

Flexibility and Job Satisfaction on Organizational Citizenship Behavior Among Public Elementary Teachers

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Abstract

As education continues to evolve, changes in curriculum, instructional strategies, and teaching tools have become more prominent. Teachers, as key implementers of these reforms, play a vital role in adapting to and executing various educational programs and initiatives. This study aimed to explore and describe the levels of flexibility, job satisfaction, and Organizational Citizenship Behavior (OCB) among public elementary teachers. Specifically, it sought to answer the following questions: 1) What is the perception of the teacher-respondents regarding flexibility in terms of being open to new ideas, adapting to changes, and meeting the needs of their students? 2) What is the perceived level of job satisfaction among teacher respondents in terms of: Security, Work Environment, Job Responsibilities, and Community Linkages? 3) What is the perceived level of Organizational Citizenship Behavior (OCB) among teacher respondents in terms of: Conscientiousness; Sportsmanship; Civic virtue; Courtesy; and Altruism? 4) Is there a significant relationship between teachers' flexibility and Organizational Citizenship Behavior (OCB)? 5) Is there a significant relationship between the teacher's job satisfaction and Organizational Citizenship Behavior (OCB)? Findings revealed a significant relationship between both flexibility and OCB, as well as job satisfaction and OCB. Thus, the null hypotheses are not sustained.

Keywords: flexibility, job satisfaction, and organizational citizenship behavior

1. Introduction

There are numerous changes in the sphere of education as time progresses. Curriculum modifications, innovative materials, and instructional methodologies. The primary implementers of all the transformations and evolutions of programs and initiatives in the department are the teachers. Teachers in public elementary schools are responsible for fostering the intellectual, emotional, and social growth of young students, thereby establishing the groundwork for a more promising and optimistic future. The job satisfaction of public elementary teachers, who are considered the foundation of the education system, plays a crucial role in shaping the quality of education and the overall effectiveness of the organization.

The global shortage of teachers is an alarming issue, as reported by UNESCO in 2024. To address this critical challenge, teachers must be empowered, recruited, trained, and supported to mobilize international and national efforts. The number of teachers is declining globally due to the challenging and demanding nature of their jobs.

PhilStar (2024) reported that the Philippines has been experiencing a teacher brain outflow for several years. One prevalent cause is the sensation of being overburdened. The shortage of teachers leads to larger class sizes, which can be cumbersome and inadequate for effective learning, as well as extended hours for those who continue to work in the country. A second factor is the impact of curriculum modifications and the additional tasks that are assigned on the teacher's proficiency.

Teachers' flexibility, job satisfaction, and organizational citizenship behavior are evaluated in relation to their caseload and workplace challenges. In the classroom, teachers must prioritize adaptability. Teachers are more effective in the school when they can adapt. It enables them to be open to new ideas, adapt to changes, and meet the needs of their students. Teachers must also be prepared to relinquish some control and allow their pupils to take the lead, thereby being flexible (Yussif, 2023).

Yadav et al. (2016) asserted that a teacher's flexibility directly influences their Organizational Citizenship Behavior (OCB) within their work environment, particularly in educational settings like schools. Their findings highlighted that as teachers become more adaptable in their roles, their OCB tends to develop into proactive strategies for professional growth. Similarly, Shrestha (2022) emphasized a positive correlation between job satisfaction and OCB, noting that this relationship contributes to improved productivity and job performance among teachers. This connection further strengthens educators' organizational commitment and enhances the overall effectiveness and academic success of the school. In support of this, Romero and Bantigue (2017) explored the dimensions of teacher job satisfaction, identifying key factors such as: (1) job security, including salary, benefits, recognition, promotion, and performance-based incentives; (2) the work environment, covering policies, organizational structure, physical conditions, and emotional climate; (3) job responsibilities, referring to roles, ethics, and professional conduct; and (4) community linkages, which reflect teachers' engagement with their surrounding community.

On the other hand, Organizational Citizenship Behavior (OCB) is closely linked to leadership styles, task-related factors, and individual job attitudes. Job satisfaction plays a crucial role in motivating employees to participate in civic-oriented activities within the workplace. When analyzing task characteristics, a strong connection emerges between these and the presence of OCB, particularly when the tasks are intrinsically rewarding and supported by consistent feedback. According to Planer (2019), supportive leadership behaviors are among the most influential drivers of Organizational Citizenship Behavior (OCB). OCB is conceptualized through five key behavior types: altruism, or helping others; courtesy, or preventing work-related issues through communication; sportsmanship, or maintaining a positive attitude despite challenges; conscientiousness, or going beyond the basic requirements of a job; and civic virtue, or showing active interest in and concern for the organization's operations. These behaviors, as initially outlined by Organ (1988) and cited by Tambe & Shanker (2014), are fundamental

to organizational success and overall performance.

Chiriac, Forsberg, and Thornberg (2022) found that teachers across various focus groups described a positive, sustainable, and effective school climate as one characterized by safety, calmness, high levels of well-being, supportive teachers, and quality instruction. Both students and teachers can thrive in such an environment. Teachers acknowledged that multiple internal and external factors shape the school climate. Their main goal in fostering a positive atmosphere was to influence these elements, recognizing the importance of creating a safe, respectful, orderly, and supportive school setting. This focus was closely tied to their belief in their ability to impact school climate by addressing and adjusting these influencing factors. Research also emphasizes that job satisfaction and organizational citizenship behavior are essential components to consider in maintaining a productive and healthy educational work environment.

Ozkan and Akgenc (2023) describe job satisfaction as the emotional reactions of educators toward their roles and responsibilities. It is typically understood as a reflection of how employees feel about their work, based on their assessments of their professional experiences. Job satisfaction can be seen as the degree to which individuals find fulfillment or happiness in their jobs. The study's findings reveal that teachers' job satisfaction is shaped by a combination of cognitive, emotional, social, and organizational influences.

The connection between job satisfaction and Organizational Citizenship Behavior (OCB) can be established through various research studies and literature. These scholarly works provide the basis for understanding and drawing conclusions about the relationship between the two variables, forming the foundation of this investigation.

As a result, the researcher is primarily driven to fill the gap in existing literature by exploring the relationships among flexibility, job satisfaction, and organizational citizenship behavior (OCB) in public elementary school teachers. This study aims to contribute meaningful insights to the fields of education management, policy development, and teacher professional growth by clarifying the interconnection of these factors. The findings can help educational leaders develop targeted training programs and policies that foster a supportive work environment and promote the well-being and commitment of public elementary teachers.

1.1 Statement of the Problem

The study aimed to describe the flexibility, job satisfaction, and Organizational Citizenship Behavior (OCB) of teachers.

Specifically, it sought answers to the following questions:

1. What is the perception of the teacher-respondent in flexibility in terms of:
 - 1.1. open to new ideas;
 - 1.2. adapt to changes; and
 - 1.3. Meet the needs of their students?
2. What is the perceived level of job satisfaction among teacher respondents in terms of:
 - 2.1. Security;
 - 2.2. Work Environment;
 - 2.3. Job responsibilities; and
 - 2.4. Community Linkages?
3. What is the perceived level of Organizational Citizenship Behavior (OCB) among teacher respondents in terms of:
 - 3.1. Conscientiousness;
 - 3.2. Sportsmanship;
 - 3.3. Civic virtue;

- 3.4. Courtesy, and
- 3.5. Altruism?
- 4. Is there a significant relationship between teachers' flexibility and Organizational Citizenship Behavior (OCB)?
- 5. Is there a significant relationship between the teacher's job satisfaction (OCB) and Organizational Citizenship behavior?

1. Methodology

This chapter presents the methodology of the study, comprising the study locale, research design, population and sampling, research instrumentation, data gathering procedures, and data analysis. The study used a descriptive correlational design. This quantitative approach was employed to explore cause-and-effect relationships in the current context. Descriptive correlational research aims to describe the characteristics of certain groups or to determine relationships between different variables. In this design, the researcher focuses on a single group to investigate the connection between two variables. The purpose of using a descriptive correlational design is to emphasize the importance of studying variable relationships. Quantitative research involves gathering and analyzing numerical data. This method helps identify patterns, calculate averages, predict outcomes, test causal links, and generalize results to larger populations. Unlike qualitative research, which deals with non-numerical data such as text, audio, or video, quantitative research focuses strictly on numerical data. It is widely applied in many fields, including biology, chemistry, psychology, economics, sociology, and marketing (Bhandari, 2022). In this study, the researcher employed a survey method, where participants completed questionnaires to answer questions. This study was conducted in the elementary schools within the Pagbilao I District, located in the municipality of Pagbilao, Quezon Province. The participants consisted of 200 teachers, representing the entire population of teachers currently working in the nine public elementary schools in the Pagbilao I District. The study's target population included all public elementary school teachers currently working in Pagbilao District I. To accurately represent this population, a stratified random sampling method was used. The population was divided into groups based on factors such as grade level taught, teaching experience, and job position. From these groups, 200 respondents were randomly chosen to participate. This technique ensured proportional representation of important subgroups, improving the study's validity and the ability to generalize the results. The sample size was also sufficient for performing statistical analyses to examine the relationships between the variables studied. This approach enabled the collection of detailed and meaningful data that accurately reflected the real experiences of teachers in the district, particularly regarding flexibility, job satisfaction, and organizational citizenship behavior. By concentrating on these information-rich participants, the researcher sought to gain comprehensive insights that would effectively answer the research questions. The researcher employed a questionnaire as the primary data collection tool. The questionnaire was divided into four sections. Part I collected respondents' demographic information, including their names, age, gender, marital status, educational background, and years of teaching experience. Part II focused on teachers' flexibility at work, examining their openness to new ideas, adaptability to changes, and ability to meet the needs of their students. Part III gathered information on teachers' job satisfaction, covering aspects such as job security, work environment, responsibilities, and community linkages. Finally, Part IV measured teachers' perceptions of Organizational Citizenship Behavior (OCB), including conscientiousness, sportsmanship, civic virtue, courtesy, and altruism. To explore the relationships between flexibility, job satisfaction, and organizational citizenship behavior (OCB), the researcher designed, adapted, and modified a survey questionnaire. To ensure accurate measurement of flexibility, items from Collie and Martin's (2016) study and Angelista J.'s (2018) research on job satisfaction were adapted and tailored to suit the study's context. The study commenced with the development of a structured questionnaire designed to measure

flexibility, job satisfaction, and organizational citizenship behavior. Experts in the field reviewed the instrument for content validity, and their suggestions were incorporated to enhance its reliability and relevance. The revised questionnaire was then submitted to the research adviser for approval. After approval was granted, a pilot test was conducted with a small group of participants not involved in the main study. This pre-testing phase evaluated the clarity and effectiveness of the instrument, resulting in minor adjustments as needed. Following this, administrative steps included securing approval from the research panel. An official letter, endorsed by the Dean of the College of Education, was sent to the Schools Division Superintendent and the District Supervisor of Pagbilao I District, requesting permission to conduct the study. Additionally, consent was obtained from the principals of the participating schools. Following the acquisition of all required approvals, the researcher personally distributed the questionnaires to 200 selected public elementary school teachers within the Pagbilao I District. Instructions were delineated to facilitate precise execution. The researcher was available to answer any inquiries or provide clarifications throughout the administration process. The researcher personally collected the completed questionnaires to guarantee their completeness and accuracy. The data were then tallied, encoded, and analyzed using suitable statistical techniques, including both descriptive and inferential methods. The findings were carefully organized and examined to address the study's objectives. After gathering all relevant data, the researcher proceeded to present, analyze, and interpret the findings using various statistical tools. The respondents' profiles, presented in the first part of the questionnaire, were analyzed using percentages and frequencies. To describe teachers' perceptions of flexibility, job satisfaction, and organizational citizenship behavior, the mean and standard deviation were calculated. To test the two hypotheses regarding the relationship between flexibility, job satisfaction, and organizational citizenship behavior, the Pearson Product-Moment Correlation Coefficient was applied. This statistical method, represented by "r," measures the strength of the linear relationship between two variables by identifying the best-fitting line through the data points.

2. Results and Discussion

Table 1. Respondents' Perceived Level of Flexibility in terms of Being Open to New Ideas

Indicators	Mean	SD	VI
As a teacher, I...			
1. accept innovative ideas for teaching and learning.	3.86	0.35	HP
2. look for new ways to improve new teaching strategies.	3.83	0.38	HP
3. engage in asking questions and actively seeking information that challenges my beliefs.	3.76	0.43	HP
4. express my beliefs and arguments while remaining open to change.	3.68	0.49	HP
5. am passionate about my own beliefs but considerate of others' perspectives.	3.78	0.42	HP
6. accept suggestions for betterment.	3.86	0.35	HP
7. think beyond the box.	3.67	0.49	HP
8. do not hesitate to try new things.	3.66	0.49	HP
9. am a risk-taker when it comes to new ideas.	3.53	0.54	HP
10. believe that trying new ideas can be a great opportunity to explore new things.	3.73	0.45	HP
Overall	3.73	0.33	HP

Legend: 1.0-1.49 (Not Practiced); 1.50-2.49 (Less Practiced); 2.50-3.49 (Practiced); 3.50-4.0 (Highly Practiced)

Table 1 illustrates the respondents' perceived flexibility regarding openness to new ideas. The

mean score of 3.73, accompanied by a standard deviation of 0.33, suggests that teachers exhibit a strong inclination towards openness to new ideas in their teaching practices. This suggests that educators are generally open to innovation and eager to explore new methods to enhance their teaching effectiveness.

Teachers indicated that their highest response among the indicators was their acceptance of innovative ideas for teaching and learning, as well as suggestions for improvement. They asserted that in educational settings, they seek innovative methods to enhance teaching strategies, which they believe significantly contribute to the maintenance and advancement of their professional competencies.

Conversely, the indicator suggesting that they are risk-takers regarding new ideas, willing to experiment and think outside conventional boundaries, ranks lowest among the provided indicators. This suggests that teachers may occasionally be hesitant to experiment with new approaches.

Martin et al. (2012) support the notion that the ability to adapt to novel and changing situations in dynamic environments is a crucial capacity for thriving and effective teachers. Adaptability refers to the ability of individuals to modify their thoughts, emotions, and behaviors in reaction to novel, evolving, or ambiguous circumstances.

The low standard deviation values across all items indicate consistency in responses, suggesting that most teachers exhibit a similar level of openness to new ideas. The findings indicate that teachers in this study exhibit a significant propensity for innovation and professional adaptability, essential traits for addressing the evolving educational landscape. Schools and administrators can capitalize on this openness by offering ongoing training and professional development opportunities to enhance teachers' innovative practices.

Table 2. Respondents' Perceived Level of Flexibility in terms of Adaptability to Changes

Indicators	Mean	SD	VI
As a teacher, I...			
1. face new challenges and situations as they arise.	3.74	0.44	HP
2. develop new skills and take on unfamiliar responsibilities.	3.64	0.51	HP
3. accept these new opportunities and changing situations without panic or fear	3.65	0.51	HP
4. look positive attitude towards works.	3.77	0.42	HP
5. accept change as it happens.	3.72	0.45	HP
6. undergo training on new things	3.71	0.45	HP
7. accept the challenge of new set of curriculum.	3.74	0.44	HP
8. accept career opportunities.	3.69	0.46	HP
9. am not afraid to try new materials.	3.66	0.52	HP
10. am always ready to explore on new things.	3.64	0.52	HP
Overall	3.69	0.38	HP

Legend: 1.0-1.49 (Not Practiced); 1.50-2.49 (Less Practiced); 2.50-3.49 (Practiced); 3.50-4.0 (Highly Practiced)

Table 2 presents the respondents' perceived level of flexibility in terms of adapting to change. The mean score of 3.69, with a standard deviation of 0.38, indicates that teachers demonstrate a high degree of adaptability in their roles. This reflects their capacity to adjust effectively to new challenges, responsibilities, and opportunities within the evolving educational landscape.

The study by Bongco and Ancho (2019) suggests that adaptability in teaching, particularly flexibility, enables educators to effectively respond to challenges while maintaining a positive outlook toward continuous organizational changes. Being flexible and adaptable is vital for completing tasks without compromising teachers' physical well-being, personal lives, or professional identity, all of which are essential for improving job performance.

This finding aligns with the current study's results, emphasizing the importance of workplace flexibility. It highlights the valuable role flexibility plays in helping educators adjust to change.

Similarly, Collie et al. (2018) found that teachers with higher adaptability experienced less disengagement at work. Loughland and Alonzo (2019) also noted that adaptable teachers are more likely to implement instructional strategies that address students' needs.

The teacher reported a positive attitude towards work, with a mean score of 3.77, and indicated an acceptance of new challenges and situations as they arise, along with a willingness to embrace a new set of curricula, both scoring 3.74. Collie et al. (2018) highlight the organizational challenges associated with flexible working in schools. Changes can be successfully implemented with the support of school leaders, provided that fair and transparent processes are in place. This suggests that school leaders have a direct impact on teachers' flexibility in the workplace.

Additionally, teachers reported a mean acceptance of change at 3.72. Hardland et al. (2023) indicate that teachers accept changes promptly when there are no hindrances. Adapting to various changes exemplifies the concept of flexibility in the workplace. This suggests that teachers must accept and adapt to changes, as the educational system is continually evolving.

Indicators that teachers acquire new skills and assume unfamiliar responsibilities, demonstrating a readiness to explore new opportunities and adapt to changing situations without panic or fear, are among the least common responses. This suggests that teachers continue to experience fear, hesitation, and concern regarding various changes.

The findings show teachers demonstrate strong flexibility and openness to change. School administrators can support this by providing ongoing training, mentorship, and professional development to boost adaptability.

Table 3. Respondents' Perceived Level of Flexibility in terms of Meeting the Needs of Their Students

Indicators	Mean	SD	VI
As a teacher, I...			
1. create a learning goal for students.	3.83	0.38	HP
2. give students different ways to learn the content.	3.78	0.42	HP
3. offer different project options in the classroom.	3.70	0.47	HP
4. organize flexible groups in the classroom.	3.68	0.47	HP
5. present topics in a problem-based format.	3.59	0.52	HP
6. discuss approaches for assessing adaptability	3.65	0.48	HP
7. adapt to cope with unexpected situations in classroom management.	3.74	0.44	HP
8. interact with colleagues to address the need for improvement.	3.71	0.47	HP
9. help and work with new or challenging students.	3.73	0.45	HP
10. adapt to the style of a new teaching aide in the classroom.	3.75	0.43	HP
Overall	3.71	0.36	HP

Legend: 1.0-1.49 (Not Practiced); 1.50-2.49 (Less Practiced); 2.50-3.49 (Practiced); 3.50-4.0 (Highly Practiced)

Table 3 presents the respondents' perceived level of flexibility in accommodating students' needs. With a mean score of 3.71 and a standard deviation of 0.36, the data suggest that teachers exhibit a high level of adaptability in addressing the diverse needs of their students. This suggests that educators should adjust their instructional methods to enhance student engagement and improve learning outcomes.

The degree and type of flexibility in teaching and learning are shaped by several interrelated factors, including subject matter, academic level, geographic location, and readiness for flexible learning, which encompasses access to technology and infrastructure. A one-size-fits-all approach is insufficient to meet the wide-ranging needs of students, teachers, and academic programs. Instead, various teaching and learning strategies, each with different levels of flexibility, structure, and support, should be tailored to specific groups and contexts. These approaches should still uphold core principles, such as equitable

access, flexible pedagogy, and the integration of open educational practices (Naidu, 2016).

Meeting students' needs is a top priority for teachers. Most respondents indicated they set learning goals and design lessons to support student achievement. The ability to adapt to new teaching tools or aides in the classroom also scored high, with a mean of 3.75. Ferlazzo (2023) emphasized that educators must be flexible in creating engaging classroom environments, participating in professional development, and designing learning plans that incorporate differentiated instruction, small-group activities, and independent work tailored to both institutional requirements and student needs. This highlights the importance of tailoring teaching to students' needs in order to improve educational outcomes.

Deed et al. (2019) also highlighted that teachers are not only adjusting to modern learning environments but are also reflecting on how to restructure and implement teaching practices that suit their students. Over time, they adapt their classroom settings to meet the needs of learners better.

Although all flexibility indicators were rated as "Highly Practiced," item number 5—presenting topics through problem-based learning (PBL) had the lowest mean score at 3.59. This suggests that public elementary teachers may not frequently use PBL approaches, potentially due to limited class time, unfamiliarity with the method, or a lack of resources. Given the MATATAG Curriculum's focus on fostering critical thinking and problem-solving skills, this points to a need for additional training and support in applying student-centered instructional strategies.

Overall, the findings underscore the need for teachers to adapt to students' needs continually. The consistent responses underscore the importance of ongoing professional development in fostering innovation, collaboration, and learner-centered teaching for inclusive and effective classrooms.

Table 4. The Level of Job Satisfaction Among Teachers in Terms of Job Security

Indicators	Mean	SD	VI
1. secure in my job and benefits.	3.47	0.60	S
2. secure in the service credits for extra services rendered.	3.35	0.66	S
3. have assistance for educational development.	3.32	0.67	S
4. receive health insurance, such as eye checkups, dental checkups, and physical checkups.	2.88	0.83	S
5. receive a salary and incentives that are comparable to those of my fellow teachers in the locality.	3.12	0.67	S
6. secure in my retirement benefits.	2.60	0.98	S
7. secure in my medical benefits.	3.17	0.69	S
8. feel safe in my workplace.	3.51	0.54	HS
9. have a healthy relationship with my colleagues.	3.56	0.56	HS
10. feel secure in the community environment of the school.	3.56	0.53	HS
Overall	3.25	0.48	S

Legend: 1.0-1.49 (Not Satisfied); 1.50-2.49 (Less Satisfied); 2.50-3.49 (Satisfied); 3.50-4.0 (Highly Satisfied)

Table 4 displays the level of job satisfaction among teachers regarding job security. The overall mean score of 3.25, with a standard deviation of 0.48, indicates that teachers generally feel satisfied with their job security. This implies a sense of stability in their employment, although certain areas still have room for improvement to enhance their sense of security fully.

Teachers expressed confidence in their job stability, mainly due to positive relationships with colleagues, a safe and supportive school community, and a general sense of assurance regarding their

employment and benefits. This aligns with the findings of Sahito and Vaisanen (2017), who emphasized that motivation and job satisfaction are critical to organizational success. Motivation stems from rewards that meet individual needs, while job satisfaction reflects a positive emotional attitude toward one's work. In essence, when teachers feel secure in their positions, their job satisfaction tends to follow. A positive work environment and collegial support contribute to this sense of security.

The lowest-rated indicator was item number 6, feeling secure in retirement benefits, which had a mean score of 2.60 and a standard deviation of 0.98. While still categorized as "Satisfied," this score is significantly lower than the others under job security. It suggests that teachers are concerned about the reliability or adequacy of their retirement benefits. Such uncertainty can undermine morale, reduce commitment, and hinder long-term career planning. As a result, it is recommended that school administrators and policymakers evaluate and improve retirement benefit programs to strengthen teachers' financial security and foster greater job satisfaction and retention.

These results suggest that teachers are not entirely confident in certain aspects of their job security. Baykara and Orhan (2020) support this by noting that job security encourages workers to be more energetic, motivated, and willing to take risks. In contrast, older employees may face challenges in finding new job opportunities, often relying more heavily on job benefits such as extended leave or financial incentives. Ensuring access to sufficient rewards and benefits is crucial for maintaining job satisfaction and overall well-being. Without adequate support, particularly in terms of health and retirement benefits, teachers may feel less valued within the organization.

Overall, the findings underscore the importance of enhancing teachers' job security, particularly in terms of retirement provisions and health benefits. Strengthening these areas could improve teachers' overall satisfaction, well-being, and effectiveness, thereby benefiting both educators and the educational system as a whole.

Table 5. The Level of Job Satisfaction Among Teachers in Terms of Work Environment

Indicators	Mean	SD	VI
1. flexible work environment.	3.59	0.54	HS
2. find workload easier than modular learning.	3.60	0.51	HS
3. find all tasks are easy to accomplish.	3.57	0.53	HS
4. cooperating colleagues.	3.47	0.54	S
5. healthy working environment	3.60	0.50	HS
6. contingent rewards and communication.	3.30	0.64	S
7. become a committed teacher with a sense of empowerment	3.59	0.53	HS
8. the materials I need, and they are all available for teaching at school.	3.42	0.60	S
9. provide for all the needs of both teachers and learners.	3.48	0.58	S
10. a healthy relationship with co-teachers and other stakeholders.	3.28	0.60	S
Overall	3.49	0.44	S

Legend: 1.0-1.49 (Not Satisfied); 1.50-2.49 (Less Satisfied); 2.50-3.49 (Satisfied); 3.50-4.0 (Highly Satisfied)

Table 5 illustrates the level of job satisfaction among teachers about their work environment. The respondents reported an average satisfaction score of 3.49, indicating a generally positive perception of their workplace conditions. According to Sumasena (2022), teachers play a vital role in shaping the

quality of education in any country, and their job satisfaction has a direct impact on the delivery of quality education. A variety of elements contribute to how satisfied teachers feel in their work.

Among the indicators, the highest-rated item was the perception that the current workload is more manageable compared to modular learning, which received a mean score of 3.60. This was followed closely by indicators reflecting a strong sense of commitment to teaching, feelings of empowerment, and a flexible work environment, all of which scored a mean of 3.59. The research conducted by Snodgrass Rangel et al. (2020) supports these findings by emphasizing the importance of teacher empowerment. Empowerment includes aspects such as professional development, involvement in decision-making, recognition, and status, all of which contribute to job satisfaction. Their study affirmed that the work environment plays a significant role in influencing teacher satisfaction and overall workplace well-being. These results underscore the vital role of a supportive and flexible work environment in enhancing teacher morale and satisfaction, thereby fostering a more effective and committed teaching force.

The least cited indicators by respondents included a healthy relationship with co-teachers and other stakeholders, the availability of necessary teaching materials, and the cooperation of colleagues. Collie et al. (2018) assert that harmonious relationships within the school are significant. It will help workers maintain motivation and effectiveness in their tasks. They must possess all necessary items for work. Thus, the efficient work will be carried out.

These indicators suggest that teachers may currently face difficulties in maintaining healthy and supportive relationships with their colleagues, which can impact the overall work environment. Additionally, they may be encountering obstacles in accessing the necessary teaching materials and resources, as well as in collaborating effectively with their peers, which could impact their ability to deliver quality instruction and support student learning.

Table 6. Level of Job Satisfaction Among Teachers in Terms of Job Responsibilities

Indicators	Mean	SD	VI
1. Unexpected additional workload.	3.33	0.66	S
2. Additional task/ administrative reports.	3.30	0.67	S
3. Coordinatorship and advisorship	3.49	0.56	S
4. Activities and coaching for learners.	3.43	0.59	S
5. School forms and activities report.	3.59	0.54	HS
6. A workload that requires cooperation and discipline when managing students in school.	3.56	0.52	HS
7. Conduct a focus group discussion for improvement.	3.59	0.53	HS
8. Need to remediate learners.	3.36	0.69	S
9. Additional paperwork.	3.48	0.58	S
10. Consistent in attending trainings and seminars.	3.46	0.59	S
Overall	3.46	0.45	S

Legend: 1.0-1.49 (Not Satisfied); 1.50-2.49 (Less Satisfied); 2.50-3.49 (Satisfied); 3.50-4.0 (Highly Satisfied)

The Level of Job Satisfaction Among teachers in terms of Job responsibilities was presented above. Generally, teachers' job satisfaction with their job responsibilities indicates that they are satisfied with the responsibilities they have to their learners, with a mean of 3.46.

Among the various job responsibilities evaluated, the tasks related to School forms and activities report and "Conduct focus group discussion for improvement received the highest mean scores, both at 3.59, with standard deviations of 0.54 and 0.53, respectively. These indicators fall under the

Highly Satisfied verbal interpretation, suggesting that teachers derive significant job satisfaction from structured and purposeful responsibilities. The high satisfaction with completing reports and engaging in focus group discussions suggests that teachers value activities directly linked to school improvement and organizational effectiveness. These responsibilities may provide a sense of accomplishment and professional involvement, as they often contribute to policy formulation, instructional planning, and overall school development. The implication for school administrators is the importance of fostering an environment where teachers are consistently engaged in evaluative and planning processes. Enhancing teachers' participation in data-driven decision-making not only affirms their professional roles but may also contribute to increased motivation, retention, and institutional commitment. Martin et al. (2019) claimed that teachers' tasks are composed of teaching, conducting activities, and reporting, as well as continuous collaboration with group discussion with their peers.

The lowest-rated indicator is additional administrative tasks, with a mean of 3.30, indicating these duties are less satisfying for teachers. This suggests that heavy administrative workloads may cause stress and distract from teaching; therefore, school leaders should streamline tasks and provide better support. Morrison (2023) also found that extra tasks contribute to teacher burnout, highlighting the need for more flexible time to complete assignments.

Table 7. The Level of Job Satisfaction Among Teachers in Terms of Community Linkages

Indicators	Mean	SD	VI
1. Receive technical assistance from my colleagues and community stakeholders when I need it.	3.52	0.55	HS
2. am influenced by my colleagues to be open to any adjustments.	3.57	0.51	HS
3. participate in team-building activities and focused group discussions with my colleagues to develop the needed tools and materials for teaching.	3.55	0.52	HS
4. received peer coaching and mentoring with my colleagues.	3.47	0.56	S
5. am open to any help and assistance from my colleagues and stakeholders at all times.	3.49	0.54	S
6. have received help from the community.	3.62	0.49	HS
7. have a healthy relationship with the community and neighboring stakeholders.	3.50	0.52	HS
8. have consistent communication with the community.	3.44	0.59	HS
9. collaborate on community projects.	3.57	0.51	HS
10. strengthen linkages with the community.	3.51	0.52	HS
Overall	3.52	0.44	HS

Legend: 1.0-1.49 (Not Satisfied); 1.50-2.49 (Less Satisfied); 2.50-3.49 (Satisfied); 3.50-4.0 (Highly Satisfied)

Table 7 illustrates the level of job satisfaction among teachers concerning community linkages. The respondents reported being highly satisfied, with a mean score of 3.52, indicating that they recognize the strong connection between their school and the community. According to Tria (2023), job satisfaction among educators should extend beyond the school environment and include engagement with the community. This involves examining various factors such as relationships, internal and external

influences, and theoretical perspectives on job satisfaction.

Teachers expressed that they receive support from the community, are encouraged by their colleagues to adapt to changes, and actively participate in community projects. This aligns with the findings of Sahito and Vaisanen (2017), who emphasized that community involvement is a crucial factor in achieving success. Community engagement provides valuable assistance, ensuring that school programs and projects effectively align with the needs of both internal and external stakeholders.

However, while teachers acknowledge the importance of community linkages, there are still challenges, particularly in maintaining consistent communication, receiving peer coaching and mentoring, and seeking assistance from colleagues and stakeholders.

Angelista (2018) emphasized that one of the significant challenges organizations encounter is maintaining consistent and effective communication with the broader community. Building strong relationships and establishing open, reliable communication channels are crucial for teachers, as these connections enable them to seek support more efficiently and collaborate effectively on community initiatives. Without these essential links, efforts to engage community members and foster partnerships may be hindered, ultimately affecting the success of community-driven projects and the overall educational environment.

Table 8. The teachers' perceptions of their Organizational Citizenship Behavior (OCB) in terms of Conscientiousness

Indicators	Mean	SD	VI
1. am willing to spend the rest of my career in this organization.	3.31	0.69	S
2. can feel the organization's problems as if they were my own.	3.25	0.62	S
3. make sure every work is done well.	3.64	0.48	VS
4. make sure that all the activities are oriented.	3.66	0.48	VS
5. carefully finish my task vividly.	3.66	0.48	VS
6. assure that all my task were worked properly.	3.61	0.50	VS
7. make sure that I do my task on time.	3.58	0.51	VS
8. achieve results with optimal use of time.	3.53	0.51	VS
9. avoid rework.	3.48	0.58	S
10. avoid error on the task given.	3.50	0.60	VS
Overall	3.52	0.41	VS

Legend: 1.0-1.49 (Needs Improvement); 1.50-2.49 (Fair); 2.50-3.49 (Satisfactory); 3.50-4.0 (Very Satisfactory)

Table 8 illustrates teachers' perceptions regarding their Organizational Citizenship Behavior (OCB) with respect to Conscientiousness. The overall mean score of 3.52 indicates that teachers exhibit a high level of conscientious behavior within their organization. This demonstrates their diligence, responsibility, and commitment to effectively fulfilling their duties.

The highest-rated indicators, with mean scores ranging from 3.50 to 3.66, highlight that teachers consistently ensure tasks are completed accurately, on time, and with optimal effort. They also emphasize proper task execution, attention to detail, and commitment to high-quality work. These findings suggest that teachers demonstrate a strong work ethic and a sense of accountability, which are essential for maintaining organizational efficiency. It was supported by Ferlazzo (2024), who revealed in his study that teachers needed to be conscientious in carefully reviewing and orienting activities to other teachers and learners. It should be consumed by studying the standards, objectives, questions, and

activities associated with the design process.

On the other hand, specific indicators, such as the willingness to remain in the organization for the duration of their career (weighted mean of 3.31) and identifying with the organization's problems as their own (weighted mean of 3.25), received lower scores and were rated only as Satisfactory. This suggests that although teachers are committed to fulfilling their responsibilities, their long-term loyalty to the organization may depend on additional factors, such as career advancement opportunities, workplace conditions, and overall job satisfaction.

This observation aligns with the findings of Cheng et al. (2016), who noted that highly conscientious teachers are those who regard school-related challenges as their own and actively seek solutions to address them. However, due to demanding workloads, some educators begin to consider alternative career paths. This could indicate that modern-day teachers perceive their workloads as burdensome, which may lead to reduced job satisfaction.

In summary, teachers demonstrate a strong sense of conscientiousness, which plays a vital role in ensuring the smooth and efficient operation of the school. This dedication reflects their commitment to fulfilling their responsibilities and making a positive contribution to the educational environment. However, beyond their professional diligence, enhancing teachers' emotional connection and sense of attachment to the organization could lead to even greater benefits. Strengthening this emotional bond may deepen their sense of belonging, increase their loyalty, and foster a more substantial, more enduring commitment to the school's goals and community. By cultivating a more supportive and inclusive organizational culture, schools can encourage teachers to invest more personally in their roles, ultimately promoting both individual satisfaction and collective success over the long term.

Table 9. The teachers' perceptions of their Organizational Citizenship Behavior (OCB) in terms of Sportsmanship

Indicators	Mean	SD	VI
1. work well with colleagues.	3.67	0.47	VS
2. am staying in this organization.	3.58	0.53	VS
3. work collaboratively with my co teachers.	3.69	0.46	VS
4. always work in team in our organization.	3.64	0.48	VS
5. stay because of the few negative consequences with colleagues.	3.64	0.49	VS
6. consistently work with my colleagues.	3.67	0.47	VS
7. make sure to gather suggestions from my colleagues.	3.65	0.48	VS
8. enjoy working with teams.	3.66	0.49	VS
9. willingly share task.	3.68	0.47	VS
10. consider the team's ownership of suggestions.	3.65	0.49	VS
Overall	3.65	0.42	VS

Legend: 1.0-1.49 (Needs Improvement); 1.50-2.49 (Fair); 2.50-3.49 (Satisfactory); 3.50-4.0 (Very Satisfactory)

Table 9 illustrates teachers' perceptions regarding their Organizational Citizenship Behavior (OCB) specifically in the context of Sportsmanship. The overall mean score of 3.65, accompanied by a standard deviation of 0.42, suggests that teachers exhibit very satisfactory levels of sportsmanship in their workplace. This suggests that educators engage in collaborative efforts, cultivate constructive relationships with their peers, and demonstrate resilience in the face of challenges.

Muawanah (2018) emphasized that sportsmanship involves individuals allowing others the

freedom to express themselves and recognizing differences as a fundamental aspect of human rights. When applied in the workplace, sportsmanship fosters mutual respect among employees, appreciation of individual differences, self-respect, and an awareness that includes valuing others' positive qualities, being open-minded, receptive, and promoting a sense of personal and social comfort (Garma & Bove, 2011; Koç & Karabudak, 2017).

Among the indicators, the highest-rated ones include working collaboratively with co-teachers (mean = 3.69), willingly sharing tasks (mean = 3.68), and working well with colleagues (mean = 3.67). These results underscore a strong culture of teamwork and camaraderie among the teachers, which is crucial for cultivating a cohesive and productive workplace. The willingness to consider the team's ownership of suggestions, with a mean of 3.65, and gathering feedback from colleagues, with a mean of 3.65, further demonstrates the teachers' openness to collaboration and shared decision-making.

Puspitasari et al. (2023) found that sportsmanship behavior has a significant and positive impact on job performance. Their study also linked sportsmanship to affective commitment, suggesting that maintaining a cooperative and respectful workplace enhances overall employee dedication. This finding aligns with the present study, which indicates that positive interpersonal relations contribute to organizational commitment.

However, the statement "I am staying in this organization" received a slightly lower mean score of 3.58. This implies that, although teachers value cooperation and collaborative work, their decision to remain in the organization long-term may still be influenced by other elements, such as career advancement opportunities, job satisfaction, and work-life balance.

Puspitasari et al. (2023) also noted that negative workplace experiences, such as interpersonal conflicts, can sometimes influence retention within an organization. This suggests that while teachers may appreciate a collegial environment, their continued stay might be influenced by occasional challenges they encounter at work.

In summary, the findings reveal that teachers exhibit a strong sense of sportsmanship by fostering collaboration and maintaining positive peer relationships. Nonetheless, providing ongoing support, professional growth opportunities, and open channels for communication may help reinforce their long-term commitment to the organization.

Table 10. The teachers' perceptions of their Organizational Citizenship Behavior (OCB) in terms of Civic virtue

Indicators	Mean	SD	VI
1. Participate in performing what is mandated.	3.67	0.47	VS
2. comply with the policy of the school.	3.71	0.46	VS
3. have self-restraint, sense of justice, and resolution.	3.67	0.47	VS
4. help support the civil peace and order in the school.	3.72	0.45	VS
5. maintain liberalism and promote virtue for all stakeholders.	3.65	0.48	VS
6. apply negotiation principles at all times.	3.58	0.52	VS
7. work constructively with colleagues.	3.64	0.48	VS
8. remove barriers to teamwork.	3.60	0.50	VS
9. contribute to goal accomplishment across the organization.	3.63	0.49	VS
10. impose win-win agreements.	3.56	0.53	VS

Overall	3.64	0.43	VS
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Legend: 1.0-1.49 (Needs Improvement); 1.50-2.49 (Fair); 2.50-3.49 (Satisfactory); 3.50-4.0 (Very Satisfactory)

The table above shows the level of civic virtue displayed by teacher respondents as part of their Organizational Citizenship Behavior (OCB). Civic virtue involves teachers' responsible participation in school life, such as staying informed about school policies, attending meetings, and demonstrating care for the organization's well-being. The results indicate that teachers demonstrate a very satisfactory level of civic virtue, with a mean score of 3.64, categorized as Very Satisfactory. This strong engagement indicates that teachers are not only dedicated to their teaching responsibilities but also actively contribute to the school's broader objectives. Their actions reflect a deep sense of professional duty and loyalty to the organization, which are vital for fostering a cooperative and improvement-focused school environment. These findings suggest that encouraging a participatory culture, where teachers feel empowered to share their views, stay informed, and engage in decision-making, can further boost organizational success and teacher satisfaction.

Notably, the highest mean score of 3.72 corresponds to helping maintain civil peace and order in the school, highlighting teachers' dedication to fostering a harmonious work environment. Additionally, teachers demonstrate strong adherence to institutional policies, with a mean of 3.71, active participation in mandated tasks, with a mean of 3.67, and efforts to maintain fairness and justice in their roles, with a mean of 3.67. These findings align with the notion that civic virtue entails a profound sense of responsibility toward the organization and its stakeholders. However, while still within the highly practiced range, aspects such as applying negotiation principles (mean = 3.58), removing barriers to teamwork (mean = 3.60), and imposing win-win agreements (mean = 3.56) scored slightly lower. This suggests that while teachers uphold a strong sense of duty, they may encounter challenges in teamwork, collaboration, and negotiation.

Israel (2019) states that Organizational Citizenship Behavior (OCB) is a crucial measure of human actions, encompassing intellectual, physical, emotional, and social activities. OCB is especially significant within the school setting, which serves as a key institution for educating individuals and promoting their overall development, both mentally and physically, psychologically, spiritually, and socially, according to their abilities, readiness, and interests.

Furthermore, the respondents affirmed their strong commitment to maintaining peace and order in the school, adhering to policies, fulfilling assigned responsibilities, and demonstrating self-discipline, fairness, and sound judgment. This aligns with the findings of Aslamiah (2019), who suggested that these virtues have a positive influence on teachers' work quality and productivity.

However, it is clear that despite teachers' efforts to create mutually beneficial agreements, use negotiation strategies, and encourage teamwork, difficulties still occur in these areas. This aligns with the study by Carreon, Rotas, Cahapay, Garcia, Amador, and Anopa (2021), which emphasizes the challenges teachers face in collaboration and negotiation. These results underscore the importance of ongoing team-building activities in fostering cooperation, mitigating obstacles, and overcoming challenges to achieve successful teamwork.

Table 11. The teachers' perceptions of their Organizational Citizenship Behavior (OCB) in terms of Courtesy

Indicators	Mean	SD	VI
1. give respect to the seniors in my organization.	3.82	0.39	VS
2. make sure to show politeness in my attitude and behavior toward others.	3.81	0.40	VS
3. make polite remarks and show respectful acts.	3.82	0.39	VS

4. acknowledge others' hard work and the impact they have had on my life.	3.80	0.40	VS
5. pay respect to senior colleagues.	3.83	0.38	VS
6. consider seniority at work.	3.77	0.42	VS
7. show respect to those who work with and help me.	3.79	0.41	VS
8. accept senior colleagues' suggestions.	3.81	0.40	VS
9. always communicate politely at work.	3.82	0.39	VS
10. make sure to show respect for my colleagues' ideas.	3.82	0.39	VS
Overall	3.81	0.35	VS

Legend: 1.0-1.49 (Needs Improvement); 1.50-2.49 (Fair); 2.50-3.49 (Satisfactory); 3.50-4.0 (Very Satisfactory)

The table above presents teachers' perceptions of their Organizational Citizenship Behavior (OCB) regarding courtesy. The overall mean score of 3.81 suggests that courtesy is rated as very satisfactory among teachers. This suggests that educators consistently demonstrate respect, politeness, and consideration in their professional interactions. The highest mean score of 3.83 is associated with paying respect to senior colleagues, indicating a robust culture of deference and recognition of experience within the organization.

Additionally, teachers exhibit consistent, courteous behavior, as evidenced by their commitment to showing respect to seniors (mean = 3.82), making polite remarks (mean = 3.82), and maintaining polite communication at work (mean = 3.82). These findings highlight that teachers prioritize professional etiquette and harmonious relationships in the workplace. Furthermore, acknowledging others' contributions with a mean of 3.80 and accepting suggestions from senior colleagues with a mean of 3.81 reinforces their openness to collaboration and guidance.

Although the indicator "considering seniority at work" still falls within the very satisfactory category, it recorded the lowest mean score of 3.77 among the civic virtue items. This suggests that while teachers generally exhibit a respectful and professional attitude toward their colleagues, particularly those with longer tenure, there may be subtle variations in how hierarchical structures are perceived or valued within the school community. The slightly lower score implies that seniority, though acknowledged, may not be a dominant factor in daily interactions or decision-making processes. This could reflect a more egalitarian or collaborative work culture where merit, competence, and inclusivity are emphasized over rank or length of service. Alternatively, it might indicate a generational shift in workplace values, where traditional notions of hierarchy are being re-evaluated in favor of more democratic and team-based dynamics. These findings can serve as a basis for school leaders to reflect on how recognition and respect are fostered within the staff, and whether current practices align with the desired organizational culture.

Teachers consistently demonstrate courtesy by showing respect to senior colleagues, making polite remarks, engaging in respectful interactions, communicating politely at work, and valuing their colleagues' ideas and contributions. Peng (2023) emphasizes that courtesy is one of the most crucial aspects of workplace relationships, as showing respect to senior members promotes harmony among colleagues. However, teachers acknowledged that they tend to practice courtesy slightly less when it comes to considering seniority at work, showing respect to those who assist them, and recognizing the hard work and contributions of others.

Table 12. The teachers' perceptions of their Organizational Citizenship Behavior (OCB) in terms of Altruism

Indicators	Mean	SD	VI
1. focus on others rather than myself.	3.02	0.80	S
2. do different task even it is not included on my job description.	3.23	0.72	S
3. consistently work even if I took my time for my family.	3.19	0.79	S
4. work even holidays and weekends.	3.12	0.85	S
5. work more than what is expected and not expecting anything in return.	3.36	0.68	S
6. maintain humility at all times.	3.60	0.52	VS
7. made self-sacrifice for the organization.	3.36	0.65	S
8. extend my personal time for the organization.	3.34	0.68	S
9. sometimes sacrifice family time for my work.	3.32	0.79	S
10. show humbleness to my colleagues.	3.60	0.54	VS
Overall	3.31	0.55	S

Legend: 1.0-1.49 (Needs Improvement); 1.50-2.49 (Fair); 2.50-3.49 (Satisfactory); 3.50-4.0 (Very Satisfactory)

The table illustrates educators' views on their Organizational Citizenship Behavior (OCB) about altruism. The mean score of 3.31, accompanied by a standard deviation of 0.55, suggests that altruism among teachers is rated as satisfactory. The highest-rated item is maintaining humility at all times, with a mean score of 3.60, categorizing it as Highly Practiced. This indicates that teachers prioritize and consistently exhibit humility in their professional environment. Likewise, demonstrating humility towards colleagues garnered a high rating, with a mean of 3.60, underscoring the significance of modesty in professional interactions.

However, other aspects of altruism, such as focusing on others rather than oneself (mean = 3.02) and working even on holidays and weekends (mean = 3.12), received lower mean scores, indicating that while teachers exhibit altruistic behaviors, they may still prioritize personal time and well-being to some extent. Additionally, sacrificing family time for work, with a mean of 3.32, suggests that teachers are willing to extend their professional efforts, but not to an extreme degree.

Nemr and Liu (2021) emphasize that these changes necessitate teachers being highly adaptable in adjusting to new policies and increased responsibilities. Consequently, educators must be willing to go beyond their official job descriptions and contractual duties to thrive and achieve success in the field of education.

Table 13. Test of the Relationship between Teachers' Flexibility and Organizational Citizenship Behavior (OCB)

Flexibility	Organizational Citizenship Behavior				
	Conscientiousness	Sportsmanship	Civic Virtue	Courtesy	Altruism
1.1 Open to new ideas	.437**	.450**	.394**	.378**	.388**
1.2 Adapt to changes	.478**	.480**	.473**	.435**	.364**
1.3 Meet the needs of their students	.536**	.546**	.512**	.490**	.300**

*Legend: **. Correlation is significant at the 0.02 level (2-tailed).*

Table 13 presents the correlation analysis between the three sub-dimensions of teacher flexibility—Openness to New Ideas, Adaptability to Change, and Meeting Student Needs—and the five components of Organizational Citizenship Behavior (OCB): Conscientiousness, Sportsmanship, Civic Virtue, Courtesy, and Altruism. All correlations were found to be statistically significant at the 0.02 level (2-tailed), indicating meaningful associations between flexibility traits and OCB.

Among the flexibility dimensions, Meeting the Needs of Students demonstrated the strongest and most consistent correlations across all aspects of OCB. The highest correlation was observed with Conscientiousness with an r value of 0.536, followed by Sportsmanship with an r value of 0.546, Civic Virtue with an r value of 0.512, and Courtesy with an r value of 0.490. These findings underscore that teachers who prioritize responding to student needs tend to be more diligent, cooperative, civically engaged, and courteous within their professional roles.

This supports Psychology Today's (2022) assertion that conscientiousness encompasses traits such as responsibility, diligence, and self-regulation. Conscientious teachers are more likely to uphold professional standards and fulfill obligations beyond their basic duties. Furthermore, the strong link between meeting student needs and Civic Virtue suggests that responsiveness to students is tied to teachers' active participation in the school community and their commitment to institutional goals.

The positive relationship with Courtesy also reinforces findings by Ghalavi and Nastiezaie (2020), who emphasized that courtesy involves consideration and proactive communication among colleagues. Teachers who are attentive to student needs may carry this same attentiveness into collegial relationships, supporting a more respectful and cohesive work culture.

Schools should support and recognize efforts by teachers who go beyond instructional tasks to address students' social, emotional, and academic needs. This responsiveness is not only beneficial for student outcomes but also cultivates a culture of organizational citizenship.

The dimension Adaptability to Changes also showed strong and significant correlations with all OCB variables. Notably, it had the highest associations with Sportsmanship with an r value of 0.480, Conscientiousness with an r value of 0.478, and Civic Virtue with an r value of 0.473. This suggests that teachers who adapt well to evolving circumstances, such as policy shifts, curriculum revisions, or technological changes, are more likely to maintain a positive attitude, demonstrate professionalism, and contribute constructively to the organizational climate.

The strong link with Sportsmanship, defined by the ability to tolerate inconveniences without complaining, suggests that adaptive teachers help foster a cooperative, low-conflict workplace. Similarly, their high Civic Virtue scores imply that adaptability may promote proactive engagement in school activities and shared governance.

Professional development programs that cultivate teachers' adaptability through change management training or exposure to innovative practices may enhance overall staff morale and collective efficacy.

The sub-variable Openness to New Ideas had the lowest correlation values among the flexibility dimensions, yet all associations were still statistically significant. It correlated most with Sportsmanship with an r value of 0.450, Conscientiousness with an r value of 0.437, and Civic Virtue with an r value of 0.394. These results suggest that while open-mindedness positively contributes to OCB, its impact may not be as strong as direct adaptability or student-centered responsiveness.

This finding aligns with Collie and Martin (2017), who reported that teachers who are open to innovation tend to exhibit greater well-being and organizational commitment. However, openness alone may not always translate into action unless accompanied by adaptive behaviors and student-centered application.

Encouraging reflective practices, peer collaboration, and participation in learning communities may further strengthen the link between idea openness and citizenship behavior, leading to more profound cultural change in schools.

Collectively, the results of Table 15 indicate that teacher flexibility is a significant predictor of positive organizational behavior. The strongest behavioral outcomes are associated with meeting student needs, followed by adaptability to change, and openness to new ideas. These results highlight the importance of flexible dispositions in supporting the non-obligatory yet essential functions that make schools more cohesive, cooperative, and effective.

Table 14. Test of the Relationship between Teachers' Job Satisfaction and Organizational Citizenship Behavior (OCB)

Job Satisfaction	Organizational Citizenship Behavior				
	Conscientiousness	Sportsmanship	Civic Virtue	Courtesy	Altruism
2.1 Job Security	.456**	.513**	.451**	.378**	.436**
2.2 Work Environment	.486**	.653**	.570**	.395**	.365**
2.3 Job Responsibilities	.568**	.455**	.506**	.327**	.503**
2.4 Community Linkages	.545**	.609**	.576**	.433**	.462**

Legend: **. Correlation is significant at the 0.02 level (2-tailed).

Table 16 presents the correlation between various facets of teachers' job satisfaction and the dimensions of Organizational Citizenship Behavior (OCB). All relationships were found to be statistically significant at the 0.02 level (2-tailed), demonstrating that different aspects of job satisfaction, namely Job Security, Work Environment, Job Responsibilities, and Community Linkages, are meaningfully associated with teachers' inclination to engage in behaviors that contribute positively to their schools beyond formal job duties.

Community Linkages demonstrated the strongest correlations among all job satisfaction sub-variables, particularly with Sportsmanship, with an r value of 0.609, and Civic Virtue, with an r value of 0.576. These findings suggest that teachers who are actively engaged in community activities tend to exhibit higher levels of resilience, cooperation, and civic responsibility. Such teachers often extend their professional responsibilities to include participation in community-building efforts, reinforcing the school's connection with its wider environment.

This aligns with Medina (2021), who emphasized the importance of civic virtue in promoting a strong sense of organizational identity and enhanced job performance. Teachers who feel connected to their broader community are more likely to exhibit behaviors that uphold institutional values, support colleagues, and contribute to a collaborative culture.

The Work Environment sub-variable also exhibited strong correlations with OCB, especially with Sportsmanship, with an r value of 0.653, and Civic Virtue, with an r value of 0.570. A conducive, supportive work environment fosters cooperative behavior, professional engagement, and emotional resilience among teachers. This is consistent with Vadil and Apostol (2023), who noted that teachers who model sportsmanship in the workplace contribute positively to school climate, act as role models, and reduce potential conflicts. Such an environment enhances job satisfaction and can drive teachers to engage in OCB by creating a sense of psychological safety and collegial support.

Job Responsibilities showed strong and consistent correlations across all OCB dimensions, with the highest being with Conscientiousness, with an r value of 0.568, and Altruism, with an r value of 0.503. This suggests that when teachers find fulfillment and clarity in their job roles, they are more likely to exceed expectations by being dependable, offering support to colleagues, or ensuring tasks are completed diligently. These findings support the notion that satisfaction derived from job-related duties is associated with responsible, community-oriented behavior.

Job Security, while still significantly correlated with all dimensions of OCB, displayed the lowest correlation values, ranging from 0.378 (Courtesy) to 0.513 (Sportsmanship). This suggests that although having a stable position contributes to a teacher's willingness to engage in citizenship behavior, it is not as impactful as other motivational factors such as workplace support or a sense of responsibility and belonging.

Nevertheless, a secure job provides a foundation for other behaviors to flourish. Teachers who are not concerned about their employment are better able to focus on making positive contributions to their schools.

As highlighted by Shrestha (2022), job satisfaction is a critical driver of OCB, enhancing teacher effectiveness and promoting improved student outcomes. Planer (2019) also noted the importance of task characteristics and supportive leadership in fostering citizenship behavior. The data from Table 16 support these perspectives, showing that job satisfaction is not a monolithic concept but a multidimensional construct that affects teachers' professional engagement in various ways.

3.Recommendations

Based on the conclusions, the following recommendations were made, teachers could maintain continuous practice to better adapt to departmental changes. To uphold flexibility, school leaders must provide ongoing support, training, and regular updates on new developments to ensure teachers remain adaptable in their roles. Teachers generally express job satisfaction. Maintaining open communication and collaboration among all stakeholders is crucial for enhancing, protecting, and promoting teachers' long-term job satisfaction. Organizational Citizenship Behavior (OCB) plays a vital role in teachers' engagement in their profession. School leaders may implement regular training sessions, encourage a culture of collaboration, and promote shared responsibility to enhance and sustain teachers' Organizational Citizenship Behavior (OCB). Teachers could intensify and strengthen regular assessments and evaluations to identify instructional challenges and adapt to changes affecting the delivery of learning. School leaders should conduct localized, school-based assessments to monitor and evaluate teachers' needs. Based on the findings, they should create opportunities for professional development, enabling both administrators and teachers to expand their knowledge and skills, thereby promoting continuous improvement and success.

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