subconsciously. A crucial tenet of the Social Exchange Theory emphasizes that interactions that evoke approval from others are more likely to be repeated compared to those that elicit disapproval. Therefore, we can predict the likelihood of a specific interaction being repeated by evaluating the balance between the rewards (approval)

and punishments (disapproval) resulting from it. If the rewards outweigh the punishments, the interaction is more likely to persist or reoccur.

By incorporating the Social Exchange Theory, this research investigation aims to shed light on the dynamics of social interactions and their underlying motivations. It provides a framework for understanding how individuals navigate their social environments, considering the potential gains and losses associated with different interactions. Moreover, this theory helps us anticipate the outcomes and patterns of interactions, enabling us to make informed predictions about their future occurrence.

The Social Exchange Theory, originating from George Homans' seminal work, serves as a significant theoretical foundation for this research investigation. It offers valuable insights into social interactions, emphasizing the role of rewards and punishments in shaping human behavior. By applying this theory, we aim to deepen our understanding of social dynamics and their implications across various domains. According to the research conducted by Jonason and Middleton (2015), Social Exchange Theory (SET) posits that human behavior can be understood as the outcome of individuals engaging in cost-benefit analyses when interacting with their environment and society. When individuals perceive that the rewards they can gain from a particular behavior outweigh the costs associated with it, they are more likely to engage in that behavior. Conversely, if the costs outweigh the benefits, they are less likely to perform the behavior. Factors such as the value placed on maintaining relationships, trust, and expectations of reciprocation can influence the perceived costs and rewards of social exchanges.

In the context of organizational behavior, Social Exchange Theory (SET) has been applied to examine organizational citizenship behavior, which suggests that employees' behaviors are influenced by their perception of an exchange relationship within the organization (Belogolovsky & Somech, 2010; Zeinabadi & Salehi, 2011). Organizational citizenship behavior refers to voluntary actions by employees that go beyond their formal job requirements, such as helping colleagues in need, and is driven by a sense of obligation and reciprocity. Furthermore, organizational commitment is seen as another aspect of social exchange that can impact organizational citizenship behavior, or vice versa (Zeinabadi & Salehi, 2011). Organizational commitment refers to an individual's emotional attachment and loyalty to the organization. In this study, the focus will be on teachers' commitment, specifically in terms of commitment to the school, commitment to their teaching work, commitment to the teaching occupation, and commitment to their work group as dimensions of teachers' commitment.

By applying Social Exchange Theory to the examination of organizational citizenship behavior and organizational commitment, this study aims to explore the relationship between these constructs. It seeks to understand how teachers' perceptions of the costs and rewards associated with their roles and relationships within the organization influence their commitment levels and their willingness to engage in discretionary behaviors that benefit the organization as a whole. The primary processes within schools can often be elusive to define, despite efforts to measure key aspects of these processes and their outcomes. Consequently, it becomes imperative for teachers to possess a high level of commitment to the teaching profession and demonstrate motivation to go beyond their formal job responsibilities, exhibiting what is known as organizational citizenship behavior. Social Exchange Theory serves as a theoretical framework that explains organizational citizenship behavior and commitment to teaching as a whole. This study aims to investigate teachers' commitment and organizational citizenship behavior as outcomes of the teacher-school exchange.

One of the objectives of this study is to explore the nature of exchanges between teachers and various stakeholders within the school, examining how these exchanges influence teachers' commitment to the teaching profession. Additionally, the study seeks to assess the relative impact of these aspects on organizational citizenship behavior, which refers to the voluntary actions undertaken by teachers that extend beyond their official job requirements, benefiting the organization as a whole. As highlighted by Uwezo (2016), teachers play a crucial role in educating the future members of society through their work in schools. Especially at the basic

education level, teachers contribute significantly to economic and technological advancements while also promoting the well-being of the communities they serve. Consequently, Razak and colleagues (2019) propose that understanding the factors that influence teachers' commitment levels within schools and wider education systems, as well as how these factors contribute to the manifestation of healthy organizational citizenship behavior, becomes a significant area of research. Such research can guide educational reforms and changes within classrooms and national education systems.

According to Tsui and Cheng (1999) as cited by Razak and colleagues (2019), the quality of an education system and the effectiveness of educators within the system primarily rely on the teachers who guide and carry out the majority of educational tasks and activities in schools and institutions. Teachers play a vital role in providing, supporting, and promoting high-quality instruction and learning. They face immense pressure to maintain high levels of performance, attitude, and behavior among their students, both in classrooms and other educational settings. Numerous studies have demonstrated that the quality of teaching significantly influences student achievement (Darling-Hammond, 2000), and teachers' commitment is a contributing factor to this effect. However, it is not surprising that teachers and their commitment to their work face scrutiny and occasional criticism from various stakeholders such as political leaders, policymakers, employers, parents, students, and the wider society. Policy-makers and society as a whole hold high expectations of teachers as professionals, role models, and community leaders. Teachers are often tasked with managing extensive changes occurring both within and outside educational institutions. They are expected to implement complex education reforms, and it is only those who are truly committed to the teaching profession who can successfully undertake such monumental tasks (Razak & colleagues, 2019).

In light of these expectations and demands, it becomes crucial to examine and understand the factors that influence teachers' commitment to their work. By investigating teachers' commitment and its impact on various aspects of education, research can contribute to enhancing the quality of teaching and ultimately benefit student learning outcomes. Recognizing and fostering teachers' commitment is essential for building a strong and effective education system that meets the needs and aspirations of all stakeholders involved. Teachers hold a critical role in education systems, and their commitment to the teaching profession greatly influences the quality of education. Despite facing scrutiny and high expectations, committed teachers are capable of managing educational reforms and implementing changes that contribute to positive student outcomes. By acknowledging the importance of teachers' commitment and supporting them in their professional journey, we can cultivate a thriving educational environment that prepares students for a successful future.

The attainment of quality education heavily relies on the dedication and high level of commitment exhibited by teachers. Committed teachers play a crucial role in instilling and nurturing values that guide students in applying their acquired knowledge and skills in the broader world beyond the confines of the classroom or lecture hall. Park (2005), as cited by Razak and colleagues (2019), put forth two compelling reasons for emphasizing teacher commitment in the field of education. Firstly, commitment is an internal force that arises from teachers themselves, driven by their desire for greater responsibility, variety, and challenges in their work, especially as their level of involvement in education expands. As teachers take on more responsibilities, their commitment becomes essential for effectively fulfilling their roles. Secondly, external forces, such as educational reforms and development initiatives, seek higher standards and increased accountability. These external forces rely on the collective efforts of each individual teacher, as well as the sustained commitment of teachers within each school or institutional group.

Considering the significance of teachers' commitment, it becomes evident that it is a crucial aspect in achieving quality education. The success of education hinges upon the professional competence and commitment of teachers, encompassing their skills, knowledge, attitudes, values, and accountability in delivering effective instruction. This commitment is closely tied to teachers' organizational citizenship behavior, which refers to their voluntary actions that contribute to the overall functioning and success of the primary school as stakeholders (Mfaume & Bilinga, 2017). The researcher strongly believed that the attainment of quality education heavily

relies on teachers' commitment and their role in guiding students' learning beyond the classroom. Emphasizing and nurturing teacher commitment is essential to meet the demands of both internal and external forces shaping education. Teachers' professional competence and commitment, coupled with their organizational citizenship behavior, significantly contribute to the achievement of effective teaching practices and overall success in primary schools.

According to Mostafa and Bottomley (2020), organizational citizenship behavior refers to the extent to which employees voluntarily go beyond their designated tasks and behaviors for the benefit of the organization and its members. These behaviors are discretionary and driven by personal choice and a desire to help. Organizational citizenship behaviors exceed the expectations outlined in job descriptions and contribute positively to the effectiveness and atmosphere of the organization. Altruism is one dimension of organizational citizenship behavior. Luthans and Avolio (2019) explain that when employees help each other without expecting anything in return, it fosters a sense of camaraderie and belongingness. Altruism builds trust and confidence among employees and promotes a friendly environment through acts of kindness.

Additionally, politeness and courtesy are fundamental aspects of organizational citizenship behavior. This involves the customary greetings and respectful treatment of superiors and colleagues, as well as deferring to others when necessary. Being courteous means considering the feelings of others, promoting warmth and friendship in the workplace, and upholding proper decorum outlined in organizational rules and regulations. Despite efforts to create a warm and inclusive working environment, conflicts and challenges may still arise. Employees, being human, can experience misunderstandings, intense meetings, and other sources of annoyance and frustration. The dimension of sportsmanship within organizational citizenship behavior encourages employees to bring out their best selves. It fosters professionalism and adherence to high standards of conduct. Responding positively to challenges and criticism means meeting expectations, correcting mistakes, and improving one's own behavior and approach (McTavish & Miller, 2019).

Cohen (2016) emphasizes the importance of conscientiousness, diligence, carefulness, self-restraint, and discipline in fostering professionalism within an organization. Going beyond the basic requirements of work and paying attention to details, while also engaging in small actions that contribute positively to the overall well-being of the organization, can cultivate virtues like sportsmanship. Being conscientious benefits the organization by ensuring that targets and achievements are met consistently, minimizing breakdowns, and enabling others to cover any inadvertent shortcomings. Moreover, Allen (2006) highlights that employees continue to represent their organization even when they are outside of work. They serve as ambassadors, and their actions and behavior can reflect positively or negatively on the organization's image as a whole. It is essential for employees to embody the values and virtues of the organization, both within and outside the workplace. Practicing civic virtues and aligning one's behavior with the organizational values is highly regarded and contributes to the organization's positive reputation. Therefore, employees have a responsibility to act accordingly and exhibit the civic virtues expected of them in their interactions beyond the workplace. Moreover, in order to look into a healthy organizational citizenship behavior, Vadil and Apostol (2023) stressed the following additional dimensions discussed below:

Proactivity as a dimension of organizational citizenship behavior refers to employees voluntarily initiating new ideas, improvements, or problem-solving efforts without external prompting. In the context of teaching, proactive teachers actively seek opportunities to enhance their teaching methods, develop curriculum, and provide support to students. On the other hand, collaboration involves working effectively with colleagues and stakeholders to achieve common goals. Collaborative teachers actively participate in teamwork, contribute to group discussions, and share resources and expertise with their peers. They foster a supportive work environment that promotes collaboration and leads to improved outcomes. Moreover, knowledge sharing is the willingness to openly exchange information, ideas, and resources with others. Teachers who engage in knowledge sharing freely share their knowledge and experiences with colleagues, contributing to a culture of continuous learning and professional development. They actively seek opportunities to disseminate best practices and innovative

approaches for the benefit of their colleagues and the organization as a whole. Furthermore, workplace positivity encompasses maintaining a positive attitude, creating a supportive atmosphere, and promoting well-being within the organization. Teachers who demonstrate workplace positivity contribute to a conducive and uplifting work environment where mutual respect, encouragement, and positive interactions are valued.

The intertwining of organizational citizenship behavior (OCB) and teacher commitment among public elementary school teachers in Kasibu West District is a crucial aspect to consider. OCB refers to discretionary behaviors that go beyond formal job responsibilities, benefiting the organization as a whole. Teacher commitment, on the other hand, signifies dedication and loyalty towards the teaching profession and the school. When examining the relationship between OCB and teacher commitment, it becomes evident that OCB can serve as a driver of commitment. Teachers who actively engage in OCB by assisting colleagues, volunteering for additional tasks, and demonstrating concern for the school's well-being create a positive work environment that fosters commitment. By going above and beyond their required duties, teachers experience a sense of belonging and purpose, leading to higher levels of commitment.

The organizational culture of the schools within Kasibu West District also plays a significant role in shaping both OCB and teacher commitment. A positive and supportive culture that values collaboration, teamwork, and mutual respect encourages teachers to exhibit OCB and enhances their commitment. Conversely, a negative or toxic culture can hinder the development of OCB and negatively impact teacher commitment. The perception of organizational support further influences OCB and teacher commitment. Teachers who feel supported, appreciated, and recognized for their contributions are more likely to engage in OCB and demonstrate higher levels of commitment. Conversely, a lack of support or recognition can undermine these behaviors and lead to decreased commitment. It is crucial for school administrators to prioritize creating a supportive work environment that fosters job satisfaction and motivates teachers to go beyond their formal duties.

The intertwining of OCB and teacher commitment is closely linked to job satisfaction and motivation. Teachers who experience job satisfaction are more likely to engage in OCB and exhibit higher commitment levels. Conversely, dissatisfaction with various aspects of their job can result in reduced OCB and lower commitment. Thus, it is essential for administrators to focus on creating a work environment that promotes job satisfaction, ultimately motivating teachers to exhibit OCB and enhance their commitment. Understanding and fostering OCB and teacher commitment among public elementary school teachers in Kasibu West District have far-reaching implications. These behaviors have a significant impact on student outcomes, as committed teachers who engage in OCB are more likely to create positive classroom environments, promote student engagement, and enhance academic achievement.

In summary, schools that have committed teachers practicing excellent organizational citizenship behavior will foster a friendly and cooperative working atmosphere. When teachers have trust and confidence in each other, they feel more comfortable engaging in open communication and collaboration. They are not hesitant to seek advice from one another or address and resolve any issues that arise. They know they can rely on each other's support to achieve the organization's goals and objectives.

### 3. Methodology

**Research Design.** This research employs a quantitative research design, emphasizing the quantification, collection, and analysis of numerical data to test theories deductively. Quantitative research is chosen for its ability to develop and apply mathematical models, theories, and hypotheses to phenomena, facilitating empirical observation and mathematical representation of relationships (Gay et al., 2009). This approach assumes stability and uniformity in the world, enabling measurement and generalization (Gay et al., 2009; Creswell, 2012). The research adopts a descriptive-correlational design specifically suited for assessing public elementary school teachers' perceptions of commitment and organizational citizenship behavior in the Kasibu West District. This design systematically describes attributes and predicts natural relationships between variables without



intervening or attributing causation, employing statistical tools like correlation coefficients (Fraenkel et al., 2012). This study was conducted among public elementary schools in Kasibu West District in the municipality of Kasibu, Nueva Vizcaya.

**Respondents and Sampling Procedure.** The researcher employed a simple random sampling technique to select 126 respondents from a total of 188 public elementary school teachers. This sample represents approximately 67.02 percent of the total population. The sample size was determined using the Slovin Formula, which accounted for a desired level of confidence and a margin of error. Ethical considerations were paramount throughout the sampling process. The selection of respondents was conducted with strict adherence to principles of fairness and confidentiality. Informed consent was obtained from all participants, ensuring they were fully aware of the study's purpose, their voluntary participation, and their right to withdraw at any time without consequence. Furthermore, the anonymity of the respondents was maintained to protect their identities and responses, thereby upholding the ethical standards of research integrity and respect for individuals' privacy.

**Research Instruments.** To gather salient data for the study and to answer the specific questions posted in Chapter I, the following research instruments were used:

**Teachers' Commitment Questionnaire.** This is a 32-item questionnaire developed and validated by Vadil (2015) which was used to measure the work commitment of the respondents to their school, teaching work, teaching occupation, and work group. To determine the reliability of the questionnaire, it was administered to 28 graduate school students of NVSU-Bambang Campus enrolled in the course Philosophical Foundation of Education. Using test re-test method, results of the computation yielded 0.852 reliability coefficient. Said instrument was utilized by Domagas and Vadil (2015) in their research study entitled "Faculty Commitment of the Nueva Vizcaya State University using Cooley's Looking Glass Self Approach", and Fronda (2015) in her dissertation study on work commitment, life and career skills, and citizenship skills of public secondary school teachers in the Division of Nueva Vizcaya. The said instrument was scaled, and respondents were offered five options to select from.

Item	Qualitative Description
5	Always
4	Often
3	Sometimes
2	Seldom
1	Never

The grand mean of each dimension has a verbal description based on the following numerical guide:

Scale	Qualitative Description
4.51 – 5.00	Very high
3.51 – 4.50	High
2.51 – 3.50	Moderate
1.51 – 2.50	Fair
1.00 – 1.50	Low

**Enhanced Organizational Citizenship Behavior Scale.** This is 54 - item questionnaire developed and validated by Apostol and Vadil (2023), with an obtained Cronbach's alpha coefficient of .857 indicating a high level of internal consistency and reliability within the scale. The dimensions include altruism, courtesy, sportsmanship, conscientiousness, civic virtue, proactivity, collaboration, knowledge sharing, and workplace positivity. The instrument is scaled and respondents were offered five options to select from:

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Neutral
- 4 - Agree
- 5 - Strongly Agree

To arrive at a verbal description of each item and grand mean of the enhanced organizational citizenship behavior (EOCB), the following numerical guide were followed for the interpretation of results.

Range	Qualitative Descriptions
4.51-5.00	Excellent OCB
3.51-4.00	Very Good OCB
2.51-3.50	Good OCB
1.51-2.50	Fair OCB
1.00-1.50	Poor OCB

**Data Gathering Procedure.** Following official protocols, the researcher obtained permission from the SDO Nueva Vizcaya, supported by a recommendation letter, before administering the instruments. Respondents were briefed on the study's objectives and significance, ensuring transparency and understanding. Emphasizing credibility, reliability, and validity, the researcher encouraged honest responses. Data analysis involved meticulous tallying, tabulation, and rigorous statistical treatment to interpret findings, addressing specific research questions outlined in the study's introductory chapter. This approach aimed to provide a comprehensive understanding of teachers' perceptions regarding commitment and organizational citizenship behavior, contributing valuable insights to educational research and policy development.

When conducting research on the correlation of teachers' commitment and organizational citizenship behavior among public elementary school teachers in Kasibu West District, Philippines, it was crucial to address several ethical considerations to ensure the integrity and respectfulness of the study. Firstly, informed consent was obtained from all participants, ensuring that they fully understood the purpose, procedures, potential risks, and benefits of the study. Participation was voluntary, with the option to withdraw at any time without any negative consequences. Confidentiality and anonymity were paramount; measures were taken to protect the personal information of participants, using codes instead of names and ensuring individual responses could not be traced back to specific participants.

Respecting the privacy of participants was essential, both during data collection and in the storage of data. Data was collected in a manner that did not intrude on personal matters unrelated to the study and was securely stored with access limited to the research team. The principle of non-maleficence was adhered to, identifying and minimizing any potential risks or harm to participants. It was important to ensure that the study did not adversely affect their well-being or professional standing, providing support for those who may have experienced discomfort or stress due to the study.

**Statistical Treatment of Data.** The data collected through the questionnaire were analyzed using several statistical tools to gain insights into the research questions. The mean was employed to assess the respondents' perceptions of teachers' commitment and organizational citizenship behavior. To explore the relationships between these variables, Pearson's  $r$  correlation coefficient was used, which helped in identifying the strength and significance of the correlation between perceived teachers' commitment and organizational citizenship behavior. A significance level of 0.05 was applied to test the hypotheses, ensuring that the results were statistically valid and meaningful in the context of the research investigation.

#### 4. Discussion of Results

**Problem 1.** What is the perceived commitment of the public elementary school teachers of Kasibu West District along the dimensions of commitment to school, commitment to teaching work, commitment to teaching occupation, and commitment to work group?

In order to determine the teachers' commitment of the respondents, the mean was utilized. Results is presented in Table 1 below. Which shows that the respondents perceived to have a "very high" teachers' commitment as shown by the computed grand mean of 4.51. The public elementary school teachers of Kasibu West District manifest a very high commitment to school (4.59) and commitment to teaching occupation; and

“high” along commitment to work group (4.49) and commitment to teaching work (4.41).

**Table 1**

*Mean and Qualitative Description of the Respondents' Perception of their Teachers' Commitment*

Organizational Climate	Mean	Qualitative Description
Commitment to School	4.59	Very High
Commitment to Teaching Work	4.41	High
Commitment to Teaching Occupation	4.54	Very High
Commitment to Work Group	4.49	High
Grand Mean	4.51	Very High

**Commitment to School.** It can be seen in Table 1 that the respondents have a very high commitment to school as evidenced by the computed area mean of 4.59. The above results could be interpreted to mean that the respondents always implement school policies and procedures; contribute to the well-being of the school; work hard for the school and proud of its achievements; and always have the desire to work beyond office hours as developed by their school. Moreover, the same group of respondents perceived that they often perceived their school as one of the best in the area; maintain a safe, clean and orderly classroom free from distractions; demonstrate punctuality in attendance and quality reports; and often use community networks to publicize school events and achievements.

The above findings is supported by Celep (2014) stressing that commitment can be observed through factors such as investing effort on behalf of the school, taking pride in being part of the institution, being motivated by the school's efforts to provide better working conditions, displaying a genuine interest in the future of the school, and perceiving the school as superior to others. Moreover, the Code of Ethics for Professional Teachers underlines the significance of schools as the breeding grounds for future citizens of the state. It emphasizes that each teacher is entrusted with the responsibility of preserving and transmitting the cultural and educational heritage of the nation to learners. Additionally, teachers are expected to promote national morality, foster national pride, cultivate love for the country, instill allegiance to the constitution and duly constituted authorities, and encourage obedience to the laws of the state (R.A. No. 7836).

**Commitment to Teaching Work.** It is reflected in Table 2 that the public elementary school teachers of Kasibu West District perceived to have a “high” level of commitment to teaching work as shown by 4.41 computed area mean. The above findings could be interpreted to mean that they “always” guide individual learners requiring development of appropriate learner behavior; provide varied enrichment activities to nurture the desire for further learning; and always keep accurate records of grades and performance levels of learners. Furthermore, they also perceived that they “often” obtain information on the learning styles, multiple intelligences and needs of learners; recognize multi-cultural background of learners when providing learning opportunities; enjoy providing learners with variety of learning experiences; maintain a learning environment of courtesy and respect for different learners; and often conduct regular meetings with learners and parents to report learner's progress.

The above results are supported by Celep (2014) by stressing that committed teachers find satisfaction in teaching their students and are willing to go the extra mile to support those who may be struggling academically. These teachers according to him are willingly engage in teaching-related activities beyond the classroom, providing assistance to students outside of regular class hours. Moreover, they fulfill their responsibilities by teaching their subjects diligently and adhering to class schedules, and by gathering information about their students' families, recognizing that understanding students' backgrounds can contribute to better meeting their educational needs.

**Commitment to Teaching Occupation.** Data in Table 1 show that the respondents have a very high commitment to teaching as shown by 4.54 as computed area mean. The above results can be interpreted to mean that they “always” take pride in the nobility of teaching as a profession; accept personal accountability to

learner's achievement and performance; allocate time for personal and professional development; and always maintain stature and behavior that upholds the dignity of teaching. The same group of respondents perceived that they "often" manifest personal qualities such as enthusiasm, flexibility and care; articulate and demonstrate one's personal philosophy of teaching; improve teaching performance based on feedback from students, peers and superiors; improve teaching performance based on feedback from students, peers and superiors; and often use self-evaluation to recognize and enhance one's strengths and correct one's weaknesses.

In relation to the above findings, it is expected that every teacher actively upholds teaching as the noblest profession, displaying genuine enthusiasm and pride in their role as educators. They are required to uphold the highest standards of quality education, diligently prepare for their teaching careers, and consistently strive for excellence in their profession. Teachers are also urged to use the teaching profession as a means to earn a respectable livelihood (Republic Act 7836, Article IV). A research study conducted by Celep (2014) found that a significant proportion of teachers perceived their decision to become teachers as a highly positive event. They took great pride in their profession and acknowledged teaching as more important than other occupations. They aspired to achieve recognition and fame within the teaching profession and viewed teaching as the most ideal occupation for their working lives.

**Commitment to Work Group.** It can be seen in Table 1 that the respondents perceived to have a "high" level of commitment to work group as evidenced by 4.49 computed area mean. The above findings could be interpreted to mean that the public elementary school teachers of Kasibu West District "always" involve parents to participate in school activities that promote learning; demonstrate pride to the achievements of their co-teachers; maintain healthy relationship with co-teachers within and outside the school premises; and always recognize that working together to achieve a goal is very important. Moreover, the same group of respondents perceived that they "often" demonstrate ability to work with peers in coping with varied teaching milieu; link with other institutions/organizations for sharing best teaching practices; involve community in sharing accountability for the learner's achievement; and often show respect for their co teachers and their ideas.

The above findings only shows that the respondents have sense of loyalty and collaboration with each other. Their commitment to the work group within the school is based on their level of loyalty and cooperation with fellow teachers and school officials. This is also supported by Celep (2014) by emphasizing that a close and friendly relationship among members of a work group serves as a powerful motivator for achieving success within the work process. When these relationships are integrated into the goals of the organization, they can significantly impact the productivity of the institution.

**Problem 2.** What is the perception of the respondents of their organizational citizenship behavior along the dimensions of altruism, courtesy, sportsmanship, conscientiousness, civic virtue, proactivity, collaboration, knowledge sharing, and workplace positivity?

Table 2

*Mean and Qualitative Description of the Respondents' Perception of their Organizational Citizenship Behavior*

Organizational Climate	Mean	Qualitative Description
Altruism	4.19	Very Good
Courtesy	4.58	Excellent
Sportsmanship	4.36	Very Good
Conscientiousness	4.65	Excellent
Civic Virtue	4.41	Very Good
Proactivity	4.03	Very Good
Collaboration	4.64	Excellent
Knowledge Sharing	4.07	Very Good
Workplace Positivity	4.68	Excellent
Grand Mean	4.40	Very Good

The public elementary school teachers of Kasibu West District exhibit a high level of organizational citizenship behavior, with an impressive computed grand mean of 4.40. The respondents' perception of their

organizational citizenship behavior is particularly noteworthy in the dimensions of courtesy (4.58), conscientiousness (4.65), collaboration (4.64), and workplace positivity (4.68), where they were rated as "excellent." Additionally, the teachers' performance is commendable in the dimensions of altruism (4.19), sportsmanship (4.36), civic virtue (4.41), proactivity (4.03), and knowledge sharing (4.07), where they were rated as "very good."

**Altruism.** It can be seen in Table 2 that the respondents have a "very good" organizational citizenship behavior along the dimensions of altruism as evidenced by 4.19 as computed area mean. The above findings could be interpreted to mean that they "always" support team members who are facing challenging circumstances by providing emotional support and practical help; create a welcoming and inclusive environment for new employees, and actively helping them navigate the organization and settle into their roles. Moreover, they "often" act as a reliable resource and sounding board for colleagues, offering guidance and advice whenever needed; and engage in collaborative problem-solving, actively seeking opportunities to contribute to team goals and enhance overall productivity. However, the same group of respondents "sometimes" perceived that they go above and beyond to offer assistance to colleagues, even when it means sacrificing personal time or resources; and proactively identifies and addresses the needs of colleagues, anticipating and offering assistance before they ask for it.

The above results only shows the respondents' unselfish concern for other people—doing things simply out of a desire to help, not because they feel obligated to out of duty, loyalty, or religious reasons. It involves acting out of concern for the well-being of other people. Such behaviors are often performed unselfishly and without any expectations of reward (Cherry: 2022). Some examples of altruism include doing something to help another person with no expectation of reward, forgoing things that may bring personal benefits if they create costs for others, helping someone despite personal costs or risks, sharing resources even in the face of scarcity, and showing concern for someone else's well-being.

The researcher strongly believed that altruism holds immense significance in the context of public elementary school teachers as it forms the foundation of a nurturing and supportive learning environment. When teachers exhibit altruistic behavior, they prioritize the well-being and growth of their students above all else, creating a student-centered approach to education. This selfless dedication to their students' success goes beyond the mere dissemination of knowledge; it fosters a deep sense of care, compassion, and empathy in the classroom.

According to Vadil and Apostol (2023), by displaying altruism, teachers become positive role models for their students, instilling values of kindness and empathy that extend beyond academic achievements. Students are more likely to internalize these virtues and develop a sense of social responsibility and concern for others. The act of altruism also strengthens the bond between teachers and students, building trust and open communication. Students feel comfortable seeking support and guidance from their altruistic teachers, leading to a deeper understanding of individual needs and better personalized learning experiences. The same authors stressed that altruistic teachers create a cooperative and inclusive classroom culture. They promote collaboration among students, discourage negative behaviors, and celebrate each student's unique contributions. This positive dynamic enhances student engagement and fosters a love for learning. Moreover, altruistic teachers actively participate in the school community, engaging in school improvement initiatives and extracurricular activities. Their dedication to the betterment of the school fosters a sense of unity and shared purpose among colleagues, creating a supportive and collaborative work environment.

Ultimately, the impact of altruism extends far beyond the classroom. Altruistic teachers have the potential to leave a lasting impression on their students' lives, shaping their attitudes towards learning and education. The caring and supportive environment they create sets students on a path of lifelong learning and personal growth, empowering them to become responsible and empathetic individuals in their communities (Vadil and Apostol: 2023).

**Courtesy.** Data in Table 2 show that the respondents perceived to have an excellent organizational

citizenship behavior along the dimension of courtesy as shown by 4.58 computed area mean. The above results could be interpreted to mean that they “always” respect the boundaries and rights of others, refraining from engaging in behaviors that could be seen as disrespectful or invasive; actively seek input and feedback from colleagues before making decisions that may impact them, demonstrating a consultative and inclusive approach; and always maintain open lines of communication with colleagues, encouraging dialogue and feedback to address and resolve any issues or challenges that may arise. Moreover, the same group of respondents perceived that they “often” address conflicts or potential issues with coworkers, taking preventive measures to promote harmonious working relationships; communicate and keeps colleagues informed about significant actions or decisions that may affect them, ensuring transparency and fostering a sense of trust and collaboration; and often demonstrate sensitivity to the needs and concerns of others, taking into account their perspectives and considering the potential impact of their actions on coworkers.

The above results is supported by Ghalavi and Nastiezaie (2020) by stressing that “courtesy” is a behavior which is polite and considerate towards other people which is usually exhibited through behaviors such as inquiring about personal subjects that a coworker has previously brought up, asking if a coworker is having any trouble with a certain work related project, and informing coworkers about prior commitments or any other problems that might cause them to reduce their workload or be absent from work. Courtesy not only encourages positive social interactions between employees, which improve the work environment, but they can reduce any potential stress that might occur from employees who do not have the courtesy to inform their coworkers about issues such as upcoming absences from work and many others.

Courtesy, as a dimension of organizational citizenship behavior, holds immense importance among public elementary school teachers in Kasibu West District. Demonstrating courtesy means showing politeness, respect, and consideration towards students, colleagues, parents, and all members of the school community. When teachers embody this trait, it fosters a positive and inclusive school climate that greatly influences the overall learning experience. According to Vadil and Apostol (2023), courtesy creates a safe and welcoming environment for students. When teachers treat their students with respect and kindness, it establishes a strong foundation for trust and rapport. Students feel valued and appreciated, which boosts their self-esteem and confidence, ultimately enhancing their engagement in the learning process. Moreover, courtesy among teachers promotes healthy and constructive relationships among colleagues. A courteous teacher acknowledges the efforts and contributions of their fellow educators, fostering a supportive and collaborative work culture. This open communication and camaraderie allow for the exchange of ideas, best practices, and support, leading to collective growth and improvement in teaching practices.

Furthermore, the same authors advanced that courtesy extends beyond the school walls to encompass interactions with parents and the wider community. Teachers who demonstrate courtesy towards parents build trust and positive relationships, leading to increased parental involvement in their children's education. This partnership between teachers and parents strengthens the support system for students and creates a sense of shared responsibility for their academic success. Courtesy also sets a powerful example for students, teaching them the value of treating others with respect and consideration. As children observe their teachers' courteous behavior, they are more likely to emulate it, fostering a culture of kindness and empathy within the school and beyond (Vadil & Apostol, 2023). In the context of organizational citizenship behavior, courtesy contributes significantly to the overall well-being and effectiveness of the school community. It creates a harmonious and respectful environment where everyone feels valued and supported. This positive atmosphere enhances job satisfaction among teachers, reduces workplace conflicts, and ultimately improves the overall morale of the school community.

**Sportsmanship.** It is also reflected in Table 2 that the public elementary school teachers in Kasibu West District perceived that they have a “very good” organizational citizenship behavior along the dimension of sportsmanship as evidenced by 4.36 computed area mean. The above findings could be interpreted to mean that they “always” express commitment and dedication to their job, displaying a proactive approach and a desire to

contribute to the organization's success; and foster a positive work environment by emphasizing the strengths and opportunities within their situation, promoting a constructive and optimistic mindset. Moreover, they often engage in constructive conversations that focus on solutions and improvements, seeking to address challenges rather than perpetuating negativity; display a sense of gratitude and appreciation for their work, recognizing the positive aspects of their job and expressing satisfaction and contentment; and often approach challenges and setbacks with a positive attitude, seeking solutions rather than dwelling on trivial matters. Furthermore, the same group of respondents perceived that they sometimes maintain perspective and avoids magnifying minor issues, demonstrating resilience and adaptability in problem-solving.

According to the Business NLP Academy (2022), sportsmanship is an essential aspect of organizational citizenship behavior. It involves maintaining a positive attitude and not exhibiting negative behavior, even when things do not go as planned or when facing challenging and frustrating situations. In an organizational context, good sportsmanship is particularly relevant in handling potential complaints about work or workloads, as well as responding to unexpected work-related outcomes. Sportsmanship as a dimension of organizational citizenship behavior holds significant importance among public elementary school teachers in Kasibu West District. It goes beyond just maintaining a positive attitude; it involves handling challenging and disappointing situations with grace and maturity. In the school context, good sportsmanship is particularly relevant as teachers face various professional challenges daily.

According to Vadil and Apostol (2023), when teachers demonstrate sportsmanship, it sets a positive example for students. Children observe how their teachers respond to setbacks and difficulties, and by witnessing good sportsmanship, they learn resilience and the value of staying composed in challenging circumstances. Moreover, sportsmanship enhances the overall work environment. In a collaborative setting like a school, teachers must work together harmoniously to create a conducive learning environment. When teachers display sportsmanship, they foster a sense of camaraderie and teamwork among colleagues, reducing conflicts and improving overall morale.

Sportsmanship is also crucial in maintaining professionalism. In a school, not every decision or outcome will align with an individual teacher's preferences. By showing good sportsmanship, teachers can voice concerns constructively without engaging in negative behavior that may harm team dynamics or create a toxic work atmosphere. Furthermore, practicing sportsmanship helps build trust and respect among teachers and school administrators. When teachers handle disappointments with dignity, it enhances the level of trust that colleagues and superiors have in them. This, in turn, can lead to more open communication and a willingness to collaborate on school improvement projects (Vadil and Apostol, 2023). In a public elementary school setting, sportsmanship can positively impact the school community as a whole. Teachers who exhibit good sportsmanship contribute to a more positive and supportive learning environment, benefiting both students and their fellow educators.

**Conscientiousness.** Data in Table 2 reveal that the respondents perceived to have an “excellent” organizational citizenship behavior along the dimension of conscientiousness as shown by 4.65 computed area mean. The above results could be interpreted to mean that they “always” follow school policies and procedures diligently, displaying a high level of conscientiousness and adherence to organizational standards; demonstrate integrity by complying with rules and regulations, even in situations where there is no direct supervision or oversight; and always exhibit a strong work ethic by refraining from taking additional or unnecessary breaks, optimizing productivity and contributing to the efficient use of work hours.

The same group of respondents perceived that they “often” arrive on time for work and meetings, demonstrating a strong sense of punctuality and reliability; upholds the principles and values of the organization, reflecting a commitment to professionalism and ethical conduct in all actions; and often maintain a disciplined approach to lunch and break times, adhering to designated durations and returning promptly to work responsibilities. According to Psychology Today (2022), conscientiousness is fundamental behavior that reflects the tendency to be responsible, organized, hard-working, goal-directed, and to adhere to norms and rules. It

comprises self-control, industriousness, responsibility, and reliability. A conscientious person is good at self-regulation and impulse control. This trait influences whether an individual will set and keep long-range goals, deliberate over choices, behave cautiously or impulsively, and take obligations to others.

Conscientiousness as a dimension of organizational citizenship behavior, holds immense importance among public elementary school teachers in Kasibu West District. Conscientious teachers demonstrate a strong sense of responsibility, reliability, and dedication to their roles as educators. This trait goes beyond fulfilling their basic job requirements; it involves going the extra mile to ensure the success and well-being of their students and the school community. According to Vadil and Apostol (2023), conscientious teachers are diligent in planning and delivering lessons that cater to diverse learning needs. They take the time to understand each student's strengths and challenges, tailoring their teaching approaches accordingly. This conscientious effort results in improved student engagement and academic performance. Furthermore, conscientious teachers actively contribute to the school community by taking on additional responsibilities and involving themselves in school improvement initiatives. They willingly collaborate with colleagues, sharing insights and best practices to enhance overall teaching and learning outcomes.

Moreover, conscientiousness among teachers fosters a sense of trust and reliability among students, parents, and colleagues. When teachers consistently demonstrate their dedication to their roles, it establishes a strong foundation for meaningful relationships and effective communication within the school community. Conscientious teachers also prioritize professional development and continuous improvement. They actively seek opportunities for growth, attending workshops and training sessions to enhance their skills and stay up-to-date with the latest educational practices. This commitment to self-improvement contributes to the overall progress of the school and helps create a culture of continuous learning (Vadil & Apostol, 2023). In a public elementary school setting, conscientiousness plays a pivotal role in maintaining a well-functioning and supportive educational environment. When teachers exemplify conscientious behavior, it positively impacts the overall school climate and enhances the quality of education provided to students.

**Civic Virtue.** It can be seen in Table 2 that the respondents perceived to have a very good organizational citizenship behavior along the dimension of civic virtue as evidenced by 4.41 computed area mean. The above findings could be interpreted to mean that the elementary school teachers of Kasibu West District “always” demonstrate a strong commitment to the organization by regularly attending and actively participating in meetings relevant to its operations, projects, or initiatives; consistently seek out and stays informed about changes and updates within the organization, demonstrating a proactive approach to staying up-to-date; and always share relevant information and updates with colleagues, fostering a culture of knowledge sharing and collaboration within the organization. Moreover, the same group of respondents perceived that they “often” maintain a thorough understanding of the organization's progress, initiatives, and advancements, actively seeking out information and resources to "keep up" with the latest developments; and voluntarily attend and actively engages in events, functions, and activities that contribute to enhancing the organization's image and reputation. However, they sometimes seek opportunities to contribute to the organization's success, such as volunteering for cross-functional projects or taking on additional responsibilities outside of one's role.

As per Medina (2021), civic virtue plays a crucial role in fostering a sense of community within an organization, and it has been found to be correlated with enhanced job performance and job satisfaction among employees. When individuals feel a strong connection with their workplace, they tend to be more productive and effective compared to those lacking this sense of community. Civic virtue encompasses behaviors that reflect how well an individual represents and supports their organization beyond their official role. It involves actively contributing to the organization's well-being and upholding its values, even outside of formal responsibilities. This active engagement in the organization's success creates a positive and supportive work environment, leading to improved overall job satisfaction and performance among employees.

Civic virtue, as a dimension of organizational citizenship behavior, holds significant importance among



public elementary school teachers in Kasibu West District. It encompasses behaviors that go beyond the formal job requirements and reflect the teachers' active engagement in the school community and their support for the organization's mission and values.

According to Vadil and Apostol (2023), when teachers demonstrate civic virtue, they create a strong sense of community within the school. By actively participating in school activities, volunteering for school events, and supporting school initiatives, teachers foster a positive and collaborative work environment. This sense of community enhances camaraderie among teachers, students, and parents, leading to a more supportive and cohesive school community. Civic virtue also reflects the teachers' commitment to the school's success and improvement. When teachers actively contribute to school improvement projects, share innovative ideas, and support school-wide goals, they become valuable stakeholders in the organization's growth. This dedication to the school's development benefits not only the teachers but also the students and the entire community. Moreover, the same authors underscore that civic virtue promotes a culture of shared responsibility for the school's well-being. When teachers take pride in representing the school positively and supporting its values outside of their official duties, it reinforces a collective commitment to the school's mission.

This shared responsibility creates a strong foundation for collaboration, communication, and teamwork among teachers and other stakeholders. Additionally, by embodying civic virtue, teachers serve as role models for their students. When students witness their teachers actively engaging in school activities and demonstrating a sense of ownership and pride in the school, it instills a similar sense of responsibility and commitment in the young learners. This positive influence extends beyond the classroom, shaping students into responsible and engaged citizens. In the context of public elementary schools, where the school environment greatly impacts students' learning and development, civic virtue among teachers plays a pivotal role. It contributes to a more vibrant and nurturing educational setting, enhancing student experiences and outcomes.

**Proactivity.** Data in table 2 reflects that the respondents under study perceived to have a very good organizational citizenship behavior along the dimension of proactivity as shown by 4.03 computed area mean. The above findings could be interpreted to mean that the public elementary school teachers of Kasibu West District “always” initiate and implements ideas or projects that contribute to the overall success and growth of the organization. Moreover, they “often” demonstrate a forward-thinking mindset by anticipating potential issues and proposing innovative solutions; and exhibit a proactive problem-solving approach by taking ownership of problems and actively seeking resolutions. Furthermore, the same group of respondents perceived that they “sometimes” take initiative in identifying and addressing organizational needs or challenges proactively; actively seek opportunities to improve processes and procedures beyond assigned responsibilities; and sometimes display a high level of self-motivation and takes responsibility for personal and professional development.

Organ (2018) emphasizes that proactivity is crucial for creating a positive work environment and enhancing organizational productivity. Employees who display proactive behaviors contribute to the organization's success and effectiveness, leading to improved overall performance and job satisfaction. The concept of proactivity has since become a fundamental aspect of organizational citizenship behavior research and has been widely applied in the field of organizational behavior and management. Proactivity, as a dimension of organizational citizenship behavior, holds great importance among public elementary school teachers in Kasibu West District. When teachers exhibit proactivity, they actively take initiative to improve the learning environment and contribute to the overall effectiveness of the school. By going beyond their formal job requirements, proactive teachers identify and address challenges, seek opportunities for innovation, and devise creative solutions to enhance student learning experiences.

According to Vadil and Apostol (2023), proactive teachers show a willingness to take on additional responsibilities and engage in activities that promote the school's success. They actively participate in school improvement projects, offer suggestions for enhancing teaching methodologies, and take leadership roles in extracurricular activities. This proactive engagement enriches the educational experience for students and helps

create a more vibrant and dynamic school community. Furthermore, proactivity among teachers fosters a positive and collaborative work culture. When teachers take the initiative to share ideas and best practices, it encourages open communication and knowledge exchange among colleagues. This collaboration enhances the overall professional development of teachers and contributes to a culture of continuous learning within the school.

Proactive teachers also serve as role models for their students. By demonstrating proactive behaviors, they instill a sense of initiative and responsibility in their students. Students learn the value of taking ownership of their learning, seeking solutions to challenges, and actively contributing to their community (Vadil and Apostol, 2023). In the context of public elementary schools, where resources may be limited, proactivity becomes even more crucial. Proactive teachers identify and utilize available resources efficiently, finding creative ways to enhance the learning experience without relying solely on external support.

**Collaboration.** It is worthy to note that the respondents in this study perceived to have an excellent organizational citizenship behavior along the dimension of collaboration as shown by 4.64 computed area mean. The above results could be interpreted to mean that the public elementary school teachers in Kasibu West District “always” seek opportunities to collaborate with colleagues from different teams or departments to achieve common goals; contribute positively to group dynamics and foster a cooperative work environment by actively participating in team activities and discussions; actively engage in cooperative activities, such as brainstorming sessions, cross-functional projects, and knowledge-sharing initiatives; and always promote a positive and inclusive work environment by encouraging teamwork, recognizing and appreciating the contributions of others. Moreover, the same group of respondents perceived that they often demonstrate strong interpersonal skills by effectively communicating, listening, and valuing diverse perspectives in collaborative efforts; and share knowledge, expertise, and resources willingly with colleagues to enhance overall team performance and organizational success.

Podsakoff, MacKenzie, Paine, and Bachrach (2013) highlight the significance of collaborative behavior in promoting organizational effectiveness and teamwork. They emphasize that collaboration among employees fosters a positive work environment, enhances communication, and leads to improved performance and outcomes for the organization. The concept of collaboration as a dimension of organizational citizenship behavior continues to be a key area of research and has practical implications for enhancing organizational functioning and success. Collaboration, as a dimension of organizational citizenship behavior, holds immense importance among public elementary school teachers in Kasibu West District. In the educational context, collaboration is a driving force behind creating a cohesive and effective school community. When teachers engage in collaborative efforts, they work together to achieve common goals, share insights and best practices, and support each other to enhance the overall learning experience for students.

According to Vadil and Apostol (2023), one of the key benefits of collaboration is the exchange of knowledge and expertise among teachers. By collaborating, teachers can tap into the diverse skills and experiences of their colleagues, leading to innovative teaching approaches and improved instructional methods. This cross-pollination of ideas enhances the quality of education and ensures that students receive a well-rounded and enriched learning experience. Moreover, collaboration fosters a positive work culture and camaraderie among teachers. When teachers work together as a team, it creates a supportive and inclusive environment. Collaboration reduces the sense of isolation that teachers may experience and enhances their job satisfaction. This positive work atmosphere not only benefits the teachers themselves but also positively impacts the students' well-being and engagement in the learning process.

The same authors stress that collaboration also strengthens the school community as a whole. When teachers actively engage in collaborative efforts, they demonstrate a shared commitment to the school's success and its mission. This unity among teachers sets a positive example for students and encourages a sense of belonging and pride in their school. Furthermore, collaborative teachers are more likely to be proactive in seeking solutions to challenges and initiating school improvement projects. By working together, teachers can identify and address

areas that need attention, leading to continuous improvement and growth within the school (Vadil & Apostol, 2023). In the context of public elementary schools in Kasibu West District, where resources may be limited, collaboration becomes even more crucial. Collaborative efforts allow teachers to optimize available resources, leading to effective resource allocation and the maximization of educational opportunities for students.

**Knowledge Sharing.** The data presented in Table 2 indicates that the respondents showed a high level of organizational citizenship behavior, particularly in the dimension of knowledge sharing, with a computed area mean of 4.07. This finding suggests that the teachers from public elementary schools in Kasibu West District consistently engage in sharing knowledge, expertise, and insights with their colleagues to enhance mutual understanding and contribute to professional growth. Additionally, they frequently take on mentoring or coaching roles, guiding and supporting their colleagues in developing their skills and knowledge. Moreover, these teachers often conduct training sessions or workshops to disseminate specialized knowledge and foster a culture of learning within the organization. Furthermore, they actively contribute to knowledge repositories, such as intranet platforms or databases, by sharing relevant resources, best practices, or lessons learned.

On the other hand, the same group of respondents sometimes fosters knowledge sharing by creating platforms or forums for colleagues to exchange ideas, seek advice, or collaborate on projects. They also seek opportunities to learn from others, promoting a culture of curiosity, continuous learning, and knowledge exchange within the organization. Knowledge sharing, as a dimension of organizational citizenship behavior, refers to employees' willingness to share their expertise, insights, and information with their colleagues and the organization as a whole. It involves actively contributing to the collective knowledge pool, promoting a culture of learning and collaboration. Knowledge sharing fosters innovation, improves problem-solving capabilities, and enhances the overall effectiveness and performance of the organization.

In their study "Group versus individual training and group performance: The mediating role of transactive memory," Liang, Moreland, and Argote (2015) investigate the role of knowledge sharing and its impact on group performance. The authors highlight the importance of sharing knowledge within groups, as it enhances the collective memory and problem-solving abilities of the team. They emphasize that knowledge sharing leads to improved group performance, illustrating the significance of knowledge sharing as a dimension of organizational citizenship behavior. This concept has since become a crucial aspect of organizational behavior research and has practical implications for fostering a culture of knowledge sharing within organizations.

Knowledge sharing, as a dimension of organizational citizenship behavior, holds immense importance among public elementary school teachers in Kasibu West District. In the educational setting, knowledge sharing plays a vital role in fostering a collaborative and innovative learning environment. According to Vadil and Apostol (2023), when teachers willingly share their expertise, insights, and best practices, it enriches the collective knowledge of the school community. This sharing of knowledge empowers other teachers to adopt effective teaching methodologies, leverage successful strategies, and address educational challenges more efficiently. As a result, the overall quality of education improves, benefiting both teachers and students. Moreover, at knowledge sharing promotes a culture of continuous learning among teachers. When educators openly share their knowledge, it encourages others to do the same, creating a positive feedback loop of learning and growth. Teachers become more receptive to new ideas and are motivated to seek further professional development, staying up-to-date with the latest educational research and practices.

The same authors agree that knowledge sharing also strengthens teacher collaboration and teamwork. By actively engaging in knowledge exchange, teachers build stronger bonds and establish a supportive work culture. This collaboration not only enhances job satisfaction among teachers but also leads to a greater sense of camaraderie, which positively impacts student well-being and academic success. Furthermore, knowledge sharing fosters innovation and problem-solving capabilities within the school community. Teachers can collectively address challenges, share potential solutions, and collaboratively devise strategies to overcome obstacles. This collaborative problem-solving approach leads to more effective and creative solutions, improving

the overall functioning of the school (Vadil & Apostol, 2023). In the context of public elementary schools in Kasibu West District, knowledge sharing becomes a powerful tool for optimizing limited resources. By sharing successful practices and resources, teachers can collectively make the most of available materials and opportunities, ensuring equitable access to quality education for all students.

**Workplace Positivity.** It can be seen in Table 2 that the respondents perceived to have an excellent organizational citizenship behavior along the dimensions of workplace positivity as shown by 4.68 computed area mean. The above findings could be interpreted to mean that the public elementary school teachers in Kasibu West District “always” display a positive attitude and optimism, even in challenging or stressful situations, uplifting the overall work environment; offer encouragement, support, and praise to colleagues, fostering a culture of appreciation and recognition; act with kindness and compassion, demonstrating empathy and helping create a supportive and harmonious work environment; and always build positive relationships with colleagues, fostering a sense of camaraderie, trust, and collaboration. Moreover, the same group of respondents perceived that they “often” express gratitude and acknowledge the contributions of others, promoting a sense of value and well-being among colleagues; and engage in activities that promote employee well-being often, such as organizing team-building events, promoting work-life balance, or initiating wellness initiatives.

Workplace positivity, as a dimension of organizational citizenship behavior, holds profound importance among public elementary school teachers in Kasibu West District. The work environment in schools significantly impacts teachers' well-being, job satisfaction, and ultimately, the quality of education provided to students. When teachers demonstrate workplace positivity, it creates a nurturing and supportive atmosphere that positively influences both colleagues and students. According to Vadil and Apostol (2023), a positive attitude among teachers fosters collaboration and teamwork. Teachers who approach their work with optimism and kindness are more likely to engage in open communication, share ideas, and support their colleagues. This collaborative spirit enhances the overall effectiveness of the teaching staff and leads to improved outcomes for students. Moreover, workplace positivity contributes to a sense of belonging and job satisfaction among teachers. When teachers experience a positive work environment, they are more likely to feel valued and appreciated, which boosts their morale and commitment to their profession. This increased job satisfaction translates to a higher level of dedication and enthusiasm in the classroom, positively impacting student learning experiences.

The same authors stressed that workplace positivity also sets an example for students. When students witness their teachers displaying positivity and kindness, they are more likely to adopt similar behaviors in their interactions with peers and teachers. A positive school climate encourages better behavior, greater motivation to learn, and improved academic performance among students. Furthermore, workplace positivity helps to manage stress and prevent burnout among teachers. The teaching profession can be demanding and challenging, but a positive work environment helps to alleviate some of the stressors. Supportive colleagues and an atmosphere of appreciation enable teachers to cope with difficulties more effectively and maintain their passion for teaching (Vadil & Apostol, 2023).

In the context of public elementary schools in Kasibu West District, where resources may be limited, workplace positivity becomes even more critical. Teachers who exhibit workplace positivity are better equipped to find creative solutions to challenges and make the most of available resources to create a positive learning environment. In their critical review article "Organizational citizenship behaviors: A critical review of the theoretical and empirical literature and suggestions for future research," Podsakoff, Whiting, Podsakoff, and Mishra (2021) discuss various dimensions of organizational citizenship behavior, including workplace positivity. The authors emphasize the significance of positive behaviors in the workplace and their impact on organizational effectiveness and employee outcomes. Workplace positivity has been recognized as a key component of organizational citizenship behavior, influencing employee engagement, job satisfaction, and overall organizational performance. This concept continues to be a focal point of research in the field of organizational behavior and management.

**Problem 3.** Is there significant correlation between the perceived teachers' commitment and organizational citizenship behavior of the respondents?

In order to determine the significant correlation between the perceived teachers' commitment and organizational citizenship behavior of the respondents, the Pearson correlation coefficient (r) was employed by the researcher. Results of correlation is presented in Table 3 below.

**Table 3**

*Correlation between teachers' commitment and organizational citizenship behavior (N=126)*

Compared Variables	Correlation Coefficient	Critical r-value	Coefficient of Determination	Statistical Inference
Teachers' Commitment VS Organizational Citizenship Behavior	0.792 <i>(strong positive correlation)</i>	0.175	62.73%	Very Significant
Degrees of Freedom: 124		Level of Significance: 0.05		

There is a strong positive correlation between the perceived teachers' commitment and organizational citizenship behavior of the respondents as shown by the computed r-value of 0.792 which is very much higher than the critical r-value of 0.175 at 0.05 level of significance for 124 degrees of freedom. It can be said that teachers' commitment can predict organizational citizenship behavior at about 62.73 percent. The rest of the characteristics of organizational citizenship behavior of the respondents can only be predicted by factors other than their perceived teachers' commitment. In other words, 57.46 percent of the variance of organizational citizenship behavior can be explained by the variance of teachers' commitment. Furthermore, 37.27 percent of the variance of the respondents' organizational citizenship behavior can be explained by the variance of other variables. This is known as the coefficient of alienation.

The strong positive correlations between teachers' commitment and organizational citizenship behavior among public elementary school teachers in Kasibu West District are indicative of a mutually reinforcing relationship that greatly impacts the overall effectiveness and success of the school community. The aforementioned outcomes align with the conclusions drawn by Lestari and her colleagues (2021) in their study utilizing a cross-sectional survey design with an explanatory research approach, encompassing 145 teachers as the participants. Their findings reveal a substantial correlation between professional commitment and organizational citizenship behavior, accounting for 70.6 percent of the variance. Furthermore, the study indicates that educators exhibiting heightened levels of professional commitment tend to demonstrate elevated instances of organizational citizenship behavior when fulfilling their professional responsibilities.

On a hindsight, the researcher strongly believed that when teachers are committed to their profession and the school, they are more likely to demonstrate organizational citizenship behavior. Teachers who are dedicated and invested in their roles as educators tend to go above and beyond their formal job requirements. They actively engage in behaviors that support the school's mission and values, contributing to a positive work environment and the well-being of their colleagues and students. Teachers' commitment leads to increased motivation and job satisfaction, which, in turn, drive their organizational citizenship behavior. Committed teachers are more likely to take the initiative to support and collaborate with their colleagues, contributing to a cohesive and collaborative school community. They willingly share their knowledge and expertise, actively participate in school improvement projects, and take on additional responsibilities, all of which enhance the effectiveness of the school. Moreover, teachers' commitment to the school creates a sense of ownership and pride in their work. This emotional attachment to the school fosters a positive attitude and workplace positivity, leading to even higher levels of organizational citizenship behavior. Committed teachers are more likely to display workplace positivity,

which further strengthens the collaborative and supportive atmosphere within the school.

On the other hand, engaging in organizational citizenship behavior reinforces teachers' commitment. When teachers witness the positive impact of their proactive behaviors on the school community, it reinforces their dedication and sense of purpose in their roles. The recognition and appreciation they receive for their efforts contribute to their job satisfaction and, in turn, their commitment to the school. This strong positive correlation between teachers' commitment and organizational citizenship behavior creates a virtuous cycle that benefits the entire school community. Committed teachers who engage in organizational citizenship behavior contribute to a positive and productive work environment, leading to increased job satisfaction and improved student outcomes. As a result, the school becomes an attractive and fulfilling place to work, encouraging teachers to stay committed and invested in their roles as educators.

**Problem 4.** Based on the salient findings of this study, what management intervention program could be developed to enhance/sustain the teachers' commitment and organizational citizenship behavior of the respondents?

The rationale for the development of the proposed training design is grounded in the substantial insights derived from the study's noteworthy findings. In alignment with these discoveries, and further bolstered by the endorsement of the Public-School District Supervisor of Kasibu West District, a compelling need emerges to create a tailored training program. The primary aim of this training design is twofold: to elevate and perpetuate the existing levels of teachers' commitment to their profession and their concurrent organizational citizenship behavior, as demonstrated by the surveyed respondents.

The pivotal significance of this training initiative is underscored by the understanding that an enhanced commitment to teaching and a heightened sense of organizational citizenship behavior among educators can profoundly impact the overall educational landscape. Educators who are deeply devoted to their roles and actively contribute beyond their prescribed duties form a cornerstone of a thriving academic institution. Their proactive engagement fosters a positive and collaborative environment, which, in turn, elevates the quality of education and nurtures a conducive learning atmosphere for both colleagues and students.

By harnessing the findings of the study, the proposed training design aims to equip teachers with practical tools, strategies, and insights to further bolster their commitment to their profession. It also intends to cultivate a culture of active participation and conscientious citizenship behavior within the school community. Through targeted workshops, interactive sessions, and skill-building exercises, educators will be empowered to channel their dedication into impactful actions that resonate with the school's mission and values.

The proposed training design aligns seamlessly with the evolving educational landscape and the pressing need for educators to not only excel in their formal roles but also contribute positively to the holistic school environment. By nurturing a sense of commitment and organizational citizenship behavior, this training program seeks to create a ripple effect that extends beyond individual classrooms, enriching the entire educational ecosystem and laying the foundation for a thriving and harmonious academic community.

## 5. Conclusions

- The teachers' commitment of the respondents is very high
- The perceived organizational citizenship behavior of the teacher-respondents is high.
- There exists a very significant correlation between the teachers' commitment and organizational citizenship behavior of the respondents.
- A training design was prepared by the researcher purposely to enhance the teachers' commitment and organizational citizenship behavior of the respondents.

### 5.1 Recommendations

- To optimize the observed strong commitment among public elementary school teachers in Kasibu West District, a multi-pronged approach is recommended. Firstly, the introduction of robust professional development initiatives should be explored, targeting the enhancement of pedagogical skills, innovative teaching methodologies, and continuous learning to elevate educators' competence. Concurrently, encouraging collaborative teaching practices, facilitated by platforms for shared experiences and resource creation, can harness collective commitment, enriching the learning experience. Additionally, a culture of mentoring and peer support should be nurtured through structured mentorship programs, fostering knowledge exchange and collaborative problem-solving. Recognizing and rewarding commitment via formal programs or incentives can motivate sustained dedication. Capitalizing on teachers' commitment to occupation and work group, cross-disciplinary collaborations can drive innovative approaches, while feedback mechanisms like surveys and forums aid in understanding and enhancing commitment levels over time, ultimately contributing to an environment of excellence and continuous improvement.
- The research underscores noteworthy organizational citizenship behavior among public elementary school teachers in Kasibu West District. To leverage this positive behavior for educational advancement, strategic recommendations are proposed. Firstly, acknowledging excellence in dimensions like courtesy, conscientiousness, collaboration, and workplace positivity, formal recognition and awards should be employed to reinforce and inspire others. Secondly, enhancing "very good" ratings in areas such as altruism, sportsmanship, civic virtue, proactivity, and knowledge sharing can be achieved through targeted training initiatives like workshops and peer sharing sessions. Lastly, fostering continuous improvement through feedback loops ensures ongoing self-assessment and adaptation. By implementing these recommendations, the educational community can harness teachers' impressive behavior to create a collaborative, positive, and growth-oriented environment, enriching the educational experience for all stakeholders.
- The research findings establish a robust positive correlation between teachers' perceived commitment and organizational citizenship behavior. This correlation offers an opportunity for strategic recommendations aimed at optimizing this relationship within the educational context. Firstly, institutions can design integrated training programs that highlight the interconnectedness of commitment and citizenship behavior, equipping educators with tools and insights to enhance both aspects. Secondly, mentorship initiatives led by experienced educators can further strengthen this connection, fostering a culture of exemplified commitment and engagement. Lastly, cultivating appreciation through recognition events and awards can motivate educators to consistently uphold these attributes. By adopting these recommendations, the educational community can create an environment where commitment and citizenship behavior synergistically contribute to a culture of excellence, collaboration, and collective growth.
- Based on the compelling research findings, the researcher has developed a targeted training design aimed at enhancing the commitment levels and organizational citizenship behavior of the teachers among the respondents. This training design seeks to leverage the insights gained from the research, focusing on tailored strategies, methodologies, and interventions that address specific areas identified in the study. By implementing this training program, educational institutions can effectively empower educators to foster a culture of dedication, collaboration, and proactive engagement within the school community, ultimately contributing to an enriched educational environment and the holistic development of both teachers and students.
- To enhance the credibility of the data obtained from this study's research instruments, future research endeavors could consider conducting a quantitative and qualitative investigation into teachers'

commitment and organizational citizenship behavior within other districts of SDO Nueva Vizcaya. This research could employ the same instruments to facilitate cross-validation and strengthen the robustness of the findings. Furthermore, exploring potential correlations between these research constructs and other factors, such as organizational culture and teachers' performance, could provide a comprehensive understanding of the educational landscape and contribute valuable insights to educational practitioners and stakeholders.

To enhance the depth of knowledge in the field of educational administration and management, it is recommended that forthcoming researchers undertake thorough investigations employing a combination of research methodologies, including triangulation and immersion. By integrating these approaches, researchers can delve into the constructs that exert significant influence on the variables examined within this study. This inclusive methodology will facilitate a more comprehensive understanding of the intricate interplay between teachers' commitment and organizational citizenship behavior. Furthermore, future researchers are advised to incorporate diverse perspectives and contexts into their studies, thereby ensuring the applicability of their findings to a broader range of educational settings. By conducting rigorous and all-encompassing inquiries, these researchers can make meaningful contributions to the advancement of knowledge within educational administration and management. Subsequently, evidence-based practices can be fostered, leading to enhanced outcomes across educational environments.

## 6. References

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