

# CORRELATION OF TEACHERS' COMMITMENT AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR AMONG PUBLIC ELEMENTARY SCHOOL TEACHERS

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## ABSTRACT

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

**Keywords:** organizational citizenship behavior, teachers' commitment

## Introduction

In today's rapidly evolving knowledge-based society, organizations worldwide face significant challenges in maintaining and enhancing work quality among their employees. Central to addressing these challenges is the cultivation of positive organizational citizenship behavior (OCB), where employees voluntarily engage in actions that go beyond their formal job requirements. This behavior, as described within the framework several social scientists is crucial for enhancing organizational effectiveness and fostering a productive work environment conducive to long-term success.

Within educational settings, such as schools in the Kasibu West District, organizational citizenship behavior assumes a critical role. Teachers and stakeholders often undertake discretionary actions that contribute to the smooth functioning of schools, even though these actions may not be explicitly rewarded within the formal system. These behaviors include altruism—such as helping colleagues or students without being asked—conscientiousness in adhering to school policies and procedures, and collaboration to improve educational outcomes. By fostering such behaviors, schools can enhance their resilience, improve staff morale, and create a supportive environment that benefits students and the entire school community.

Moreover, organizational commitment among teachers is equally vital. It reflects their dedication not only to their immediate roles within the school but also to the broader goals and values of the educational institution. Teachers who demonstrate high levels of commitment contribute significantly to

Organizational success by aligning their efforts with the educational mission, supporting colleagues, and actively engaging in professional development. In Kasibu West District, committed teachers exemplify resilience and dedication, actively contributing to the continuous improvement of educational practices and student outcomes despite the challenges inherent in the teaching profession.

The teaching profession faces numerous challenges, including evolving educational norms, diverse student needs, and the demands of integrating technology into teaching practices. These challenges underscore the importance of commitment and citizenship behaviors among educators. Committed teachers not only adapt to these changes but also drive positive change within their schools by embracing new teaching methodologies, supporting inclusive practices, and advocating for student welfare.

By studying and fostering these behaviors, educational leaders and policymakers can strengthen organizational resilience, enhance teacher satisfaction, and ultimately improve educational outcomes. Recognizing and cultivating these essential attributes among teachers is crucial for building a positive educational environment that supports continuous improvement and student success.

Effective leadership plays a pivotal role in promoting organizational citizenship and commitment among teachers. School administrators in Kasibu West District, for instance, emphasize the importance of fostering a culture where teachers feel valued and supported in their professional growth. This supportive environment encourages teachers to invest in their roles, engage in collaborative efforts, and uphold high standards of professionalism.

Furthermore, ongoing professional development programs tailored to enhance both technical competencies and soft skills—such as communication, collaboration, and emotional intelligence—can empower teachers to navigate complex challenges effectively. These programs not only equip teachers with the necessary tools and knowledge but also reinforce a sense of belonging and commitment to the school community. Hence, organizational citizenship behavior and commitment are integral to the success of educational institutions like those in Kasibu West District. By promoting these behaviors and values, schools can create a conducive environment for teaching and learning, foster a culture of excellence, and ultimately prepare students for success in a rapidly changing world. Emphasizing the importance of these attributes through supportive leadership, targeted professional development, and recognition

of teacher contributions ensures that educators are empowered to fulfill their roles effectively and make a lasting impact on student outcomes and school performance.

Existing literature on organizational citizenship behavior (OCB) and teachers' commitment in public elementary schools reveals a notable research gap. There is a scarcity of studies specifically investigating these constructs within this educational context. This gap emphasizes the need for new and updated research that aligns with the Basic Education Research Agenda of the Department of Education (DepEd). Specifically, Theme 3 of this agenda focuses on human resource development, with a subtheme dedicated to employee welfare (DepEd Order No. 39, series of 2016).

Remarkably, no prior research has explored the interplay between teachers' commitment and organizational citizenship behavior in the Kasibu West District. This unexplored area presents a significant opportunity for investigation and contributes to the understanding of organizational dynamics within educational settings.

Therefore, the primary aim of this research study is to address this gap by thoroughly examining and filling the aforementioned research void. By conducting this study, we seek to provide insights into how organizational citizenship behavior and teachers' commitment manifest within public elementary schools, particularly in the Kasibu West District. This research not only aims to contribute to the scholarly literature on educational management and organizational behavior but also intends to inform educational policies and practices aimed at enhancing teacher engagement, performance, and overall school effectiveness.

## **Methodology**

### **Research Design**

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

### **Research Locale**

This study was conducted among public elementary schools in Kasibu West District in the municipality of Kasibu, Nueva Vizcaya.

### **Research Participants**

The researcher utilized a simple random sampling technique to select 126 respondents from a total of 188 public elementary school teachers. This sample size represents approximately 67.02 percent of the total population. The sample size of 126 was determined using the Slovin Formula, taking into account a desired level of confidence and a margin of error.

### **Research Instruments**

Data collection utilized a structured questionnaire, chosen for its suitability in examining various phenomena and situations, particularly to describe how, when, where, and what issues or phenomena exist (Fraenkel et al., 2012). The instruments employed were the Teachers' Commitment Questionnaire, validated by Vadil (2015) with a high

reliability coefficient ( $\alpha = 0.852$ ), and the Enhanced Organizational Citizenship Behavior Scale, validated by Apostol and Vadil (2023) with a strong total stability coefficient ( $\alpha = 0.857$ ).

### Data Gathering Procedure

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

### Ethical Considerations

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

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

### Results and Discussion

**Problem1.** What is the perceived commitment of the public elementary school teachers of Kasibu West District along the dimensions of commitment to school, commitment to teaching work, commitment to teaching occupation, and commitment to work group?

In order to determine the teachers' commitment of the respondents, the mean was utilized. Results is presented in Table 1 below.

**Table 1**

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

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

Grand Mean	4.51	Very High
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The respondents perceived to have a “very high” teachers’ commitment as shown by the computed grand mean of 4.51. The public elementary school teachers of Kasibu West District manifest a very high commitment to school (4.59) and commitment to teaching occupation; and “high” along commitment to work group (4.49) and commitment to teaching work (4.41). In general, when the respondents were asked to share the concerns and challenges, they encountered or observed regarding the manifestation of teacher’s commitment in their schools, the following are their responses:

- Most of us have relatively low salaries and limited benefits, which can lead to financial struggles and job dissatisfaction.
- We often have to manage large class sizes and handle numerous administrative tasks.
- Inadequate teaching materials and limited access to technology can hinder effective teaching and lead to frustration.
- discipline problems and disruptive behavior in the classroom can be draining for us teachers
- Limited access to training and workshops hinder our growth and leave us feeling stagnant in our careers.
- demanding parents and community expectations, minsan nakaka pressure ang mga parents at community
- Dealing with bureaucratic procedures and administrative requirements can be time-consuming and frustrating for teachers.
- In some areas, teachers may face safety and security issues, especially in remote places.
- Lack of recognition and appreciation nakakawala ng commitment.
- yung combination of long working hours, high demands, and limited support can contribute to burnout and reduced job satisfaction.
- Limited career advancement opportunities, ang tagal ng promotion.

Public elementary school teachers in Kasibu West District face a multitude of challenges that impact their professional and personal well-being. Firstly, their relatively low salaries and limited benefits create financial struggles, leading to job dissatisfaction and affecting their overall commitment to their profession.

Secondly, teachers are often burdened with managing large class sizes, leaving them with little time to attend to individual students' needs. Additionally, they must handle numerous administrative tasks, diverting their focus from effective teaching practices. The inadequate teaching materials and limited access to technology further hinder their ability to deliver quality education, leading to frustration and a sense of inadequacy. This, combined with discipline problems and disruptive behavior in the classroom, leaves teachers drained and emotionally exhausted.

Furthermore, the lack of access to training and workshops impedes their professional growth, leaving them feeling stagnant in their careers. Demanding parents and community expectations add pressure and stress, making it challenging for teachers to meet everyone's standards. The bureaucratic procedures and administrative requirements

consume valuable time, which could be better spent on enhancing classroom instruction and supporting students' learning needs. In remote areas, teachers may also face safety and security issues, creating additional anxiety and affecting their ability to focus on teaching.

The lack of recognition and appreciation for their hard work and dedication further erodes teachers' commitment and motivation. Combined with long working hours, high demands, and limited support, this can lead to burnout and reduced job satisfaction. Lastly, the limited career advancement opportunities and slow promotion processes create a sense of frustration and disillusionment among teachers, impacting their long-term commitment to the profession.

To address these challenges, it is crucial for education authorities and policymakers to prioritize the well-being of teachers. This includes offering competitive salaries and comprehensive benefits to alleviate financial burdens. Adequate training opportunities, access to technology, and teaching resources should be provided to support effective instruction. Creating a positive and supportive school environment where discipline issues are addressed collaboratively can improve teachers' job satisfaction. Additionally, streamlining bureaucratic procedures and providing adequate recognition and appreciation for teachers' efforts can boost their morale and commitment to their profession.

Addressing safety and security concerns, especially in remote areas, is essential for creating a conducive learning environment. Furthermore, opportunities for career advancement and professional growth should be promoted to inspire teachers to remain committed to their vocation. By taking these steps, the education system can nurture dedicated and motivated teachers who can positively impact the lives of their students and the community.

**Problem2.** What is the perception of the respondents of their organizational citizenship behavior along the dimensions of altruism, courtesy, sportsmanship, conscientiousness, civic virtue, proactivity, collaboration, knowledge sharing, and workplace positivity?

**Table 2**

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

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

The public elementary school teachers of Kasibu West District exhibit a high level of organizational citizenship behavior, with an impressive computed grand mean of 4.40. The respondents' perception of their organizational citizenship behavior is particularly noteworthy in the dimensions of courtesy (4.58), conscientiousness (4.65),

collaboration (4.64), and workplace positivity (4.68), where they were rated as "excellent." Additionally, the teachers' performance is commendable in the dimensions of altruism (4.19), sportsmanship (4.36), civic virtue (4.41), proactivity (4.03), and knowledge sharing (4.07), where they were rated as "very good." In general, when the respondents were asked to share the concerns and challenges they encountered or observed regarding the manifestation of organizational citizenship behavior in their schools, the following are their responses:

- We often have to handle large class sizes and diverse learning needs, leading to an overwhelming workload.
- We struggle to provide quality education and extra support due to the lack of teaching materials, technology, and facilities.
- Low compensation and benefits sometimes lead to demotivation and potential financial stress lalo na kapag maraming utang si teacher.
- Most of us have limited access to training and development programs that hinder us from enhancing our skills.
- Maintaining discipline in the classroom can be draining to me, leaving me with less energy and enthusiasm for extracurricular involvement.
- May mga administrative hurdles and complex procedures that discourage teachers from taking initiatives or participating in school improvement projects.
- dami reports and paper works pinapagawang school head, tapos may deadline pa
- striking a balance between personal life and professional commitments can be challenging for us sadaming paper works tapos deadline pa
- Limited recognition and appreciation: Teachers who feel undervalued or unappreciated may we become disengaged and less likely to contribute voluntarily to the school community kasi limited yung appreciation.
- minsan ay poor communication among school administrators and teachers kaya reduce yung sense of belonging among us

The public elementary school teachers of Kasibu West District face a myriad of challenges that significantly impact their effectiveness and overall well-being in the context of organizational citizenship behavior. The burden of handling large class sizes and diverse learning needs creates an overwhelming workload, making it difficult for teachers to provide personalized attention and support to each student. The lack of teaching materials, technology, and facilities further hinders their ability to deliver quality education and extra support, limiting the potential growth and development of students.

Compounding these challenges is the issue of low compensation and benefits, which can lead to demotivation and financial stress, especially when teachers have outstanding debts to manage. Limited access to training and development programs restricts the enhancement of their skills, potentially hindering their ability to adapt to evolving educational practices and methodologies.

Maintaining discipline in the classroom proves to be emotionally draining, leaving teachers with less energy and enthusiasm for extracurricular involvement and other aspects of their profession. The presence of administrative

hurdles and complex procedures discourages teachers from taking initiatives or participating in school improvement projects, stifling their creativity and dedication to positive change. The overwhelming amount of paperwork and deadlines set by the school head makes it challenging for teachers to strike a balance between their personal life and professional commitments. This situation can lead to added stress and reduced job satisfaction.

Furthermore, the limited recognition and appreciation teachers receive for their hard work and dedication can leave them feeling undervalued and unappreciated. This lack of acknowledgment may lead to disengagement and reduced willingness to contribute voluntarily to the school community. In some cases, poor communication among school administrators and teachers may lead to a reduced sense of belonging among the teaching staff. This lack of connection can hamper collaboration and the overall effectiveness of the school community.

To address these concerns, it is crucial for education authorities and school administrators to take proactive measures. Adequate compensation, benefits, and support systems should be provided to motivate and retain dedicated teachers. Access to training and development programs can enhance teachers' skills and ensure continuous professional growth. Streamlining administrative processes and improving communication can foster a more positive and conducive work environment, encouraging teachers to be actively involved in school improvement initiatives. Recognizing and appreciating teachers' efforts and achievements is vital to boost their morale and commitment to their profession. By addressing these insights, the education system in Kasibu West District can create a nurturing and supportive environment for its teachers, ultimately benefiting the students and the entire community.

**Problem3.** Is there significant correlation between the perceived teachers' commitment and organizational citizenship behavior of the respondents?

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

**Table 3**

*Correlation Coefficient between Teachers' Commitment and Organizational Citizenship Behavior as Perceived by the Respondents (N=126)*

Compared Variables	Correlation Coefficient	Critical value	Coefficient of Determination	Statistical Inference
Teachers' Commitment VS Organizational Citizenship Behavior	0.792 (Strong Positive correlation)	0.175	62.73%	Very Significant

Degrees of Freedom: 124

Level of Significance: 0.05

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



explained by the variance of teachers' commitment. Furthermore, 37.27 percent of the variance of the respondents' organizational citizenship behavior can be explained by the variance of other variables. This is known as the coefficient of alienation. The strong positive correlations between teachers' commitment and organizational citizenship behavior among public elementary school teachers in Kasibu West District are indicative of a mutually reinforcing relationship that greatly impacts the overall effectiveness and success of the school community.

The aforementioned outcomes align with the conclusions drawn by Lestari and her colleagues (2021) in their study utilizing a cross-sectional survey design with an explanatory research approach, encompassing 145 teachers as the participants. Their findings reveal a substantial correlation between professional commitment and organizational citizenship behavior, accounting for 70.6 percent of the variance. Furthermore, the study indicates that educators exhibiting heightened levels of professional commitment tend to demonstrate elevated instances of organizational citizenship behavior when fulfilling their professional responsibilities.

On hindsight, the researcher strongly believed that when teachers are committed to their profession and the school, they are more likely to demonstrate organizational citizenship behavior. Teachers who are dedicated and invested in their roles as educators tend to go above and beyond their formal job requirements. They actively engage in behaviors that support the school's mission and values, contributing to a positive work environment and the well-being of their colleagues and students.

Teachers' commitment leads to increased motivation and job satisfaction, which, in turn, drive their organizational citizenship behavior. Committed teachers are more likely to take the initiative to support and collaborate with their colleagues, contributing to a cohesive and collaborative school community. They willingly share their knowledge and expertise, actively participate in school improvement projects, and take on additional responsibilities, all of which enhance the effectiveness of the school.

Moreover, teachers' commitment to the school creates a sense of ownership and pride in their work. This emotional attachment to the school fosters a positive attitude and workplace positivity, leading to

Even higher levels of organizational citizenship behavior. Committed teachers are more likely to display workplace positivity, which further strengthens the collaborative and supportive atmosphere within the school.

On the other hand, engaging in organizational citizenship behavior reinforces teachers' commitment. When teachers witness the positive impact of their proactive behaviors on the school community, it reinforces their dedication and sense of purpose in their roles. The recognition and appreciation they receive for their efforts contribute to their job satisfaction and, in turn, their commitment to the school.

This strong positive correlation between teachers' commitment and organizational citizenship behavior creates a virtuous cycle that benefits the entire school community. Committed teachers who engage in organizational citizenship behavior contribute to a positive and productive work environment, leading to increased job satisfaction and improved student outcomes. As a result, the school becomes an attractive and fulfilling place to work, encouraging teachers to stay committed and invested in their roles as educators.

**Problem4.** Based on the salient findings of this study, what management intervention program could be developed to enhance/sustain the teachers' commitment and organizational citizenship behavior of the respondents?

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

teachers' commitment to their profession and their concurrent organizational citizenship behavior, as demonstrated by the surveyed respondents.

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

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

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

## **Conclusions**

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

## **Recommendations**

1. To optimize the observed strong commitment among public elementary school teachers in Kasibu West District, a multi-pronged approach is recommended. Firstly, the introduction of robust professional development initiatives should be explored, targeting the enhancement of pedagogical skills, innovative teaching methodologies, and continuous learning to elevate educators' competence. Concurrently, encouraging collaborative teaching practices, facilitated by platforms for shared experiences and resource creation, can harness collective commitment, enriching the learning experience. Additionally, a culture of mentoring and peer support should be nurtured through structured mentorship programs, fostering knowledge exchange and collaborative problem-solving. Recognizing and rewarding commitment via formal programs or incentives can motivate sustained dedication. Capitalizing on teachers' commitment to occupation and work group, cross-disciplinary collaborations can drive innovative approaches, while feedback mechanisms like surveys and forums aid in understanding and enhancing commitment levels over time, ultimately contributing to an environment of excellence and continuous improvement.
2. The research underscores noteworthy organizational citizenship behavior among public elementary school teachers in Kasibu West District. To leverage this positive behavior for educational advancement, strategic recommendations are proposed. Firstly, acknowledging excellence in dimensions like courtesy, conscientiousness, collaboration, and workplace positivity, formal recognition and awards should be employed to reinforce and inspire others. Secondly, enhancing "very good" ratings in areas such as altruism, sportsmanship, civic virtue, proactivity,

and knowledge sharing can be achieved through targeted training initiatives like workshops and peer sharing sessions. Lastly, fostering continuous improvement through feedback loops ensures ongoing self-assessment and adaptation. By implementing these recommendations, the educational community can harness teachers' impressive behavior to create a collaborative, positive, and growth-oriented environment, enriching the educational experience for all stakeholders.

3. The research findings establish a robust positive correlation between teachers' perceived commitment and organizational citizenship behavior. This correlation offers an opportunity for strategic recommendations aimed at optimizing this relationship within the educational context. Firstly, institutions can design integrated training programs that highlight the interconnectedness of commitment and citizenship behavior, equipping educators with tools and insights to enhance both aspects. Secondly, mentorship initiatives led by experienced educators can further strengthen this connection, fostering a culture of exemplified commitment and engagement. Lastly, cultivating appreciation through recognition events and awards can motivate educators to consistently uphold these attributes. By adopting these recommendations, the educational community can create an environment where commitment and citizenship behavior synergistically contribute to a culture of excellence, collaboration, and collective growth.

4. Based on the compelling research findings, the researcher has developed a targeted training design aimed at enhancing the commitment levels and organizational citizenship behavior of the teachers among the respondents. This training design seeks to leverage the insights gained from the research, focusing on tailored strategies, methodologies, and interventions that address specific areas identified in the study. By implementing this training program, educational institutions can effectively empower educators to foster a culture of dedication, collaboration, and proactive engagement within the school community, ultimately contributing to an enriched educational environment and the holistic development of both teachers and students.

5. To enhance the credibility of the data obtained from this study's research instruments, future research endeavors could consider conducting a quantitative and qualitative investigation into teachers' commitment and organizational citizenship behavior within other districts of SDO Nueva Vizcaya. This research could employ the same instruments to facilitate cross-validation and strengthen the robustness of the findings. Furthermore, exploring potential correlations between these research constructs and other factors, such as organizational culture and teachers' performance, could provide a comprehensive understanding of the educational landscape and contribute valuable insights to educational practitioners and stakeholders.

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

### **Contributions of Authors**

This study is a joint collaboration between the main author and the corresponding author serving as research adviser and consultant

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**Conflict of Interests**

There are no conflict of interest in this study

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