

Organizational health and organizational culture of a state university in the Cordillera Administrative Region: Their relationship with organizational citizenship behavior

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Abstract

This study investigated the relationship among organizational health, organizational culture, and organizational citizenship behavior (OCB) among 144 faculty members of Ifugao State University during the academic year 2024–2025. Using a quantitative research design with a descriptive–correlational approach, data were gathered through validated survey instruments and analyzed using mean and Pearson’s r at a 0.05 level of significance. Organizational health was examined through the dimensions of institutional integrity, initiating structure, consideration, dean’s influence, resource support, morale, academic emphasis, and organizational structure. Organizational culture was analyzed across dimensions including mission and vision, communication, leadership, innovation and creativity, teamwork and collaboration, employee engagement, diversity and inclusion, learning and development, work–life balance, and ethical values. Organizational citizenship behavior was assessed through altruism, courtesy, sportsmanship, conscientiousness, civic virtue, proactivity, collaboration, knowledge sharing, and workplace positivity. Results revealed that faculty generally perceived the organizational health of the university as Very Good ($\bar{x} = 4.34$), with morale, organizational structure, and academic emphasis receiving Excellent ratings. Organizational culture was also rated Very Good ($\bar{x} = 4.43$), with innovation and creativity, teamwork and collaboration, and employee engagement identified as the strongest dimensions. Similarly, the overall level of OCB was rated Very Good ($\bar{x} = 4.45$), indicating that faculty frequently demonstrated voluntary behaviors that support organizational effectiveness. Correlation analysis showed a low positive but significant relationship between organizational health and organizational culture ($r = 0.487$, $p = 0.001$), a low positive relationship between organizational health and OCB ($r = 0.315$), and a moderate positive relationship between organizational culture and OCB ($r = 0.569$). Based on these findings, an Organization Development and Planning Intervention Program was proposed to strengthen leadership practices, clarify institutional goals, promote ethical values, and enhance faculty engagement, collaboration, and proactive behavior to further improve institutional effectiveness.

Keywords: organizational culture, organizational health, organizational citizenship behavior

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1. Introduction

Higher education institutions play a pivotal role in advancing global sustainability. As key agents in educating future leaders, these institutions significantly contribute to the successful implementation of the United Nations Sustainable Development Goals (SDGs). While the geographical application of SDGs varies, it is evident that higher education institutions globally are instrumental in fostering a mindset that promotes the widespread adoption of SDG principles. The potential of these institutions to drive the transformation towards a more sustainable society is immense. By integrating sustainability principles into their curricula and research programs, universities empower both faculty, students, and other stakeholders to actively work towards a sustainable future (UNESCO, 2020). However, this crucial role can only be fulfilled if colleges and universities maintain a healthy organization, cultivate a responsive organizational culture, and ensure that their members exhibit a high level of organizational citizenship behavior.

Organizational health, a concept that encapsulates an institution's ability to maintain a dynamic and sustainable internal environment, is particularly vital for universities in the Asian region. These institutions are navigating rapid changes, including technological advancements, globalization, and shifts in educational demands. Organizational health in this context refers to the alignment of a university's strategy, culture, and operations to foster continuous improvement, innovation, and adaptability (Tsui and Cheng, 2017). In many Asian universities, organizational health is also influenced by external factors such as government policies, socio-economic conditions, and cultural expectations. For instance, universities in rapidly developing economies like China, India, and Southeast Asia face unique challenges, such as balancing the need for global competitiveness with maintaining cultural and educational traditions. Organizational health in these universities is often assessed by their ability to respond to these challenges while maintaining academic excellence, operational efficiency, and organizational culture (Chen and Wang, 2023).

A strong organizational culture is a cornerstone of organizational health, particularly in the context of Asian universities. Culture in these institutions is shaped by a blend of traditional values, such as respect for authority and community, alongside modern principles like innovation and inclusivity. A robust organizational culture in Asian universities can provide stability and direction, helping the institution navigate the complexities of higher education in a globalized world (Kumar and Sharma, 2022). According to Tanaka and Suzuki (2021), strong organizational culture promotes a sense of belonging and commitment among faculty, staff, and students, fostering collaboration and shared goals. This is crucial in Asian universities, where hierarchical structures and collectivist values often influence interpersonal dynamics. A positive culture encourages open communication, mutual respect, and a shared vision, which are essential for sustaining morale and driving academic and research achievements. Moreover, Lee and Park (2020) stressed that a well-defined organizational culture in Asian universities supports the alignment of individual and institutional objectives. It facilitates the adoption of new practices and technologies, which is increasingly important as universities in the region strive to enhance their global standing and contribute to societal development. In essence, a strong organizational culture not only supports the health of the institution but also ensures that it can effectively fulfill its mission in the rapidly evolving landscape of higher education in Asia.

Organizational health in higher education institutions (HEIs) in the Philippines is a critical factor that influences their ability to adapt, innovate, and sustain excellence amidst a rapidly changing educational landscape. This concept encompasses the institution's ability to maintain alignment between its goals, culture, and operational practices, thereby ensuring its long-term viability and effectiveness (De Guzman and Santos, 2023). Philippine HEIs face unique challenges such as fluctuating government funding, evolving accreditation standards, and

increasing competition both locally and internationally. Organizational health in this context refers to the institution's ability to manage these challenges while maintaining academic quality, fostering a supportive learning environment, and achieving its mission. A healthy organization is one that can effectively balance the demands of various stakeholders, including students, faculty, staff, and external partners, while continuously improving its processes and outcomes. Furthermore, Rivera and Villanueva (2022) underscore that in the Philippines, organizational health is often linked to the institution's capacity to implement reforms, integrate new technologies, and respond to the needs of a diverse student population. Institutions that prioritize organizational health are better equipped to navigate the complexities of the higher education sector, particularly in areas such as curriculum development, faculty development, and resource management.

On the other hand, Garcia and Reyes (2021) opined that a strong organizational culture is essential for fostering organizational health in Philippine HEIs. Culture in this context is shaped by a blend of local traditions, values, and practices, alongside the influences of globalization and modern educational paradigms. In Philippine universities and colleges, organizational culture often reflects a sense of community, respect for authority, and a commitment to service, which are deeply rooted in Filipino cultural values. A positive organizational culture in Philippine HEIs promotes collaboration, innovation, and a shared sense of purpose among faculty, staff, and students. It creates an environment where members feel valued and motivated to contribute to the institution's goals. This is particularly important in a context where personal relationships and a sense of belonging are highly valued. A strong organizational culture also supports the institution's efforts to achieve academic excellence and social responsibility, which are key components of their mission.

Moreover, Mendoza and Castillo (2020) stressed that a well-defined organizational culture in Philippine HEIs helps in managing change and uncertainty. It provides a stable foundation that guides decision-making, behavior, and institutional strategies, ensuring that the institution remains resilient in the face of challenges. This culture also plays a crucial role in shaping the institution's reputation and identity, both locally and globally. Hence, organizational health and a strong organizational culture are interdependent elements that significantly contribute to the success of higher education institutions in the Philippines. By cultivating these aspects, Philippine HEIs can better fulfill their educational mission and continue to play a vital role in national development and global education.

In the context of higher education institutions (HEIs) in the Philippines, there is an emerging interest in understanding how organizational health and organizational culture influence organizational citizenship behavior (OCB) among faculty and staff. While individual studies have explored these concepts in isolation, a significant research gap exists in comprehensively examining the correlation between these elements within Philippine HEIs. Despite the importance of these concepts, there is a lack of comprehensive studies that examine the correlation between organizational health, organizational culture, and OCB in Philippine HEIs. Most existing studies focus on either organizational culture or health independently, or they address OCB without considering the influence of these broader organizational factors. This research gap is significant because understanding the interplay between organizational health, culture, and OCB can provide valuable insights into how to foster a positive and productive environment within HEIs.

Addressing this gap is crucial for developing strategies that can enhance the overall performance and sustainability of HEIs in the Philippines. Future research should focus on examining how organizational health and culture jointly influence OCB, using a combination of qualitative and quantitative methods to capture the complex dynamics at play. Filling this research gap can contribute to the development of more effective management practices and policies that support the growth and success of these institutions which is the focus of this research investigation.

It is also observed by current researcher that in the state university in the Cordillera Administrative Region (CAR) where he is currently teaching, members have faced several concerns and challenges that have prompted the need for a study on the correlation of organizational health and organizational culture with organizational

citizenship behavior (OCB) among faculty and staff. One of the primary concerns is the perceived disconnect between institutional goals and the daily experiences of some faculty members, leading to a sense of disengagement and reduced motivation. Additionally, the university's organizational culture, influenced by a blend of traditional values and modern educational demands, has created tensions between long-established practices and the need for innovation and adaptability. Some faculty members have also expressed concerns about their perception on the lack of recognition and support for their efforts, which has impacted their willingness to go beyond their formal duties—a key aspect of OCB. These challenges, coupled with the unique cultural and socio-economic context of the Cordillera region, have underscored the need for a deeper understanding of how organizational health and culture influence OCB, ultimately motivating the researcher to investigate this correlation in order to develop strategies that enhance faculty engagement, collaboration, and overall organizational effectiveness.

This study is focus on the investigation of existing organizational health and organizational culture of Ifugao State University in Cordillera Administrative Region and their correlation with organizational citizenship behavior as assessed by the faculty members serving as respondents. Specifically, it will answer the following specific questions.

- What is the assessment of the respondents of their organizational health along the dimensions of institutional integrity, initiating structure, consideration, principal influence, resource support, morale, academic emphasis, and organizational structure?
- What is the assessment of the respondents of their organizational culture along the dimensions of vision and mission, communication, leadership, innovation and creativity, teamwork and collaboration, employee engagement, diversity and inclusion, learning and development, work-life balance, and ethical values?
- What is the assessment 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 a significant relationship between the perceived organizational health and organizational culture of the respondents?
- Is there a significant relationship between the perceived organizational health and organizational citizenship behavior of the respondents?
- Is there a significant relationship between the perceived organizational culture and organizational citizenship behavior of the respondents?
- Based on the significant findings of the study, what organization development and planning intervention program could be developed?

2. Related Literature

This study is anchored on Social Exchange Theory primarily developed by sociologist George C. Homans in the 1950s. Homans is credited with laying the foundation for this theory in his work "Social Behavior: Its Elementary Forms" published in 1961. The theory was further elaborated by other scholars, including Peter Blau and Richard Emerson, who contributed to its development and application in various social contexts (Cropanzano and Mitchell, 2016).

According to Eisenberger et al. (2016), Social Exchange Theory (SET) can be quite insightful when applied to organizational health since it posits that social interactions are based on reciprocal exchanges where individuals seek to maximize benefits and minimize costs. In an organizational context, this means that employees will be

more engaged and satisfied if they perceive that the organization provides valuable rewards (e.g., fair compensation, recognition, professional development) in return for their efforts. Healthy organizations foster strong, trusting relationships between employees and management. When employees perceive that their contributions are met with appropriate rewards, support, and recognition, it fosters a positive and productive work environment. This reciprocal exchange enhances overall organizational health by promoting employee satisfaction and engagement.

Moreover, Kuvaas and Dysvik (2017) underscore that Social Exchange Theory (SET) suggests that individuals operate based on norms of reciprocity and equity. In organizational culture, this translates to the development of norms and values that encourage mutual support, collaboration, and fairness. Cultures that emphasize reciprocity and equitable treatment tend to create a more cohesive and positive work environment. The organizational culture is shaped by the patterns of exchanges and interactions among members. Norms and values within an organization emerge from the patterns of reciprocity and fairness observed in daily interactions. Cultures that emphasize equitable exchanges and mutual support tend to foster a more cohesive and positive work atmosphere, thereby aligning with SET's principles.

On the other hand, Ng and Feldman (2018) theorized that organizational citizenship behavior (OCB) refers to voluntary behaviors that go beyond formal job requirements and contribute to organizational effectiveness. According to Social Exchange Theory, employees are more likely to engage in OCB when they perceive that their discretionary efforts will be reciprocated with positive outcomes, such as recognition, promotions, or a supportive work environment. SET highlights that employees are motivated to contribute extra-role behaviors when they perceive fairness and equity in the organization's treatment of its members. If employees feel that their extra efforts are acknowledged and valued, they are more likely to demonstrate behaviors that benefit the organization beyond their formal job responsibilities.

The preceding discussion underscores that the core constructs of this investigation—organizational health, organizational culture, and organizational citizenship behavior—are fundamentally anchored in Social Exchange Theory (SET). This theory provides a strong framework for understanding how reciprocal exchanges shape organizational dynamics.

The concept of organizational health was first introduced by Miles (n.d.), as cited by Mustafa and Aksu (2020). Miles defined a healthy organization as one that anticipates and mitigates risks, seizes opportunities from positive situations, adapts quickly to changes, and continuously develops. Healthy individuals thrive in healthy environments, and schools, as the initial environment where individuals are nurtured and introduced to social life, play a crucial role in this process. The organizational health and climate of schools significantly impact their ability to produce well-rounded, healthy individuals. Organizational health encompasses the need to maintain life, grow, and develop. In healthy organizations, members clearly understand and accept the organization's goals, which should be motivating and enhance productivity. Additionally, effective horizontal and vertical communication within the organization is essential for accurate diagnosis of issues, recognition of internal tensions, and positive development. It also facilitates the collection of accurate and sufficient data about the sources of systemic problems, contributing to the overall health of the organization.

Paclit (2022) argues that a school system with strong organizational health is not static but continually evolves and enhances its ability to manage and sustain itself. Such a school can adapt to its environment, create harmony among its members, and effectively achieve its goals. Researchers often draw parallels between organizations and humans, suggesting that, like a person, an organization can be either healthy or ill. Just as a healthy body requires all its organs to function harmoniously, a healthy organization depends on the smooth and coordinated functioning of all its subsystems. A healthy organization is one that operates efficiently, providing goods and services effectively. In this study, organizational health will be assessed across various components, including institutional integrity, initiating structure, consideration, principal influence, resource support, morale, academic emphasis, and organizational structure. These components will be evaluated using the research framework developed by Hoy and

Miskel (1991), as applied by Paclit (2022). This comprehensive approach ensures a detailed understanding of organizational health within the educational context, capturing both structural and relational dimensions that contribute to a healthy organizational environment.

Another variable considered in this study is organizational culture. Vadil and Apostol (2023) in their research framework emphasize that organizational culture profoundly impacts how employees perceive their work environment, interact with each other, and align their actions with the organization's goals. It plays a critical role in shaping employee attitudes, behavior, and overall organizational performance. A strong and positive culture can lead to increased satisfaction, productivity, and effectiveness, while a weak or negative culture may lead to disengagement and hinder organizational success. Organizational culture is a fundamental aspect of an organization that encompasses its values, beliefs, and norms, guiding the behavior and interactions of individuals within the organization. It is influenced by various factors such as mission and vision, communication, leadership behavior, innovation, teamwork, employee engagement, diversity and inclusion, learning and development, work-life balance, and ethical values (Vadil and Apostol, 2023).

In line with the above concepts, the same authors conceptualized that a well-functioning organization is characterized by several key factors that contribute to its overall effectiveness and success. First, having a clearly defined mission and vision statement is crucial, as it guides the organization's values, goals, and overall direction. Effective communication is also essential, encompassing the openness, frequency, and effectiveness of both formal and informal channels within the organization. Leadership plays a vital role, with leaders who inspire, motivate, and empower employees being instrumental in fostering a positive work environment. Furthermore, organizations that support and encourage innovation and creativity are more likely to generate new ideas and stay competitive.

Teamwork and collaboration are also fundamental, as they ensure that employees work together effectively towards common goals. Employee engagement is another critical component, reflecting the level of commitment, satisfaction, and motivation among employees, as well as their willingness to go the extra mile. A strong commitment to diversity and inclusion, promoting a diverse workforce and an inclusive work environment, is increasingly recognized as a cornerstone of organizational success. Additionally, organizations that prioritize employee learning, professional development, and continuous improvement contribute to a culture of growth and excellence. Support for work-life balance is equally important, as it promotes employee well-being and quality of life, which in turn enhances productivity and job satisfaction. Finally, adherence to ethical values, integrity, and social responsibility is essential for maintaining trust and credibility in the organization's operations and decision-making processes. These elements collectively form the foundation of a thriving and sustainable organizational culture.

The researcher also considered organizational citizenship behavior as one of the main research constructs in this current study. Investigating organizational citizenship behavior (OCB) in educational settings, such as schools, offers a compelling research opportunity. In this context, OCB encompasses voluntary actions taken by teachers and other stakeholders that are not explicitly recognized or rewarded within the formal reward system, yet these behaviors significantly enhance the overall effectiveness and efficiency of schools as organizations (Organ et al., 2016). Building on Robbins' (2009) work, Romi and colleagues (2020) emphasize that organizations greatly benefit when their members demonstrate high levels of OCB. This is evident in enhanced performance across various dimensions, including altruism, courtesy, sportsmanship, conscientiousness, and civic virtue. Individuals who exceed the typical performance standards not only contribute to the success of their schools but also enhance the organizations' overall competitiveness and sustainability.

This study will utilize the organizational citizenship behavior (OCB) research framework developed by Apostol and Vadil (2023), which integrates Social Exchange Theory with Dennis Organ's 1988 conceptualization of OCB. Originally defined by five dimensions, the authors have expanded the framework by adding four new dimensions to address the complexities of the Philippine work environment. This expanded framework aims to foster a harmonious, innovative, and positive workplace that enhances productivity and employee well-being. The

resulting research framework is specifically tailored and validated for the Philippine context.

Apostol and Vadil (2023) explore the detailed intersection of Social Exchange Theory and organizational citizenship behavior within the Philippine context. Building on Organ's foundational work (1988) that identified dimensions such as altruism, courtesy, sportsmanship, conscientiousness, and civic virtue, the study highlights the importance of adapting and expanding these dimensions to meet modern demands. The researchers emphasize the critical addition of dimensions like proactivity, collaboration, knowledge sharing, and workplace positivity to fully capture the complexities of organizational citizenship behavior in the Philippine setting.

3. Methodology

This study employed a quantitative research design using the descriptive–correlational method to examine the relationship among organizational health, organizational culture, and organizational citizenship behavior (OCB) of faculty members at Ifugao State University (IFSU) during the academic year 2024–2025. Quantitative research enables the systematic collection and analysis of numerical data to measure variables and determine statistical relationships among them (Creswell, 2018). The descriptive–correlational approach was used to describe existing conditions and determine the strength and direction of relationships among the variables without manipulating them (Yin, 2015).

The research was conducted at IFSU, a state university located in the province of Ifugao, Philippines, known for its culturally rich environment and commitment to research, instruction, and community engagement. The respondents of the study consisted of 144 faculty members, representing 62.88% of the total faculty population of 229 at the main campus. Respondents were drawn from different colleges using stratified random sampling, ensuring proportional representation of academic units. Within each stratum, simple random sampling was applied to minimize bias and enhance the representativeness of the sample.

Data were collected using three validated instruments: the Organizational Health Inventory for Schools developed by Hoy and Miskel (1991) with a reliability coefficient of 0.89, the Organizational Culture Scale developed by Apostol and Vadil (2023) with a Cronbach's alpha of 0.917, and the Enhanced Organizational Citizenship Behavior Scale also developed by Apostol and Vadil (2023) with a reliability coefficient of 0.857. These instruments utilized five-point Likert scales to measure respondents' perceptions of organizational health, culture, and citizenship behavior.

Prior to data collection, formal approval was obtained from university authorities, and ethical considerations such as informed consent, confidentiality, and voluntary participation were strictly observed. The collected data were analyzed using mean to determine the level of the variables and Pearson's r to identify the significant relationships among organizational health, organizational culture, and organizational citizenship behavior.

4. Results and Discussion

This research investigation focused on exploring the relationship between organizational health, organizational culture, and organizational citizenship behavior among 144 faculty members of Ifugao State University during the academic year 2024–2025. Employing a quantitative research design with a descriptive–correlational approach, the study collected data using valid and reliable instruments, which were analyzed using appropriate statistical procedures, such as mean and Pearson's r . All hypotheses were tested at a 0.05 level of significance.

The study examined organizational health as one of the main variables, assessing its dimensions of institutional integrity, initiating structure, consideration, dean's influence, resource support, morale, academic emphasis, and organizational structure. Another key variable was organizational culture, analyzed across dimensions including mission and vision, communication, leadership, innovation and creativity, teamwork and collaboration, employee engagement, diversity and inclusion, learning and development, work-life balance, and

ethical values. The dependent variable in this investigation was organizational citizenship behavior, evaluated through dimensions such as altruism, courtesy, sportsmanship, conscientiousness, civic virtue, proactivity, collaboration, knowledge sharing, and workplace positivity. The following are the salient results of the study.

- The respondents generally perceive the organizational health of the state university as Very Good, with a grand mean of 4.34, indicating effective leadership, supportive systems, and a positive work environment. Among the dimensions, morale ranked highest (4.56, Excellent), reflecting strong enthusiasm, satisfaction, and commitment. Organizational structure (4.51) and academic emphasis (4.50) also received Excellent ratings, highlighting clear roles and a focus on academic quality. Resource support (4.42), dean's influence (4.38), initiating structure (4.32), and consideration (4.14) were rated Very Good, while institutional integrity (3.89) was the lowest, suggesting areas for further improvement.
- The respondents generally perceive the organizational culture of the institution as Very Good, with a grand mean of 4.43, reflecting a positive environment that fosters leadership, collaboration, innovation, and employee engagement. Innovation and Creativity (4.77) and Teamwork and Collaboration (4.76) were rated Excellent, highlighting a supportive and cooperative culture. Employee Engagement (4.72), Leadership (4.51), Diversity and Inclusion, and Learning and Development (4.59) also received Excellent ratings. Work-Life Balance and Ethical Values (4.43) were Very Good, while Vision and Mission (3.16) was the lowest, indicating the need for improved communication and alignment of institutional goals.
- The respondents' overall organizational citizenship behavior (OCB) received a grand mean of 4.45, described as Very Good, indicating frequent demonstration of positive, voluntary behaviors that support organizational effectiveness. Workplace Positivity (4.76) and Collaboration (4.62) were rated Excellent, reflecting optimism, teamwork, and mutual support. Conscientiousness (4.55) and Altruism (4.52) were also Excellent, highlighting responsibility and helpfulness. Sportsmanship (4.48), Courtesy (4.36), Knowledge Sharing (4.35), Civic Virtue (4.28), and Proactivity (4.16) were Very Good, suggesting these behaviors are well-practiced but have room for enhancement to achieve excellence across all dimensions.
- The relationship between perceived organizational health and organizational culture yielded a correlation coefficient of 0.487, indicating a low positive correlation. This suggests that improvements in organizational culture are associated with better organizational health, though the relationship is moderate, with other factors also influencing institutional well-being. Organizational health encompasses overall functioning, employee engagement, collaboration, and effectiveness. The p-value of 0.001 confirms that this relationship is statistically significant, indicating a very low likelihood of chance occurrence.
- The correlation between perceived organizational health and organizational citizenship behavior (OCB) among the respondents yielded a coefficient of 0.315, indicating a low positive correlation. This suggests that higher levels of OCB are modestly associated with improvements in organizational health.
- The relationship between perceived organizational culture and organizational citizenship behavior (OCB) among the respondents revealed a correlation coefficient of 0.569, indicating a moderate positive correlation. This suggests that as employees perceive their organizational culture to be stronger, supportive, and aligned with shared values, their engagement in OCB increases.
- The researcher developed an Organization Development and Planning Intervention Program based on the study's findings, targeting the lowest-rated dimensions across organizational health, culture, and citizenship behavior. For organizational health, focus areas included initiating structure, consideration, and dean's influence. Organizational culture targeted vision and mission, communication, work-life balance, and ethical values, while OCB emphasized civic virtue, proactivity, and knowledge sharing. The program's seminars aim to enhance leadership, clarify institutional goals, promote ethical practices,

and foster faculty engagement, initiative, and collaboration to improve overall institutional effectiveness.

5. Conclusions

1. The respondents generally perceive the organizational health of the state university as Very Good, indicating that the institution demonstrates effective leadership, supportive systems, and a conducive working environment that enable faculty and staff to perform their roles efficiently.
2. The respondents generally perceive the organizational culture of the institution as Very Good, reflecting a positive work climate characterized by collaboration, innovation, engagement, and alignment with shared values, though some areas still have room for improvement.
3. The respondents' overall Organizational Citizenship Behavior (OCB) is Very Good, suggesting that faculty frequently demonstrate positive, voluntary behaviors that go beyond formal responsibilities, contributing significantly to organizational effectiveness and collegiality.
4. A low positive correlation was observed between organizational health and organizational culture, indicating that while a stronger culture may support better organizational functioning, other factors also influence institutional health.
5. There is a low positive correlation between perceived organizational health and OCB, showing that faculty engagement in discretionary, supportive behaviors modestly enhances the overall health and effectiveness of the institution.
6. The relationship between organizational culture and OCB shows a moderate positive correlation, suggesting that a supportive, collaborative, and values-driven culture encourages faculty to consistently engage in extra-role behaviors that benefit both colleagues and the organization.
7. Based on these findings, the researcher developed an Organization Development and Planning Intervention Program, focusing on the lowest-rated dimensions of organizational health, culture, and citizenship behavior. This program aims to strengthen leadership, clarify institutional goals, reinforce ethical practices, and enhance faculty engagement, proactivity, and collaboration to improve overall institutional effectiveness.

Recommendations

1. The administration may focus on enhancing leadership effectiveness, task structure, and faculty support mechanisms, particularly addressing areas such as initiating structure, consideration, and dean's influence, to sustain a highly functional and supportive work environment.
2. Institutional leaders may develop clear strategies to reinforce vision and mission, improve internal communication, and ensure that faculty understand and align their work with organizational goals.
3. Policies and programs that help faculty manage workloads, reduce stress, and maintain personal well-being may be implemented to enhance productivity and foster a healthier work environment.
4. Continuous training, workshops, and reminders may be provided to strengthen ethical decision-making and modeling of integrity, ensuring these values are embedded in daily academic and administrative practices.
5. Faculty may be supported and motivated to engage in discretionary behaviors such as civic virtue, proactivity, and knowledge sharing through recognition programs, mentoring, and opportunities for collaborative projects.
6. Structures such as interdisciplinary teams, learning communities, and mentorship programs may be

promoted to enhance collaboration, facilitate sharing of expertise, and build stronger professional relationships among faculty members.

7. Targeted seminars and workshops may be conducted to equip academic leaders with skills in supportive leadership, strategic engagement, and motivational influence to guide faculty effectively and enhance overall institutional performance.
8. Future research may consider replicating this study using a mixed-method design to gain deeper qualitative insights alongside quantitative data. Expanding the research to other higher education institutions or educational environments will allow comparisons, validate findings, and provide broader recommendations for institutional development.
9. Future studies may examine additional variables not included in this study, such as organizational justice, emotional intelligence, or workplace spirituality, in relation to organizational health, culture, and OCB. Pairing these variables may uncover new predictors of faculty performance and institutional effectiveness.

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