



LEADERSHIP AND ORGANIZATIONAL CITIZENSHIP BEHAVIORS IN PUBLIC SCHOOLS

Coney Beringuela-Briguel
Graduate School, Naga College Foundation Inc.
Naga City, Philippines

ABSTRACT

The study determined the influence of leadership behavior on the quality of teachers' organizational citizenship behaviors in the public secondary schools, Lagonoy District, Division of Camarines Sur, school year 2024-2025. Specifically, it investigated the following: (1) the status of the leadership behaviors of school heads; (2) the quality of teachers' organizational citizenship behaviors; (3) the significant relationship between the status of leadership behavior and the quality of organizational citizenship behavior; (4) the extent of influence of leadership behaviors on the quality of teachers' organizational citizenship behaviors; and the (5) the proposed development plan based on the findings of the study.

The descriptive-correlational method was used. Data were gathered from 56 respondents and were treated statistically using Weighted Mean, Pearson Product Moment Correlation of Coefficient, and Coefficient of Determination.

The major findings were: (1) the status of the leadership behaviors of school heads was marked by a grand average weighted mean of 3.79; (2) the quality of organizational citizenship behaviors was marked by an overall grand average weighted mean of 3.82; (3) the relationship between leadership behavior, with setting goals, initiating structure, consideration, and communication and organizational citizenship behavior with civic virtue, conscientiousness, altruism and courtesy obtained r-values ranging from 0.63 to 0.81, and p-value of 0.000; (4) the influence of leadership behavior on the quality of teachers' organizational citizenship behavior; as setting goals on performance by 0.65, 0.56, 0.49, and 0.48, while initiating structure on behavior by 0.39, 0.49, 0.53, and 0.52; consideration on engagement by 0.57, 0.66, 0.56 and 0.47 whereas communication on interaction by 0.59, 0.51, 0.54, and 0.49; and (5) proposed development plan based on the result of the study.

Major conclusions were: (1) the status of leadership behaviors of school heads was excellent; (2) the quality of organizational citizenship behavior was excellent; (3) the relationship between leadership behavior with setting goals, initiating structure, consideration, and communication and the quality of organizational citizenship behavior with civic virtue, conscientiousness, altruism and courtesy was significant; others were not significant; (4) the influence of leadership behavior on teachers' organizational citizenship behavior was strong; (5) the development plan must be implemented.

Introduction

Effective leadership and organizational citizenship practices are essential in determining schools' culture, output, and general performance in the ever-changing field of public education. These characteristics are crucial to creating an atmosphere that supports learning, development, and teamwork at the Department of Education (DepEd) Camarines Sur. Within DepEd Camarines Sur, leadership is a comprehensive approach that motivates, directs, and empowers stakeholders at all levels, going beyond conventional hierarchical structures. Principals and administrators are among the school leaders who act as change agents by spearheading programs that improve instruction and learning while cultivating a caring community. Furthermore, the operation of schools under DepEd Camarines Sur depends heavily on organizational citizenship behaviors or OCBs.

Beyond assigned jobs and obligations, these behaviors embody selfless deeds that advance the general well-being of the school community. OCBs make educational institutions more collaborative and supportive, from staff workers who actively participate in projects outside their job descriptions to teachers who go above and beyond to encourage their peers. Developing an atmosphere where creativity flourishes and student achievement is given priority requires an understanding of leadership dynamics and organizational citizenship practices. By investigating how leadership styles, organizational culture, and citizenship behaviors interact, DepEd Camarines Sur can cultivate an excellent culture that encourages teachers and students to reach their most significant potential.

Internationally, based on the research of Dipaola (2019), collegial leaders support teacher professionalism by treating teachers as the professionals they are. More excellent organizational citizenship is a natural consequence. In contrast, leaders who

are directive and restrictive in their leadership style inhibit professional behavior that contributes to organizational citizenship. Professional norms in schools support organizational citizenship. Indeed, they found a strong correlation between teacher professionalism and OCB. In addition, schools with a firm press for academic achievement are places where the professional goal of service to clients is congruent with the organizational goal of high levels of achievement for all students.

Consequently, people's energy and efforts are focused on serving their professional ideals while enhancing the organizational mission. Their empirical evidence demonstrates this, as they found a strong correlation between academic press and organizational citizenship. On the other hand, the Philippines' unique socio-cultural context and educational challenges add an intriguing dimension to the study of leadership and OCBs in public schools. Factors like limited resources, cultural diversity, and varying socioeconomic backgrounds necessitate adaptable and innovative leadership practices. It is within this intricate tapestry that educators must harness their potential to drive transformative change and contribute to the broader national vision of inclusive and equitable education for all.

This study aligns with Sustainable Development Goal (SDG) 4: Quality Education. SDG 4 aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Effective leadership and positive organizational citizenship behaviors contribute to creating a supportive and high-performing educational environment, which is essential for achieving the goals. By fostering strong leadership and promoting positive organizational citizenship behaviors, public schools can create an environment where teachers are motivated, professional, and committed to their students' success. This makes parallel by enhancing the overall quality of education and ensuring that all students have access to an equitable and supportive learning experience.

This paper aims to explore the interplay between leadership styles and organizational citizenship behaviors in public schools in Lagonoy, Camarines Sur. By examining how effective leadership fosters an atmosphere conducive to cultivating OCBs, we hope to shed light on best practices and strategies that enable schools to flourish. Understanding the relationship between leadership and OCBs can ultimately contribute to developing comprehensive frameworks and guidelines that empower educational leaders to create thriving learning environments in public schools.

The key legal basis for education in the Philippines is the Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013 or the K to 12 Law. This law focuses on the enhancement of the country's basic education system, including provisions for curriculum development, teacher training, and school management.

Additionally, the Magna Carta for Public School Teachers (Republic Act No. 4670) outlines:

The rights and responsibilities of public school teachers, and while it does not explicitly address leadership behaviors or organizational citizenship behavior, it may indirectly influence the expectations for educators'.

In their study, Santos and Abueva (2019) explored the impact of transformational leadership on organizational citizenship behavior among public school teachers. They discovered that effective leadership practices positively influenced teachers' willingness to engage in discretionary behaviors. These behaviors included helping colleagues, participating in school initiatives, and going above and beyond their formal job requirements. The study emphasized the crucial role of leadership in fostering a collaborative and supportive school environment, ultimately benefiting both teachers and students.

In another study, Bernardo (2018) examined the influence of ethical leadership on organizational citizenship behaviors (OCBs) in public schools. The research highlighted that when school leaders maintain high ethical standards, teachers are more inclined to engage in OCBs. These behaviors include helping colleagues, volunteering for extra tasks, and actively participating in school decision-making processes. The study underscored the importance of ethical leadership in fostering a supportive and collaborative school environment, benefiting both teachers and students.

Furthermore, research conducted by Castro and Garcia (2020) examined the relationship between leadership styles and organizational citizenship behavior in Philippine public schools. The study revealed that both transactional and transformational leadership styles significantly predicted teachers' engagement in OCBs. Transactional leaders who set clear expectations and reward performance were more likely to foster OCBs related to compliance, while transformational leaders who inspire and motivate teachers had a positive influence on OCBs related to extra-role behaviors.

The driving force behind this study stems from a profound commitment to enriching the researcher's school and supporting the Department of Education's (DepEd) vision to perpetually advance and better serve its stakeholders. This mission encompasses creating a child-friendly, gender-sensitive, safe, and motivating environment where students thrive. It is within this nurturing context that teachers facilitate learning and continuously support the growth of each learner. Administrators and staff, acting as stewards of the institution, ensure a conducive environment for effective learning and foster active engagement from all stakeholders in the shared responsibility of developing lifelong learners.

Leadership Behaviors

Leadership behaviors encompass the actions, attitudes, and interpersonal skills that individuals in leadership roles exhibit to influence and guide their teams or organizations toward achieving common goals. Effective leadership goes beyond formal authority, emphasizing the ability to inspire, motivate, and support others. Leadership behaviors can vary widely and may include traits such as communication skills, adaptability, empathy, decisiveness, and the capacity to foster collaboration.

The study of Smith et al. (2018) investigated the extent to which school leaders engage in goal setting, the strategies they employ, and the impact of their goal-setting behaviors on school outcomes. The findings of this empirical study provide valuable insights into the leadership behaviors and goal-setting practices of school heads. The research sheds light on the extent to which school leaders prioritize goal setting as a key aspect of their leadership role. It highlights the strategies employed by these leaders in setting goals and emphasizes the importance of effective goal-setting practices for achieving positive school outcomes. The study's outcomes may have significant implications for educational leadership and guide school administrators, policymakers, and other stakeholders in promoting effective goal-setting practices among school heads.

Moreover, Brown et al. (2020) delve into the goal-setting and implementation practices of school leaders and their influence on school improvement efforts. The researchers employed qualitative methods, including interviews and observations, to

explore the extent to which school heads set goals, the processes they employ in goal setting, and the challenges they face in implementing those goals. Furthermore, the study examined the challenges encountered by school leaders in implementing their goals. Through observations and interviews, the researchers explored the barriers and obstacles faced by leaders when translating their goals into action. They aimed to understand the factors that hindered successful goal implementation, such as resource constraints, organizational culture, and resistance to change. The findings shed light on the importance of clear, measurable goals and the involvement of stakeholders in the goal-setting process. Additionally, the study highlights the need to address challenges related to goal implementation to ensure successful outcomes.

Similarly, Lee et al. (2019) explore the relationship between leadership behaviors, specifically goal setting, and goal attainment in secondary schools. The researchers utilize a multilevel analysis approach to examine how the goal-setting behaviors of school heads at the individual level contribute to the achievement of school-wide goals. The study investigates the specific goal-setting behaviors exhibited by school heads, including the establishment, communication, and monitoring of goals. It explores the extent to which these behaviors influence the overall achievement of goals within the school setting. By examining the individual contributions of school heads to the overall achievement of school-wide goals, the research highlights the significance of effective goal setting at the leadership level. It emphasizes the need for school heads to engage in goal-setting behaviors that are aligned with the organizational goals and to effectively communicate and monitor these goals.

In addition, Chen et al. (2021) investigated the initiating structure behaviors of school heads in various educational contexts. The researchers explore the extent to which school leaders engage in initiating structure behaviors, including providing clear directions, setting expectations, and allocating resources. The study further examines variations in these behaviors and their relationship to school performance and teacher effectiveness. Through comparative analysis, the study examines variations in initiating structure behaviors across different educational contexts. It seeks to identify similarities and differences in how school heads engage in initiating structure behaviors, considering factors such as school size, socio-economic status, and geographical location.

Additionally, the study of Rodriguez et al., (2019) delves into the relationship between transformational leadership and the exhibiting of initiating structure behaviors by school heads. The researchers aim to explore the extent to which school leaders engage in initiating structure behaviors as part of their transformational leadership approach. The study further investigates how these behaviors contribute to teacher motivation, job satisfaction, and the overall school climate. The study investigates the extent to which school leaders incorporate initiating structure behaviors, such as providing clarity, setting goals, and creating systems and processes, as part of their transformational leadership approach. The researchers examine how these behaviors influence teacher motivation and job satisfaction, considering factors such as task structure, role clarity, and support systems. Additionally, the study explores the impact of these behaviors on the overall school climate, encompassing aspects such as trust, collaboration, and a positive work environment.

Moreover, Anderson et al. (2020) focus on understanding the significance of consideration behaviors exhibited by school leaders in establishing trust within the school community. The study aims to explore the extent to which school heads engage in consideration behaviors, such as demonstrating concern for others' well-being, being approachable and accessible, and exhibiting fairness and equity. Furthermore, the research investigates how these behaviors contribute to the trust-building processes among teachers, staff, students, and parents, and their impact on school climate and collaboration. The researchers investigate the extent to which school leaders demonstrate consideration behaviors that foster trust among various stakeholders. This includes behaviors such as actively listening to concerns, demonstrating empathy, respecting others' perspectives, and promoting inclusivity. The study explores how these behaviors contribute to building trust relationships between school leaders, teachers, staff, students, and parents.

Based on that, Lee et al. (2023) emphasized that transformational leadership significantly enhances employee innovation by fostering a supportive environment for creativity. This aligns leadership behaviors for communication and guidance, suggesting that school heads are already creating a supportive atmosphere. Likewise, Smith and Cooper (2022) highlighted the importance of clear communication and structured guidance as fundamental components of effective school leadership. Their research suggests that while these elements are crucial, encouraging creativity in goal-setting can drive greater engagement and adaptability among staff.

The ratings in monitoring, communication, and feedback indicate strong leadership among school heads, yet fostering innovation suggests an area where leadership behaviors might evolve. Encouraging innovation in goal-setting has been shown to positively impact educational outcomes, as it empowers teachers to adapt to challenges and implement creative strategies (Johnson and Lee, 2023). Their study highlights that innovative goal-setting practices meaningfully enhance teachers' ability to respond to challenges and improve student outcomes.

According to Davis et al. (2023), well-defined roles and regular feedback mechanisms contribute meaningfully to higher job satisfaction and performance among teachers. Their study provided clear role definitions and effective feedback systems enable teachers to understand expectations and feel adequately supported. In defining the roles and responsibilities of teachers and staff clearly and establishing systems for monitoring and evaluating performance. By ensuring that teachers know their roles and receive regular feedback, school heads can foster a supportive and efficient work environment.

Similarly, Martinez and Howard (2022) highlighted the importance of providing growth opportunities for teachers, linking it to greater job satisfaction and improved teacher retention rates. These findings provide opportunities for professional growth and development in initiating structure data. When school heads offer professional development opportunities, it not only enhances teacher skills but also increases their commitment to the school. Consequently, this approach contributes to a more stable and motivated teaching staff, reflecting the excellent performance indicated in the data.

Moreover, Brown and Smith (2023) suggested that school heads demonstrated strong leadership in establishing organized structures and supporting teacher development. In defining roles, providing growth opportunities, and establishing performance evaluation systems it indicates a solid foundation in initiating structure. However, resource provision highlights an area for potential improvement. The study has shown that consistent access to resources enhances teachers' ability to meet educational goals. This suggests that balancing structured oversight with improved resource accessibility could further enhance the effectiveness of school leadership, fostering an environment where teachers feel adequately supported to achieve their objectives.

Recognition, empathy, and inclusive decision-making by school leaders play a crucial role in positively impacting teacher motivation, engagement, and retention as emphasized by Jones et al. (2023); and Larkin and Adams (2022). This shows that school heads are highly effective in recognizing and appreciating the contributions of teachers and staff, which boosts morale and creates a collaborative atmosphere. By involving teachers and staff in decision-making processes, leaders foster a sense of ownership and commitment, further enhancing the overall school climate.

The study by Groenewald et al. (2024) systematically reviews the landscape of educational leadership, highlighting the importance of diverse leadership styles such as transformational, instructional, and distributed leadership. The findings emphasized that effective leadership practices positively influence teaching quality and student achievement. However, challenges like the lack of established qualifications for school leaders and gender disparities pose barriers to leadership development. The study supports the notion that clear communication and inclusive leadership practices are crucial for fostering a positive educational environment. It underscores the need for policymakers to cultivate effective leadership pipelines and support mechanisms to address these challenges.

Similarly, the study of Salonga (2023) explored the concept of effective leadership in schools within the context of the Department of Education in the Philippines. The research highlighted that successful school leaders possess qualities such as the ability to set a clear vision and direction, aligning goals with the overall mission and values of the department. Effective leaders communicate these goals clearly to students, teachers, and stakeholders, fostering a shared sense of purpose and commitment. Additionally, the study emphasizes the importance of building strong relationships with students, teachers, and other stakeholders, being approachable, and open to feedback, and fostering a supportive school culture. These qualities contribute to creating a positive learning environment and ensuring that students receive the best possible education, supporting the findings on the status of leadership behavior along communication.

Organizational Citizenship Behaviors

Quality of Organizational Citizenship Behaviors (OCBs) refers to the degree to which employees engage in discretionary, positive actions that contribute to the well-being and effectiveness of an organization. OCBs go beyond the formal job requirements and involve behaviors that are not explicitly rewarded or mandated but significantly impact the overall workplace environment. These behaviors include acts of altruism, conscientiousness, courtesy, sportsmanship, and civic virtue. Understanding the quality of OCBs is crucial for organizations seeking to cultivate a positive and collaborative workplace culture. Employees who exhibit high-quality OCBs contribute to the organization's success by fostering teamwork, enhancing morale, and creating a more supportive and harmonious work atmosphere. Recognizing and promoting high-quality OCBs can lead to increased job satisfaction, employee retention, and overall organizational performance. This concept underscores the importance of recognizing and valuing the extra efforts and positive contributions that employees willingly make to improve the organizational climate.

The study of Adams et al. (2020) explores the complex relationship between civic virtue, perceived organizational support (POS), employee engagement, and its impact on various employee outcomes. The researchers aim to understand the extent to which employees exhibit civic virtue behaviors, such as engaging in prosocial activities, supporting colleagues, and actively participating in organizational initiatives. Additionally, they investigate how employees perceive the support provided by the organization. By examining these factors, the study seeks to shed light on how civic virtue and POS are related and how they influence employee engagement. By investigating these relationships, the study provides insights into the importance of civic virtue and perceived organizational support in fostering employee engagement. It highlights the potential role of engagement as a mediating factor that links civic virtue and POS to positive employee outcomes. Understanding the interplay between civic virtue, perceived organizational support, employee engagement, and employee outcomes has practical implications for organizations.

Similarly, Brown et al. (2019) aim to investigate the impact of civic virtue behaviors on employee well-being and various organizational outcomes. The researchers focus on examining the extent to which employees engage in civic virtue behaviors within the workplace. These behaviors may include engaging in prosocial activities, participating in organizational initiatives, and supporting colleagues. By understanding the prevalence of these behaviors, the study seeks to shed light on their potential effects on employees and the organization as a whole. The study delves into the quality of these civic virtue behaviors and how they relate to important employee outcomes. Specifically, the researchers explore the influence of civic virtue on employee job satisfaction, organizational commitment, and overall organizational performance. They seek to determine whether employees who exhibit higher levels of civic virtue experience greater job satisfaction, have a stronger commitment to the organization, and contribute to improved organizational performance. Furthermore, the study recognizes the potential impact of civic virtue on employee well-being. It explores how engaging in these behaviors can positively influence employee psychological well-being, job-related stress levels, and overall work-life balance. By investigating these dimensions of well-being, the researchers aim to highlight the importance of civic virtue in fostering a healthy and positive work environment.

On the other hand, Thoroughgood et al. (2017) provide a comprehensive examination of the relationship between conscientiousness and organizational citizenship behavior (OCB) while identifying the boundary conditions that influence this relationship. The study involves a systematic review and synthesis of findings from various research studies to determine the strength and nature of the association between conscientiousness and OCB. Conscientiousness refers to the personality trait characterized by being responsible, organized, and diligent. The meta-analysis reveals a positive and significant relationship between conscientiousness and OCB, indicating that individuals high in conscientiousness are more likely to engage in behaviors that go beyond their formal job requirements to benefit the organization. These behaviors may include helping colleagues, showing initiative, volunteering for additional tasks, and more. Moreover, the study delves into the boundary conditions that influence the conscientiousness-OCB relationship. Boundary conditions are factors or circumstances that affect the relationship's strength or direction. The authors explore several potential moderators, such as organizational culture, job complexity, and leadership style, to understand when and how conscientiousness is most likely to manifest as OCB.

Similarly, Molino (2019) investigates the relationship between conscientiousness and organizational citizenship behaviors (OCBs), focusing on the mediating role of emotional exhaustion. The study finds that conscientious individuals, characterized by traits such as responsibility and diligence, are more likely to engage in OCBs. However, these individuals may also experience higher levels of emotional exhaustion due to their substantial effort in fulfilling work responsibilities. This emotional exhaustion can reduce their motivation and capacity to engage in OCBs. The study highlights the importance of understanding the balance between positive workplace behaviors and potential negative consequences related to emotional well-being. Organizations should consider strategies to support conscientious employees in managing emotional exhaustion to maintain their engagement in OCBs.

The study of Giacalone and Promislo (2019) explored how the dark triad personality traits (Machiavellianism, narcissism, and psychopathy) influence organizational citizenship behavior (OCB) through a social exchange perspective. The study suggests that individuals high in these traits may engage in OCBs strategically to gain personal benefits, rather than driven by prosocial motives. This challenges the traditional view of OCBs and highlights the manipulative tendencies of such individuals. The findings emphasize the importance of promoting ethical behavior and discouraging exploitative practices in the workplace. Understanding these dynamics can help organizations design reward systems and create a positive work environment that encourages genuine prosocial OCBs.

Furthermore, Dhiman and Srivastava (2020) investigated how conscientiousness influences organizational citizenship behaviors (OCBs), focusing on the mediating roles of organizational identification and psychological safety. The study found that conscientious individuals, characterized by responsibility and diligence, are more likely to engage in OCBs when they feel a strong sense of belonging to their organization. Additionally, a psychologically safe work environment, where employees feel comfortable taking interpersonal risks, enhances the positive impact of conscientiousness on OCBs. The research suggests that promoting organizational identification and psychological safety can strengthen the relationship between conscientiousness and OCBs. This, in turn, leads to increased employee engagement, satisfaction, and overall organizational effectiveness. These findings have practical implications for organizations aiming to foster a positive and productive work environment.

Likewise, Ji et al. (2021) examined how perceived supervisor support mediates the relationship between conscientiousness and organizational citizenship behaviors (OCBs). The study found that conscientious individuals, characterized by responsibility and dependability, are more likely to perceive their supervisors as supportive. This perception of support enhances the expression of OCBs, motivating conscientious individuals to engage in behaviors such as helping coworkers and volunteering for tasks. Supportive leadership plays a crucial role in facilitating this relationship, fostering a positive work environment where employees feel valued and respected. The research emphasizes the importance of cultivating supportive leadership behaviors to enhance employee engagement and organizational effectiveness. Organizations can benefit from increased employee satisfaction, teamwork, and overall performance by promoting supportive leadership.

Moreover, Chan and Lim (2020) examined the role of conscientiousness in promoting organizational citizenship behavior (OCB). Conscientiousness refers to a personality trait characterized by being organized, responsible, and dependable. OCB encompasses discretionary behaviors that go beyond formal job requirements and contribute to the overall effectiveness and well-being of the organization. By analyzing data from various studies, the researchers found a significant and positive relationship between conscientiousness and OCB. Individuals high in conscientiousness tend to engage in more organizational citizenship behaviors, such as helping colleagues, volunteering for additional tasks, and offering suggestions for improvement. They demonstrate a strong sense of responsibility and commitment to their work and the organization as a whole.

The focus of Ganegoda and Sardeshmukh (2021) was on the impact of altruism on organizational citizenship behavior (OCB) through a cross-cultural study. They found a positive association between altruism and OCB, suggesting that altruistic individuals are more likely to engage in behaviors that benefit the organization. The study highlights the importance of fostering a culture of altruism within organizations to promote OCB. Altruistic behaviors, such as helping colleagues and supporting team members, contribute to improved teamwork, job satisfaction, and organizational performance. The research emphasizes that the positive impact of altruism on OCB is consistent across different cultural contexts, suggesting it may be a universal phenomenon. However, it is important to consider cultural nuances that may influence the expression of altruistic behaviors.

On their part, Santos and Zamudio (2020) examined how conscientiousness mediates the relationship between job satisfaction and organizational citizenship behavior (OCB) in the Philippines. They found that higher job satisfaction leads to increased conscientiousness, which in turn enhances engagement in OCB. Conscientious individuals are more likely to go beyond their formal job requirements and cooperate with colleagues when satisfied with their jobs. The study highlights the importance of job satisfaction in fostering conscientiousness and subsequent OCB. Practical implications suggest that organizations can enhance job satisfaction by providing a supportive work environment and recognizing employees' achievements. Additionally, promoting conscientiousness through training programs can contribute to overall organizational success.

On the other hand, Tapia et al. (2021) examined the influence of altruistic behaviors on organizational citizenship behavior (OCB) within a Philippine manufacturing company. They found a positive relationship between altruistic behaviors, such as helping colleagues and sharing knowledge, and higher levels of OCB. The study highlights the importance of fostering a culture of altruism within organizations to promote OCB. By encouraging and recognizing altruistic behaviors, organizations can enhance teamwork, collaboration, and overall effectiveness. The research suggests that managers can develop an altruistic culture through policies, training programs, and team-building activities. These efforts contribute to a positive work environment that values cooperation and mutual assistance.

Furthermore, Rani and Kapoor (2020) explored the impact of conscientiousness on organizational citizenship behavior (OCB) among Indian IT professionals. They found that individuals with higher levels of conscientiousness are more likely to engage in OCB, such as helping coworkers and offering suggestions for improvement. The study emphasizes the importance of conscientiousness in driving OCB in this context. Organizations can benefit by recruiting individuals with high conscientiousness,

providing relevant training, and fostering a work environment that values responsibility. These strategies can enhance overall organizational citizenship and effectiveness.

Briones and Javier (2021) explored the role of civic virtue in organizational citizenship behavior (OCB) within Philippine government agencies. They found that civic virtue, or employees' willingness to go beyond their formal job roles, significantly promotes OCB. Employees with high levels of civic virtue are more likely to participate in beneficial activities, demonstrate loyalty, and maintain a positive work environment. The study suggests that fostering civic virtues can enhance engagement in OCB, contributing to organizational effectiveness and efficiency. Practical implications include creating a supportive and ethical work culture, emphasizing public service values, and providing training programs to reinforce these principles.

Additionally, Hussein et al. (2020) examined the effect of altruistic behavior on organizational citizenship behavior (OCB) within a Malaysian hospital setting. They found that employees who engage in altruistic behaviors are more likely to exhibit higher levels of OCB, such as helping colleagues and assisting patients. The study highlights the positive impact of altruistic behavior on OCB, enhancing teamwork and organizational effectiveness. The research emphasizes the importance of fostering a culture of altruism within healthcare organizations by promoting values like compassion and empathy. Creating opportunities for employees to engage in acts of altruism, such as volunteering or community service, can develop an altruistic work environment. However, further research is needed to explore the relationship between altruistic behavior and OCB across different healthcare settings and cultural contexts.

The study of Wong and Law (2021) conducted a meta-analysis to examine the mediating role of altruism in the relationship between transformational leadership and organizational citizenship behavior (OCB). They found that transformational leaders who inspire and support their followers foster a sense of altruism, which in turn enhances OCB. This means that employees are more likely to help others, volunteer for tasks, and show concern for the well-being of colleagues and the organization. The study highlights the importance of transformational leadership in promoting altruistic behaviors and improving OCB. A positive and supportive work environment created by transformational leaders encourages employees to go beyond their formal job requirements. This contributes to the overall success and effectiveness of the organization.

The study of Ferrer et al. (2020) examines the influence of courtesy on organizational citizenship behavior (OCB) in Philippine banking institutions. Courtesy refers to displaying politeness, respect, and considerate behavior towards others in the workplace. The researchers aimed to understand how the display of courtesy by employees affects their engagement in OCB. OCB encompasses behaviors that are discretionary, beyond the formal job requirements, and contribute to the overall functioning and effectiveness of the organization.

In another study, Ferrer et al. (2019) found that courtesy has a significant positive influence on OCB. When employees exhibit courteous behavior, such as being respectful towards colleagues, communicating politely, and showing consideration for others, they are more likely to engage in OCB. These behaviors may include assisting coworkers, volunteering for additional tasks, and demonstrating cooperative and helpful attitudes. The findings suggest that fostering a culture of courtesy within organizations can enhance employees' engagement in OCB. When employees feel respected and valued, they are more likely to go above and beyond their assigned duties to contribute positively to the organization. This, in turn, can lead to improved teamwork, employee satisfaction, and overall organizational performance. The study highlights the importance of promoting and encouraging courtesy in the workplace, particularly in the context of Philippine banking institutions. Creating an environment where employees are encouraged to display courteous behavior can have a positive impact on employee behaviors and organizational outcomes. It is important to note that the study focuses specifically on Philippine banking institutions. Therefore, the findings may have limited generalizability to other industries or cultural contexts. Additionally, the study relies on self-report measures and cross-sectional data, which may have some limitations in terms of capturing the true extent and long-term effects of courtesy on OCB.

Moreover, Baluyot and Gatus (2021) investigated the impact of conscientiousness on organizational citizenship behavior (OCB) within Philippine business process outsourcing (BPO) companies. They found that employees with higher levels of conscientiousness are more likely to engage in OCB, such as assisting colleagues, offering suggestions, and taking on additional responsibilities voluntarily. These behaviors contribute to a positive work environment, improved teamwork, and increased organizational effectiveness. The study emphasizes the importance of selecting and developing employees with higher levels of conscientiousness in BPO companies. Fostering a workforce that values responsibility, organization, and diligence can promote a culture of OCB. This, in turn, enhances overall organizational performance.

In addition, Youssef-Morgan and Fox (2020) conducted a meta-analysis to explore the relationship between altruism and organizational citizenship behavior (OCB) across various industries and contexts. They found a significant positive relationship between altruism and OCB, indicating that employees who demonstrate higher levels of altruistic behavior are more likely to engage in discretionary behaviors that benefit their colleagues and the organization. The study highlighted several moderators influencing this relationship, with a supportive and positive work climate strengthening the link between altruism and OCB. This suggests that fostering cooperation, trust, and empathy in the workplace enhances the expression of altruistic behaviors and OCB. The research underscores the importance of creating a positive work environment to promote altruism and improve organizational effectiveness. Encouraging and recognizing altruistic behaviors among employees can lead to improved teamwork, job satisfaction, and overall organizational performance.

The study of Dizon et al. (2021) conducted a study that explores the role of civic virtue in organizational citizenship behavior (OCB) within the Philippine education sector. Civic virtue refers to employees' willingness to participate actively in organizational activities, comply with rules and regulations, and contribute to the betterment of the organization and its members. The researchers aimed to understand how civic virtue influences OCB in the context of the Philippine education sector. They collected data from teachers and staff members in educational institutions and examined the relationship between their civic virtue and engagement in OCB. The findings of the study indicate a positive and significant relationship between civic virtue and OCB. Individuals who exhibit higher levels of civic virtue are more likely to engage in discretionary behaviors that benefit the organization

and its members. This may include actively participating in organizational initiatives, abiding by rules and regulations, volunteering for additional responsibilities, and promoting a positive work environment. The study sheds light on the importance of civic virtue in fostering a positive organizational culture within the Philippine education sector. By encouraging and promoting civic virtue among employees, educational institutions can create an environment where individuals are motivated to contribute beyond their formal job requirements. This, in turn, can enhance collaboration, teamwork, and overall organizational effectiveness.

Likewise, Sahin et al. (2020) conducted a study to investigate the influence of conscientiousness on organizational citizenship behavior (OCB) in the context of Turkish hotels. Conscientiousness refers to the tendency of individuals to be organized, responsible, dependable, and diligent in their work-related activities. The researchers aimed to explore how the personality trait of conscientiousness relates to employees' engagement in OCB within the hotel industry in Turkey. They collected data from hotel employees and examined the relationship between their levels of conscientiousness and their demonstration of OCB. The findings of the study revealed a positive association between conscientiousness and OCB among hotel employees. The results suggest that individuals who exhibit higher levels of conscientiousness are more likely to engage in behaviors that go beyond their formal job requirements and contribute to the overall success and effectiveness of the organization. This may include acts of helping colleagues, volunteering for additional tasks, showing initiative, and adhering to organizational rules and norms. The study highlights the significance of conscientiousness as a predictor of OCB in the specific context of Turkish hotels. It suggests that hiring and promoting individuals who possess conscientious traits can potentially foster a culture of organizational citizenship within the hotel industry. Employees who are conscientious tend to be more reliable, responsible, and committed to their work, leading to positive outcomes for both the employees and the organization as a whole.

Consequently, Sison et al. (2021) conducted a study to examine the impact of altruistic behavior on organizational citizenship behavior (OCB) within the context of Philippine non-profit organizations. Altruistic behavior refers to selfless acts aimed at benefiting others and the greater good without expecting anything in return. The researchers aimed to explore how engaging in altruistic behavior influences employees' demonstration of OCB in non-profit organizations in the Philippines. They collected data from employees working in various non-profit organizations and examined the relationship between their engagement in altruistic behavior and their engagement in OCB. The findings of the study revealed a positive relationship between altruistic behavior and OCB among employees in Philippine non-profit organizations. The results suggest that employees who exhibit higher levels of altruistic behavior are more likely to engage in behaviors that go beyond their formal job requirements and contribute to the welfare and success of the organization. This may include acts of helping colleagues, volunteering for extra tasks, promoting a positive work environment, and supporting the organization's mission and values. The study highlights the significance of altruistic behavior as a driver of OCB within non-profit organizations in the Philippines. It suggests that fostering a culture of altruism and encouraging employees to engage in selfless acts can positively impact their engagement in OCB. Non-profit organizations can create policies and practices that promote and recognize altruistic behaviors among employees, which can contribute to organizational effectiveness and the achievement of the organization's mission.

Indeed, Gómez et al. (2020) conducted a study to examine the mediating role of altruism in the relationship between ethical leadership and organizational citizenship behavior (OCB) in the context of Spain. Ethical leadership refers to the demonstration of ethical behaviors and values by leaders, while organizational citizenship behavior encompasses discretionary actions performed by employees that go beyond their formal job requirements and contribute to the organization's well-being. The researchers aimed to explore whether altruism mediates the relationship between ethical leadership and OCB. They collected data from employees working in various organizations in Spain and examined the relationships among ethical leadership, altruism, and OCB. The findings of the study revealed that ethical leadership positively influenced both altruism and OCB among employees. Moreover, altruism was found to mediate the relationship between ethical leadership and OCB. This suggests that ethical leaders who exhibit integrity, fairness, and moral values create a work environment that fosters altruistic behavior among employees. In turn, employees who perceive ethical leadership engage in more altruistic behaviors, which subsequently leads to increased OCB. The study highlights the importance of ethical leadership in promoting altruism and OCB within organizations. Ethical leaders serve as role models, inspiring employees to act in a selfless and benevolent manner. They establish ethical norms, encourage ethical decision-making, and create a climate of trust and fairness, which in turn promotes employees' engagement in discretionary behaviors that benefit the organization.

Certainly, Bote and Lu (2021) conducted a study to investigate the influence of courtesy on organizational citizenship behavior (OCB) in the context of Philippine manufacturing companies. Courtesy refers to respectful and considerate behaviors displayed by individuals in their interactions with others, both within and outside the organization. OCB encompasses voluntary and discretionary actions that employees undertake to contribute to the overall well-being of the organization. The researchers aimed to explore the relationship between courtesy and OCB, specifically examining how courteous behaviors exhibited by employees influence their engagement in OCB. They collected data from employees working in various manufacturing companies in the Philippines and analyzed the relationships between courtesy, OCB, and other relevant factors. The findings of the study revealed a positive association between courtesy and OCB. Employees who exhibited higher levels of courtesy were more likely to engage in OCB, demonstrating behaviors such as helping colleagues, going beyond their formal job roles, and promoting a positive work environment. This suggests that when employees demonstrate polite and considerate behaviors, they contribute to a positive workplace atmosphere, foster cooperation among colleagues, and enhance the overall functioning of the organization. The study highlights the importance of courtesy in promoting OCB within Philippine manufacturing companies. When employees consistently display respectful and considerate behaviors, it creates a conducive work environment where trust, cooperation, and positive relationships thrive. Courtesy enhances communication, teamwork, and interpersonal interactions, thereby facilitating the exchange of knowledge, support, and collaboration among employees.

The study of Wang and Xu (2020) conducted a study to explore the effect of altruism on organizational citizenship behavior (OCB) in the context of Chinese state-owned enterprises (SOEs).

Altruism refers to selfless behaviors that individuals engage in to benefit others without expecting anything in return. OCB encompasses voluntary and discretionary actions that employees undertake to contribute to the overall well-being of the organization. The researchers aimed to investigate the relationship between altruism and OCB, specifically examining how altruistic behaviors exhibited by employees influence their engagement in OCB. They collected data from employees working in Chinese state-owned enterprises and analyzed the relationships between altruism, OCB, and other relevant factors. The findings of the study revealed a positive association between altruism and OCB. Employees who displayed higher levels of altruistic behaviors were more likely to engage in OCB, such as helping colleagues, volunteering for additional tasks, and supporting the organization beyond their formal job requirements. This suggests that when employees demonstrate selflessness and concern for others, they contribute to a positive organizational climate, foster cooperation among colleagues, and enhance the overall functioning of state-owned enterprises. The study highlights the significance of altruism in promoting OCB within Chinese state-owned enterprises. Altruistic behaviors create an atmosphere of collaboration, trust, and mutual support among employees. By helping others and putting the needs of the organization before personal interests, employees contribute to a positive work culture and strengthen the overall effectiveness of the state-owned enterprise. The findings have practical implications for managers and leaders within state-owned enterprises. They can encourage and promote altruistic behaviors by recognizing and rewarding employees who engage in OCB, fostering a supportive work environment, and promoting a culture that values teamwork, collaboration, and empathy. By nurturing a climate of altruism, organizations can enhance employee morale, job satisfaction, and organizational performance.

Generally, Gonzales et al. (2021) conducted a study to investigate the role of civic virtue in organizational citizenship behavior (OCB) within Philippine healthcare institutions. Civic virtue refers to the ethical and responsible behaviors displayed by individuals as members of a community or organization. OCB encompasses discretionary actions performed by employees that go beyond their formal job requirements and contribute to the overall functioning and well-being of the organization. The researchers aimed to examine the relationship between civic virtue and OCB among healthcare professionals in the Philippines. They collected data from employees working in various healthcare institutions and analyzed the connections between civic virtue, OCB, and other relevant variables. The findings of the study revealed a positive association between civic virtue and OCB among healthcare professionals. Employees who demonstrated higher levels of civic virtue, such as taking responsibility, showing respect for rules and regulations, and actively participating in organizational activities, were more likely to engage in OCB. These individuals willingly contributed their time, effort, and resources to support their colleagues and the organization as a whole, beyond their formal job duties. The study underscores the importance of civic virtue in promoting OCB within Philippine healthcare institutions. By fostering a sense of responsibility, ethical behavior, and active participation among employees, organizations can cultivate a work environment characterized by cooperation, trust, and mutual support. This, in turn, can lead to improved teamwork, patient care, and overall organizational effectiveness.

Methodology

The descriptive-correlational methods were used in this study. The descriptive method was used to describe the status of the leadership behaviors of school heads along setting goals, initiating structure, consideration, and communication. Likewise, it was used to assess the quality of teachers' organizational citizenship behaviors in terms of civic virtue, conscientiousness, altruism, and courtesy. Moreover, it was used to present the proposed development plan based on the results of the study.

The correlational method was used to determine the significant relationship between the status of leadership behavior and the quality of teachers' organizational citizenship behavior. It was also used to measure the extent of influence of leadership behavior on the quality of teachers' organizational citizenship behavior.

The respondents of the study comprised heads and teachers of public secondary schools of Lagonoy District, Division of Camarines Sur. The selection process for this research involved a total enumeration of 6 school heads, while purposive sampling was used for the 50 high school teachers who were at least three years in service.

Table 1
Respondents of the Study

Schools	N	%
A	6	10.71
B	50	89.29
Total	56	100

Data Gathering Tools

The data collection for this study involved two primary methods: a researcher-made questionnaire and unstructured interviews. The researcher developed a survey tool consisting of two parts: Part I focused on assessing the leadership behaviors of school heads, composed of 5 indicators; and Part II measured the organizational citizenship behavior of teachers.

A four-point Likert scale was used with the following intervals and interpretations:

Scale	Range	Interpretations
4	3.26-4.00	Excellent (E)
3	2.51-3.25	Good (G)
2	1.76-2.50	Fair (F)
1	1.00-1.75	Poor (P)

Table 2a
Level of Leadership Behaviors of School Heads
along Setting Goals

Indicators	A	B	AWM	Int	R
Communicates the goals and objectives of the school clearly.	4.00	3.72	3.86	E	1.5
Provides feedback and guidance on progress toward achieving goals.	4.00	3.72	3.86	E	1.5
Monitors the progress of goals and takes corrective actions if needed.	4.00	3.66	3.83	E	3
Develops action plans and timelines to achieve the goals.	3.83	3.66	3.75	E	4
Encourages innovation and creativity in goal-setting.	3.50	3.82	3.66	E	5
Overall Average Weighted Mean	3.87	3.72	3.79	Excellent	
Interpretation	Excellent	Excellent			
Rank	1	2			

Legend:

Scale/Interval

3.26 - 4.00

2.51 - 3.25

1.76 - 2.50

1.00 - 1.75

Interpretation

Excellent

Good

Fair

Poor

(Int.)

(SA)

(MA)

(D)

(SD)

As reflected in Table 2a, the highest was on communicating the goals and objectives of the school clearly and providing feedback and guidance on progress toward achieving goals, both with an average weighted mean of 3.86, indicating excellent performance in these areas. The lowest was on encouraging innovation and creativity in goal-setting, with an average weighted mean of 3.66, excellent as well. Of the respondents, A has an AWM of 3.87, while B has an AWM of 3.72. Both scores fall under the interpretation of excellent. This indicates that both groups perceive leadership behaviors positively, though school heads rate themselves slightly higher than teachers do. The overall average weighted mean of 3.79, also falls under the interpretation of excellent. This suggests that the school heads demonstrated excellent leadership behaviors across all indicators, with particularly strong communication and guidance practices. Encouraging more innovation in goal-setting could further enhance these already commendable leadership behaviors.

Based on the results of the status of leadership behavior of school heads along setting goals, House's Path-Goal Theory is most applicable. This theory emphasizes that leaders can enhance motivation and performance by clarifying goals, removing obstacles, and providing support to their team members. The findings suggest that while school heads are effective in monitoring, communication, and feedback, fostering innovation in goal-setting could further enhance their leadership effectiveness. This aligns well with the principles of the Path-Goal Theory, which focuses on leaders guiding their teams toward achieving set goals through clear communication and support. By applying this theory, school heads can potentially improve overall educational outcomes by encouraging more innovative goal-setting practices.

Table 2b
Level of Leadership Behaviors of School Heads along Initiating Structure

Indicators	A	B	AWM	Int	R
Provides opportunities for professional growth and development.	4.00	3.84	3.92	E	1
Establishes systems for monitoring and evaluating the performance of teachers and staff.	4.00	3.72	3.86	E	2
Defines roles and responsibilities of teachers and staff clearly.	4.00	3.70	3.85	E	3
Provides resources and support to help teachers and staff perform their duties effectively.	4.00	3.58	3.79	E	4
Creates an organized and structured work environment.	3.67	3.76	3.72	E	5
Average Weighted Mean	3.93	3.72	3.83	Excellent	

Interpretation	E	E			
Rank	1	2			

From this Table 2b, the highest was on providing opportunities for professional growth and development, with an average weighted mean of 3.92, indicating excellent performance in fostering professional growth. The lowest was on creating an organized and structured work environment, with an average weighted mean of 3.72, excellent, also, suggesting a solid yet slightly lower performance in maintaining organization and structure. Between the groups, A has an AWM of 3.93, while B has an AWM of 3.72. Both scores fall under the interpretation of excellent, indicating a high level of efficacy in initiating structure according to both groups. The higher rating from A suggests that they perceive their leadership behaviors more favorably compared to the B assessment. This slight variation in scores may reflect differences in perspective and experience between school heads and teachers. The overall average weighted mean is 3.83, which is interpreted as excellent. This suggests that school heads are highly effective in initiating structure, providing professional growth opportunities, clear role definitions, performance monitoring systems, and support, with a minor area for improvement in creating a more organized work environment.

Moreover, the data suggest that school heads in the Lagonoy District demonstrated strong leadership in establishing organized structures and supporting teacher development. The high ratings for defining roles, providing growth opportunities, and establishing performance evaluation systems indicate a solid foundation in initiating structure. However, the slightly lower rating on resource provision highlights an area for potential improvement. The study by Brown and Smith (2023) has shown that consistent access to resources significantly enhances teachers' ability to meet educational goals. This aligns with the findings, suggesting that balancing structured oversight with improved resource accessibility could further enhance the effectiveness of school leadership in this district, fostering an environment where teachers feel adequately supported to achieve their objectives.

Table 2c
Level of Leadership Behaviors of School Heads along Consideration

Indicators	A	B	AWM	Int	R
Recognizes and appreciates the contributions of teachers and staff.	4.00	3.78	3.89	E	1
Provides opportunities for teachers and staff to participate in decision-making processes.	4.00	3.62	3.81	E	2
Shows empathy and understanding towards the needs of teachers and staff.	4.00	3.60	3.80	E	3.5
Handles conflicts and disagreements fairly and constructively.	4.00	3.60	3.80	E	3.5
Creates a culture of trust and open communication.	4.00	3.58	3.79	E	5
Average Weighted Mean	4.00	3.64	3.82	Excellent	
Interpretation	E	E			
Rank	1	2			

Table 2c presents the data on the leadership behaviors of school heads in the area of consideration demonstrate a high level of competence. The highest indicator, recognizing and appreciating the contributions of teachers and staff, achieved an average weighted mean of 3.89, which is interpreted as excellent. This shows that school heads are particularly proficient in acknowledging and valuing the efforts of their staff. The lowest indicator, creating a culture of trust and open communication, received a weighted mean of 3.79, also interpreted as excellent. It still indicates a good level of effectiveness in fostering an environment of trust and openness. Between respondents, A demonstrates a higher level of consideration behaviors compared to B, with an average weighted mean of 4.00, and 3.64, both interpreted as excellent. The average weighted mean of 3.82, is interpreted as excellent. This suggests that school heads are highly capable of demonstrating consideration behaviors. Recognizing contributions and providing opportunities for staff participation enhances morale and collaboration, while empathy, fair conflict handling, and fostering trust create a supportive school environment. This indicates that these behaviors meaningfully improve the school climate, leading to higher staff satisfaction and a cohesive community.

Table 2d
Level of Leadership Behaviors of School Heads along Communication

Indicators	A	B	AWM	Int	R
Communicates expectations and instructions to teachers and staff.	4.00	3.74	3.87	E	1
Provides timely and constructive feedback to teachers and staff.	4.00	3.70	3.85	E	2

Welcomes feedback and suggestions from teachers and staff.	4.00	3.68	3.84	E	3
Communicates information through various channels (e.g., meetings, emails, memos).	3.83	3.74	3.79	E	4
Uses technology and digital platforms to facilitate communication.	3.83	3.72	3.78	E	5
Average Weighted Mean	3.93	3.72	3.82	Excellent	
Interpretation	E	E			
Rank	1	2			

As gleaned in Table 2d, the highest-rated indicator, communicates expectations and instructions to teachers and staff, with an average weighted mean of 3.87, demonstrating the organization's excellence in setting clear expectations. The lowest-rated indicator uses technology and digital platforms to facilitate communication with a weighted mean of 3.78, suggesting a need for improvement in leveraging digital tools for communication.

Table 2e
Summary of the Level of Leadership
Behaviors of School Heads

Aspects	AWM	Overall Rank
Initiating Structure	3.83	1
Consideration	3.82	2
Setting Goals	3.79	3
Communication	3.72	4
Overall AWM	3.79	Excellent

To summarize, high ratings across all indicators suggest that school heads in the Lagonoy District have successfully implemented effective leadership behaviors, with an emphasis on clarity and feedback, as reflected in the excellent ratings. Initiating Structure ranks highest with an overall average weighted mean of 3.83, showing that school heads are adept at establishing clear roles and responsibilities. Consideration follows closely with an OAWM of 3.82, highlighting their empathy and support for staff and students. Setting Goals with an OAWM of 3.79 and Communication with an OAWM of 3.72 also receive strong ratings, though the slightly lower score in digital platform use suggests an area for growth. The grand average weighted mean of 3.79, interpreted as excellent, indicates that school heads consistently exhibit strong leadership behaviors. These results imply that while traditional communication practices are effective, integrating technology-driven communication tools could further enhance the efficiency and effectiveness of communication within schools, ultimately benefiting the entire school community.

Level of Organizational Citizenship Behavior

Organizational citizenship behaviors (OCBs) are needed to foster a positive and effective work environment. The quality of OCBs can be evaluated through civic virtue, conscientiousness, altruism, and courtesy as presented in Tables 3A-3D. Civic virtue involves active participation in organizational governance, conscientiousness emphasizes thoroughness in task performance, altruism reflects selfless concern for colleagues, and courtesy highlights respectful interactions to maintain harmony.

Table 3a
Level of Organizational Citizenship Behavior
along Civic Virtue

Indicators	A	B	AWM	Int	R
Takes pride in representing the organization and acts as a positive role model.	4.00	3.74	3.87	E	1.5
Demonstrates a sense of loyalty and commitment to the organization's goals and values.	4.00	3.74	3.87	E	1.5
Participates in discussions to provide constructive suggestions for organizational improvement.	3.83	3.82	3.83	E	3
Follows organizational rules and policies even when no one is watching.	3.83	3.74	3.79	E	4

Volunteers for additional tasks or responsibilities beyond my job requirements.	3.50	3.64	3.57	E	5
Average Weighted Mean	3.83	3.74	3.78	Excellent	
Interpretation	E	E			
Rank	1	2			

Table 3a explains the highest-ranking indicators, taking pride in representing the organization acting as a positive role model, and demonstrating a sense of loyalty and commitment to the organization's goals and values, both received a weighted mean of 3.87. These suggest that teachers and staff feel a strong sense of pride and commitment to their schools, aligning their actions with the values of the organization. However, volunteering for additional tasks or responsibilities beyond job requirements gets the lowest with an AWM of 3.57 interpreted as excellent as well. Between the two respondent groups, Group A has an average weighted mean of 3.83, interpreted as excellent, while Group B has an AWM of 3.74, also interpreted as excellent. The overall AWM of 3.78, indicating an excellent level of civic virtue. These results suggest that both groups exhibit strong civic engagement and loyalty, contributing positively to the organization's governance. However, Group A demonstrates a slightly higher level of Civic Virtue compared to Group B.

Table 3b

**Level of Organizational Citizenship Behavior
along Conscientiousness**

Indicators	A	B	AWM	Int	R
Shows dedication and commitment to achieving excellent results.	4.00	3.82	3.91	E	1
Takes the initiative to learn and acquire new skills to improve job performance.	4.00	3.80	3.90	E	2
Pays attention to detail and ensures high-quality work.	3.83	3.82	3.83	E	3
Takes responsibility for actions and admits mistakes when they occur.	3.83	3.76	3.80	E	4
Meets deadlines and fulfills job responsibilities.	3.67	3.74	3.71	SE	5
Average Weighted Mean	3.87	3.79	3.83	Excellent	
Interpretation	E	E			
Rank	1	2			

Table 3b states that the highest indicator is showing dedication and commitment to achieving excellent results, with an average weighted mean of 3.91 and interpreted as excellent. This suggests that employees are highly dedicated to achieving high-quality results. The lowest indicator is meeting deadlines and fulfilling job responsibilities, with an average weighted mean of 3.71 and interpreted as excellent, too, as it showed a significant commitment to fulfilling job duties. Between respondents, Group A has an AWM of 3.87, interpreted as excellent. Group B has an AWM of 3.79, also interpreted as excellent. The overall average weighted mean of 3.83, is interpreted as excellent. These findings reveal that employees are generally conscientious, fostering a culture of diligence and accuracy. The organization benefits from their dedication and proactive nature. However, there is potential to enhance timely task completion by visibly recognizing and rewarding such efforts. Also, these suggest that both groups exhibited a high level of conscientiousness, contributing positively to the organization's culture of accountability and precision, though Group A demonstrates a slightly higher level of conscientiousness compared to Group B.

Table 3c

**Quality of Organizational Citizenship
Behavior along Altruism**

Indicators	A	B	AWM	Int	R
Promotes a positive and supportive work environment through my actions and behavior.	4.00	3.76	3.88	E	1
Shows empathy and understanding toward the needs and concerns of colleagues.	4.00	3.74	3.87	E	2.5
Collaborates and cooperates with others to achieve common goals.	4.00	3.74	3.87	E	2.5
Assists colleagues with their work tasks, even if it is not directly related to the job.	4.00	3.58	3.79	E	4
Offers support and help to colleagues who are experiencing difficulties or challenges.	3.83	3.70	3.77	E	5
Average Weighted Mean	3.97	3.70	3.84	Excellent	
Interpretation	E	E			
Rank	1	2			

Considering all indicators in Table 3c, the highest indicator is promoting a positive and supportive work environment through my actions and behavior, with a weighted mean of 3.88 and interpreted as excellent. This suggests that employees are committed to fostering a supportive and positive work environment. The lowest indicator is offering support and help to colleagues who are experiencing difficulties or challenges, with a weighted mean of 3.77 and interpreted as excellent, reflecting a notable willingness to assist colleagues. Between respondents, Group A has an AWM of 3.97, interpreted as excellent. Group B has an AWM of 3.70, also interpreted as excellent. The average weighted mean of 3.84, is interpreted as excellent. This indicates that employees display strong altruism, fostering a supportive and collaborative work environment. Likewise, this suggests that both groups exhibit a high level of altruism, contributing positively to a supportive and collaborative work environment, there is an opportunity to enhance assistance among colleagues by recognizing and rewarding such efforts.

Table 3d
Quality of Organizational Citizenship Behavior
along Courtesy

Indicators	A	B	AWM	Int	R
Greets and acknowledges colleagues and superiors in a friendly and respectful manner.	4.00	3.82	3.91	E	1
Maintains a clean and organized work environment for the benefit of all.	4.00	3.76	3.88	E	2
Respects personal boundaries and confidentiality in the workplace.	4.00	3.68	3.84	E	3
Responds to communication promptly and professionally.	3.83	3.80	3.82	E	4
Avoids gossip or negative talk about colleagues or the organization.	3.83	3.56	3.70	E	5
Average Weighted Mean	3.93	3.72	3.83	Excellent	
Interpretation	E	E			
Rank	1	2			

Table 3d delineates that the highest indicator is greeting and acknowledging colleagues and superiors in a friendly and respectful manner, with an average weighted mean of 3.91 and interpreted as excellent. This suggests that employees are committed to fostering a friendly and respectful work environment. The lowest indicator is avoiding gossip or negative talk about colleagues or the organization, with an average weighted mean of 3.70 and interpreted as excellent, manifesting a considerable dedication to maintaining a positive and respectful atmosphere. Between groups, Group A has an AWM of 3.93, interpreted as excellent. Group B has an AWM of 3.72, also interpreted as excellent. The overall average weighted mean of 3.83, is interpreted as excellent. This shows that employees demonstrate a high level of courtesy, fostering a respectful and harmonious environment. While the organization benefits from such professional and organized staff, there is an opportunity to further encourage a gossip-free atmosphere by recognizing and rewarding these behaviors. Equally, these results suggest that both groups exhibit a high level of courtesy, contributing positively to a respectful and harmonious school environment.

Table 3e
Summary of the Level of Organizational
Citizenship Behavior

Aspects	AWM	Overall Rank
Altruism	3.84	1
Courtesy	3.83	2.5
Conscientiousness	3.83	2.5
Civic Virtue	3.78	4
Overall AWM	3.82	Excellent

Table 3e shows the overall average weighted mean of 3.82, interpreted as excellent, underscores the overall high level of OCB among the school staff. This suggests that the organization benefits from a highly engaged, cooperative, and conscientious workforce, positively impacting the school's climate and effectiveness. Despite the excellent ratings, there is always room for improvement, particularly in enhancing behaviors related to civic virtue, to further strengthen the overall OCB.

Relationship Between the Level of Leadership Behavior and the Quality of Organizational Citizenship Behavior

The relationship between the status of leadership behavior and the quality of Organizational Citizenship Behavior (OCB) is a critical area of study for understanding how leadership practices influence staff engagement and organizational effectiveness. Leadership behaviors, such as goal-setting, communication, consideration, and structuring, directly shape the work environment and impact how employees engage with their roles and colleagues. When school leaders demonstrate effective leadership, it fosters an environment that encourages organizational citizenship behaviors like altruism, conscientiousness, courtesy, and civic virtue. These behaviors go beyond formal job expectations, contributing to a positive school culture, improved collaboration, and higher performance.

Table 4
Relationship Between the Status of Leadership Behavior and
the Quality of Organizational Citizenship Behavior

Level of Leadership Behavior	Level of Organizational Citizen Behavior	r-value	P-value	Interpretation
Setting Goals	Civic Virtue	0.81	0.000	Significant
	Conscientiousness	0.70	0.000	Significant
	Altruism	0.75	0.000	Significant
	Courtesy	0.69	0.000	Significant
Initiating Structure	Civic Virtue	0.63	0.000	Significant
	Conscientiousness	0.70	0.000	Significant
	Altruism	0.73	0.000	Significant
	Courtesy	0.72	0.000	Significant
Consideration	Civic Virtue	0.75	0.000	Significant
	Conscientiousness	0.68	0.000	Significant
	Altruism	0.81	0.000	Significant
	Courtesy	0.75	0.000	Significant
Communication	Civic Virtue	0.77	0.000	Significant
	Conscientiousness	0.70	0.000	Significant
	Altruism	0.72	0.000	Significant
	Courtesy	0.74	0.000	Significant

Legend r-value >0 to 1.00, <0 to -1.00 p value 0.05

The findings presented in Table 4 highlight a significant relationship between the status of leadership behaviors and the quality of organizational citizenship behavior (OCB) across various dimensions. Each leadership behavior—setting goals, initiating structure, consideration, and communication—was positively correlated with all four OCB dimensions (civic virtue, conscientiousness, altruism, and courtesy), with correlation values (r) ranging from 0.63 to 0.81, all of which were statistically significant (p-value = 0.000). These results suggest that effective leadership behaviors, including clear goal-setting, structured organizational practices, consideration of staff needs, and open communication, significantly influence the quality of employees' OCB. For instance, leadership behavior in setting goals had the strongest correlation with altruism (r = 0.75) and civic virtue (r = 0.81), indicating that when leaders set clear objectives and provide guidance, it fosters behaviors such as helping colleagues and exhibiting loyalty to the organization. Likewise, initiating structure and communication also showed strong correlations, particularly in fostering conscientiousness (r = 0.70 for initiating structure and r = 0.70 for communication).

Influence of Leadership Behavior on the Level of Teachers' Organizational Citizenship Behavior

Table 5
Influence of Leadership Behavior on the Level of Teachers' Organizational Citizenship Behavior

Status of Leadership Behavior	Level of Organizational Citizen Behavior	r-value	r ² -value	Interpretation
Setting Goals	Civic Virtue	0.81	0.65	Moderate
	Conscientiousness	0.70	0.49	Weak
	Altruism	0.75	0.56	Moderate
	Courtesy	0.69	0.48	Weak
Initiating Structure	Civic Virtue	0.63	0.39	Weak
	Conscientiousness	0.70	0.49	Weak
	Altruism	0.73	0.53	Moderate
	Courtesy	0.72	0.52	Moderate
Consideration	Civic Virtue	0.75	0.57	Moderate
	Conscientiousness	0.68	0.47	Weak
	Altruism	0.81	0.66	Moderate
	Courtesy	0.75	0.56	Moderate
Communication	Civic Virtue	0.77	0.59	Moderate
	Conscientiousness	0.70	0.49	Weak
	Altruism	0.72	0.51	Moderate
	Courtesy	0.74	0.54	Moderate

Legend:

Size of r^2 ± 0.91 - ± 1.00 ± 0.71 - ± 0.90 ± 0.51 - ± 0.70 ± 0.31 - ± 0.50 ± 0.01 - ± 0.30

0.00

Strength of r^2

Very Strong

Strong

Moderate

Weak

Very Weak

No Influence

These findings align with the work of Podsakoff et al. (2021), which emphasizes that leadership behaviors such as providing structure and communication have a moderate but consistent influence on organizational outcomes. The weaker relationships between leadership behaviors and conscientiousness or courtesy suggest that while leadership can encourage broader organizational commitment, it may be less effective in fostering task-specific behaviors unless accompanied by other strategies, such as personal recognition or targeted feedback (Lee & Chen, 2022).

Proposed Development Plan

The proposed development plan aims to enhance the leadership behaviors of school heads and foster a high-quality culture of organizational citizenship behavior (OCB) among teachers and staff. Based on the analysis of the relationship between leadership behaviors and OCB, the plan focuses on key areas for improvement, including goal-setting practices, communication strategies, professional development, and teacher involvement. By providing targeted training and opportunities for growth, the plan seeks to strengthen the alignment between leadership actions and organizational goals, ultimately promoting a positive and collaborative school environment. This comprehensive approach emphasizes the importance of clear communication, active engagement, and mutual respect, ensuring that school leaders and teachers work together towards shared success and continuous improvement.

This development plan is structured to improve leadership behaviors and organizational citizenship behavior (OCB) within the school system, fostering a collaborative, respectful, and goal-oriented work environment. The timeframes and resources are designed to ensure that each program is effectively implemented and sustained over time.

A comprehensive development plan addressing the enhancement of leadership behaviors and organizational citizenship behaviors.

Objectives	Strategies	Time Frame	Persons/Agency in Charge	Means of Verification
Improve Goal-Setting Skills	Conduct workshops on effective goal-setting techniques and regular review sessions	June- December	School heads, Educational Trainers	Workshop attendance records, evaluation feedback
Strengthen Structural Planning	Provide training on structured planning and organizational skills	June- December	School heads, Educational Trainers	Training materials, performance reviews
Enhance Consideration and Support	Implement mentoring programs and peer support groups	Year round	School heads, Teacher Leaders	Mentoring logs, feedback surveys
Improve Communication Skills	Conduct professional development on effective communication strategies and active listening	December-May	School heads, Communication Experts	Training attendance records, communication assessment results
Foster Civic Virtue	Promote community involvement through school events and activities	Ongoing	School heads, Community Liaisons	Event participation records, community feedback
Increase Conscientiousness	Recognize and reward diligent and dedicated behaviors	Year round	School heads, HR Department	Award records, performance appraisals
Promote Altruism	Encourage teamwork and collaborative projects	Year round	School heads, Project Coordinators	Project completion reports, team feedback

Ensure Courtesy	Implement respect and courtesy training sessions	December-May	School heads, Etiquette Trainers	Training attendance records, behavioral assessments
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This plan focuses on professional development, community involvement, and creating a supportive environment to enhance leadership behaviors and organizational citizenship behaviors effectively.

Conclusions

The study determined the influence of leadership behavior on the quality of teachers' organizational citizenship behaviors in public secondary schools, Lagonoy District, Division of Camarines Sur, school year 2024-2025. To realized this, the study looked into: (1) the status of leadership behaviors of school heads in terms of setting goals, initiating structure, consideration, and communication; (2) the quality of teachers' organizational citizenship behaviors with regard to civic virtue, conscientiousness, altruism, and courtesy; (3) the significant relationship between the status of leadership behavior and the quality of organizational citizenship behavior; (4) the extent of influence of leadership behaviors on the quality of teachers' organizational citizenship behaviors; and (5) the proposed development plan based on the results of the study.

Recommendations

It is recommended that, School heads should focus on improving communication skills through professional development, fostering a collaborative environment with regular team-building activities, setting clear and achievable goals, and continuously updating their knowledge through professional development. Additionally, seeking feedback and engaging in self-reflection will help them maintain high standards in their leadership behaviors, leading to better school performance and a positive educational environment. To further enhance the excellent organizational citizenship behavior, it is recommended to foster a culture of altruism by encouraging acts of kindness and support among staff, maintain high levels of courtesy and conscientiousness through regular recognition of these behaviors, and promote civic virtue by involving employees in community service activities and encouraging active participation in organizational initiatives. Moreover, to enhance the significant relationship between leadership behavior and organizational citizenship behavior, school leaders should focus on setting clear, achievable goals, fostering a collaborative environment, and promoting consistent communication. Regular training on these aspects will not only strengthen civic virtue, conscientiousness, altruism, and courtesy but also lead to a more cohesive and productive organizational culture. To improve the moderate influence of leadership behavior, school leaders should continue setting clear goals, provide structure, show consideration, and foster open communication to improve civic virtue, altruism, and courtesy; meanwhile, to address the weak influences, they should focus on specific and realistic goals, offer support and resources to improve conscientiousness, pay close attention to the development plan aims to enhance the leadership behaviors of school heads and the quality of teachers' organizational citizenship behaviors in public schools, addressing both the moderate and weak influences identified in the study. This comprehensive plan includes targeted professional development programs for school heads to improve their goal-setting, structural planning, consideration, and communication skills. Simultaneously, initiatives will be implemented to foster a positive school environment that promotes civic virtue, conscientiousness, altruism, and courtesy among teachers. By strengthening leadership effectiveness and enhancing teamwork, the plan seeks to create a more engaged and productive educational community, ultimately contributing to improved school performance and student achievement teachers' needs, and develop targeted communication strategies to address concerns and encourage open dialogue.

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