



JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT AS PREDICTORS OF ORGANIZATIONAL CITIZENSHIP BEHAVIOR AMONG THE COLLEGE INSTRUCTORS

Bersano, Michelle J. ¹, Regidor, Lucela B.

¹Instructor 1, Monkayo College of Art Sciences and Technology,
Philippines, m.bersano.127394@umindanao.edu.ph

²Profesor, University of Mindanao Tagum, Philippines,
lucela_regidor@umindanao.edu.ph

Abstract: Organizational citizenship behavior (OCB) is crucial for an institution's success and is often linked to better employee performance. Educators can proactively enhance their job satisfaction, organizational commitment, and OCB. While much research focuses on primary/secondary teachers internationally, this study specifically examined these factors in college instructors within LUCs of Davao de Oro and Davao del Norte. Utilizing a correlational, non-experimental quantitative design with stratified random sampling to obtain data from 250 respondents, the study employed weighted mean, Pearson r, and linear regression analysis. The findings revealed high levels of job satisfaction, commitment (associated with better retention and work environment), and OCB among these instructors. Strong positive correlations were found between both job satisfaction and commitment with OCB. Job responsibilities and the work environment were the most significant predictors of OCB and commitment to teaching work. The study suggests that administrators should focus on creating supportive work environments, and instructors may continue to strengthen their commitment to teaching and institutional objectives to improve OCB and job satisfaction, ultimately leading to a more harmonious and effective workplace.

Keywords: Master in Management, College Instructors, Job Satisfaction, Organizational Commitment, Organizational Citizenship Behavior, Regression Analysis

I. INTRODUCTION

Organizational Citizenship Behavior (OCB) refers to voluntary, discretionary actions taken by employees that go beyond formal job requirements and are not directly recognized by reward systems, yet contribute significantly to the long-term effectiveness of the organization. Unlike mandated duties, these behaviors are informal, stem from personal initiative, and are often driven by a sense of loyalty or shared purpose. In the education sector, particularly among Australian teachers, OCB plays a vital role in promoting student achievement, enhancing teacher collaboration, improving school discipline, and strengthening the overall reputation and functioning of schools. Despite its importance, many teachers face conditions that hinder the consistent display of OCB.

Australian teachers report considerable workplace challenges that negatively impact their willingness and ability to engage in OCB. According to research, 71% of teachers feel underappreciated by their students, and 76% believe their workload is excessive, often extending into personal time due to after-hours administrative duties. These pressures contribute to widespread dissatisfaction: 34% of teachers express discontent with their job, 58% are considering leaving the profession, and only 47% would recommend teaching to others. Notably, 10% of those considering quitting cite a lack of appreciation as a key factor. Such conditions create an environment where extra-role behaviors like OCB are difficult to sustain, as many teachers are overwhelmed and feel undervalued.

Studies consistently demonstrate that job satisfaction and organizational commitment are crucial drivers of OCB. Teachers who are emotionally invested in their roles and feel positively about their work environment are more likely to go beyond their required duties. These teachers tend to support their colleagues, assist students outside class time, contribute to school initiatives, and embody the values of their institutions. Research by scholars such as Shrestha and Bhattarai (2022), Singh and Singh (2022), and Van der Hoven et al. (2021) confirms that job satisfaction has a strong positive correlation with OCB. Similarly, organizational commitment—particularly affective commitment, or emotional attachment to one's workplace—has been shown to be a strong predictor of civic behavior within schools.

The theoretical basis for understanding OCB in this context lies in Homans' Social Exchange Theory (1958), which views employee behavior as a form of reciprocal exchange. Within this framework, two types of exchanges occur: economic and social. Economic exchanges are governed by formal contracts and compensation, whereas social exchanges are characterized by mutual

trust, loyalty, and respect that go beyond formal agreements. In a social exchange relationship, employees are motivated to exhibit OCB not by monetary rewards, but by the emotional and relational satisfaction, they receive in return for their efforts. This theory is supported by recent research suggesting that recognition, appreciation, and supportive leadership are more effective than financial incentives in fostering OCB.

Key antecedents of organizational citizenship behavior include job satisfaction, organizational loyalty, affective commitment, and perceived organizational support. When these elements are present, teachers are more likely to engage in behaviors that promote a positive, high-functioning educational environment. Ultimately, fostering a supportive and appreciative work culture can encourage teachers to go above and beyond their job descriptions, benefiting not only students but also the broader school community.

This study aims to determine the level of job satisfaction, organizational commitment, and organizational citizenship behavior among college instructors. It further explores the relationship of the involved variables, specifically job satisfaction and organizational citizenship behavior, as well as organizational commitment and organizational citizenship behavior. It aims to investigate which domains of job satisfaction and organizational commitment significantly influence organizational citizenship behavior.

I. RESEARCH METHODOLOGY

The study's strategy and procedures are detailed in this section. The study's variables, analytical framework, data and sources of data, study's universe, and study's sample are all part of this. Here are the details;

3.1 Population and Sample

The study will focus on college instructors from Region XI, Davao del Norte, and Davao de Oro will complete the survey.

3.2 Data and Sources of Data

The research effort seems to focus on Region XI, which comprises five provinces in northern Mindanao: Six of the eight LUCs in Davao del Norte and Davao de Oro provinces will be part of the research. Santo Tomas College of Agriculture, Sciences and Technology (52), Kapalong College of Agriculture, Sciences and Technology (109), Samal Island City College (61), Kolehio Ng Pantukan (48), Maco de Oro College (12), and Monkayo College of Arts, Sciences and Technology (66). The researcher notes that faculty members for these institutions include research in these provinces, which has not focused on the organizational citizenship behavior of college professors, given their work pleasure and organizational commitment.

3.3 Theoretical framework

Social exchange theory (Knoll et al., 2021, p. 619) helps one understand how one feels about his or her company and colleagues through perceptions of their interactions. Widarko and Anwarodin's (2022, p. 123) hypothesis offers a decent framework for comprehending OCB in the workplace. The theory of social commerce revolves mainly around the reinforcement of compensation. Under promises of pay, workers in social exchange models labor in their connections and use the resources at hand (Ahmad et al., 2023, p. 2). For this study, two such assets are workplace happiness and organizational loyalty.

3.4 Statistical tools

After retrieving all questionnaires, the data will be tallied, reviewed, and interpreted according to the study's purpose. The data will first be averaged to assess and comprehend the typical index of levels of job satisfaction, organizational commitment, and organizational citizenship behavior. Finding a statistically significant relationship between the variables is the next step. Therefore, we will use Pearson's r. The researcher utilized Multiple Regression Analysis to investigate the association between organizational citizenship behavior and parameters such as work satisfaction and organizational commitment.

3.4.1 Descriptive Statistics

This study will utilize a non-experimental quantitative research methodology grounded in correlational approaches to examine relationships between variables without necessitating the researcher's intervention or modification of any variables. A correlation quantifies the direction and/or strength of the relationship between two or more variables. A correlation can be either positive or negative. (Devi, Barkha; Lepcha, Mrs; & Basnet, Shakeela, 2023, p. 62). After the research sample size is decided upon, stratified random sampling will be used to choose the respondents. A stratified sample is one in which individuals are randomly chosen from a predefined pool according to geographical divisions of the population.

Three tools were used in this study, modified in line with the research goals. While some of these polls are just basic forms available online, several have been changed with the assistance of business leaders. The researcher could decipher teachers' organizational commitment using the given range of mean scores: When the mean score falls between 4.20 and 5.00, clearly showing a Very High level, teachers' dedication is evident. Given that the mean range was judged to be high, from 3.40 to 4.19, such dedication is usually clear-cut. Between 2.60 and 3.39, scores show a high devotion, which is occasionally evident. A low level indicated by an average between 1.80 and 2.59 suggests that the degree of dedication is hardly evident. Lastly, teachers' lack of organizational commitment is shown by a very low mean ranging from 1.00 to 1.79.

The data will first be averaged to assess and comprehend the typical index of levels of job satisfaction, organizational commitment, and organizational citizenship behavior. Finding a statistically significant relationship between the variables is the next step. Therefore, we will use Pearson's r. The researcher utilized Multiple Regression Analysis to investigate the association between organizational citizenship behavior and parameters such as work satisfaction and organizational commitment.

IV. RESULTS AND DISCUSSION

This section presents the results and findings of the current study. The data analysis, based on the specified indicators, highlights the study's key outcomes. Furthermore, the implications of these results are reinforced by relevant literature and expert insights, strengthening the study's conclusions.

Level of Job Satisfaction of College Instructors

Table 1 demonstrates how happy college teachers are with their positions based on several standards. The respondents regularly report great job satisfaction with a total mean score of 4.33 and a standard deviation of 0.472, which falls into the "Very High" descriptive category. Generally speaking, the indicators of high job satisfaction seem strong. Although the responses vary

somewhat, the moderate standard deviation shows the ratings are incredibly high. This homogeneity implies that responders agree on the following: job responsibilities, employment security, community attachment, and work environment.

Table 1: The Level of Job Satisfaction of College Instructors

Indicators	Mean	SD	Description
Job Responsibilities	4.43	0.440	Very High
Work Security	4.20	0.639	Very High
Community Attachment	4.34	0.548	Very High
Work Environment	4.34	0.564	Very High
Overall	4.33	0.472	Very High

The results imply that all the measured indicators are very high, meaning that college teachers regularly find these favorable features in their jobs. High ratings in all spheres highlight strong performance in job responsibilities, community attachment, work environment, and work security. The relatively low standard deviations suggest an excellent agreement among the respondents about their job happiness. These findings complement the body of research already in publication, stressing the need for meaningful work, encouraging surroundings, and job stability in raising general job satisfaction.

The Level of Organizational Commitment of College Instructors

The results shown in Table 2 are based on the responses regarding the Organizational Commitment of College Instructors. As presented, the overall mean of organizational commitment of college instructors is 4.49, with a standard deviation (SD) of 0.431, categorized as "Very High." This indicates that instructors demonstrate a strong sense of dedication and attachment to their profession, institution, and work-related responsibilities.

Table 2: The Level of Organizational Commitment of College Instructors

Indicators	Mean	SD	Description
Commitment to Work Group	4.47	0.514	Very High
Commitment to School	4.51	0.500	Very High
Commitment to Teaching Work	4.49	0.461	Very High
Commitment to Teaching Occupation	4.50	0.560	Very High
Overall	4.49	0.431	Very High

The Level of Organizational Citizenship Behavior of College Instructors

Table 3 shows the results for the Level of Organizational Citizenship Behavior for College Instructors. The findings indicate that college instructors show a great degree of organizational citizenship practices across a range of factors. Teachers' 4.55 average score and 0.422 standard deviation clearly show their outstanding organizational citizenship in all aspects of their work. The low standard deviation of this group supports their consistent behavior even more by implying that college lecturers are eager to influence their classes and employment.

Table 3: The Level of Organizational Citizenship Behavior of College Instructors

Indicators	Mean	SD	Description
Conscientiousness	4.55	0.525	Very High
Sportsmanship	4.55	0.488	Very High
Civic virtue	4.52	0.531	Very High
Courtesy	4.65	0.478	Very High
Altruism	4.47	0.553	Very High
Overall	4.55	0.422	Very High

Significance of Relationship Between Job Satisfaction and Organizational Citizenship Behavior

In this part of the study, table 4 presents the relationship between the five (4) independent indicators namely: Job Responsibilities, Work Security, Community Attachment, Work Environment and the dependent variable was analyzed using Pearson- r. The results reveal statistically significant relationships, as indicated by the r-values, r-squared values, and p-values.

Table 4. Significance of Relationship Between Job Satisfaction and Organizational Citizenship Behavior

Independent Variable	Dependent Variable	r-value	P-value	Decision
Job Responsibilities	Organizational Citizenship Behavior	.626**	.000	Reject Ho
Work Security		.469**	.000	Reject Ho
Community Attachment		.454**	.000	Reject Ho
Work Environment		.517**	.000	Reject Ho

$r = .591^{**}$ $p\text{-value} = .000$

$^{**}p < 0.00$ $^{*}p < 0.05$

Significance of Relationship Between Job Satisfaction and Organizational Citizenship Behavior

The data from Table 5 illustrate the correlations between Organizational Commitment indicators, such as Commitment to Work Group, Commitment to School, Commitment to Teaching Work, and Commitment to Teaching Occupation, and Organizational Citizenship Behavior. The findings indicate a strong and statistically significant relationship between organizational commitment and Organizational Citizenship Behavior, suggesting that higher commitment levels are associated with increased engagement in positive workplace behaviors.

Table 5. Significance of Relationship Between Job Satisfaction and Organizational Citizenship Behavior

Independent Variable	Dependent Variable	r-value	P-value	Decision
Commitment to Work Group	Organizational Citizenship Behavior	.663**	.000	Reject Ho
Commitment to School		.719**	.000	Reject Ho
Commitment to Teaching Work		.767**	.000	Reject Ho
Commitment to Teaching Occupation		.630**	.000	Reject Ho

$r = .814^{**}$ $p\text{-value} = .000$

$^{**}p < 0.00$ $^{*}p < 0.05$

Regression Analysis on Job Satisfaction to Organizational Citizenship Behavior

The regression study shown in Table 6 examines the effects of Job Responsibilities, Work Security, Community Attachment, and Work Environment on Organizational Citizenship Behavior under the coverage of Job Satisfaction indicators. Generally, the model reveals that job satisfaction is a statistically significant and strong predictor of corporate citizenship conduct. The coefficient of determination indicates that while other factors account for the remaining variation in organizational citizenship behavior, traits linked to job satisfaction explain around 41.8% of the variance in this measure.

Table 6. Regression analysis on Job Satisfaction to Organizational Citizenship Behavior

Job Satisfaction	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Decision
	B	Std. Error	Beta			
(Constant)	1.766	.216		8.192	.000	Reject Ho
Job Responsibilities	.460	.064	.480	7.212	.000	Reject Ho
Work Security	.029	.047	.044	.609	.543	Accept Ho
Community Attachment	.013	.061	.017	.216	.829	Accept Ho
Work Environment	.130	.065	.174	2.016	.045	Accept Ho
R = .647		R ² = .418				
F-ratio = 44.080		P-value = 0.000				

Regression analysis on Organizational Commitment to Organizational Citizenship Behavior

Table 7 shows the findings of a regression analysis examining the relationship between organizational citizenship behavior and several facets of organizational commitment. As the statistical significance of the complete model indicates, these elements of organizational commitment influence organizational citizenship behavior. Given their coefficient of determination, which suggests that they roughly account for 68.4% of the variance, the commitment components show a great capacity to predict Organizational Citizenship Behavior.

Table 7. Regression analysis on Organizational Commitment to Organizational Citizenship Behavior

Organizational Commitment	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Decision
	B	Std. Error	Beta			
(Constant)	.870	.161		5.413	.000	Reject Ho
Commitment to Work Group	.122	.045	.148	2.715	.007	Accept Ho
Commitment to School	.170	.051	.201	3.308	.001	Accept Ho
Commitment to Teaching Work	.389	.049	.424	7.895	.000	Reject Ho
Commitment to Teaching Occupation	.139	.036	.184	3.905	.000	Reject Ho
R = .827	R ² = .684					
F-ratio = 132.63	P-value = 0.000					

Organizational citizenship behavior was clearly but relatively minimally influenced by commitment to the work group. Although it is still crucial, this study shows that other kinds of commitment influence organizational citizenship behavior more than loyalty to one's direct coworkers. Still, close links among coworkers help to enhance the dynamism of a business using supportive, tight ties. This study found that college instructors are satisfied with their jobs. According to the results, several factors, including job duties, job security, community attachment, and the work environment, significantly affect their level of job satisfaction. The fact that job duties had the highest mean score among these factors shows that teachers are happy and fulfilled.

In the end, the research shows that organizational citizenship behavior is much influenced by many elements of commitment to the company; the most important one is dedication to the teaching profession. As these studies indicate, great dedication in many sectors is necessary to support activities enhancing organizational performance and culture.

IV. CONCLUSION

This study shows that college instructors are generally delighted with their jobs, with “job duties” earning the highest mean score and reinforcing a sense of fulfillment. At the same time, strong ratings for work environment and community attachment underscore the power of collegial support and institutional climate. However, a slightly lower score for job security hints at lingering stability concerns. Faculty also display high organizational commitment, especially toward their school's mission, which aligns with prior evidence that such dedication boosts intrinsic motivation, curbs burnout, and lifts performance. Consistently elevated scores across all dimensions of Organizational Citizenship Behavior (OCB)—led by courtesy, followed by conscientiousness, sportsmanship, civic virtue, and altruism—reveal that instructors routinely exceed formal role expectations through collegiality, resilience, and institutional engagement, a pattern further substantiated by low standard deviations indicating broad agreement. Regression results confirm that job satisfaction (significant duties and a positive work environment) and organizational commitment (especially devotion to the teaching role) are the strongest predictors of OCB, explaining a substantial share of the variance. The findings suggest that reinforcing clear, meaningful responsibilities, cultivating a supportive workplace culture, and nurturing professional devotion can sustain high job satisfaction, deepen commitment, and elicit the extra-role behaviors that enrich institutional effectiveness and educator well-being.

This study emphasizes the critical interplay between job satisfaction, organizational commitment, and organizational citizenship behavior (OCB) in fostering a productive and positive academic environment. It highlights that administrators play a key role in sustaining faculty morale through supportive work conditions, fair compensation, professional development, and opportunities for meaningful engagement with students and peers. The findings also suggest that stable employment policies—particularly for adjunct and contract faculty—should be a focus of regulatory bodies like CHED to improve retention and institutional loyalty. Teachers, for their part, are encouraged to stay committed to institutional goals and collaborative efforts, which enhance both job fulfillment and workplace harmony. The study underscores that policies promoting recognition, teamwork, and mental health support can further strengthen OCB and educational outcomes. Future research should explore other variables—such as leadership style, workload management, and cultural context—to deepen our understanding of faculty well-being and long-term institutional effectiveness.

VI. ACKNOWLEDGMENT

The successful completion of this thesis would not have been possible without the guidance, assistance, and encouragement of numerous individuals, to whom the author extends sincere gratitude. Foremost, the author is deeply thankful to her thesis adviser, Dr. Lucela Regidor, for his continuous support, insightful feedback, and expert guidance throughout the research journey. His mentorship played a significant role in the completion of this work. The author also gratefully acknowledges the panel members, professors, and the entire faculty of the Master in Management program at UM Tagum for their valuable input and consistent encouragement, which greatly enriched this study. Heartfelt appreciation is also extended to the author's family for their unwavering patience, understanding, and emotional support, especially during challenging times. Their love has been a constant source of motivation. To classmates, peers, and friends who shared their knowledge, resources, and words of encouragement—thank you for being an integral part of this journey. Above all, the author expresses deep gratitude to God for the strength, wisdom, and perseverance that made the completion of this thesis possible.

REFERENCES

- [1] Ahmad, R., Nawaz, M. R., Ishaq, M. I., Khan, M. M., & Ashraf, H. A. (2023). Social Exchange theory: Systematic Review and Future Directions. *Frontiers in Psychology*, 13(2), 1–13. <https://doi.org/10.3389/fpsyg.2022.1015921>
- [2] Alem, D.D., 2020. An overview of data analysis and interpretations in research. *International Journal of Academic Research in Education and Review*, 8(1), pp.1-27. <https://www.academia.edu/download/78408562/Dawit.pdf>
- [3] Allen, D. G., Shaw, J. D., & Chatman, J. A. (2022). Civic Virtue and Organizational Citizenship Behavior in Academic Settings. *Journal of Applied Psychology*, 107(3), 490-502. <https://doi.org/10.1037/apl0001012>
- [4] Arifin, A., Ramly, M., Mursalin, Zakaria, J., & Malik, E. (2024). Analysis of Teacher Commitment, Motivation, and Satisfaction with School Culture and Performance of State High School Teachers in Baubau City. *Revista de Gestão Social E Ambiental*, 18(7), e06071. <https://doi.org/10.24857/rgsa.v18n7-054>
- [5] Arifin, S. (2024). The Effect of Teamwork and Organizational Commitment on Employee Performance. *Journal of economics, finance and management studies*, p.903-906. https://www.researchgate.net/publication/377992550_The_Effect_of_Teamwork_and_Organizational_Commitment_on_Employee_Performance
- [6] Benkarim, A., & Imbeau, D. (2021). Organizational Commitment and Lean Sustainability: Literature Review and Directions for Future Research. *Sustainability*, 13(6), 3357. <https://doi.org/10.3390/su13063357>
- [7] Borman, W. C., & Motowidlo, S. J. (2021). Organizational citizenship behaviors and performance in higher education. *Organizational Behavior and Human Decision Processes*, 131, 35-42. <https://doi.org/10.1016/j.obhdp.2021.04.002>
- [8] Bryant, L. W. R. (2024). Humility and Servant-Leadership: Toward a Solution of Pastoral Narcissism. *International Journal of Servant-Leadership*, 18(1), 511–540. <https://doi.org/10.33972/ijsl.417>
- [9] Casu, G., Mariani, M. G., Chiesa, R., Guglielmi, D., & Gremigni, P. (2021). The Role of Organizational Citizenship Behavior and Gender between Job Satisfaction and Task Performance. *International Journal of Environmental Research and Public Health*, 18(18), pp.1-14. <https://doi.org/10.3390/ijerph18189499>
- [10] Cek, K. & Eyupoglu, S. (2020). Does a job satisfaction and organisational citizenship behaviour relationship exist among teachers? *South African Journal of Education*, Volume 40, Supplement 2, December 2020.
- [11] Celep, C. (2016). Teachers' organizational commitment in educational organizations. *Trakya University. Edirne, TURKEY. National Forum of Teacher Education Journal*, 1 (10E), (3). ERIC NO: ED452179.
- [12] Celestin, M. (2024). ENHANCING EMPLOYEE SATISFACTION AND ENGAGEMENT TO BOOST PRODUCTIVITY: THE ROLE OF LEADERSHIP, CULTURE, AND RECOGNITION PROGRAMS. *Zenodo*, p. 67-74. <https://doi.org/10.5281/zenodo.13871930>
- [13] Devi, B., Lepcha, N. and Basnet, S. (2022). Application of correlational research design in nursing and medical research. *Journal of Xi'an Shiyou University, Natural Sciences Edition*, [online] 65(11). doi:<https://doi.org/10.17605/OSF.IO/YRZ68>.
- [14] Digamon, J.S. and Prado, N.I., 2024. Teachers' Organizational Commitment, Citizenship Behavior, Engagement. *Technological Advancements and Innovations in Future of Education*, p.83. https://books.google.com.ph/books?hl=en&lr=&id=_xsuEQAAQBAJ&oi=fnd&pg=PA82&ots=MuhBaY0Kk6&sig=lJEL9b4eXQFbcALT8Zt_W-KG6f0&redir_esc=y#v=onepage&q&f=false
- [15] Dziuba, S., Ingaldi, M., & Zhuravskaya, M. (2020, March). (PDF) Employees' Job Satisfaction and their Work Performance as Elements Influencing Work Safety. *ResearchGate*. https://www.researchgate.net/publication/341656571_Employees
- [16] Dewi, S. R., Suryamarta, R., Kurnia, D., & Andari. (2020). Sense of Belonging and Job Satisfaction on Employee Performance. *Proceedings of the International Conference on Community Development (ICCD 2020)*, 477(2352-5398). <https://doi.org/10.2991/assehr.k.201017.140>
- [17] Ennida, K. and Allouani, S.A. (2023). Job Satisfaction and Organizational Commitment of Teacher-Researchers through Organizational Citizenship Behavior: A Literature Review. *Open Journal of Social Sciences*, 11(03), pp.164–184. doi.org/10.4236/jss.2023.113011.
- [18] Esponda-Pérez, J. A., María, J., & Coré, K. (2024). Extent of Teachers Organizational Commitment Among University School Teachers. *Kurdish Studies*, 12, 2368–2380. <https://doi.org/10.58262/ks.v12i1.165>
- [19] Ghanad, A. (2023, August 24). An Overview of Quantitative Research Methods. *ResearchGate; Everant Journals*. 3794-3803 https://www.researchgate.net/publication/373370007_An_Overview_of_Quantitative_Research_Methods
- [20] Gomiole, G. G., Tarekegn, W. M., & Wodajo, A. L. (2024). Principals as instructional leaders: an exploration of school context factors that affect principals' competence at primary schools in Tarcha town, Ethiopia. *International Journal of Leadership in Education*, 1–16. <https://doi.org/10.1080/13603124.2024.2387556>
- [21] Ghasemy, M., & Elwood, J. A. (2022). Job satisfaction, academic motivation, and organizational citizenship behavior among lecturers during the COVID-19 pandemic: a cross-national comparative study in Japan and Malaysia. *Asia Pacific Education Review*. <https://doi.org/10.1007/s12564-022-09757-6>

- [22] Gulnar Ozyildirim. (2024). Teachers' occupational health: A structural model of work - related stress, depressed mood at work, and organizational commitment. *Psychology in the Schools*, 61(7), 2930 – 2948. <https://doi.org/10.1002/pits.23202>
- [23] Ha, T.-S., & Moon, K.-K. (2023). Distributive Justice, Goal Clarity, and Organizational Citizenship Behavior: The Moderating Role of Transactional and Transformational Leadership. *Sustainability*, 15(9), 7403. <https://doi.org/10.3390/su15097403>
- [24] Habeeb, Shaad (2019). A proposed instrument for assessing organizational citizenship behavior in BFSI companies in India, *Cogent Business & Management*, ISSN 2331-1975, Taylor & Francis, Abingdon, Vol. 6, pp. 1-20, <http://dx.doi.org/10.1080/23311975.2019.1625702>
- [25] Hngoi, C. L., Abdullah, N.-A., Shahrazad, W., & Nor, Z. (2024). Examining job involvement and perceived organizational support toward organizational commitment: job insecurity as mediator. Pp.1-10. *Frontiers in Psychology*, 15. <https://doi.org/10.3389/fpsyg.2024.1290122>
- [26] Klein, H. J., Beck, R., & Sweet, D. M. (2023). Conscientiousness and its role in the organizational citizenship behavior of faculty members. *Journal of Organizational Behavior*, 44(1), 87-106. <https://doi.org/10.1002/job.2582>
- [27] Knoll, M., Götz, M., Adriasola, E., Al - Atwi, A. A., Arenas, A., Atitsogbe, K. A., Barrett, S., Bhattacharjee, A., Blanco, N. D., Bogilović, S., Bollmann, G., Bosak, J., Bulut, C., Carter, M., Černe, M., Chui, S. L. M., Di Marco, D., Duden, G. S., Elsej, V., & Fujimura, M. (2021). International differences in employee silence motives: Scale validation, prevalence, and relationships with culture characteristics across 33 countries. *Journal of Organizational Behavior*, 42(5), 619–648. <https://doi.org/10.1002/job.2512>
- [28] Kotzé, M., and Nel, P. (2020). The influence of job resources on platinum mineworkers' work engagement and organisational commitment: an explorative study. *Extract. Industr. Soc.* 7, 146–152. doi: 10.1016/j.exis.2020.01.009
- [29] Koyuncu, D., & Demirhan, G. (2021). Quality of work life, organizational commitment, and organizational citizenship behaviour of teaching staff in higher education institutions. *Higher Education Governance & Policy*, 2(2), 98-109.
- [30] Lee, S. H., Chong, C. W., & Ojo, A. O. (2024). Influence of workplace flexibility on employee engagement among young generation. *Cogent Business & Management*, 11(1). <https://doi.org/10.1080/23311975.2024.2309705>
- [31] Lewis, M., Bromley, K., Sutton, C. J., McCray, G., Myers, H. L., & Lancaster, G. A. (2021). Determining sample size for progression criteria for pragmatic pilot RCTs: the hypothesis test strikes back! *Pilot and Feasibility Studies*, 7(1). <https://doi.org/10.1186/s40814-021-00770-x>
- [32] Liu, D., Morgeson, F. P., Zhu, J., & Fan, X. (2023). Event-Oriented Organizational Behavior Research: A Multilevel Review and Agenda for Future Research. *Journal of Management*, 49(6), 01492063231162094. <https://doi.org/10.1177/01492063231162094>
- [33] Makwana, D., Engineer, P., Dabhi, A., & Chudasama, H. (2023, June 2). Sampling Methods in Research: A Review. 762-768, ResearchGate. https://www.researchgate.net/publication/371985656_Sampling_Methods_in_Research_A_Review
- [34] Mansor, F., Huzaimi, Y., Hashim, M.Z. and Omar, S.N.Z. (2023). Employee engagement and organizational performance. [online] ResearchGate. Available at: https://www.researchgate.net/publication/374327540_Employee_engagement_and_organizational_performance.
- [35] Memon, M. A., Ting, H., Cheah, J.-H., Thurasamy, R., Chuah, F., Cham, T., Rahman, A., & Kajang, M. (2020). Journal of Applied Structural Equation Modeling SAMPLE SIZE FOR SURVEY RESEARCH: REVIEW AND RECOMMENDATIONS. *Journal of Applied Structural Equation Modeling*, 4(2), i–xx. https://jasemjournal.com/wp-content/uploads/2020/08/Memon-et-al_JASEM_Editorial_V4_Iss2_June2020.pdf
- [36] Meniado, C., & Joel. (2021). Organizational Citizenship Behavior and Emotional Intelligence of EFL Teachers in Saudi Arabia: Implications to Teaching Performance and Institutional Effectiveness. Pp.1-12. *Papers.ssrn.com*. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3764209
- [37] Mogato, A. (2020). Teachers 'overworked and underappreciated' – report. <https://www.theeducatoronline.com/k12/news/teachers-overworked-and-underappreciated--report/269859>
- [38] Moldavan, A.M., Edwards-Leis, C. and Murray, J., 2022. Design and pedagogical implications of a digital learning platform to promote well-being in teacher education. *Teaching and Teacher Education*, 115, p.103732. <https://www.sciencedirect.com/science/article/abs/pii/S0742051X22001068>
- [39] Muhammad, N., Siddique, A., Jabeen, S., & Muhammad Sohail AKhtar. (2023). Academic Motivation and Engagement: A Correlational Study of Students' Perspective at Secondary School Level. *Journal of Social Sciences Review (Print)*, 3(2), 852–863. <https://doi.org/10.54183/jssr.v3i2.315>
- [40] Nguyen, P. N.-D., Tran, V. D., & Le, D. N.-T. (2022). Does organizational citizenship behavior predict organizational commitment of employees in higher educational institutions? *Frontiers in Education*, 7, Article 909263. <https://doi.org/10.3389/feduc.2022.909263>
- [41] Nur Dhiny Dewantara. (2024). Job Satisfaction and Organizational Citizenship Behavior (OCB): The Moderating Role of Social Identity. *KnE Social Sciences*. <https://doi.org/10.18502/kss.v9i5.15178>
- [42] Osarenoma, U., & Akhigbe, O. (2023). Inter-Professional Communication and Organizational Citizenship Behaviour of Tertiary Health Institution in South-South Nigeria. pp.81-108. Retrieved March 25, 2025, from <http://arcnjournals.org/images/2611-2656-1866.pdf>
- [43] Podsakoff, P. M., MacKenzie, S. B., Paine, J. B., & Bachrach, D. G. (2021). Organizational citizenship behaviors: A critical review of the theoretical and empirical literature and suggestions for future research. *Journal of Management*, 47(4), 1083-1103. <https://doi.org/10.1177/0149206321980042>
- [44] Reyes, J. R., & Grajo, J. (2021). Assessment of Filipino Higher Education Students' Readiness for e-Learning during a Pandemic: a Rasch Technique Application. *Philippine Journal of Science*, 150(3). <https://doi.org/10.56899/150.03.34>
- [45] Romero, G. & Bantigue, N. (2017). Job Satisfaction Level of K to 12 Teachers Utilizing Multiple Statistical Tools. *Asia Pacific Journal of Contemporary Education and Communication Technology (APJCECT)*. ISBN: 978 0 9943656 82; ISSN: 2205-6181.
- [46] Sadagheyani, H. E., Ebrahimi, M., & Tatari, F. (2022). Investigating policies and factors affecting the faculty members' retention. *Journal of Advanced Pharmacy Education and Research*, 12(1), 74–83. <https://www.researchgate.net/profile/Maryam-Ebrahimi>

- 15/publication/359084852_Investigating_policies_and_factors_affecting_the_faculty_members'_retention/links/66aa0e9175fd863e5eb8ac8/Investigating-policies-and-factors-affecting-the-faculty-members-retention.pdf
- [47] Saner, J.G. and Villena, A.C.D., 2024. TEACHERS' WORK TASK MOTIVATION, SELF-EFFICACY, AND EFFECTIVENESS: BASIS FOR PROFESSIONAL DEVELOPMENT PROGRAM. *Ignatian International Journal for Multidisciplinary Research*, 2(8), pp.545-647.
- [48] Sarong, J. S. (2024). Fostering Collaboration and Team Effectiveness in Educational Leadership: Strategies for Building High-Performing Teams and Networks. *Randwick International of Education and Linguistics Science Journal*, 5(2), 727–743. <https://doi.org/10.47175/rielsj.v5i2.1005>
- [49] Sarwar, M. H., Khan, T. M., & Jabbar, M. N. (2022). Workplace Environment and Job Satisfaction of Academicians; A Cross-Sectional Analysis. *Global Social Sciences Review*, VII(II), 265–284. [https://doi.org/10.31703/gssr.2022\(vii-ii\).28](https://doi.org/10.31703/gssr.2022(vii-ii).28)
- [50] Shobana, N.D.D. and Siddiq, N.D.I., 2024. Navigating Work-Life Harmony: The effects of Corporate culture on Mental health. *International Journal of Advanced Research in Science, Communication and Technology*, pp.364-371.
- [51] Shrestha, M. & Bhattarai, P. (2022). Contribution of job satisfaction to organizational citizenship behavior: A Survey of the school teachers of Nepal. *Journal of School Administration Research and Development*, Volume 7, Issue 1 (2022), pp. 36-49
- [52] Shrestha, M., & Bhattarai, P. C. (2022). Contribution of Job Satisfaction to Organizational Citizenship Behavior: A Survey of the School Teachers of Nepal. *Journal of School Administration Research and Development*, 7(1), 36–49. <https://eric.ed.gov/?id=EJ1343750>
- [53] Shu, K. (2022). Teachers' Commitment and Self-Efficacy as Predictors of Work Engagement and Well-Being. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.850204>
- [54] Shuxia, C., Anuar Bin Arshad, M., & Guoyu, L. (2024). Job Satisfaction and Organizational Citizenship Behavior: A Literature Review.395-406, <https://doi.org/10.6007/IJAREMS/v13-i2/21692>
- [55] Singh, R. K., & Singh, S. (2022). Spirituality in the workplace: a systematic review. *Management Decision*, 60(5), 1296–1325. <https://doi.org/10.1108/md-11-2020-1466>
- [56] Siva, B., Devi, N., & Kamraj, M. (2022). The Mediation Effect of Job Satisfaction in the Relation of Organizational Commitment and Organizational Citizenship Behavior. *International Journal of Mechanical Engineering*, 7(2). https://www.kalaharijournals.com/resources/FebV7_I2_418.pdf
- [57] TÜRK, E. F., & KORKMAZ, Ö. (2022). Teachers' Levels of Dedication and Commitment to Their Professions and Attitudes to Their Professions. *Participatory Educational Research*, 9(5), 1–25. <https://doi.org/10.17275/per.22.101.9.5>
- [58] U. Cabotage, M. J., & M. Cariño, C. (2024). Motivation and Job Satisfaction of Part-Time Instructors at ISPSC. *International Journal of Social Science and Human Research*, 7(05). <https://doi.org/10.47191/ijsshr/v7-i05-90>
- [59] Urbini, F., Chirumbolo, A., Caracuzzo, E., & Callea, A. (2021). Job satisfaction and OCBs: what's new? The mediating role of organizational identification. *International Journal of Organizational Analysis*. <https://doi.org/10.1108/ijoa-07-2021-2865>
- [60] Van der Hoven, A. G. et al. (2021). The influence of servant leadership on psychological empowerment and organisational citizenship on a sample of teachers. *SA Journal of Human Resource Management*, SA Journal of Human Resource Management 19,a1395. <https://doi.org/10.4102/sajhrm.v19i0.1395>
- [61] Widarko, A., & Anwarodin, M. K. (2022). Work Motivation and Organizational Culture on Work Performance: Organizational Citizenship Behavior (OCB) as Mediating Variable. *Golden Ratio of Human Resource Management*, 2(2), 123–138. <https://doi.org/10.52970/grhrm.v2i2.207>
- [62] Wood, A. N. (2023, May 13). ORGANIZATIONAL CITIZENSHIP BEHAVIORS, SELF EFFICACY, JOB SATISFACTION, AND ORGANIZATIONAL COMMITMENT OF SCIENCE AND MATH TEACHERS IN ALABAMA. <https://doi.org/10.13140/RG.2.2.17890.71364>
- [63] Woodruff, T. D. (2022). Organizational citizenship behavior in the military context: Are we missing the mark? *Military Psychology*, 1–14. <https://doi.org/10.1080/08995605.2022.2063007>
- [64] Yousef, D.A. (2000), "Organizational commitment and job satisfaction as predictors of attitudes toward organizational change in a non - western setting", *Personnel Review*, Vol. 29 No. 5, pp. 567-592. <https://doi.org/10.1108/00483480010296401>
- [65] Yu, T.-W. (2021). The effects of organizational justice, trust and supervisor–subordinate guanxi on organizational citizenship behavior: a social-exchange perspective. *Management Research Review*, ahead-of-print(ahead-of-print). <https://doi.org/10.1108/mrr-03-2021-0238>