

# How organizational identification influences citizenship behavior among graduate students in a state university: Post-pandemic insights

Lucas, Jorgelindo R.

Nueva Vizcaya State University, Philippines ([lucasjorgelindo@gmail.com](mailto:lucasjorgelindo@gmail.com))

Vadil, Carlo F. ✉

Nueva Vizcaya State University, Philippines ([drvadil888@yahoo.com](mailto:drvadil888@yahoo.com))



ISSN: 2243-7703  
Online ISSN: 2243-7711

OPEN ACCESS

Received: 27 April 2025  
Available Online: 23 May 2025

Revised: 12 May 2025  
DOI: 10.5861/ijrse.2025.25136

Accepted: 18 May 2025

## Abstract

This study aimed to assess the organizational citizenship behavior (OCB) of graduate school students at Nueva Vizcaya State University (NVSU) and examine the determining role of organizational identification (OI). Specifically, it explored the students perceived organizational identification across three dimensions—organizational commitment and pride, identification and similarity of values, and loyalty and emotional attachment—and their perception of OCB along altruism, sportsmanship, conscientiousness, courtesy, and civic virtue. Utilizing a quantitative, descriptive-correlational research design, the study employed standardized and validated instruments: the Organizational Identification Questionnaire by Vadil et al. (2023) and the Enhanced OCB Scale by Apostol and Vadil (2023). Data were collected from 136 randomly selected graduate students using Slovin's Formula and analyzed through mean scores and Pearson correlation coefficient. Findings revealed that the respondents exhibited a high level of organizational identification and consistently demonstrated very good organizational citizenship behavior. Notably, a strong and statistically significant correlation was found between OI and OCB, indicating that students who felt a strong sense of pride, loyalty, and shared values with the university were more likely to engage in voluntary behaviors that benefit the institution. As a result, the researchers developed a management intervention program designed to enhance organizational identification and sustain high levels of citizenship behavior, particularly in the post-pandemic academic landscape. The study recommends targeted initiatives such as recognition programs, values-based engagement activities, and continuous monitoring of OI-OCB dynamics to strengthen organizational culture and foster a supportive academic environment.

**Keywords:** organizational identification, organizational citizenship behavior, management intervention program

## How organizational identification influences citizenship behavior among graduate students in a state university: Post-pandemic insights

### 1. Introduction

*"In the harmonious resonance of shared values, dedication thrives; within the orchestrated alignment of purpose, organizational identity discovers its unwavering champions." (Vadil, 2023)*

The adage encapsulates the essence of organizational identification, emphasizing the significance of shared values in fostering success within a workplace. It underscores how aligning personal needs with organizational objectives cultivates a strong bond. Employees deeply embedded in their organization intertwine their personal identity with its achievements, reflecting a profound commitment. This intertwining of self and organizational success highlights the depth of dedication stemming from a harmonious alignment of personal values with those of the organization. As the organization thrives, employees often experience personal pride. This strong link between one's self-worth and the organization's identity intensify emotional connection and commitment (Ellis: 2021). Strengthening this bond requires recognizing individual aspirations within the organizational context, cultivating a sense of belonging and mutual pride in achievements. Ultimately, nurturing organizational identification leads to a deeper sense of devotion and commitment among employees, contributing significantly to the organization's overall success and effectiveness.

Fostering and nurturing organizational identification stands as a crucial endeavor for numerous groups within an organization. The crux of its enhancement lies in ensuring individuals feel personally valued and aligned with the organization's core values and actions. Historical credibility in fair practices and positive management-worker relations serves as bedrock for bolstering identification among members. Ashforth, Harrison, and Corley (2008) elaborate on four pivotal reasons underlining the significance of organizational identification. Firstly, it profoundly ties into self-identity, serving as a crucial aspect in shaping individuals' understanding of themselves and their place in the world. Secondly, it fulfills the innate human need for belonging, allowing individuals to associate themselves with a larger collective, thereby enhancing their sense of self. Thirdly, organizational identification links to critical organizational outcomes such as heightened employee satisfaction, performance, and retention. Finally, its correlations extend to other organizational behaviors, encompassing leadership, perceptions of justice, the meaning of work, and fostering organizational citizenship.

This multifaceted understanding of organizational identification emphasizes its far-reaching implications, from individual self-perception to organizational outcomes and behaviors. Recognizing its pivotal role underscores the need for strategies that align personal values with organizational actions and emphasize a sense of belonging, ultimately fostering a cohesive and thriving organizational culture. Investigating perceived organizational identification among graduate school students holds significant importance in understanding the intricate dynamics shaping their educational journey and subsequent professional trajectories. Firstly, graduate school represents a pivotal phase where students undergo intensive academic training, transitioning to become future professionals and leaders in their respective fields. Understanding their perceived identification with the educational institution offers insights into their attachment, loyalty, and commitment levels. High organizational identification often correlates with increased engagement, motivation, and persistence among students, fostering a conducive learning environment. This investigation can provide strategies to bolster student engagement and academic success. Moreover, organizational identification influences students' sense of belonging and support within the academic community. Students who strongly identify with their institution are more likely to seek mentorship, engage in extracurricular activities, and contribute positively to the overall academic atmosphere. This sense of belonging positively impacts retention rates and facilitates a nurturing academic ecosystem.

Additionally, graduate school serves as a Launchpad for students' professional careers. Investigating perceived organizational identification aids in comprehending how students perceive the institution's alignment with their career goals, values, and aspirations. Strong organizational identification can lead to an increased likelihood of alumni involvement, continued support, and a positive reputation among graduates, benefiting the institution in the long run. Furthermore, this investigation offers insights into potential areas for improvement within the graduate school environment. By understanding students' perceptions, institutions can identify gaps in academic programs, support services, or campus culture. Tailoring initiatives based on students' needs can enhance the overall graduate school experience, attracting and retaining top talent. Exploring perceived organizational identification among graduate school students serves as a compass for enhancing student engagement, fostering a sense of belonging, and refining academic programs. The findings gleaned from such investigations can guide institutions in creating an environment conducive to academic excellence, professional growth, and long-term institutional success.

Organizational citizenship behavior (OCB), an important research construct of the current study encompasses voluntary, positive actions by employees beyond their formal job requirements, benefiting colleagues and the organization. Dennis Organ's 1988 definition highlighted behaviors that, although unrewarded formally, collectively enhance effectiveness. A 2014 study by Yu-Chen Wei revealed OCB's correlation with heightened job performance, fostering quality work and increased productivity. Additionally, it improved interpersonal relationships, reduced conflict, and minimized time costs. Intriguingly, the study found that less-experienced workers with high intelligence were inclined toward OCB. Their openness to engagement in the organization indicated receptiveness to involvement beyond their job scope. Encouraging such individuals to participate in activities fostering OCB could be highly beneficial.

This highlights OCB's substantial impact, not only on individual performance but also on organizational dynamics, fostering a harmonious and productive workplace. Encouraging and nurturing OCB among employees, especially those receptive to engagement, can contribute significantly to organizational success and a positive work culture. On the same manner, investigating perceived organizational citizenship behavior (OCB) among graduate school students holds substantial significance in understanding their developmental trajectory, shaping their professional personas, and fostering a conducive academic environment. Firstly, graduate school represents a critical phase where students undergo intellectual and personal growth, preparing them for future professional roles. Investigating OCB among these students provides insights into their proclivity for engaging in behaviors that go beyond academic requirements. Understanding their inclination toward volunteering, helping peers, or contributing positively to the academic community offers valuable insights into their potential as future leaders and team players in their respective fields. Furthermore, exploring perceived OCB among graduate students aids in shaping their ethical and moral compasses. Engaging in behaviors that contribute positively to the academic setting nurtures a culture of collaboration, responsibility, and ethical conduct. These behaviors not only benefit the academic environment but also lay the groundwork for ethical decision-making and responsible citizenship in their future professional endeavors. Moreover, investigating perceived OCB among graduate students enhances the overall academic experience. Students exhibiting such behaviors contribute to a supportive and collaborative learning environment. They might actively participate in academic discussions, mentor peers, or assist faculty, thereby enriching the academic community and facilitating a culture of knowledge sharing and growth.

Additionally, understanding the factors influencing OCB among graduate students provides opportunities for tailored interventions. Institutions can develop programs to encourage and recognize such behaviors, fostering a culture that values and rewards positive contributions. This, in turn, can enhance student engagement, satisfaction, and retention rates within graduate programs. Investigating perceived OCB among graduate school students is instrumental in fostering a culture of responsibility, collaboration, and ethical conduct. It shapes their professional development, enriches the academic environment, and provides valuable insights for institutions to cultivate an environment conducive to holistic student growth and success. In relation to the above discussion, the probable correlation between organizational identification and organizational citizenship behavior (OCB)

resides in the intricate interplay between an individual's sense of belonging to an organization and their voluntary, positive actions that go beyond formal job requirements. Organizational identification, rooted in shared values and a sense of attachment, often influences an individual's commitment and emotional connection to the organization. This strong identification fosters a sense of ownership and belonging, thereby encouraging individuals to contribute positively to their workplace beyond contractual obligations.

Employees who strongly identify with their organization are more likely to exhibit behaviors associated with OCB. Such behaviors might include voluntary assistance to colleagues, enthusiastic participation in organizational initiatives, or going above and beyond assigned tasks to contribute to the organization's goals. Individuals with a heightened sense of identification may feel a personal stake in the organization's success, leading them to display proactive behaviors that benefit the overall work environment. Moreover, as organizational identification strengthens, individuals are more inclined to perceive organizational goals as their own, aligning their actions with the broader objectives of the organization. This alignment often drives individuals to engage in behaviors that contribute positively to the organizational culture, fostering teamwork, innovation, and a supportive atmosphere. However, it is crucial to note that while a positive correlation between organizational identification and OCB is often observed, this relationship might vary based on organizational context, leadership styles, and individual differences. Factors such as job satisfaction, perceived fairness, and organizational justice also play significant roles in influencing OCB.

This research on "Organizational Identification as a Determinant of Organizational Citizenship Behavior Among Graduate School Students in a State University" can be anchored to **UN SDG Goal 16: "Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels."** UN SDG Goal 16 emphasizes the importance of fostering inclusive, accountable, and effective institutions as a foundation for sustainable development. In the context of this research, organizational identification among graduate school students is a critical factor in promoting such institutions within the educational setting. When students strongly identify with their university, they are more likely to engage in organizational citizenship behaviors—actions that go beyond their formal responsibilities to support the institution's goals and create a positive environment.

These behaviors, such as helping others, showing initiative, and promoting the institution's values, contribute to a more inclusive and collaborative academic community. By strengthening organizational identification, universities can cultivate a culture where students feel a deep connection to their institution, leading to increased participation in activities that enhance the institution's effectiveness and inclusivity. This research provides valuable insights into how educational institutions can build a sense of belonging and commitment among students, which aligns with SDG 16's goal of creating inclusive institutions that are not only effective but also supportive and engaging for all members. In doing so, the study highlights the role of educational environments in promoting social cohesion, accountability, and inclusivity, thereby contributing to the broader objectives of sustainable development. The preceding discussion laid the groundwork for formulating the paradigm guiding this study, outlined below. This paradigm acts as the compass, providing direction and structure for the ongoing investigation. It encapsulates the core concepts, relationships, and variables under exploration, serving as a roadmap to navigate the study's objectives and inquiries.

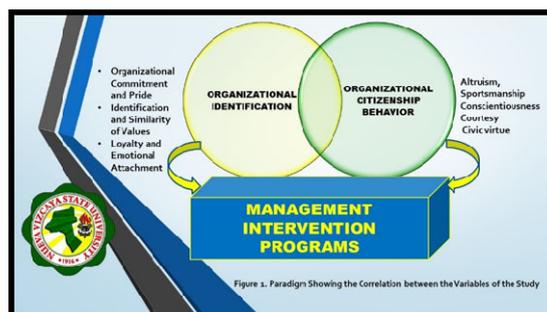


Figure 1. Paradigm Showing the Correlation between the Variables of the Study

## 2. Related Literature

**Organizational Identification.** This study finds its foundation in Social Identity Theory, proposing that an individual's self-concept intertwines with the significance of group memberships (Turner & Oakes, 1986). The theory posits that the pursuit of a positive identity influences social comparisons, favoring one's in-group over an outgroup (Tajfel & Turner, 1986). Group distinctiveness accentuates attitudes and behaviors, guided by the salience of a specific group. The desire to uphold a positive in-group status is amplified by the personal relevance of the in-group to one's identity. Greater identification with an in-group, such as an organization, intensifies motivation to safeguard its status and interests (Hinkle & Brown:1990). This linkage between personal identity and organizational identification underscores the influence of individual identification levels on safeguarding and promoting the organization's welfare.

Ashforth and Mael (1989) applied Social Identity Theory to redefine organizational identification within work organizations, offering a distinctive lens to comprehend organizational behavior and work-related outcomes. Organizational identification is construed as "a psychological linkage between the individual and the organization, signifying a profound emotional and cognitive bond with the organization as a social entity" (Edwards & Peccei, 2007, p.30). It's also delineated as "the extent to which a member adopts the attributes that define the organization" (Dutton et al., 1994, p.239). Similarly, Mael and Ashforth (1992) characterized organizational identification as "the perception of unity or affiliation with an organization, where individuals define themselves through their membership in that organization" (p.104). The alignment between individuals' identification and the organization's values and objectives holds paramount importance for both individuals and their organizations (Boros: 2008). This interplay between personal identification and organizational attributes underscores the significance of feeling integrated and aligned with an organization's ethos and goals for fostering mutual benefits.

Ashforth and Mael's (1989) seminal work in "Social Identity Theory and the Organization" (1989) introduced the concept of organizational identification. They highlighted how individuals align with and derive identity from their organizations, influencing commitment and behavior. This work remains foundational in understanding organizational dynamics and employee engagement. According to Vadil and associates (2023), in the context of the Asian workplace, organizational identification holds unique significance deeply rooted in cultural, societal, and organizational dynamics. Asia, with its diverse cultures, traditions, and values, shapes the way individuals perceive their roles within organizations. One significant aspect is the emphasis on collectivism prevalent in many Asian cultures. This collectivist orientation often leads to stronger identification with groups, including one's workplace. Employees in Asian workplaces may feel a stronger sense of belonging and identity with their organizations due to the communal nature of their societies. This identification might extend beyond individual tasks to encompass a holistic commitment to the organization's success.

Respect for authority and hierarchy is another influential factor. Hierarchical structures within Asian organizations can foster a stronger identification with superiors or the organization itself. Employees may exhibit higher loyalty and commitment, attributing greater significance to the organization's goals and values. The harmony-seeking nature of many Asian cultures can also influence organizational identification. Employees might prioritize maintaining harmony within the workplace, leading to a more profound sense of belonging and adherence to organizational norms and values (Vadil, Castriciones, and Ocampo, 2023). Moreover, the role of long-term relationships and loyalty in Asian societies profoundly impacts organizational identification. Employees often prioritize stability and longevity in their careers, fostering a deeper attachment to their workplaces. Loyalty to the organization might translate into a strong identification, where the individual's personal identity intertwines with the organizational identity. However, despite these positive aspects, challenges such as the changing landscape of globalized workplaces, generational shifts, and the adoption of more individualistic values among younger generations in some Asian countries may influence the traditional paradigms of organizational identification.

The same authors stressed that understanding these cultural nuances is crucial for organizations operating in Asia. Employing strategies that leverage the positive aspects of cultural values while adapting to changing dynamics can enhance organizational identification. Fostering a workplace culture that values collectivism, respects hierarchies, promotes harmony, and recognizes long-term relationships can contribute significantly to nurturing a strong sense of organizational identification among employees in the Asian context. In their research, Vadil, Castriciones, and Ocampo (2023) delineated three pivotal dimensions encapsulating Organizational Identification (OI), providing a nuanced understanding of the complex relationship individuals foster with their workplace. The first dimension, Organizational Commitment and Pride, delves into the intricate emotional connections individuals forge with their organizations. It encapsulates a profound dedication to the organizational vision and objectives, fostering a sense of honor and fulfillment in contributing to its successes. This dimension goes beyond mere allegiance, nurturing a deep-seated pride in being associated with the organization, cultivating a lasting affiliation that transcends mere employment.

Identification and Similarity of Values, the second dimension, delves into the alignment between an individual's personal beliefs and the organizational ethos. It reflects the resonance between an individual's core values and the organization's mission, fostering a sense of belonging and unity. When personal convictions harmonize with the organization's principles, it cultivates a powerful sense of identity, reinforcing a shared purpose and reinforcing cohesion within the organizational culture. The third dimension, Loyalty and Emotional Attachment, embodies the profound connections individuals develop with their workplace. It signifies a commitment that transcends contractual obligations, fostering deep emotional ties where individuals ardently support the organization. This dimension manifests in defending the organization's reputation, investing emotionally in its triumphs and challenges, and showcasing an unwavering dedication to its success.

### **On Organizational Citizenship Behavior**

Organizational Citizenship Behavior (OCB) stands as a cornerstone in understanding workplace dynamics, transcending conventional job roles to encompass voluntary behaviors contributing to an organization's effectiveness and culture. First introduced by Dennis Organ in 1988, OCB encapsulates discretionary actions and attitudes beyond formal job descriptions, reflecting employees' willingness to engage in extra-role behaviors that benefit their workplace community. This concept encompasses diverse dimensions such as altruism, conscientiousness, civic virtue, courtesy, and sportsmanship, each portraying distinctive yet pivotal contributions to organizational vitality. Altruism showcases voluntary assistance to colleagues, while conscientiousness exemplifies behaviors surpassing role obligations. Civic virtue signifies active involvement in organizational concerns, courtesy emphasizes conflict prevention, and sportsmanship underscores resilience in adverse situations. The amalgamation of these behaviors cultivates a positive organizational climate, promoting collaboration, productivity, and employee well-being. Understanding the facets and implications of OCB is fundamental for organizations seeking to foster a culture of collaboration, proactivity, and mutual support among their workforce.

Organ (1988) expanded on the dimension of general compliance, leading to a five-factor model encapsulating altruism, courtesy, conscientiousness, civic virtue, and sportsmanship within Organizational Citizenship Behavior (OCB). Altruism remains focused on discretionary acts aiding colleagues with relevant tasks sans expectations. Such workplace altruism amplifies morale, productivity, and effectiveness. Conscientiousness surpasses organizational basics (Law, Wong, & Chen, 2005), involving behaviors exceeding minimum requirements. It reflects adherence to organizational rules with a sense of self-discipline. Conscientious individuals exhibit a level of self-control, persisting in completing tasks even beyond official hours, driven by the understanding that certain responsibilities must be fulfilled regardless of timing. This dimension embodies commitment and dedication, contributing to a culture of reliability and diligence within the organizational framework.

Civic virtue denotes an employee's profound interest and concern for the organization's welfare (Law et al.,

2005), encompassing active engagement and support for organizational concerns (Organ et al., 2006). It extends to defending organizational policies when challenged externally, reflecting how well an employee represents the organization beyond official capacities. It's exemplified in discussions about the organization with friends and family, fostering a sense of community within, leading to enhanced job satisfaction and performance (Organ: 1997). Courtesy, classified as discretionary actions to preempt conflicts at work (Law et al., 2005), embodies proactive assistance aimed at averting potential issues. This dimension embodies politeness and consideration towards fellow employees, fostering a harmonious work environment (Organ et al., 2006). It encapsulates behavior that is not just helpful but also focused on maintaining a respectful and considerate interaction among colleagues.

Sportsmanship, as delineated by Organ et al. (2006), embodies an employee's readiness to endure suboptimal organizational conditions without exaggerating or complaining excessively. It underscores an individual's capacity to gracefully handle unexpected situations or setbacks, refraining from displaying negative conduct in such circumstances. It encompasses an employee's adeptness at accepting unfavorable outcomes and navigating changes within the organization, even if they hold dissenting views. Notably, this behavior mitigates the administrative burden of addressing numerous employee complaints, thereby conserving valuable time and energy for organizational leaders. Within the scope of organizational behavior, there exists a concept known as organizational citizenship behavior (OCB), characterizing voluntary actions beyond formal job requirements and established organizational norms. OCB holds significance in augmenting performance outcomes, showcasing employees' willingness to surpass prescribed duties, leading to results exceeding organizational expectations, notably in terms of organizational commitment (Organ et al., 2016).

Exploring the realm of organizational citizenship behavior within educational settings, particularly in schools, emerges as a compelling area for study. In this context, it refers to discretionary actions by teachers and stakeholders that do not trigger explicit or tangible rewards within the formal system but collectively contribute to the effective functioning of educational institutions as organizations (Organ et al., 2016). Romi et al. (2020), building upon Robbins' groundwork (2009), emphasize the substantial advantages organizations gain from high levels of organizational citizenship behavior among their members. These behaviors manifest through elevated performance in various domains like altruism, courtesy, sportsmanship, conscientiousness, and civic virtue. Such behaviors position individuals to drive superior organizational performance, enhancing the overall success and competitiveness of their respective entities.

As per Mostafa and Bottomley (2020), organizational citizenship behavior encapsulates employees' voluntary actions that surpass their prescribed duties for the betterment of the organization and its members. These discretionary behaviors stem from personal choice and a genuine desire to assist. They transcend the outlined job descriptions, contributing significantly to the organization's effectiveness and fostering a positive organizational atmosphere. Studying Organizational Citizenship Behavior (OCB) stands as a pivotal pursuit in comprehending the intricate dynamics within workplaces and fostering organizational success. According to Apostol and Vadil (2023), this area of investigation holds significance due to its multifaceted impact on various aspects of organizational functioning. OCB positively influences the overall effectiveness of an organization by cultivating a collaborative and supportive environment where employees willingly surpass their job descriptions. This extra effort significantly contributes to increased productivity, improved teamwork, and enhanced overall efficiency. Moreover, research into OCB is crucial for nurturing a positive workplace culture. Behaviors like altruism, courtesy, and sportsmanship foster harmony, reduce conflicts, and encourage cooperation among employees, creating an atmosphere conducive to growth and success. Understanding OCB also plays a crucial role in employee retention and engagement, as individuals exhibiting such behaviors tend to feel more connected to their workplace, leading to higher job satisfaction and loyalty.

Additionally, insights into OCB empower organizations to design effective leadership strategies, ensure organizational justice, and develop human resource management tactics that encourage and incentivize positive behaviors. The authors strongly believed that exploring OCB is fundamental in creating resilient,

high-performing, and harmonious work environments, thereby contributing to an organization's long-term success (Apostol and Vadil, 2023).

### 3. Methodology

**Research Design.** In this research, a quantitative research design was adopted to evaluate the existing levels of organizational identification and organizational citizenship behavior among the respondents. Quantitative research is characterized by its emphasis on numerical data, statistical analysis, and structured methodologies. It often involves surveys, questionnaires, or standardized measurements to collect data, enabling the researchers to quantify relationships and patterns between variables (Shields et al., 2013). In this context, the design allowed for the measurement and quantification of the degree of organizational identification and citizenship behavior exhibited by the participants. The approach facilitated the collection of specific numerical data on identified constructs, offering statistical insights into the prevalence and intensity of these behaviors within the studied population. This design choice aimed to provide a comprehensive and systematic understanding of the levels of identification and citizenship behavior among the respondents, contributing to a more objective analysis of these phenomena within the organizational context.

**Research Method.** In this study, a descriptive-correlational research method was employed to explore the potential relationship between the respondents perceived organizational identification and organizational citizenship behavior. Descriptive-correlational research is focused on describing the characteristics of a group or phenomenon and examining relationships between variables without manipulating them. It aims to understand the associations or connections between different factors within a specific context (Shields et al., 2013). In this case, the researchers aimed to describe and measure the levels of organizational identification and citizenship behavior among the participants. By employing this method, they sought to establish whether a relationship or correlation exists between these two constructs. The descriptive aspect allowed for a comprehensive depiction of the identified variables, while the correlational approach aimed to determine the degree and direction of any potential association between organizational identification and citizenship behavior. Overall, this methodology facilitated the examination of how these variables might relate to each other within the studied population, offering insights into the interplay between perceived identification with the organization and engagement in citizenship behaviors.

**Respondents of the Study.** The respondents of this study comprise of graduate school students during the first semester of academic year 2023-2024 who were chosen through simple random sampling procedure. Out of 207 graduate school students enrolled in the six (6) graduate programs of NVSU-Bambang Campus, 136 or 65.70 percent were selected as respondents using Slovin's Formula.

**Research Instrument.** The researchers utilized the following research instrument in gathering the needed data for this investigation.

- **Organizational Identification Questionnaire.** This is a 24-item questionnaire developed and validated by Vadil, Castriciones, and Ocampo (2023) to measure the organizational identification of respondents along three dimensions to include organizational commitment and pride, identification and similarity of values, and loyalty and emotional attachment. Each dimension is meticulously supported by eight carefully chosen benchmark statements. The strong Cronbach analysis, yielding an impressive result of 0.914, reaffirms the instruments' efficacy in measuring the intended constructs. This validation underscores the instruments' credibility and reliability, affirming their suitability for comprehensively assessing the intricate facets of Organizational Identification, providing valuable insights into the nuanced dynamics between individuals and their workplace environments.
- **Enhanced Organizational Citizenship Behavior Scale.** This is 30 - 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, and civic virtue. In this current study it does not include the additional dimensions of the enhanced questionnaire like proactivity, collaboration, knowledge sharing, and workplace positivity.

**Statistical Treatment of Data.** The data gathered through the questionnaire were analyzed using the following statistical tools.

- **Mean.** This was utilized to determine the perceived organizational identification and organizational citizenship behavior of the respondents.
- **Pearson r.** This was used to determine the significant correlation between the respondents perceived organizational identification and organizational citizenship behavior.

A 0.05 level of significance was utilized in this study particularly in testing the hypothesis.

#### 4. Results and Discussion

**Problem 1.** What is the perceived organizational identification of the graduate school students of the Nueva Vizcaya State University along organizational commitment and pride, identification and similarity of values, and loyalty and emotional attachment?

The data from Table 1 indicates a high level of perceived organizational identification among the respondents, evident in the computed grand mean of 3.51. Specifically, the respondents demonstrate a "very good" level of organizational commitment and pride, indicated by a mean score of 3.57. This reflects a deep dedication and satisfaction in contributing to organizational goals, fostering a strong affiliation.

**Table 1**

*Mean and Qualitative Description of the Respondents' Perception of their Organizational Identification (N=136)*

Organizational Climate	Mean	Qualitative Description
Organizational Commitment and Pride	3.57	Very Good
Identification and Similarity of Values	3.42	Good
Loyalty and Emotional Attachment	3.55	Very Good
Grand Mean	3.51	Very Good

Similarly, the respondents exhibit a "very good" level of loyalty and emotional attachment, with a mean score of 3.55, highlighting a profound connection and commitment to the organization. They display a sense of personal investment in the organization's success and well-being. Additionally, in the dimension of identification and similarity of values, the respondents demonstrate a "good" level with a mean score of 3.42. This suggests an alignment of personal beliefs and values with the organization's mission, fostering a sense of belonging and shared ethos. The results reveal a notably strong sense of organizational identification among the respondents, emphasizing their commitment, emotional attachment, and alignment with the organization's values and goals.

**Organizational Commitment and Pride.** The data presented in Table 1 indicates that the respondents exhibit a high level of organizational identification, particularly in terms of organizational commitment and pride, with a computed area mean of 3.57. They consistently express pride in being associated with their organization and frequently describe themselves by mentioning their employment affiliation. Additionally, they actively advocate for their organization's positive attributes when discussing it with friends, emphasizing it as an excellent place to work. Respondents often perceive that the organization values and cares about them, fostering warm feelings toward the workplace. While acknowledging the achievements resulting from dedicated efforts within the organization, they occasionally liken it to a 'family' where members experience a sense of belonging. Moreover, they display a degree of concern about the future trajectory of the organization, indicating a vested interest in its fate. Overall, these responses collectively demonstrate a strong sense of pride, affiliation, and dedication among the respondents towards their organization, contributing to a robust level of organizational

identification.

**Identification and Similarity of Values.** The data in Table 1 highlights that the respondents demonstrate a “good” level of identification and similarity of values, indicated by a computed area mean of 3.42. They consistently attempt to factor in the implications of their actions for the organization when making on-the-job decisions. Additionally, they often perceive their organization as distinct from others in the same field and feel a strong commonality with fellow employees within the organization. Respondents frequently observe a significant similarity between their personal values and those upheld by the organization, facilitating a smooth identification process. However, they occasionally experience alignment between their decisions and the organization’s objectives and find resonance between the organizational culture and their personal beliefs. Moreover, the mission and vision of the organization sometimes parallel their own professional aspirations. These responses collectively signify a substantial alignment and mutual resonance between the values and goals of the respondents and their organization, contributing to a notable level of identification and shared values.

**Loyalty and Emotional Attachment.** The respondents demonstrate a very good level of loyalty and emotional attachment as a dimension of their organizational identification, represented by a computed area mean of 3.55. They consistently perceive the organization's problems as their own and exhibit a persistent willingness to exert substantial effort beyond the norm to contribute to the organization's success. Occasionally, they express irritation when outsiders criticize their organization. They often envision a long-term commitment to their career within the organization and rarely feel minimal loyalty toward it. At times, they perceive their association with the organization as a small aspect of their identity. However, they consistently feel emotionally connected to the organization's achievements and setbacks, passionately defending its reputation when negatively portrayed. This collective response underscores a strong emotional attachment and commitment among the respondents toward their organization, aligning with their values and reflecting a sense of shared identity.

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

**Table 2**  
*Mean and Qualitative Description of the Respondents’ Perception of their Organizational Citizenship Behavior (N=136)*

Organizational Citizenship Behavior	Mean	Qualitative Description
Altruism	3.62	Very Good
Courtesy	3.58	Very Good
Sportsmanship	3.46	Good
Conscientiousness	3.85	Very Good
Civic Virtue	3.41	Good
Grand Mean	3.58	Very Good

The data presented in Table 2 reflects a noteworthy level of organizational citizenship behavior among the respondents, evident from the computed grand mean of 3.58. Particularly, their performance excels in dimensions such as altruism (3.62), courtesy (3.58), and conscientiousness (3.85), denoting a very good level of engagement. Additionally, the respondents' perception indicates a commendable level of organizational citizenship behavior in areas related to sportsmanship (3.46) and civic virtue (3.41), although these dimensions slightly indicate a lower but still positive evaluation. Overall, these findings underscore the respondents' inclination towards exhibiting behaviors that extend beyond their prescribed roles, contributing significantly to organizational effectiveness and cohesion. The different dimensions were discussed separately in the succeeding pages.

**Altruism.** The table above illustrates that the respondents exhibit a remarkably high level of altruism, as indicated by the computed area mean of 3.62. This suggests that respondents consistently provide unwavering support to team members facing challenging circumstances, offering both emotional support and practical assistance. Additionally, they actively contribute to creating a welcoming and inclusive environment for new

employees, aiding them in navigating the organization and settling into their roles. Furthermore, the findings suggest that respondents frequently serve as reliable resources for colleagues, offering guidance and advice as needed. They also engage in collaborative problem-solving, actively seeking opportunities to contribute to team goals and enhance overall productivity. However, it is noteworthy that the same group of respondents perceives that they sometimes go above and beyond to offer assistance to colleagues, even if it requires sacrificing personal time or resources. They also proactively identify and address the needs of colleagues, anticipating and offering assistance before being asked. This nuanced interpretation reflects a well-rounded understanding of the respondents' altruistic behaviors, capturing both consistent support and occasional exceptional.

According to Apostol and Vadil (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.

**Courtesy.** The data from the table showcases that the respondents exhibit a commendable level of courtesy, evident from the computed area mean of 3.58 within the dimension of organizational citizenship behavior. These results suggest that respondents consistently respect the boundaries and rights of others, refraining from behaviors that might be perceived as invasive or disrespectful. They actively seek input and feedback from colleagues before making decisions that could affect them, showcasing a consultative and inclusive approach. Additionally, they consistently maintain open lines of communication with colleagues, encouraging dialogue and feedback to address any arising issues or challenges. Furthermore, the findings indicate that the same group of respondents frequently address conflicts or potential issues with coworkers, taking preemptive measures to foster harmonious working relationships. They effectively communicate and keep colleagues informed about significant actions or decisions that might impact them, fostering transparency and cultivating trust and collaboration. Additionally, they demonstrate sensitivity to the needs and concerns of others, considering their perspectives and the potential impact of their actions on coworkers. This nuanced understanding highlights the respondents' consistent demonstration of courtesy while also showcasing their proactive approach in addressing conflicts and ensuring open communication within the organizational context.

According to Apostol and Vadil (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.

**Sportsmanship.** In Table 2, the data indicates that respondents demonstrate a good level of sportsmanship, evidenced by the computed area mean of 3.46 within the organizational citizenship behavior dimension. These results imply that respondents consistently display commitment and dedication to their job, showcasing a proactive approach and a strong desire to contribute to the organization's success. They actively work towards fostering a positive work environment by emphasizing strengths and opportunities, encouraging a constructive and optimistic mindset among colleagues. Moreover, respondents frequently engage in constructive conversations focusing on solutions and improvements, prioritizing the resolution of challenges rather than dwelling on negative aspects. They exhibit gratitude and appreciation for their work, acknowledging its positive facets and expressing satisfaction. Additionally, they often tackle challenges and setbacks with a positive attitude, actively seeking solutions rather than fixating on trivial matters.

Additionally, the findings reveal that the same group of respondents sometimes maintain perspective and avoid magnifying minor issues, demonstrating resilience and adaptability in their problem-solving approaches. These multifaceted characteristics highlight the respondents' consistent display of sportsmanship, emphasizing their proactive, solution-oriented, and resilient attitudes within the organizational context. According to Apostol and Vadil (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.

**Conscientiousness.** The data presented in Table 2 indicates that the respondents in this study possess a commendable level of conscientiousness, evident in the computed area mean of 3.85. These results suggest that respondents consistently "always" adhere to school policies and procedures with diligence, showcasing a high level of conscientiousness and a commitment to organizational standards. Moreover, they demonstrate integrity by complying with rules and regulations, even in situations where there is no direct supervision or oversight, reflecting their strong ethical values. Additionally, the respondents consistently exhibit a strong work ethic, refraining from taking additional or unnecessary breaks, thereby optimizing productivity and contributing to the efficient use of work hours. The same group of respondents "often" display punctuality and reliability by arriving on time for work and meetings, showcasing a disciplined approach to time management. Furthermore, respondents uphold the principles and values of the organization, reflecting a commitment to professionalism and ethical conduct in all actions. They also maintain a disciplined approach to lunch and break times, adhering to designated durations and returning promptly to work responsibilities. These findings collectively highlight the conscientious nature of the respondents, emphasizing their commitment to organizational policies, ethical conduct, and effective time management.

According to Apostol and Vadil (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.

**Civic Virtue.** In Table 2, the data reflects a good level of civic virtue among the respondents, demonstrated by the computed area mean of 3.41. The findings suggest that respondents consistently "always" exhibit a strong commitment to the organization by actively participating in relevant meetings and staying engaged in its operations and initiatives. Additionally, they consistently seek and stay informed about organizational changes, showcasing a proactive approach to remaining up-to-date and contributing to a knowledgeable workplace environment. Furthermore, respondents "always" foster a culture of collaboration by sharing relevant information and updates with colleagues, enhancing a culture of knowledge exchange and teamwork. However, it is noted that respondents "often" demonstrate a thorough understanding of the organization's progress and initiatives, actively seeking information to remain informed about the latest developments. They also willingly engage in events and activities that contribute to enhancing the organization's image and reputation.

It's important to note that while respondents sometimes seek opportunities to contribute to the organization's success by volunteering for cross-functional projects or taking on additional responsibilities, there is room for more consistent engagement in such opportunities. Overall, these findings underline the inclination of the respondents towards actively participating in organizational activities, staying informed, and contributing positively to the organizational environment.

According to Apostol and Vadil (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.

**Problem 3.** Is there a significant correlation between the perceived organizational identification and organizational citizenship behavior of the respondents?

The table below indicates a notably strong positive correlation between the perceived organizational identification and organizational citizenship behavior of the respondents, as evident from the computed r-value of 0.751. This value substantially exceeds the critical r-value of 0.168 at 134 degrees of freedom, with a coefficient of determination at 56.40 percent. Consequently, rejecting the null hypothesis that posited no significant relationship between the perceived organizational identification and organizational citizenship behavior is justified. It is discernible that approximately 56.40 percent of the variance in organizational citizenship behavior can be determined by perceived organizational identification. However, the remaining traits of organizational citizenship behavior appear influenced by factors distinct from the perceived organizational identification of the respondents. In essence, the variance of organizational citizenship behavior to the extent of 56.40 percent can be elucidated by the variance in perceived organizational identification.

**Table 3**

*Correlation Coefficient between the Perceived Organizational Identification and Organizational Citizenship Behavior of the Respondents (N=136)*

Compared Variables	Correlation Coefficient	Critical r-value	Coefficient of Determination	Statistical Inference
Organizational Identification VS Organizational Citizenship Behavior	0.751 <i>(Very high positive correlation)</i>	0.168	56.40%	Very Significant
Degrees of Freedom: 134		Alpha Level: 0.05		

Additionally, the unexplained variance of 43.60 percent in organizational citizenship behavior denotes the coefficient of alienation, attributed to other variables beyond perceived organizational identification. This implies that nearly half of the organizational citizenship behavior's variance is shaped by factors or influences outside of the respondents perceived organizational identification. The study results unveil a strong significant positive correlation between organizational identification (OI) and organizational citizenship behavior (OCB), underscoring the intricate relationship between these two crucial constructs within the organizational context. The computed correlation coefficient of 0.751 signifies a substantial and direct connection, affirming that as organizational members strengthen their identification with the organization, there is a simultaneous increase in their engagement in discretionary, pro-organizational behaviors.

This strong positive correlation aligns with existing theoretical frameworks, particularly Social Identity Theory and the Affective Events Theory, which posit that a sense of belonging and emotional attachment to an organization motivates individuals to go beyond their formal job requirements. As employees identify more closely with their organization, they are likely to exhibit behaviors that contribute positively to the overall organizational climate. The rejection of the null hypothesis, which posited no significant relationship between OI and OCB, further solidifies the argument for a strong positive connection. The findings accentuate that organizational members who feel a deep sense of connection, pride, and loyalty to their workplace are more inclined to demonstrate behaviors that contribute to the collective well-being of the organization.

Practically, this correlation suggests that interventions aimed at fostering organizational identification can have a cascading effect on enhancing organizational citizenship behavior. Strategies focusing on creating a positive organizational culture, promoting shared values, and enhancing the emotional connection between employees and the organization can serve as catalysts for the development of discretionary behaviors. The study's outcomes affirm the pivotal role of organizational identification as a precursor to organizational citizenship behavior, providing organizations with valuable insights for cultivating a workplace environment where employees are not only committed but actively contribute to the collective success of the organization.

**Problem 4.** Based from the results of this study, what management intervention program could be developed to sustain or enhance perceived organizational identification and organizational citizenship behavior of the respondents in the post pandemic era?

The study's significant findings have led to the formulation of four objective management intervention programs. These programs are intended for submission to the Graduate School and serve as foundational frameworks for initiating extension programs that cater to both internal stakeholders within the institution and external entities. The findings are the following:

1. The respondents have a “good” level of organizational identification along the dimension of identification and similarity of values.
2. The respondents perceived to have a good level of sportsmanship and civic virtue as dimensions of their organizational citizenship behavior.
3. There is a very significant correlation between the respondents’ organizational identification and organizational citizenship behavior.

With the above finding, the following management intervention programs were developed by the researchers:

1. Cultivating Unity: A Management Intervention Program for Strengthening Identification and Similarity of Values in Organizational Identification
2. Fostering Sportsmanship: A Management Intervention Program for Organizational Citizenship Behavior Enhancement
3. Civic Virtue Cultivation: Fostering Organizational Excellence
4. Cultivating Synergy: Exploring the Nexus between Organizational Identification and Citizenship

Research Findings	Management Intervention Program
The respondents have a “good” level of organizational identification along the dimension of identification and similarity of values	Cultivating Unity: A Management Intervention Program for Strengthening Identification and Similarity of Values in Organizational Identification
The respondents perceived to have a good level of sportsmanship and civic virtue as dimensions of their organizational citizenship behavior	Fostering Sportsmanship: A Management Intervention Program for Organizational Citizenship Behavior Enhancement Civic Virtue Cultivation: Fostering Organizational Excellence
There is a very significant correlation between the respondents’ organizational identification and organizational citizenship behavior.	Cultivating Synergy: Exploring the Nexus between Organizational Identification and Citizenship

## 5. Conclusions

1. The respondents demonstrated a remarkably high level of organizational identification, particularly excelling in dimensions related to organizational commitment, pride, loyalty, and emotional

attachment. Additionally, they exhibited a good level of identification and similarity of values within the organization.

2. The respondents consistently portrayed exceptional organizational citizenship behavior, showcasing a strong commitment to going beyond their role requirements for the betterment of the organization.
3. A notably strong and statistically significant correlation was observed between the perceived organizational identification and organizational citizenship behavior of the respondents, indicating a deeply intertwined relationship between these two aspects.
4. Drawing from the study's compelling findings, the researchers have crafted a comprehensive management intervention program tailored to capitalize on these insights and enhance organizational dynamics.

### Recommendations

- Develop and implement targeted interventions aimed at strengthening organizational identification, with a specific focus on organizational commitment and pride, loyalty, emotional attachment, and identification with organizational values. This program should include workshops, communication strategies, and recognition initiatives to foster a stronger sense of belonging among employees.
- 
- Capitalize on the already high level of organizational citizenship behavior perceived by the respondents. Implement initiatives such as continued recognition programs, skill-building workshops, and leadership training to sustain and amplify these positive behaviors. Encourage a workplace culture that values and rewards discretionary efforts contributing to organizational success.
- Establish a system for continuous monitoring of the correlation between organizational identification and organizational citizenship behavior. Regularly collect and analyze data to track any shifts or changes in the relationship over time. This will provide valuable insights into the dynamic nature of these constructs within the organization.
- Develop a flexible and adaptive management intervention program that can be adjusted based on the evolving needs of the organization. Regularly assess the effectiveness of the program through feedback mechanisms and make necessary adjustments to ensure its alignment with organizational goals and changing employee dynamics.

### 6. References

- Apostol, Elma P. and Vadil, Carlo, Enhance Organizational Citizenship Behavior Scale: Development and Validation in Philippine Context (August 20, 2023). Available at SSRN: <https://ssrn.com/abstract=4546137>
- Ashforth, B., Harrison, S. and Corley, K. (2008). Identification in organizations: An examination of four fundamental questions. *Journal of Management*, 34(3), 325-374.
- Ellis, J. (2021) What is organizational identification? Retrieved at <https://www.wise-geek.com/what-is-organizational-identification.htm> on June 26, 2021
- Hinkle, S., & Brown, R. J. (1990). Intergroup comparisons and social identity: Some links and lacunae. In D. Abrams & M. A. Hogg (Eds.), *Social identity theory: Constructive and critical advances* (pp. 28–47). New York, NY: Springer-Verlag Publishing.
- Law, S. K., Wong, C., & Chen, X. Z. (2005). The construct of organizational citizenship behavior: Should we analyze after we have conceptualized? In D. L. Turnipseed (Ed.), *Handbook of organizational citizenship behavior* (pp. 47–65). New York: Nova Science Publishers.

- Organ, D. W. (1988). A Restatement of the satisfaction-performance hypothesis. *Journal of Management*, 14(4), 547-57.
- Organ, D. W. (1997). Organizational citizenship behavior: It's construct cleanup time. *Human Performance*, 10(2), 85-97.
- Organ, D. W., & Ryan, K. (1995). A meta-analytic review of attitudinal and dispositional predictors of organizational citizenship behavior. *Personnel Psychology*, 48(4), 775-802.
- Organ, D. W., Podsakoff, P. M., & MacKenzie S. P. (2006). *Organizational citizenship behavior: Its nature, antecedents, and consequences*. London: Sage Publications.
- Shields, Patricia; Rangarjan, Nandhini (2013). *A playbook for research methods: integrating conceptual frameworks and project management*. Stillwater, Oklahoma: New Forums Press.
- Smith, A., Organ D. W., & Near J. (1983). Organizational citizenship behavior: Its nature and antecedents. *Journal of Applied Psychology*, 68(4), 653-663.
- Tajfel, H., & Turner, J. C. (1986). The social identity theory of intergroup behaviour. In S. Worchel & W. G. Austin (Eds.), *Psychology of intergroup relations* (pp. 7–24). Chicago, IL: Nelson.
- Turner, J. C., & Oaks, P. J. (1986). The significance of the social identity concept for social psychology with reference to individualism, interactionism, and social influence. *British Journal of Social Psychology*, 25, 237–252.
- Vadil, C., Castriciones, S., & Ocampo, I. (2023). Development and validation of an organizational identification (OI) and perceived organizational support (POS) questionnaires for the Southeast Asian workplace: A research-driven approach. Social Science Research Network. [https://papers.ssrn.com/sol3/papers.cfm\\_id=4680478](https://papers.ssrn.com/sol3/papers.cfm_id=4680478)
- Yu-Chen Wei, (2021). The benefits of organizational citizenship behavior for job performance and the moderating role of human capital. Retrieved at <http://www.ccsenet.org/journal/index.php/ijbm/article/view/35909/21296> on June 29