

School Culture, Quality of Work Life, and Interpersonal Support: A Structural Equation Model on Organizational Citizenship Behavior of Secondary School Teachers in Region XII

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Abstract. This study examined the best-fit model of organizational citizenship behavior (OCB) among teachers, focusing on how school culture, quality of work life, and interpersonal support influence it. Using a non-experimental quantitative design, the researchers gathered data from 400 secondary school teachers in Region XII, Philippines, through stratified random sampling. Standardized questionnaires measured OCB and the three influencing factors. Data were analyzed using descriptive statistics, correlation, multiple linear regression, and structural equation modeling (SEM). Results showed that teachers had a very high level of OCB, while school culture, quality of work life, and interpersonal support were rated high. Strong positive relationships were found between each of the three factors and OCB. Among them, the quality of work life and interpersonal support significantly and positively predicted teachers' OCB. The final model (Model 3) was identified as the best-fit model based on SEM criteria, confirming that these two factors are key influences on OCB. The study suggests that improving work-life quality and fostering supportive school relationships can enhance positive teacher behaviors beyond formal roles.

Keywords: Educational management; Interpersonal support; Organizational citizenship behavior; Quality of work life; School culture; Structural equation model; Philippines.

1.0 Introduction

Teachers play an essential role in shaping students' futures, but their influence goes beyond simply teaching lessons. Many educators show extra effort through Organizational Citizenship Behavior (OCB), which includes helping colleagues, attending school events, and supporting students outside class time (Cropanzano & Byrne, 2020). These behaviors are not part of formal job duties but are essential in creating a favorable school climate and improving student outcomes. However, even the most dedicated teachers face challenges that limit their ability to go the extra mile. Problems like heavy workloads, large class sizes, limited teaching materials, and a lack of support from school leaders contribute to stress and burnout (Manlongat et al., 2021). When teachers feel overwhelmed and unappreciated, they may stop doing extra tasks that help the school. Other problems, such as poor school culture, low salaries, and limited chances for professional growth, also reduce teachers' motivation to engage in OCB (Liu et al., 2020; Nyangarika, 2020; Teacher Task Force, 2021; Blad, 2024; Braid, 2024).

Research shows that OCB has many educational benefits. Teachers who engage in OCB not only help students perform better but also experience less stress and greater job satisfaction (Liu, Wang, & Li, 2020; Hanus & Hokanson, 2022). A positive school environment encourages OCB and reduces problems like absenteeism and teacher turnover (De Geus et al., 2020). Factors such as job satisfaction, organizational justice, and support systems are linked to higher levels of OCB. However, not all these relationships are fully understood in the context of schools. Moreover, the impact of these factors on teachers' OCB has produced mixed findings. Some studies suggest that such unfavorable working conditions demotivate teachers and reduce their likelihood to engage in extra-role behaviors. For instance, teachers in schools with toxic cultures and limited support systems often report low morale and diminished OCB (Somech & Ron, 2007). Similarly, inadequate compensation has been linked to reduced job satisfaction, negatively affecting teachers' willingness to go beyond formal job duties (Nguni, Slegers, & Denessen, 2006). In contrast, other studies argue that intrinsic motivation and professional commitment can sustain or enhance OCB despite external limitations. For example, Bogler and Somech (2004) found that teachers with high professional identity and internal motivation still demonstrated strong OCB even in low pay and restricted growth opportunities. This suggests that individual values and sense of vocation can buffer the adverse effects of poor institutional support. These inconsistencies in the findings further highlight the need for this study.

Most previous studies on OCB come from fields like business and psychology, and fewer focus on the education sector, especially in secondary schools (Gnanarajan et al., 2020). Studies that do explore OCB in education often focus on only one or two influencing factors without looking at how these elements interact in real school settings (Taseer et al., 2020; Tagliabue et al., 2020; Hanson, 2022). Understanding teacher OCB is also important for achieving Sustainable Development Goal 4 (SDG 4), which promotes quality and inclusive education. Teachers who go beyond their roles help create supportive and inspiring environments that improve student learning (UNESCO, 2024). This study aims to fill these gaps by examining how school culture, quality of work life, and interpersonal support affect OCB among secondary school teachers. By taking a holistic approach, this research seeks to better understand how these factors influence teacher behavior. The results will help schools create conditions where teachers feel valued, supported, and motivated to do more than their jobs require—ultimately improving student learning and school success.

2.0 Methodology

2.1 Research Design

This study utilized a quantitative, non-experimental research method with a descriptive-correlational design. The descriptive component was used to present the levels of school culture, quality of work life, interpersonal support, and organizational citizenship behavior (OCB) among junior high school teachers. The correlational aspect explored the relationships among these variables. This design was appropriate for the study as it allowed the researcher to examine associations between multiple variables without manipulating any conditions. Furthermore, path analysis and Structural Equation Modeling (SEM) provided a deeper understanding of the influence of the exogenous variables—school culture, quality of work life, and interpersonal support—on the endogenous variable, organizational citizenship behavior.

2.2 Research Participants

The study focused on 12,326 junior high school teachers from eight congressional districts in Region XII, Mindanao, Philippines, during the school year 2023–2024. Using Slovin's Formula with a 5% margin of error, a sample size of 400 teachers was selected through a stratified random sampling technique. This approach ensured proportional representation across the region's eight school divisions: Kidapawan City (18), General Santos City (54), Koronadal City (18), Tacurong City (8), Cotabato Province (113), South Cotabato (69), Sultan Kudarat (56), and Sarangani Province (64). Stratified sampling allowed the researcher to ensure that each division was fairly represented in the study. Only junior high school teachers teaching in the same school for at least five years were included, as they were more likely to have stable work experiences that reflect consistent organizational behaviors. Teachers with less than five years of tenure were excluded not only to avoid data influenced by the early stages of workplace adjustment but also to ensure that respondents had sufficient time to fully integrate and adapt into the school culture, nurture a stable professional and interpersonal relationship among colleagues, and exhibit consistent organizational behaviors. This criterion aimed to provide a more accurate and mature understanding of OCB within a well-established school context."

2.3 Research Instruments

The primary data collection tool was a structured questionnaire with four significant sections measuring a specific

variable. The first section measured school culture using the instrument adapted from Wagner (2006), with indicators including professional collaboration, affiliative collegiality, and self-determination/efficacy. Items including: in our school, teachers and staff discuss instructional strategies and curriculum issues, and a true “sense” of community is reflected, are some of the observed constructs to measure the level of school culture among teachers. The second part, adopted from Swamy et al. (2015), assessed the quality of work life using nine indicators: work environment, organizational culture and climate, relationships and cooperation, training and development, compensation and rewards, facilities, job satisfaction and security, autonomy, and adequacy of resources. Items including: in our school, the work environment is good and highly motivating, and I feel I am given adequate and fair compensation for my work, are some of the observed constructs to measure the quality of work life among teachers. The third part, adapted from Cohen and Hoberman (1983), evaluated interpersonal support, including tangible, belonging, self-esteem, and appraisal support. Items including: several people I trust to help solve my problems, and someone who takes pride in my accomplishments, are some of the observed constructs to measure the level of interpersonal support among teachers. The final section, adopted from Rubiato (2022), measured organizational citizenship behavior with five indicators: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. Items including: I voluntarily help other teachers with work-related problems, and I accept criticism objectively, whether from my subordinates, peers, or superiors, are some of the observed constructs to measure the level of OCB among teachers.

The instrument used a five-point Likert scale (1=Strongly Disagree to Agree 5=Strongly) to assess the frequency or agreement with each construct with the following interpretations: 4.20–5.00 (very high), 3.40–4.19 (high), 2.60–3.39 (moderate), 1.80–2.59 (low), and 1.00–1.79 (very low). The questionnaire underwent expert validation by six professionals, who gave it an average rating of 4.62, indicating strong content validity. The reliability of each section was confirmed through a pilot test using Cronbach’s alpha, yielding the following results: school culture ($\alpha = 0.94$), quality of work life ($\alpha = 0.96$), interpersonal support ($\alpha = 0.97$), and OCB ($\alpha = 0.95$). These values indicated excellent internal consistency.

2.4 Data Gathering Procedure

The researcher first secured approval from the University of Mindanao Ethics Review Center (UMERC), protocol number UMERC-2022-038. A pilot test was conducted to ensure the validity and reliability of the instrument. Upon receiving the necessary certifications, a permission letter signed by the research adviser and university dean was submitted to the Department of Education (DepEd) Regional Director of Region XII. Once approved, the researcher visited each of the eight DepEd Division Offices to seek formal approval from the division superintendents. After receiving all necessary endorsements, the researcher visited selected schools and distributed the survey questionnaires to the teacher-respondents. The researcher was available during distribution and collection for teachers who required assistance or clarification. All raw data were collected, organized into spreadsheets, and submitted to a statistics expert for analysis.

2.5 Data Analysis

The data analysis involved both descriptive and inferential statistics. Descriptive statistics assessed school culture levels, work-life quality, interpersonal support, and OCB, including frequency, mean, and standard deviation. Pearson’s Product-Moment Correlation was applied to identify the strength and direction of relationships among the variables. Multiple regression and factor analysis were used to determine which exogenous variables had the most significant impact on OCB. Structural Equation Modeling (SEM) was then used to test the hypothesized model and identify the best-fit model. Specific SEM fit indices were followed to assess how well the proposed model represents the observed data. These included Chi-square, p-value, CMIN/df, Normative Fit Index (NFI), Comparative Fit Index (CFI), Goodness of Fit Index (GFI), Tucker-Lewis Index (TLI), Root Mean Square Error of Approximation (RMSEA), and P-close. Standard benchmarks (e.g., CFI, GFI, and TLI > 0.95; RMSEA < 0.05). Combining these indices provides a more comprehensive and reliable evaluation of model fitness.

2.6 Ethical Considerations

This study strictly followed ethical research standards. Participants were informed of the study's purpose, benefits, and possible risks before they agreed to participate. Written informed consent was obtained from all participants. Confidentiality and anonymity were ensured throughout the study, and participation was voluntary, with respondents allowed to withdraw at any time without consequences. The researcher took careful measures to avoid ethical issues such as plagiarism, falsification, fabrication, or misconduct. Data were stored in a password-protected device, accessible only to the researcher, and all files will be deleted one year after the completion of the

study to protect participants' privacy. Additionally, findings from the research will be shared with participants as part of ethical transparency and appreciation for their participation.

3.0 Results and Discussion

3.1 School Culture, Quality of Work Life, and Interpersonal Support of Secondary School Teachers

Presented in Table 1 is the level of school culture of secondary school teachers in terms of professional collaboration, affiliative collegiality, and self-determination/efficacy. An overall mean of 4.09 and an SD of 0.60 were obtained, which is described as high. This means that the level of school culture is often manifested. Analyzing the result in the computation of all indicators of school culture, professional collaboration has the highest mean of 4.18 and SD of 0.64, which is described as high. In contrast, affiliative collegiality has the lowest mean of 4.02 with a standard deviation of 0.69, which is described as high.

Table 1. *Level of School Culture in Secondary Schools*

Indicators	SD	Mean	Descriptive Level
Professional Collaboration	0.64	4.18	High
Self-determination/Efficacy	0.67	4.07	High
Affiliative Collegiality	0.69	4.02	High
Overall	0.60	4.09	High

The high descriptive levels on every indicator of school culture of secondary school teachers are due to the very high rating on teachers and staff discussing instructional strategies and curriculum issues, the high rating on teachers and staff telling stories of celebrations that support the school's values, and personnel seek alternatives to problems/issues rather than repeating what has been done. The results imply a positive and collaborative environment for secondary teachers within the school, where they are engaged in meaningful conversations that lead to improving teaching practices and student outcomes. Moreover, the results suggest a culture of innovation and continuous improvement, which can enhance overall school effectiveness and adaptability.

This result is aligned with the findings of De Guzman (2024), who explored the preferred school culture of secondary school teachers and found that teachers highly preferred a hierarchical school culture, suggesting a desire for clear roles, expectations, and decision-making processes. Such a positive culture, characterized by strong leadership, collaborative teamwork, open communication, and a shared vision, can foster a work environment that empowers teachers and enhances student learning. Additionally, this result is consistent with the findings of Ismail et al. (2022), who investigated the impact of school culture on school effectiveness in government schools and revealed that schools with a positive school culture display higher school effectiveness compared to schools with less positive school culture. Similarly, the study of Kamaroellah and Mubarak (2019) and Bhatt (2023) supported the result, which found that a strong and positive school culture enhances teachers' job performance, professional commitment, and well-being. When educators feel valued, supported, and empowered, they are more motivated and engaged, leading to improved teaching practices and better student outcomes.

Disclosed in Table 2 is the level of quality of work life of secondary school teachers in terms of work environment, organization culture and climate, relation and cooperation, training and development, compensation and rewards, facilities, job satisfaction and security, autonomy of work, and adequacy of resources. The obtained overall mean of 4.06 signifies a high level. This indicates that the quality of

Table 2. *Level of Quality of Work Life in Secondary Schools*

Indicators	SD	Mean	Descriptive Level
Job Satisfaction and Security	0.65	4.20	Very High
Relation and Cooperation	0.69	4.14	High
Autonomy of Work	0.66	4.11	High
Organization Culture and Climate	0.68	4.10	High
Training and Development	0.77	4.10	High
Adequacy of Resources	0.76	4.01	High
Compensation and Rewards	0.74	4.00	High
Facilities	0.74	3.97	High
Work Environment	0.73	3.94	High
Overall	0.62	4.06	High

Secondary school teachers' work lives are often manifested. A per-indicator analysis found that job satisfaction and security indicators have the highest mean of 4.20, which is described as very high, with a standard deviation

of 0.65. In contrast, the indicator work environment has the lowest mean of 3.94, which is described as high, with a standard deviation of 0.73.

The high level of implementation of the indicators in quality of work life manifested among secondary school teachers in terms of work environment, organization culture and climate, relation and cooperation, training and development, compensation and development, facilities, job satisfaction and security, autonomy of work, and adequacy of resources imply that the school institutions established their quality of work life. The high result is due to the high ratings of the respondents on the working conditions are good; I am proud to be working for it, I get good support from my subordinates, and training programs help teachers achieve the required skills for performing the job effectively, I feel I am given adequate and fair compensation for the work I do, safety measures adopted are reasonable, I feel pretty secure about my job, my job allows me to be as productive as I can be, my job lets me use my skills and abilities, and communication and information flow between the departments is satisfactory. Due to these, secondary teachers experience a significant change in their well-being; the school enhances its outcomes, giving good vibes along the teaching-learning process and ultimately supporting the retention of teachers and even a leap in innovation.

The high level of quality of work life of secondary school teachers is aligned with the findings of Malimban et al. (2023), who reported a high level of QWL of teachers, particularly in terms of job happiness and working conditions, emphasizing that positive perceptions of QWL can contribute to increased job satisfaction and overall teacher well-being. Similarly, it aligned with the findings of Balunganon (2024), which revealed a high level of quality of work life of teachers that is frequently evident across various dimensions, including working conditions, social integration, growth opportunities, recreational spaces, compensation, and job security, underscoring the importance of these factors in shaping the quality of work life for teachers.

Displayed in Table 3 is the level of interpersonal support of secondary school teachers in terms of tangible support, belonging support, self-esteem support, and appraisal support. The level of interpersonal support of secondary school teachers attained an overall mean of 3.94, which is described as high. This means that the level of interpersonal support of secondary school teachers is often manifested. All indicators of interpersonal support recorded high mean scores. Based on the indicator analysis, belonging support has the highest mean of 4.08, which is described as high, with a standard deviation of 0.66. Meanwhile, the indicator of self-esteem support has the lowest mean score of 3.60, which is interpreted as high and has a standard deviation of 0.71.

Table 3. *Level of Interpersonal Support in Secondary Schools*

Indicators	SD	Mean	Descriptive Level
Appraisal Support	0.69	4.17	High
Belonging Support	0.66	4.08	High
Tangible Support	0.70	3.90	High
Self-esteem Support	0.71	3.60	High
Overall	0.58	3.94	High

The high interpersonal support among secondary school teachers regarding tangible, belonging, self-esteem, and appraisal support shows that they receive significant interpersonal support from their peers and superiors in Region XII. The high results are attributed to the high ratings of the respondents on there is at least one person I know whose advice I trust; if I were sick and needed someone (friend, family member, or acquaintance) to take me to the doctor, I would have no trouble finding someone, I have an easy time keeping pace with my friends, and there are several different people I enjoy spending time with. This suggests that teachers have a strong sense of social support and connection within their social networks and the presence of reliable relationships that can provide guidance and reassurance. Moreover, this also reflects a robust support system, contributing to emotional well-being and resilience and fulfilling social life, which can enhance overall happiness and reduce feelings of isolation.

The high-level interpersonal support of secondary school teachers is parallel to the findings of Riggio and Richard (2019), which emphasized that strong interpersonal support from colleagues, administrators, and families positively impacts teacher well-being and job satisfaction. This support can mitigate stress, burnout, and turnover intentions. Also, it is aligned with the findings of Gregory and Chapman (2019), which underscored that a positive school culture characterized by strong relationships among staff members can significantly impact teacher well-being and job satisfaction. Supportive school leaders and collaborative cultures can enhance interpersonal support. Additionally, the result is also consonant with the findings of Skaalvik and Skaalvik (2019), which accentuated that supportive

relationships with colleagues can enhance teachers' emotional well-being, fundamentally influencing their teaching effectiveness.

As seen in Table 4, the level of organizational citizenship behavior among secondary school teachers is presented in terms of altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. It obtained an overall mean of 4.29, indicating that teachers' organizational citizenship behavior always manifests an overall standard deviation of 0.51. The indicator with the highest mean is courtesy at 4.46, which is described as very high with a standard deviation of 0.53. On the other hand, altruism obtained the lowest mean at 4.12, which is described as high, with a standard deviation of 0.66.

Table 4. *Level of Organizational Citizenship Behavior in Secondary Schools*

Indicators	SD	Mean	Descriptive Level
Courtesy	0.53	4.46	Very High
Conscientiousness	0.56	4.36	Very High
Civic Virtue	0.54	4.31	Very High
Sportsmanship	0.59	4.21	Very High
Altruism	0.66	4.12	High
Overall	0.51	4.29	Very High

The very high descriptive levels on the indicators of organizational citizenship behavior of secondary school teachers are due to the very high rating on I voluntarily help other teachers with work-related problems; I display maturity and enthusiasm in aiming for higher organizational goals, I deal positively with the situation that does not go as planned, I demonstrate professional image: being polite and trustworthy, and I observe proper decorum in relating with superiors and peers. The results suggest a strong culture of collaboration and professionalism within the school environment and reflect a supportive atmosphere that fosters teamwork and enhances overall school functionality. Moreover, this indicates a commitment to continuous improvement and resilience and reinforces a respectful and conducive working environment, which can contribute to higher job satisfaction and improved student outcomes.

This result is consistent with Al-Ahmadi and Mahran's (2021) and Somech and Bogler's (2023) findings, which revealed that teachers demonstrated a high level of OCB, including extra effort, innovation, and student support. However, this result is contradicted by Gnanarajan et al.'s study, which revealed a decline in the teachers' propensity to perform OCB on students, school, and their colleagues. Factors such as work-family conflict, perceived organizational support, teacher values, teachers' self-efficacy, student behavior patterns, and pupil control ideologies significantly contribute to these low levels of teachers' OCB. These factors can erode teachers' motivation and capacity to engage in discretionary behaviors. The contrasting results highlight the complexity of OCB as a construct influenced not only by school culture but also by individual perceptions and external pressures. It also highlights the need for a nuanced approach in interpreting OCB, recognizing that favorable outcomes in some settings may not be easily replicated in others due to differing internal and external stressors.

3.2 Relationship Between School Culture and Organizational Citizenship Behaviors

Table 5 shows the results of the significant relationship between school culture and organizational citizenship behaviors of secondary school teachers. As displayed in the hypothesis, the relationship was tested at the 0.05 significance level. The total r value of 0.590 with a p -value less than 0.05 indicates a strong positive and significant relationship between school culture and organizational citizenship behaviors of secondary school teachers. The positive correlation coefficient r signifies a direct relationship between the two variables; that is, as the school culture improves, there is a corresponding increase in the organizational citizenship behavior among teachers.

Furthermore, the results reveal that all indices of school culture have a significant relationship with organizational citizenship behaviors, as all p -values are less than 0.05. This finding leads to the rejection of the study's first null hypothesis, positing that there is no significant relationship between school culture and the organizational citizenship behaviors of secondary school teachers. This suggests that improving the teacher's school culture regarding professional collaboration, affiliative collegiality, and self-determination/efficacy can enhance their organizational citizenship behavior. This is aligned with the study of Choong and Ng (2024), who found that trust and professional collaboration among colleagues promote shared responsibilities and teamwork, encouraging teachers to contribute beyond their formal roles and enhancing their overall commitment to organizational goals. When teachers collaborate effectively, share expertise, and support one another, they are more likely to exhibit

OCB, such as helping colleagues, volunteering for extra duties, and mentoring new teachers. This relationship is further strengthened by collective efficacy, underscoring the importance of a supportive and trusting school culture.

Table 5. Relationship between Sub-Variables under School Culture and Organizational Citizenship Behaviors

School Culture	Organizational Citizenship Behaviors					
	Altruism	Conscientiousness	Sportsmanship	Courtesy	Civic Virtue	Overall
Professional Collaboration	.419** .000	.475** .000	.476** .000	.455** .000	.459** .000	.518** .000
Affiliative Collegiality	.457** .000	.449** .000	.457** .000	.452** .000	.430** .000	.511** .000
Self-determination or Efficacy	.459** .000	.518** .000	.540** .000	.505** .000	.482** .000	.568** .000
Overall	.494** .000	.532** .000	.543** .000	.521** .000	.506** .000	.590** .000

Similarly, this is parallel to the study of Alias et al. (2023), which pointed out that affiliative collegiality, which emphasizes strong interpersonal relationships and mutual support among colleagues, strengthens trust and encourages behaviors such as helping peers and participating in extracurricular activities that benefit the school community. Moreover, this is consistent with the findings of Guhao and Sioting (2023), which accentuated that self-determination and efficacy empower teachers by enhancing their confidence and motivation, which are critical for driving proactive and constructive behaviors that align with organizational goals. When teachers feel empowered to make decisions and take initiative, they are more likely to engage in OCB, as they perceive their work as meaningful and impactful. Furthermore, the result is consonant with the study of Praharti et al. (2023), which revealed that school culture has a positive and significant effect on the teacher's Organizational Citizenship Behavior (OCB). This suggests that school culture enhances teachers' Organizational Citizenship Behavior (OCB).

These findings are generally consistent with Homans's Social Exchange Theory (1958). This theory posited that a positive school culture that fosters supportive relationships and collaboration can enhance teachers' perceptions of the rewards associated with engaging in OCB, such as recognition, respect, and a sense of belonging. When teachers feel their contributions are valued and reciprocated by their peers and the administration, they are more likely to engage in discretionary behaviors that benefit the school community.

3.3 Relationship between Quality of Work Life and Organizational Citizenship Behavior

Disclosed in Table 6 is the relationship between the quality of work life and organizational citizenship behaviors of secondary school teachers. As displayed in the hypothesis, the relationship was tested at a 0.05 significance level. The overall R value of 0.700 with a p-value less than 0.05 indicates a strong positive and significant relationship between the quality of work life and the organizational citizenship behaviors of secondary school teachers. The positive correlation coefficient r signifies a direct relationship between the two variables; as the quality of work life rises, there is a corresponding increase in organizational citizenship behavior among teachers. Individually, all indicators of quality of work life correlate positively with organizational citizenship behaviors, having p-values less than 0.05. This finding leads to the rejection of the study's second null hypothesis, positing that there is no significant relationship between quality of work life and the organizational citizenship behaviors of secondary school teachers.

This result is aligned with the study of Helvacı and Eker (2019), which demonstrated that teachers' quality of work life significantly affects their OCB, indicating that a harmonious integration of professional and personal life encourages teachers to contribute voluntarily to organizational goals. It also emphasized that a positive and significant relationship between teachers' quality of work life (QWL) and their organizational citizenship behavior (OCB) underscores the critical role of a supportive work environment in promoting behaviors that extend beyond formal job requirements. A high QWL, characterized by factors such as work environment, job satisfaction and security, relation and cooperation, and adequacy of resources, fosters a sense of well-being among teachers, enhancing their willingness to engage in discretionary behaviors that benefit the organization. For instance, teachers who experience a favorable work-life balance are more likely to exhibit altruistic behaviors towards colleagues and students, contributing to a collaborative and productive school culture.

Table 6. Relationship between Sub-Variables under Quality of Work Life and Organizational Citizenship Behaviors

Quality of Work Life	Organizational Citizenship Behaviors					
	Altruism	Conscientiousness	Sportsmanship	Courtesy	Civic Virtue	Overall
Work Environment	.482** .000	.450** .000	.504** .000	.422** .000	.463** .000	.529** .000
Organization Culture and Climate	.576** .000	.568** .000	.616** .000	.557** .000	.568** .000	.656** .000
Relation and Cooperation	.503** .000	.502** .000	.548** .000	.530** .000	.541** .000	.596** .000
Training and Development	.475** .000	.496** .000	.523** .000	.471** .000	.478** .000	.555** .000
Compensation and Rewards	.534** .000	.560** .000	.534** .000	.531** .000	.496** .000	.604** .000
Facilities	.515** .000	.491** .000	.514** .000	.463** .000	.460** .000	.557** .000
Job Satisfaction and Security	.578** .000	.657** .000	.617** .000	.620** .000	.584** .000	.693** .000
Autonomy of Work	.580** .000	.636** .000	.619** .000	.583** .000	.570** .000	.679** .000
Adequacy of Resources	.521** .000	.521** .000	.573** .000	.490** .000	.510** .000	.595** .000
Overall	.610** .000	.624** .000	.647** .000	.597** .000	.598** .000	.700** .000

Similarly, this is supported by the findings of Singh (2019), who pointed out that positive QWL can increase job satisfaction and organizational commitment, further motivating teachers to go above and beyond their prescribed duties. Educational institutions aiming to enhance OCB among teachers should prioritize improving the quality of work life, as this benefits the teachers and contributes to the organization's overall effectiveness and success. Moreover, this finding is consistent with the study of Sumarsi and Rizal (2022), who revealed that higher QWL positively influences OCB among teachers, suggesting that when educators experience a balanced and fulfilling work life, they are more inclined to engage in behaviors that go beyond their formal job responsibilities. Furthermore, these findings are aligned with the Job Demands-Resources (JD-R) Theory formulated by Bakker and Demerouti in 2014. This theory provides a framework for understanding the relationship between the quality of work life and Organizational Citizenship Behavior (OCB) among teachers, which posits that job demands like workloads can lead to strain. However, job resources like support can mitigate this effect and promote well-being. High QWL facilitated but sufficient resources lead to positive emotions like job satisfaction, further motivating teachers to engage in OCB (Bakker et al., 2014; Mazzetti et al., 2023).

3.4 Relationship between Interpersonal Support and Organizational Citizenship Behavior

Table 7 shows the results of the relationship between interpersonal support and organizational citizenship behavior of secondary school teachers. As displayed in the hypothesis, the relationship was tested at a 0.05 significance level. The overall R value of 0.649 with a p-value less than 0.05 indicates a strong positive and significant relationship between interpersonal support and the organizational citizenship behaviors of secondary school teachers. The positive correlation coefficient r signifies a direct relationship between the two variables. As the interpersonal support increases, there is also a corresponding increase in teachers' organizational citizenship behavior. Individually, all indicators of interpersonal support correlate positively with organizational citizenship behaviors, having a p-value less than 0.05. This finding rejects the study's third null hypothesis, which stated that there is no significant relationship between interpersonal support and the organizational citizenship behaviors of secondary school teachers.

These findings emphasize the significant role of a supportive work environment in fostering discretionary behaviors that benefit educational institutions. This suggests that when teachers have strong interpersonal support from their peers and the school, they are likelier to go the extra mile for their students and the school community. Moreover, a supportive environment contributes to a sense of belonging and organizational commitment, motivating teachers to exhibit OCB. Hence, fostering interpersonal support within schools is essential for encouraging OCB among teachers, leading to improved collaboration, enhanced school performance,

and better student outcomes.

Table 7. Relationship between Sub-variables under Interpersonal Support and Organizational Citizenship Behaviors

Interpersonal Support	Organizational Citizenship Behaviors					
	Altruism	Conscientiousness	Sportsmanship	Courtesy	Civic Virtue	Overall
Appraisal Support	.500** .000	.494** .000	.462** .000	.507** .000	.463** .000	.551** .000
Tangible Support	.484** .000	.399** .000	.434** .000	.404** .000	.431** .000	.492** .000
Self-esteem Support	.539** .000	.381** .000	.459** .000	.281** .000	.386** .000	.472** .000
Belonging Support	.642** .000	.526** .000	.517** .000	.482** .000	.530** .000	.617** .000
Overall	.658** .000	.547** .000	.570** .000	.510** .000	.551** .000	.649** .000

This result parallels the study of Choong and Ng (2024), who found that trust among colleagues enhances teachers' self-efficacy, promoting OCB. This dynamic suggests that when teachers feel supported by their peers, they are more likely to engage in behaviors beyond their formal job requirements, such as assisting colleagues and participating in school activities. Similarly, it is aligned with the study of Hsieh et al. (2022), which highlighted that perceived organizational support at both the school and teacher levels positively influences teachers' job engagement and OCB. These findings underscore the critical role of interpersonal support in enhancing teachers' commitment and proactive engagement within schools, highlighting the need for educational institutions to cultivate environments that support teachers' well-being to promote organizational success. Furthermore, these results are consistent with the Social Support Theory of Cohen and Wills (1985), which states that the presence of supportive relationships can buffer against stress and promote desirable outcomes, such as increased well-being and resilience. These lead to enhanced job satisfaction, reduced burnout, and the promotion of a collaborative work environment where OCB is valued and reinforced.

3.5 Influence of School Culture, Quality of Work Life, and Interpersonal Support on Organizational Citizenship Behavior

Table 8 establishes the influence of school culture, quality of work life, and interpersonal support on the organizational citizenship behaviors of secondary school teachers. The analysis yielded a significant F-value of 164.994 with a corresponding p-value of 0.000, indicating that the regression model is statistically significant. This result rejects the fourth null hypothesis that the examined variables (Quality of Work Life and Interpersonal Support) can predict teachers' organizational citizenship behavior. In addition, the R² of 0.556 signifies that 55.6 percent of the variation in organizational citizenship behaviors of secondary school teachers is explained by the predictor variables, school culture, quality of work life, and interpersonal support. This means that 44.4 percent of the variation could be attributed to other factors besides these three variables. The data further revealed that the standard coefficient of quality of work life has the highest beta of 0.428. This indicates that the quality of work life has the most significant influence on the organizational citizenship behaviors of secondary school teachers, compared to interpersonal support, which has 0.340, and school culture, which has 0.060, respectively.

Table 8. Influence of School Culture, Quality of Work Life, and Interpersonal Support on the Organizational Citizenship Behavior

(Variables)	Organizational Citizenship Behavior				
	B	β	t	Sig.	
Constant	1.49		11.1	.000	
School Culture	.051	.060	.978	.329	
Quality of Work Life	.350	.428	6.12	.000	
Interpersonal Support	.297	.340	7.66	.000	
	R	.745			
	R ²	.556			
	ΔR	.552			
	F	164			
	p	.000			
	R	.745			

Numerous studies have investigated the positive influence of Quality of Work Life (QWL) on Organizational Citizenship Behavior (OCB) among teachers, emphasizing the critical role of QWL in fostering behaviors that benefit educational institutions. A high QWL, which encompasses job satisfaction, work-life balance, supportive leadership, and adequate compensation, creates a sense of belonging and commitment among teachers. This

commitment motivates them to engage in OCBs, including helping colleagues, volunteering for additional tasks, and going beyond their formal job responsibilities.

This is aligned with the findings of Koyuncu and Demirhan (2021), who examined the levels of QWL, organizational commitment, and OCB among teaching staff in higher education institutions. The study revealed a strong positive correlation between QWL and organizational commitment and a moderate positive correlation between QWL and OCB. Similarly, this parallels the study by Surya and Jacob (2023), which demonstrated that higher QWL is associated with increased OCB, indicating that teachers who experience better working conditions are more likely to engage in voluntary, pro-social behaviors beyond their job requirements. Additionally, it aligns with the findings of Lie et al. (2022), which emphasized that supportive leadership and strong organizational commitment have been shown to amplify the positive effects of QWL on OCB, and that of Afzal et al. (2022), which pointed out that specific dimensions of QWL, such as a safe and healthy work environment, opportunities for professional development, and adequate compensation, have been found to influence the promotion of OCBs among educators significantly.

3.6 Generated Structural Models of Organizational Citizenship Behavior

Table 9 discloses the summary of goodness of fit measures for the three generated models. Several indices were used to evaluate each model, and the optimal model was identified based on the best fit across these indices. Moreover, the table highlights the results of the goodness of fit measures of Model 3. As shown in the results, the Model 3 values have successfully met the criteria set by each index: CMIN/DF < 2, GFI, CFI, NFI, TLI > 0.95, and RMSEA < 0.05 with a P-Close > 0.05. The result aligns with the criteria set by Sahoo (2019), emphasizing that the CMIN/DF should be less than 2. The Tucker-Lewis Index (TLI), Comparative Fit Index (CFI), Normed Fit Index (NFI), and Goodness of Fit Index (GFI) should be more than 0.95. Moreover, the RMEA and PCLOSE values are supported by Sathyanarayana & Thangamuthu (2024), indicating 0.01, 0.05, and 0.08 as excellent, good, and mediocre fit, respectively, with a P-Close that is greater than 0.05.

Table 9. Summary of Goodness of Fit Measures of the Three Generated Models

Model	P-value (>0.05)	CMIN / DF (0<value<2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	8.294	.750	.827	.808	.805	.135	.000
2	.000	5.087	.809	.904	.884	.891	.101	.000
3	.062	1.457	.982	.996	.987	.993	.034	.877

Legend: P-value -> 0.05- value must be greater than 0.05

CMIN/DF - Chi-Square/Degrees of Freedom - (0 < value < 2) - values must be greater than zero but less than 2

GFI - Goodness of Fit Index -> 0.95- value must be greater than 0.95

CFI - Comparative Fit Index -> 0.95- value must be greater than 0.95

NFI - Normed Fit Index -> 0.95- value must be greater than 0.95

TLI - Tucker-Lewis Index -> 0.95- value must be greater than 0.95

RMSEA - Root Mean Square of Error Approximation - < 0.05- value must be less than 0.05

P-close -> 0.05- value must be greater than 0.05

The generated Model 1 is presented in Figure 1, which obtained a p-value of 0.000, CMIN/DF of 8.294, goodness of fit index of .750, comparative fit index of .827, normed fit index of .808, Tucker-Lewis's index of .805, RMSEA of .135, and a p-close of .000. All of these values failed to satisfy the best-model indices. Meanwhile, Model 2, as presented in Figure 2, obtained a p-value of 0.000, CMIN/DF of 5.087, goodness of fit index of .809, comparative fit index of .904, normed fit index of .884, Tucker-Lewis's index of .891, RMSEA of .101, and a p-close of .000. All these values failed to satisfy the best-model indices. Specifically, the generated Model 3, as presented in Figure 3, the best-fit model of OCB of teachers, obtained a p-value of 0.062, CMIN/DF of 1.457, a goodness of fit index of .982, comparative fit index of .996, normed fit index of .987, Tucker-Lewis's index of .993, RMSEA of .034, and finally p-close of .877. All exogenous variables are fitted to be part of the best-fit model for organizational citizenship behaviors of secondary school teachers in Region XII.

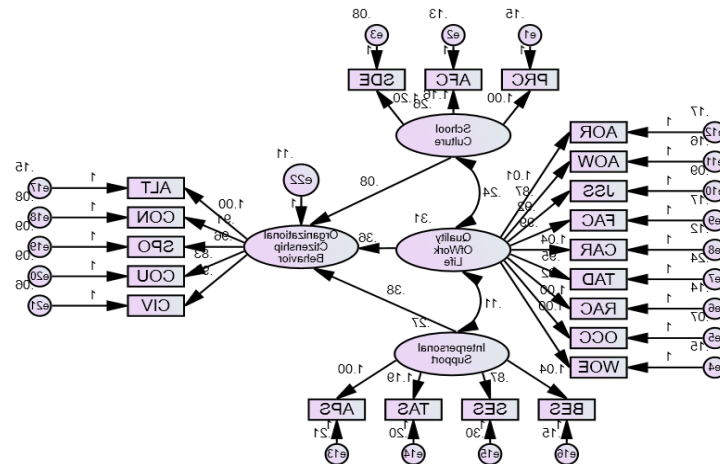


Figure 1. Generated Model 1 of Organizational Citizenship Behavior

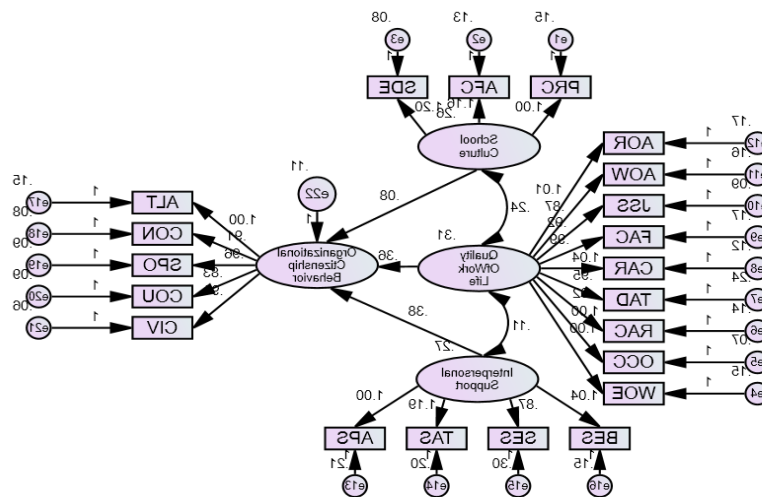


Figure 2. Generated Model 2 of Organizational Citizenship Behavior

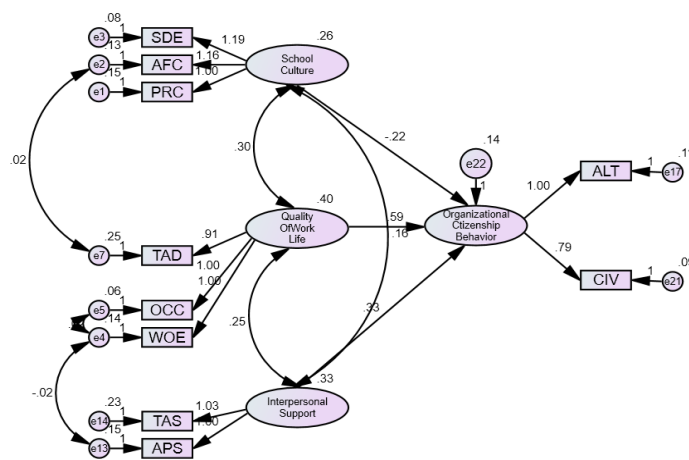


Figure 3. Best-Fit Model of Organizational Citizenship Behavior

Moreover, Figure 3 comprehensively illustrates the interconnected factors contributing to secondary teachers' positive organizational citizenship behavior. As shown in Table 10, quality of work life is strongly represented by its factors, with the highest beta value of .593 indicating a substantial positive influence—teachers who experience a supportive and fulfilling work environment are significantly more likely to engage in OCB; followed by interpersonal support (beta = .331) suggesting that collegial relationships and emotional support among peers and leaders contribute to teachers' willingness to go beyond their formal duties. Interestingly, school culture had a negative beta value (beta = -.218), indicating an inverse relationship with teachers' OCB. This result may suggest that certain cultural norms or organizational practices within the schools studied could be misaligned with the values or motivations that promote OCB, or that authoritarian school culture may suppress discretionary behaviors. These findings highlight the importance of fostering individual and relational support structures and critically examining school-wide cultural dynamics that may unintentionally hinder positive organizational citizenship behaviors.

Also, the goodness of fit results revealed that all these values satisfy the best-model indices criteria as shown by $CMIN/DF\ 0 < 1.457 < 2$, $GFI, CFI, NFI, TLI > 0.95$, and $RMSEA < 0.05$ with a $P\text{-Close} > 0.05$. This indicates that the currently structured model adequately explains the relationships between these variables and organizational citizenship behaviors. This model, which demonstrated the best fit among those tested, highlights the crucial role of school culture, quality of work life, and interpersonal support in fostering organizational citizenship behavior among teachers. Significantly, the model goes beyond identifying these individual influences to illustrate their interconnectedness. It reveals a causal chain where a positive school culture fosters a higher quality of work life, promoting stronger interpersonal support among colleagues. These positive relationships then loop back to reinforce a positive school culture, creating a virtuous cycle. By visualizing these complex interactions, Model 3 provides valuable insights for school leaders seeking to cultivate a thriving, supportive work environment where teachers and students can flourish.

Table 10. *Regression Weights of the 3 Generated Models*

Model	Exogenous Variables to Endogenous Variable		
	School Culture	Quality of Work Life	Interpersonal Support
1	.057 ^{NS}	.406 ^{***}	.383 ^{***}
2	.081 ^{NS}	.359 ^{**}	.378 ^{***}
3	-.218 ^{NS}	.593 ^{NS}	.331 ^{**}

* $p < 0.05$, ** $p < 0.01$, *** $p = 0.000$, NS = not significant

Moreover, all three indicators of school culture (EXO1) identified as professional collaboration, affiliative collegiality, and self-determination/efficacy remained significant predictors of organizational citizenship behavior of secondary teachers. Likewise, three out of nine indicators of quality of work life (EXO2), namely training and development, organization culture and climate, and work environment, were found to influence the organizational citizenship behavior of secondary teachers. Furthermore, two out of four indicators of interpersonal support (EXO3), identified as tangible and appraisal support, were predictors of organizational citizenship behavior. Meanwhile, the model retained two out of five indicators of organizational citizenship behavior (ENDO), namely altruism and civic virtue, and further showed a direct causal link between exogenous and endogenous variables.

4.0 Conclusion

This study highlights the significant role of school culture, quality of work life, and interpersonal support in shaping secondary school teachers' organizational citizenship behavior (OCB). While teachers generally exhibited high levels of OCB, areas such as affiliative collegiality, work environment, self-esteem support, and altruism were identified as needing improvement. These findings underscore the importance of fostering a supportive, collaborative, and empowering school environment through mentorship programs, team-building activities, and peer support initiatives. Anchored in the Social Exchange Theory, Job Demands-Resources Model, and Social Support Theory, the study affirms that positive relationships, adequate resources, and strong social networks enhance teacher motivation and willingness to go beyond formal roles. Future research may validate the adapted model and questionnaire in diverse educational contexts such as elementary schools, private institutions, or schools in rural areas, to further strengthen its application, generalizability, and practical relevance. This validation is important to determine whether the model accurately captures the dynamics of organizational citizenship behavior (OCB) across varying cultural, institutional, and demographic settings.

Additionally, examining the model's sensitivity to factors such as leadership style, resource availability, and community engagement can help refine its constructs and enhance its applicability in guiding policy and practice. Moreover, school administrators and policymakers may implement targeted interventions such as structured mentorship programs, regular team-building activities, annual onboarding sessions, and peer coaching systems to strengthen areas of weakness identified in the study. These practical strategies can help strengthen collegial relationships, boost teachers' self-worth, and foster a positive work environment—thereby sustaining high levels of OCB and promoting a more engaged and collaborative school community.

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The authors contributed equally to all aspects of this research, including the conceptualization, methodology, data analysis, writing, and manuscript revision. Each author shares equal responsibility for the content and integrity of the work.

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7.0 Conflict of Interests

There is no conflict of interest in the publication of this paper, as declared by the authors

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