

Organizational Citizenship Behavior, Work Stress, And Job Performance In Public Elementary School

Jaybien M. Maligalig^a, Delon A. Ching^b

^a Jaybien.maligalig@deped.gov.ph

^a Laguna State Polytechnic University, San Pablo City, 4000, Philippines

^b Laguna State Polytechnic University, San Pablo City, 4000, Philippines

Abstract

The discipline of instruction stipulates that teachers provide selfless service to attain organizational success and ensure the welfare of the stakeholders. It places teachers in challenging situations and requires them to go above and beyond their duties, which can affect their job performance. The findings indicate that public elementary school teachers are highly observed for organizational citizenship behaviors. In the meantime, the collected data revealed that instructors experience stress on the job. Moreover, instructors believed they exhibited outstanding job performance. Furthermore, a significant and positive relationship exists between organizational citizenship behavior and job performance. However, there is no correlation between job performance and work stress. Thus, this study uses descriptive-correlational design to examine the organizational citizenship behavior, work stress, and job performance of public elementary school teachers. Adapted-modified online survey questionnaires examined the respondents' organizational citizenship behavior, work stress, and academic performance. School administrators may adopt or develop a policy that aims to foster a positive culture of OCB within the organization considering beyond-role behaviors that contribute to the improvement of job performance. Investigating the relationship between OCB and work stress may provide alternative stress management programs and contribute to the limited local literature on OCB in educational settings.

Keywords – Job Performance; Organizational Citizenship Behavior; Public Elementary School Teachers; Philippines; Work Stress

1. Introduction

The discipline of instruction stipulates teachers provide selfless service to attain organizational success and ensure the welfare of the stakeholders. It comes with great responsibility, expectation, and sacrifice that a teacher should fulfill consistently. It suggests that a person should be selfless, caring, passionate, committed, dedicated, and focused to last long in teaching.

According to several studies, people who choose teaching as a career do so primarily out of altruism, which is defined as behavior that benefits others at some expense to the performer (Bakar et al., 2014; Balyer & Zcan, 2014; Htang, 2019; Mukminin et al., 2017; Yüce et al., 2013). It implies that teaching is regarded as socially beneficial and an essential profession contributing significantly to society.

It is almost only possible to be in the teaching profession by going beyond the boundary of the formal job description to meet the teaching demands and attain organizational objectives. Instructors exhibit a high level of Organizational Citizenship Behaviors (Cheasakul & Varma, 2016) by demonstrating all five facets of

organizational citizenship: compassion, exemplary citizenship, diligence, politeness, and teamwork. For example, teachers display altruistic behaviors when they help other teachers absent from school or assist their colleagues with heavy workloads. In addition, they demonstrate altruism when they assist in the initial training of new teachers, even when it is not required, or when they voluntarily assist others with work-related issues. Put another way, an altruistic person is constantly willing to assist those around them.

Conscientiousness, on the other hand, concentrates on the individual's attitude toward doing good acts in the organization, even without supervision from the school head or colleagues. It can be demonstrated by but is not limited to above-average attendance at work, avoiding taking additional breaks, observing the laws of the school regardless of whether someone else was around and always acting with integrity.

Moreover, a teacher demonstrates politeness when he or she undertakes measures to avert conflicts with coworkers or is observant of how his or her conduct impacts the employment of others. It is also shown when an individual regards the liberties of others and refrains from causing difficulties for others who work with them.

Meanwhile, sportsmanship refers to dealing with challenges and changes constructively, such as avoiding petty complaints and focusing on the circumstance's positive rather than the negative aspects.

Organizational Citizenship Behavior is important in improving organizational effectiveness, but it is not recognized by the formal reward system. School heads should be aware of these beyond-role behaviors to support their teachers and manage their OCB to an optimum level that will prevent them from exhaustion.

Furthermore, teachers must always act with the spirit of professional loyalty, selflessness for the greater good, belief in one another, and complete cooperation with coworkers.

According to Section 1 of Article V of the Code of Ethics for Professional Teachers titled The Teachers and the Profession. Teachers should stand by one another in any dispute when the interests of the students, the institution, or the profession are at stake.

In addition, it indicates that a teacher should go beyond and above their formal job description to ensure the organization's success. There are times when teachers use resources such as time, money, knowledge, skills, and energy beyond their formal job description to extend a helping hand to their learners, colleagues, superiors, and community. These extra-role behaviors and gestures are vital in promoting organizational effectiveness.

However, if not properly managed, they may drain teachers' resources and cause negative consequences for their job performance.

Teaching has always been challenging, even before the COVID-19 pandemic spread. These could be, but are not restricted to, extended working periods, additional ancillary loads, performing administrative tasks, etcetera, forcing the teachers to go beyond the minimum required to perform their job, which may induce stress and affect teaching performance.

Consequently, the Department of Education Region IV-A CALABARZON issued Regional Memorandum No. 550 s—2018 on September 20, 2018, which contains guidelines for enhancing Teachers' Welfare in the region. It addresses the 6-Hour Education Regulation, extra supplementary burden, class observation, periodic health checkups, stress alleviation and time management practices for instructors and school leaders.

To ensure the efficient execution of kindergarten through 12th-grade curricula in the face of the hurdles brought about by a worldwide epidemic, the Department of Education released guidelines on the educational calendar and activities for 2022 - 2023 via DepEd Order No. 34 s. 2022.

The DepEd gives ample time to schools for the gradual transition of distance learning modality to five days of in-person classes as they acknowledge its importance in the recovery of learners. However, the aftereffects of the COVID-19 pandemic continue to impose challenges on our educational system and demands on teachers.

To address the teachers' concerns about their workload, the Department of Education (DepEd) plans to launch a balancing tool that helps evaluate which tasks are directly relevant to teaching and other assignments.

The tool assesses the number of working hours teachers should spend inside the classrooms for their teaching duties. It will also help determine the number of hours teachers should spend on administrative tasks. It shows that DepEd is reducing special assignments given to public school teachers to help them focus on their teaching-related tasks and avoid burnout from teaching.

Given the teachers' high degree of organizational citizenship behavior (Cheasakul & Varma, 2016), it is no wonder that they have the initiative to take necessary actions to fill the gaps and address the challenges that arise both inside and outside the organization.

Teachers of Sto. Tomas South Central School exhibited these beyond-role behaviors and gestures not included in their job description. These comprise, but are not restricted to, reacting to the queries of pupils and their parents outside working hours; spending their hard-earned money in providing instructional and learning materials; helping colleagues to deal with their job difficulties; accomplishing school-needed reports during vacation and holidays; accommodating request from their superiors; and other actions that contribute to the welfare of the organization.

Foreign studies on Organizational Citizenship Behavior are primarily in business administration. Although there have been local studies of OCB in educational settings, they were not associated with work stress and teaching performance. With these facts and premises, the study will advance that proper management of OCB and work stress is important to manage job performance.

2. Literature Review

2.1 Organizational Citizenship Behavior

Organizational Citizenship Behaviors (OCBs) are free-will, beyond-role practices and deeds that are deemed significant for promoting efficiency (Organ, 2018; Somech & Oplatt, 2014). OCB has distinct dimensions and categories. These include altruism, which involves actions that benefit coworkers; generalized compliance, which consists of more impersonal conscientious actions; and civility, which involves actions that prevent problems for coworkers (Pickford & Joy, 2016).

Another form of OCB is sportsmanship, which is the willingness to endure trivial inconveniences without complaining or appealing. It enables organizations to maintain efficiency and efficacy by concentrating on more crucial job functions.

The final type of OCBs is civic virtue, which includes constructive participation in governance matters. It helps businesses save money by delivering constructive feedback.

2.2 Work Stress

Work-related stress is defined in this study as a downside feeling that can affect the participant's teaching performance. Most teachers reported that their work is stressful, which they significantly undergo (Cox, A. et al., 2018). A teacher's whole part involves the teacher's body health, the school's performance, and students' achievement. Thus, teachers' overall health is important since it is connected with the school's system (Sarabia et al., 2020).

In 2017, CNN PH created an online poll entitled "What causes the most stress for Filipinos?" revealing that an estimated 23 percent of the respondents saw their job and studies as their main source of stress (Ansis, 2017).

Moreover, key hazards like demands, control, relationships, role, change, and support are seen as causes of stress (Palmer et al., 2004).

Yunarti et al. (2020) referenced Health Safety Executive's (2009) six management standards addressing six significant workplace stress causes: demands; control; support; role; change; and relationships.

2.3 Job Performance

Employees' actions and behaviors are called performance, not their work's output or production. Job performance also encompasses the entirety of an employee's workday (Fogaca et al., 2018).

In addition, employees' job performance is defined as their capacity to use their knowledge and skills to produce goods, services, and output contributing to the organization's core (Evangeline & Thavakumar, 2015).

DepEd Order No. 42, S. 2017, stipulated that the Philippine Professional Standards for Teachers (PPST) serve as a foundation for teachers, encompassing all training and development programs. All public institutions in the Philippines have adopted the PPST-RPMS Performance Assessment system to enable continuous professional growth. It includes the parameters and measures used to assess the performance of instructors. Comprehending the PPST is crucial for instructors' growth and achievement (Baraquia, 2020).

The scale of assessments for the Individual Performance Commitment and Review Form (IPCRF) is predicated on the Civil Service Commission Memorandum Circular No. 06, series of 2012, which sets forth the conditions for setting up and running the Strategic Performance Management System (SPMS) in all government agencies. It demonstrates an educator's achievements throughout the academic year.

Individual performance is measured against the key result areas or KRAs. They include content knowledge and pedagogy, the learning environment and diversity of learners, curriculum and planning, evaluation and reporting, and the plus factor.

2.4 Organizational Citizenship Behavior and Job Performance

The Association between Organizational Citizenship Behavior (OCB) and performance has yielded varying results and conclusions in previous studies. For example, several studies on health services suggest that job performance has an advantageous and noticeable relationship with OCB's dimensions, such as conscientiousness, civic virtue, and altruism but with no significant relationship with courtesy (Kılınç & Ulusoy, 2014; Tehran et al., 2013).

Furthermore, a positive correlation between OCB and employee performance in higher education was found in the study by Dwomoh and Luguterah (2019). Courtesy had the greatest impact on employees' performance.

However, the higher educational institution's employees' altruism and civic virtue did not significantly influence their performance. Also, employees engaging in these behaviors significantly increase workload and negatively impact performance. In a survey of 138 Account Representative (AR) Supervisors, Agustini et al., 2016 found no correlation between OCB and AR Supervisors' performance in the Malang area Tax Office.

On the other hand, Romle et al. (2016) found that five OCB dimensions positively impacted employee performance in a study of higher education institutions that emphasized the impact of the various dimensions on employee performance. According to Pratiwi and Suparta (2018) and Pranata and Yasa (2020), organizational citizenship behavior has a beneficial and statistically vital impact on employee performance, both concurrently and in part (Setiaji & Lo, 2020).

Moreover, similar to research conducted by Kamali and Moslemipour (2016), the findings revealed a major and constructive relationship between citizenship behavior and the sub-scale of it all with the performance of managers and staff.

Furthermore, Shrestha and Subedi (2020) suggested that a high level of OCB-furnished teachers contributes to exhibiting high job performance. Chelagat et al. (2015) found that altruism and courtesy have advantageous and statistically significant influences on worker productivity. According to Khazaei et al. (2011), organizational citizenship behavior significantly enhances employee performance.

In addition, Organization Commitment and Organization Citizenship Behavior affect Employees'

Performance, as Sawitri et al. (2016) suggested.

The majority of studies indicate that OCB has a positive effect on performance (Basu et al., 2017; Hakim et al., 2014; Khazaei et al., 2011; Nielsen et al., 2009; Noni et al., 2015).

2.5 Work Stress and Job Performance

Based on reports by Yunarti et al. (2020), Asaloei et al. (2020), and Li et al. (2017), there is a substantial adverse relationship between teachers' job stress and their job effectiveness. In addition, adverse coping methods intensify the detrimental impact of work stress on job performance, whereas positive coping strategies mitigate or alleviate these effects.

3. Methodology

3.1. Research Design

Descriptive and correlational research methods were used to determine the relationship between organizational citizenship behavior, work stress, and job performance among public elementary school teachers in the Sto. Tomas South District.

According to Nassaji (2015), descriptive research describes a phenomenon and its characteristics. Therefore, there needs to be management or oversight in this kind of study.

Furthermore, the correlation method was utilized to determine whether or not at least two components are linked. The descriptive and correlational design was used in the study because it focuses on the current situation, with events being recorded, described, evaluated, and compared.

3.2. Respondents of the Study

This study was conducted in the elementary schools of Sto. Tomas South District, situated in the city of Sto. Tomas, province of Batangas. The respondents were one hundred nine (109), a sample of the teachers currently associated with the fifteen (15) public elementary schools in Sto. Tomas South District. The majority of the respondents are teachers from Sto. Tomas South Central School with 37. While the least number of the respondents are associated with San Felix Elementary School, San Fernando Elementary School, and San Juan Elementary School, with 1 teacher each.

3.3. Instrumentation and Data Collection

Google Forms survey questionnaires were utilized to collect the primary data required for the study. Four sections comprised each self-administered questionnaire. Part I, Socio-demographic characteristics questionnaire provided an overview of the teacher respondents' characteristics, such as age, gender, civil status, educational attainment, teaching position, grade assignment, and length of service. Part II, Organizational Citizenship of teacher was measured using the adapted-modified survey questionnaire from Somech & Ron (2007). Part III, Stress Causing Factors of the UCU Model Stress Questionnaire, devised by the University of College Union (2008) to assess the stress level of the staff, particularly the instructional staff/lecturer, was adapted-modified and utilized for this section. Part IV, Job performance of teacher was measured using the Individual Performance Commitment and Review Form (IPCRF).

3.4. Data Analysis

Descriptive statistics such as mean and standard deviations were used to examine the level of organizational citizenship behavior, work stress, and job performance of public elementary school teachers in this study.

Furthermore, Pearson Product Moment, Correlation was used to prove the two hypotheses set in the study, whether Teaching performance is significantly affected by Organizational Citizenship Behavior and Work stress of public elementary school teacher.

1. 4. Results and Discussion

This chapter conveys the tabulated data and outcomes of the study, as well as the analysis and interpretation of the data based on the statistical method employed.

Table I. Level of Public Elementary School Teachers' Organizational Citizenship Behavior

Dimensions	Mean	SD	VI
Altruism	3.60	0.53	Highly Observed
Civic Virtue	3.53	0.54	Highly Observed
Conscientiousness	3.64	0.50	Highly Observed
Courtesy	3.66	0.49	Highly Observed
Sportsmanship	3.61	0.51	Highly Observed
Overall	3.61	0.51	Highly Observed

Legend: 3.50-4.00 Highly Observed/ 2.50-3.49 Observed/ 1.50-2.49 Less Observed/ 1.00-1.49 Not Observed

The level of public elementary school teachers' organizational citizenship behavior is reflected in Table 1. With an overall mean of 3.61, it is shown that teachers' organizational citizenship behavior is highly observed. It implies that the teachers demonstrated helpful behaviors and gestures outside their formal job description intended to benefit the organization. Teachers demonstrated an intense drive toward OCB, demonstrating a willingness to go above and beyond their regular responsibilities to support the school and enrich student experiences (Zacarias et al., 2023).

Furthermore, a mean score of 3.60 indicates that teacher-respondents highly observed altruism. It implies that the teachers demonstrated a caring characteristic and performed helping behaviors to their pupils, colleagues, superiors, and other school stakeholders without expecting anything in return. In support of this, the study of Sagnak and Kuruöz (2017) revealed that the altruistic behavior of teachers was positively related to authentic leadership.

In addition, with an overall mean of 3.53, the teacher-respondents perceived that civic virtue is highly observed among themselves. It indicates that they help to create and maintain a good reputation for the organization at all times. They also participated in the issue of school governance constructively. Civic virtue is a highly noticeable conduct displayed by personnel toward an organization that suggests fidelity and conviction (Jehan et al., 2020).

Moreover, the aggregate mean score of 3.64 demonstrates that teachers are highly conscientious. It suggests that teachers performed good deeds in the organization even without supervision from the school head or colleagues. The duty calls for the teachers to practice honesty regardless of place and time. Conscientiousness is the most effective noncognitive design for performance in the workplace, based on evidence from more

than a century of research (Wilmot & Ones, 2019).

Based on the 3.66 overall means, teachers are highly observed to be courteous. It indicates that teachers took steps to prevent problems with their colleagues. It also suggests that teachers are mindful of how their behaviors affect other people's jobs. Teachers are expected to act accordingly at all times. Establishing Symbiotic relationships describes how cooperation became effective collaboration by leveraging individual distinctions and advantages that made them reliant (Pratt, 2014). Building good relationships with colleagues may provide an advantageous situation for teachers in dealing with their difficulties in the workplace.

The teachers are highly observed to demonstrate sportsmanship at work, with an overall mean of 3.61. It suggests that the teachers dealt with changes and difficulties constructively. They avoided complaining about trivial matters and focused on the positive side of the situation. Demerouti & Cropanzano (2017) recommended that establishing a working environment that fosters an individual's sportsmanship behavior helps to mitigate the detrimental effect of daily adverse occurrences.

Table II. Level of Public Elementary School Teachers' Work Stress

Stressors	Mean	SD	VI
Demands	2.66	0.95	Observed
Control	2.61	0.90	Observed
Support	2.77	0.93	Observed
Role	2.72	0.89	Observed
Change	2.66	0.90	Observed
Relationships	2.81	0.97	Observed
Overall	2.71	0.92	Observed

Legend: 3.50-4.00 Highly Observed/ 2.50-3.49 Observed/ 1.50-2.49 Less Observed/ 1.00-1.49 Not Observed

The level of public elementary school teachers' work stress is portrayed in Table 2. With an overall mean of 2.71, teachers are observed to be stressed from work. It implies that teachers experience adverse emotions caused by challenging circumstances in the school environment. According to Alson (2019), teachers experienced tension due to poor working conditions, a shortage of materials and resources, and an inability to perform their duties effectively.

Furthermore, with an overall mean of 2.66, teachers are observed to be stressed due to demands at work. It suggests that teaching-related tasks exerted pressure on teachers, which caused them negative emotions at work. Teaching requires many efforts from the teachers, which may coincide with other responsibilities of the teachers outside the working place. The correlational study by Larson et al. (2018) suggests that stress due to work overburden may be a modifiable factor influencing the willingness and capacity of some teachers to implement innovative practices.

In addition, the teachers are observed to be stressed due to control-related factors at work, with an overall mean of 2.61. It indicates that there were instances when teachers had less influence on how they accomplished their tasks. Schools with limited personnel enable the teachers to take control over demands resulting in stress. Stress may penetrate a workplace for a variety of factors, including a lack of authority over work, a leader's leadership style, and so on (Panigrahi, 2016).

Moreover, with an overall mean of 2.77, the teachers are observed to be stressed by support-related factors. It indicates that teachers have experienced challenging situations wherein they did not receive support from their pupils, colleagues, school heads, and others who were vital in overcoming the given difficulties or tasks at work. Cooperation and coordination are needed in teaching; a missing link might lead to difficulties and challenges. In the study conducted by Haydon and Stevens (2018), teachers claimed that the absence of administrative support might constitute a source of stress. In contrast, management support can be a safeguard

against stress.

An overall mean of 2.72 suggests that teachers are observed to be stressed due to role-related factors. It indicates that teachers have conflicting roles in the workplace. Teaching is a multi-tasking task that demands multiple roles. These led teachers to bear pressure and expectation, contributing to their work stress. School administrators may consider the teachers' work-life balance to alleviate the impact of this stressor. As defined by Richards and Hemphill (2017), role overload happens when the duties accompanying a specific role in society exceed the amount of time and assets available to a person.

The teachers are observed to be stressed due to changes that occurred in their workplace, with an overall mean of 2.66. It shows that a more effective way of managing and communicating organizational change is needed to relieve teachers' stress. The gradual application of significant organizational changes and proper communication of its cause can help teachers adapt to the situation without causing much stress at work. Moreover, Wisse and Sleebos (2016) discovered that change is more inclined to trigger stress once it affects matters central to employees' self-perception, especially when their identity is prominent.

With an overall mean of 2.81, teachers are observed to be stressed by relationship-related factors. It indicates that teachers have experienced situations where relationships are essential in performing their job. Teachers' conflicts with pupils, parents, co-workers, superiors, and other personnel in the organization bring much pressure and negative emotions, which can lead to the accumulation of stress. On the other hand, the efforts and demands required to maintain good relationships can contribute to the stress felt by teachers at work. Van Droogenbroeck et al. (2014) discovered that interpersonal relationships were associated with fatigue differently.

Table III. Level of Public Elementary School Teachers' Job Performance

Key Result Areas	Mean	SD	VI
Content Knowledge and Pedagogy	3.51	0.53	Outstanding
Learning Environment and Diversity of Learners	3.52	0.52	Outstanding
Curriculum and Planning	3.54	0.51	Outstanding
Assessment and Reporting	3.58	0.51	Outstanding
Overall	3.54	0.52	Outstanding

Legend: 3.50-4.00 Outstanding/ 2.50-3.49 Very Satisfactory/ 1.50-2.49 Satisfactory/ 1.00-1.49 Unsatisfactory

The level of public elementary school teachers' job performance is displayed in Table 3. With an overall mean of 3.54, teachers display outstanding job performance. It suggests that the teachers could display the necessary competencies and provide the required output expected in their job. Teachers in public schools are expected to perform at proficient, highly proficient, and distinguished levels by achieving a set of objectives given to them.

Furthermore, with an overall mean of 3.51, teachers presumed they exhibited outstanding performance at work. It implies that the teachers demonstrated superior knowledge and performed various teaching strategies to improve learners' numeracy and literacy skills and develop their higher level of thinking. Teachers teach various subjects and handle different sections and learners, which requires them to utilize various teaching strategies. As Iserbyt et al. (2017) defined, pedagogical content knowledge (PCK) is a collaboration between the teacher's multiple knowledge bases to determine what and how to instruct.

In addition, with an overall mean of 3.52, it is perceived that teachers demonstrated outstanding performance in terms of Learning Environment and Diversity of Learners. It implies that teachers demonstrated effective management of the classroom and learners as well as developing cooperation and collaboration with their colleagues. In addition, teachers used positive and constructive approaches to perform classroom and learner management. According to Sieberer-Nagler's (2016) research, effective classroom administration necessitates clear communication of academic and behavioral expectations and a conducive

learning environment. Creating a classroom environment conducive to learning and building a management style that considers the learners' diversity is essential.

Moreover, with an overall mean of 3.54, the teachers are perceived to demonstrate outstanding performance in curriculum and planning. It implies that teachers are shown to know, write, plan, implement, evaluate, innovate, and initiate the curriculum. A teacher's function is extensive, including other related tasks such as being a curricularist. Alsubaie (2016) asserted that the teacher is an essential player in the efficacy of curriculum development, which involves the steps of implication and evaluation.

Similarly, an overall mean of 3.58, teachers are deemed outstanding in assessment and reporting. It indicates that teachers monitored and evaluated the learners' growth and development using appropriate assessment tools. Additionally, teachers communicated the evaluation results to the key stakeholders, including parents/guardians. Sethusha (2014) concludes that the teacher's comprehension and methods of keeping track of, and reporting were ingrained in their assessment knowledge and experience gained throughout their teaching career.

Table IV. Test of relationship between Organizational Citizenship Behavior and Job Performance

Organizational Citizenship Behavior	Job Performance			
	Content Knowledge & Pedagogy	Learning Environment & Diversity of Learners	Curriculum & Planning	Assessment & Reporting
Altruism	.644**	.592**	.651**	.606**
Civic Virtue	.640**	.581**	.710**	.669**
Conscientiousness	.597**	.610**	.657**	.649**
Courtesy	.622**	.653**	.690**	.664**
Sportsmanship	.499**	.578**	.633**	.628**

**. Correlation is significant at the 0.01 level (2-tailed).

Table IV portrays the existing relationship between organizational citizenship behavior and the job performance of public elementary school teachers.

It can be derived from the findings that there is a significant positive relationship between all the dimensions of organizational citizenship behavior and the construct of job performance. It indicates that teachers perform more effectively when they go above and beyond what is required to enhance stakeholders' well-being and achieve organizational success. Charitable actions, loyalty, upright conduct, courtesy, and sportsmanship are examples of these deeds.

The result supports the study of Kamali and Moslemipour (2016), Pratiwi and Suparta (2018), and Pranata and Yasa (2020), which revealed a positive and significant relationship between organizational citizenship behavior and the job performance of employees. Exhibiting organizational citizenship behavior in terms of altruism, civic virtue, conscientiousness, courtesy, and sportsmanship is vital to improve teachers' job performance.

Additionally, Shrestha and Subedi (2020) assert that higher levels of OCB are associated with improved performance at work. In order to enhance employee productivity and organizational success, school administrators and educators may foster a culture of organizational citizenship behavior.

Table V. Test of relationship between Work Stress and Job Performance

Work Stress	Job Performance			
	Content Knowledge & Pedagogy	Learning Environment & Diversity of Learners	Curriculum & Planning	Assessment & Reporting
Demands	.005	-.184	-.108	-.088
Control	.015	-.125	-.071	-.118
Support	.132	-.023	.058	.038
Role	.024	-.059	-.056	-.031
Change	-.027	-.155	-.101	-.075
Relationships	.083	-.090	.002	.011

**. Correlation is significant at the 0.01 level (2-tailed).

Table 19 suggests no relationship exists between job performance and work-related stress among public elementary school teachers. It implies that the negative emotions experienced by teachers at work from poor working conditions do not affect their capability to perform their duty.

The outcome contrasted with those of other studies, which found a significant inverse association between work stress and job performance (Yunarti et al. (2020), Asaloei et al. (2020). These studies suggest that when a teacher is stressed, it affects their job performance negatively.

However, this was different from the teachers of Sto Tomas South District, who can perform competently regardless of the stress they are experiencing. Teachers are prepared to overcome the unfavorable situations they may encounter in the teaching profession, given that teaching is widely known as stressful.

Furthermore, Bakar et al. (2014) found that the biggest motivation for choosing a career in teaching is altruism, which enables instructors to persevere under challenging conditions. They kept their attention on the valuable contribution they may make to society rather than letting work stress exhaust them, which allowed them to carry out their duties even under difficult circumstances.

On the other hand, the research by Rizwan et al. (2014) demonstrated no connection between work stress and job performance. Another feature that explains this result is the notion that the Sto. Tomas South district's public elementary school teachers benefit from a strong leadership culture and a robust support system that helps them overcome challenging working environments.

5. Conclusion and Recommendation

Given their direct relationship, it can be concluded from the study's findings that organizational citizenship behavior is a crucial construct for improving teachers' job performance. Thus, it is recommended that school administrators and policymakers adopt or develop a policy that aims to foster a positive culture of OCB within the organization considering beyond-role behaviors that contribute to improving job performance.

In contrast, the finding that work stress has no correlation with teachers' job performance indicates that teachers in the Sto. Tomas South District can overcome and endure the negative emotions induced by unfavorable working conditions.

Furthermore, given the limitations of quantitative research, a more in-depth analysis, including qualitative research, could be performed to reconsider whatever existing relationship between work stress and job performance, and investigating the relationship between OCB and work stress may provide alternative stress management programs and contribute to the limited local literature on OCB in educational settings.

Acknowledgment

This research paper was published with the support of the Laguna State Polytechnic University—similarly, the Schools Division of Sto. Tomas City is commended.

Reference

- Agustiniingsih, H. N., Thoyib, A., Djumilah, H. & Noermijati, N. (2016). The Effect of Remuneration, Job Satisfaction, and OCB on the Employee Performance. *Science Journal of Business and Management*, 4(6), 212-222.
- Alson, J. (2019). Stress among public school teachers. *Journal of Research Initiatives*, 4(2), 3.
- Alsubaie, M. A. (2016). Curriculum development: Teacher involvement in curriculum development. *Journal of Education and Practice*, 7(9), 106-107.
- Ansis, J. C. (2017). Filipinos cite job, studies as top cause of stress — CNN PH poll. CNN Philippines. <https://cnnphilippines.com/lifestyle/2015/09/23/Filipinos-top-causes-of-stress-job-traffic-money.html>
- Asaloei, S. I., Wolomasi, A. K., & Werang, B. R. (2020). Work-Related Stress and Performance among Primary School Teachers. *International Journal of Evaluation and Research in Education*, 9(2), 352-358.
- Bakar, A. R., Mohamed, S., Suhid, A., & Hamzah, R. (2014). So You Want to Be a Teacher: What Are Your Reasons? *International Education Studies*, 7(11), 155-161.
- Balyer, A., & Özcan, K. (2014). Choosing Teaching Profession as a Career: Students' Reasons. *International Education Studies*, 7(5), 104-115.
- Baraquia, L. (2020). Development of a Teacher Grit Scale (TGS): Predicting the performance of educators in the Philippines. *The New Educational Review*, 60(2), 165-177.
- Basu, E., Pradhan, R. K. & Tewari, H. R. (2017). Impact of organizational citizenship behavior on job performance in Indian healthcare industries: The mediating role of social capital. *International Journal of Productivity and Performance Management*, 66(6), 780-796.
- Cheasakul, U., & Varma, P. (2016). The influence of passion and empowerment on organizational citizenship behavior of teachers mediated by organizational commitment. *Contaduría y Administración*, 61(3), 422-440.
- Chelagat, L. J., Chepkwony, P. K., & Kemboi, A. (2015). Effect of organizational citizenship behavior on employee performance in banking sector, Nairobi County, Kenya. *International Journal of Business, Humanities and Technology*, 5(4), 55-61.
- Cox, A., Solomon, B., & Parris, D. (2018). Teacher well-being is a critical and often overlooked part of school health. *Child Trends Organization*.
- Demerouti, E., & Cropanzano, R. (2017). The buffering role of sportsmanship on the effects of daily negative events. *European Journal of Work and Organizational Psychology*, 26(2), 263-274.
- Dwomoh, G., Gyamfi, L. A., & Luguterah, A. W. (2019). Effect of organizational citizenship behaviour on performance of employees of Kumasi Technical University: Moderating role of work overload. *Journal of Management and Economic Studies*, 1(2), 18-34.
- Evangeline, S. J. & Thavakumar, D. (2015). The Impact of Compensation, Performance Evaluation and Promotion Practices on Employees' Job performance – A study on Insurance Companies in Batticaloa District. 4th Annual International Research Conference, 59-67.
- Fogaça, N., Rego, M. C. B., Melo, M. C. C., Armond, L. P., & Coelho, F. A. Junior (2018). Job performance analysis: Scientific studies in the main journals of management and psychology from 2006 to 2015: Job performance analysis. *Performance Improvement Quarterly*, 30(4), 231–247. <https://doi.org/10/ggc6nn>
- Hakim, W., Nimran, U., Haerani, S. & Alam, S. (2014). The Antecedents of Organizational Citizenship Behavior (OCB) and Their Effect on Performance: Study on Public University in Makassar, South Sulawesi, Indonesia. *IOSR Journal of Business and Management (IOSR-JBM)*, 16(2), 05-13.
- Haydon, T., Leko, M. M., & Stevens, D. (2018). Teacher Stress: Sources, Effects, and Protective Factors. *Journal of Special Education Leadership*, 31(2).
- Health Safety Executive. How to Tackle Work-Related Stress: A Guide for Employers on Making the Management Standards Work, 2009. Online available from: <http://www.hse.gov.uk/pubns/indg430.pdf>
- Htang, L. K. (2019). Motivations for choosing teaching as a career: teacher trainees' perspective from a Myanmar context. *Journal of Education for Teaching*, 45(5), 511-524.
- Iserbyt, P., Ward, P., & Li, W. (2017). Effects of improved content knowledge on pedagogical content knowledge and student performance in physical education. *Physical Education and Sport Pedagogy*, 22(1), 71-88.
- Jehan, N., Gull, S., Khan, N. A., & Hussain, A. (2020). Relationship between organisational virtue and perceived role of ethics and perception of social responsibility in business: Testing a mediation model. *International Journal of Business Governance and Ethics*, 14(2), 166-180.
- Kamali, Z., & Moslemipour, G. (2016). The Relationship between organizational citizenship behavior and the performance of managers and governors' staff in the West of Golestan Province, Iran. *International Research Journal of Management Sciences*, 4(1), 58-66.
- Khazaei, K., Khalkhali, A. & Eslami, N. (2011). Relationship between Organizational Citizenship Behavior and Performance of School Teachers in West of Mazandaran Province. *World Applied Sciences Journal*, 13(2), 324-330.

- Kılınc, E. & Ulusoy, H. (2014). Investigation of organizational citizenship behavior, organizational silence and employee performance at physicians and nurses, and the relationship among them. *Business Management Dynamics*, 3(11), 25-34.
- Larson, M., Cook, C. R., Fiat, A., & Lyon, A. R. (2018). Stressed teachers don't make good implementers: Examining the interplay between stress reduction and intervention fidelity. *School Mental Health*, 10, 61-76.
- Li, L., Ai, H., Gao, L., Zhou, H., Liu, X., Zhang, Z., ... & Fan, L. (2017). Moderating effects of coping on work stress and job performance for nurses in tertiary hospitals: a cross-sectional survey in China. *BMC health services research*, 17(1), 1-8.
- Mukminin, A., Rohayati, T., Putra, H. A., Habibi, A., & Aina, M. (2017). The long walk to quality teacher education in Indonesia: Student teachers' motives to become a teacher and policy implications. *İlköğretim Online*, 16(1).
- Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. *Language teaching research*, 19(2), 129-132.
- Nielsen, T. M., Hrivnak, G. A., & Shaw, M. (2009). Organizational citizenship behavior and performance: A meta-analysis of group-level research. *Small Group Research*, 40(5), 555- 577.
- Noni Huak, M. D., Pivi, F. G. & Hassan, Z. (2015). The Impact of Organizational Citizenship Behaviour on Employee's job satisfaction, commitment and turnover intention in Dining Restaurants Malaysia. *International Journal of Accounting, Business and Management*, 1(1), 1-17.
- Organ, D.W. (2018). Organizational citizenship behavior: Recent trends and developments. *Annual Review of Organizational Psychology and Organizational Behavior*, 80, 17.1- 17.12. <https://doi.org/10.1146/annurev-orgpsych-032117-104536>
- Palmer, S., Cooper, C., & Thomas, K. (2004). A model of work stress. *Counselling at Work*, 11, 1-4.
- Panigrahi, C. M. A. (2016). Managing stress at workplace. *Journal of Management Research and Analysis*, 3(4), 154-160.
- Pickford, H.C., & Joy, G. (2016). Organisational citizenship behaviours: Definitions and dimensions. Said Business School WP 2016-31. <https://dx.doi.org/10.2139/ssrn.2893021>
- Pranata, S. P. K. A., Sitiari, N. W., & Yasa, P. N. S. (2020). The Effect of Organizational Citizenship Behavior (OCB) Towards Work Stress and Performance of Employees in Income Agency Regional City of Denpasar. *Jurnal Ekonomi & Bisnis JAGADITHA*, 7(1), 65-72.
- Pratiwi, N. W. A. D., Suparta, I. W. G., & Dharmanegara, I. A. (2018). Effect of Leadership and Organizational Citizenship Behavior (OCB) on Work Stress and Employee Performance in Denpasar Tourism Office. *Jurnal Ekonomi & Bisnis JAGADITHA*, 5(2), 138-144.
- Pratt, S. (2014). Achieving symbiosis: Working through challenges found in co-teaching to achieve effective co-teaching relationships. *Teaching and teacher education*, 41, 1-12.
- Richards, K. A. R., & Hemphill, M. A. (2017). Using role theory to understand the experiences of physical education teachers: Toward role socialization theory. In K. A. R. Richards & K. L. Gaudreault (Eds.), *Teacher socialization in physical education: New perspectives* (pp. 147–161). New York, NY: Taylor & Francis.
- Rizwan, M., Waseem, A., & Bukhari, S. A. (2014). Antecedents of job stress and its impact on job performance and job satisfaction. *International Journal of Learning & Development*, 4(2), 187-203.
- Romle, A. R., Mohd Talib, N. F. & Sofian Shahuri, N. S. (2016). The relationship between organizational citizenship behavior and high-performance organization from the perspective of the students in the higher education institution in Malaysia. *Journal of Scientific Research and Development*, 3(5), 37-42,
- Sagnak, M., & Kuruöz, M. (2017). Authentic Leadership and Altruism: The Mediating Role of Meaningfulness. *Universal Journal of Educational Research*, 5(3), 447-452.
- SARABIA, A., & COLLANTES, L. M. (2020). Work-related stress and teaching performance of teachers in selected school in the Philippines. | *IRJE| Indonesian Research Journal in Education* |, 6-27.
- Sawitri, D., Suswati, E., & Huda, K. (2016). THE IMPACT OF JOB SATISFACTION, ORGANIZATION COMMITMENT, ORGANIZATION CITIZENSHIP BEHAVIOR (OCB) ON EMPLOYEES' PERFORMANCE. *International Journal of Organizational Innovation*, 9(2).
- Sethusha, M. J. (2014). Communicating Assessment Results: Teachers' Views of Recording and Reporting Classroom Assessment. *Mediterranean Journal of Social Sciences*, 5(2), 273.
- Setiaji, P. R., & Lo, S. J. (2020). THE EFFECTS OF EMPLOYEES WORK STRESS AND WORK DISCIPLINE ON THE PERFORMANCE OF EMPLOYEES MEDIATED BY ORGANIZATIONAL CITIZENSHIP BEHAVIOUR (OCB). *Dinasti International Journal of Digital Business Management*, 1(3), 315-327.
- Shrestha, M., & Subedi, D. (2020). Organizational Citizenship Behavior among Teachers of Nepal: Did Locale Contribute it's in School Settings? *American Journal of Economics and Business Management*, 3(1), 1-23.
- Sieberer-Nagler, K. (2016). Effective classroom-management & positive teaching. *English Language Teaching*, 9(1), 163-172.
- Somech, A., & Oplatka, I. (2014). *Organizational citizenship behavior in schools: Examining the impact and opportunities within educational systems*. Routledge.
- Somech, A., & Ron, I. (2007). Promoting organizational citizenship behavior in schools: The impact of individual and organizational characteristics. *Educational administration quarterly*, 43(1), 38-66.
- Tehran, G. M., Abtahi, M. S. & Esmaeili, S. (2013). The Relationship between Organizational Citizenship Behavior and Performance of the Staff of Qazvin University of Medical Sciences and Health Services. *International Journal of Academic Research in Business and Social Sciences*, 3(9), 534-542
- UCU Model Stress Questionnaire, UK: University and College Union, 2010

- Van Droogenbroeck, F., Spruyt, B., & Vanroelen, C. (2014). Burnout among senior teachers: Investigating the role of workload and interpersonal relationships at work. *Teaching and teacher education*, 43, 99-109.
- Wilmot, M. P., & Ones, D. S. (2019). A century of research on conscientiousness at work. *Proceedings of the National Academy of Sciences*, 116(46), 23004-23010.
- Wisse, B., & Sleebos, E. (2016). When change causes stress: Effects of self-construal and change consequences. *Journal of business and psychology*, 31, 249-264.
- Yüce, K., Şahin, E. Y., Koçer, Ö., & Kana, F. (2013). Motivations for choosing teaching as a career: A perspective of pre-service teachers from a Turkish context. *Asia Pacific Education Review*, 14(3), 295-306.
- Yunarti, B. S., Asaloei, S. I., Wula, P., & Werang, B. R. (2020). Stress and performance of elementary school teachers of Southern Papua: A survey approach. *Universal Journal of Educational Research*, 8(3), 924-930.
- Zacarias, A. M., & Flores, J. E. (2023). Exploring School Leaders' Ethical Leadership and Teachers' Organizational Citizenship Behavior. *Puissant*, 4.