THE MEDIATING EFFECT OF ORGANIZATIONAL HEALTH ON THE RELATIONSHIP BETWEEN THE SELF-CONCEPT AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR OF TEACHERS AMONG PUBLIC ELEMENTARY SCHOOLS

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Abstract:

The purpose of this study was to determine the mediating effect of organizational health on the relationship between self-concept and organizational citizenship behavior among public schools. Utilizing quantitative, non-experimental design via correlational technique, data were obtained from 300 respondents of the study who are teachers in public elementary schools in Cateel 2, Davao Oriental. The researcher utilized a total population sampling technique and an online survey mode of data collection. The researcher also utilized the statistical tools mean, Pearson r, and Medgraph using the Sobel z-test. From the results of the study, it was found that there is a very high level of self-concept, organizational citizenship behavior, and organizational health. Also, results revealed that there is a significant relationship between self-concept and organizational citizenship behavior, a significant relationship between self-concept and organizational health, and a significant relationship between organizational health organizational citizenship behavior. Further, organizational health has a partial mediating effect on the

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relationship between self-concept and organizational citizenship behavior among public schools.

Keywords: educational management, organizational health, self-concept, organizational citizenship behavior, mediating effect, Philippines

1. Introduction

The problem of organizational citizenship behavior is due to the increasing mismanagement, scandal, and corruption in various organizations that have contributed to the demand for better leadership. Such problems lead to abusive supervision which affects the organizational citizenship behavior of teachers (Shifare *et al.*, 2021). Also, the presence of negative social acts at work such as bullying leads to the absence of organizational citizenship behavior (Vazquez-Rodriguez *et al.*, 2020). Experiencing numerous work pressures and the existing culture of poor work-life balance leads teachers to be greatly disappointed with their jobs. Thus, their organizational citizenship behavior decreases (Seman *et al.*, 2022).

Organizational citizenship behavior has numerous roles in organizational development. It stimulates the school's effective operation through employees' conduct. Schools must take part in hiring school heads who have leadership skills and employees who are motivated to work in order to improve organizational citizenship behavior (Asgari *et al.*, 2020; Rahman & Karim, 2022). Teachers with high organizational citizenship behavior create a positive atmosphere in which their stakeholders in the school are likely to increase their contribution to fulfilling the school goals (Isik, 2021). Although organizational citizenship behavior is not part of an individual's job duties, it can greatly benefit the organization (Prakoso, 2022).

Self-concept is an important antecedent of organizational citizenship behavior. A previous study found out that self-concept is relevant in organizational citizenship behavior over time wherein self-concept enhances citizenship behaviors (Ponto *et al.*, 2023). Also, employees with high perceived insider status integrate organizational citizenship behaviors into their self-concept, regard themselves as insiders, and act in a way that is consistent with their identity (Wang *et al.*, 2021).

Additionally, organizational health varies across a worker's career stages and job roles as a result of changes in self-concept at different career stages, or certain time periods in a worker's work life that are characterized by distinctive values, attitudes, and expectations of the worker. Similarly, self-concept can be measured based on perceptions regarding the influence of work on organizational health, the competence to carry out a job, the satisfaction of individual needs, and self-confidence, among others (Puente-Palacios & Souza, 2018; Yokouchi & Hashimoto, 2020).

There is a need to help other employees in carrying out their duties as doing employee work for others when their work piles up improves the quality of

organizational health and organizational citizenship behavior. The organization not only requires employees to work optimally according to their job descriptions but also expects employees to possess organizational citizenship behavior. Personal attitudes and self-efficacy positively influence organizational citizenship behavior related to environment and organizational health thus, are by perceived organizational support and social norms (Firmansyah *et al.*, 2022; Testa *et al.*, 2018).

Moreover, there were limited studies that dealt with the mediating effect of organizational health on the relationship between self-concept and organizational citizenship behaviors of teachers among public elementary schools in Region XI or specifically in Cateel 2nd District. Existing studies were only on Self-Concept and Organizational Citizenship Behaviors from a Self-Regulatory Perspective by Ponto *et al.* (2022) and Work and Well-Being: Collective and Individual Self-Concept, Job Commitment, Citizenship Behavior, and Autonomy as Predictors of Overall Life Satisfaction by Roney and Soicher (2021). Further, the outcome of the study will also help become an asset to the world of literature. Hence, making this study a generation of new knowledge that can give specific contributions to the field of education. Furthermore, results can be used to develop or augment practices of public elementary school teachers as to their self-concept, organizational citizenship behaviors, and organizational health. Thus, the need to conduct this study.

2. Literature Review

Self-acceptance refers to the individual's satisfaction with oneself and is necessary for good mental health. It requires a realistic and subjective awareness of one's own strengths and weaknesses. Self-acceptance causes the individual to feel that he/she has a unique value. It is also the ability from within to appreciate the characteristics that exist in oneself and continue to be able to develop potential, and when dealing with conditions that are negative, individuals with high self-acceptance can remain proud. If one has high self-acceptance and high social support then his/her confidence level will also be high. The higher the self-esteem and social support of teachers, the higher their self-confidence (Bingol & Batik, 2019; Pastimo & Muslikah, 2022).

Teacher relationship with pupils is an important factor that improves student learning and academic outcomes. Teachers' supportive relationship with pupils affects student behavioral and academic adjustment. Academic and behavioral performance is linked with high levels of teachers' support which can either improve or deteriorate students' academic outcomes. Teacher relationship with pupils creates a thriving classroom environment, help students develop self-worth, and improve student mental health. Such positive relationships decrease behavioral problems and promote academic success (Agyekum, 2019; Coristine *et al.*, 2022).

Further, courtesy is remembering events and changes in the organization, keeping up with changes and developments in the organization, reading and following

organizational announcements, and using one's judgments to assess what is best for the organization. It is also behavior alleviating problems related to work faced by others. Courtesy involves the discretionary enactment of thoughtful and considerate behaviors that prevent work-related problems for others. This means that employees have respect for their co-workers and engage in behavior meant to reduce conflict (Habeeb, 2019; Hasanuddin, 2020).

Sportsmanship is sacrificing for the sake of the team and motivating others during problems. Employees displaying sportsmanship are willing to sacrifice their personal interest for the good of the group, maintain a positive attitude, and endure personal inconveniences without complaint in order to conserve organizational resources, thus improving job productivity. Sportsmanship can increase work group morale and greatly reduce turnover rate. Employees who are future-focused think about future improvements and perceive everything in a bigger picture which results in the rare overreacting to negativity (Barsulai *et al.*, 2019; Romaiha *et al.*, 2019).

Moreover, morale is carried out by the mental and emotional condition of an individual. Similarly, teachers' morale has been affected by restrictive school policies, accountability pressure, and constrained professionalism. It was found that teachers become less effective if they have low morale. By examining the relationship between teachers' morale and their job satisfaction, teachers' morale is significantly and positively correlated to job satisfaction. It implies that even successful educators who labeled themselves as exceptional teachers seem to feel discouraged despite their enthusiasm and passion. Thus, it would affect their perception of their job (Dunn, 2020; Erichsen & Reynolds, 2020).

Academic emphasis plays an important role to teachers in helping students to achieve educational success. The norms and values of a school, and teacher-student interconnection have a strong academic emphasis (Ramberg *et al.*, 2019). Also, there is a strategic approach to improve teachers' utilization of academic knowledge in teaching which is structural collaboration that includes innovative communication networks and partnerships between school and university. Teachers with more student emphasis on their academics have lower rates of stress and burnout. Hence, school educators working on well-being convey how efficiently they manage classroom practices (Bottiani *et al.*, 2019; Van Schaik *et al.*, 2018).

Self-concept is an important antecedent of organizational citizenship behavior. A previous study found out that self-concept is relevant in organizational citizenship behavior over time wherein self-concept enhances citizenship behaviors (Ponto *et al.*, 2023). Also, employees with high perceived insider status integrate organizational citizenship behaviors into their self-concept, regard themselves as insiders, and act in a way that is consistent with their identity (Wang *et al.*, 2021).

Additionally, organizational health varies across a worker's career stages and job roles as a result of changes in self-concept at different career stages, or certain time periods in a worker's work life that are characterized by distinctive values, attitudes, and

expectations of the worker. Similarly, self-concept can be measured based on perceptions regarding the influence of work on organizational health, the competence to carry out a job, the satisfaction of individual needs, and self-confidence, among others (Puente-Palacios & Souza, 2018; Yokouchi & Hashimoto, 2020).

There is a need to help other employees in carrying out their duties as doing employee work for others when their work piles up improves the quality of organizational health and organizational citizenship behavior. The organization not only requires employees to work optimally according to their job descriptions but also expects employees to possess organizational citizenship behavior. Personal attitudes and self-efficacy positively influence organizational citizenship behavior related to environment and organizational health thus, are by perceived organizational support and social norms (Firmansyah *et al.*, 2022; Testa *et al.*, 2018).

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3. Material and Methods

In this study, there were 300 respondents from a total population of 330 public elementary school teachers coming from Cateel 2, Davao Oriental. From the total population of 330, 30 public elementary school teachers were considered in the pilot test and were excluded from the full-blown survey. With a desire to give everyone a chance to be included in the study, a total population sampling technique was used. Total population sampling is a design where you choose to examine the entire population that has a particular set of characteristics such as specific experiences, knowledge, skills, and exposure to an event (Laerd, 2012). Moreover, the idea is that the groupings are made so that the population units within the groups are similar.

For the inclusion criteria, the public elementary school teachers in Cateel 2, Davao Oriental were the groups to become respondents. These public elementary school teachers are currently employed in SY 2023-2024 and whose plantilla numbers are in the Department of Education, as they are the ones who were in the position to provide useful information upon testing the hypothesis of the study. For the exclusion criteria, teachers in the junior and senior high schools in Cateel 2, Davao Oriental, even if teaching in the identified areas of the study were excluded from the study, were in different work environments and supervision. Also, those teachers in private schools and those teachers who hold managerial or supervisory positions were also excluded from the study. The

respondents were chosen accordingly to answer the questionnaire with confidentiality. The target respondents are free to decline from participating in the survey. They were not forced to answer the research questionnaire and were encouraged to return the same to the researcher for its automatic disposal. Moreover, they can withdraw anytime their participation in the research process if they feel uncomfortable about the study since they were given the free will to participate without any form of consequence or penalty.

This study was conducted in 21 public elementary schools in Cateel 2, Davao Oriental, which is part of Region XI in the Philippines. Region XI is located in the southeastern portion of Mindanao, and Mindanao consists of five provinces, namely: Compostela Valley, Davao del Norte, Davao del Sur, Davao Oriental, and Davao Occidental. The region encloses the Davao Gulf and its regional center is Davao City. Cateel is a second-class municipality in the province of Davao Oriental. It is situated on the shore of a bay of the Pacific Ocean at the mouth of the river bearing its name. Cateel is bounded on the North by the Municipality of Boston, on the east by the Pacific Ocean, on the South by the Municipality of Baganga, and on the West by the Municipality of Compostela, Cateel is a land of rich and fertile valleys, rolling, hills, beaches, swamps and vast plains. Also, Cateel was divided into two school districts, namely: Cateel District I and Cateel Distirct II.

The researcher believes that this was the appropriate locale of the study because it had a good number of respondents who can ensure concrete results of the study and that the researcher had not come across a study using the variables on organizational health, self-concept, and organizational citizenship behavior in the local setting. As a researcher, who is presently teaching in Cateel, Davao Oriental is interested in knowing the existing level of organizational health, self-concept, and organizational citizenship behavior after the challenges brought about by the COVID-19 pandemic with the strict observance of the health and safety protocols and most especially the implementation of their teaching and learning strategies. Moreover, the researcher would like to know the experiences on how these teachers can cope and adjust to the abrupt shift from the face-to-face mode to the online method of teaching and learning. With the new normal, schools are going back to face-to-face classes and again this needs another adjustment from the teachers on the smooth and effective delivery of their class activities. As a result, the shift from an online setting to face-to-face classes or the new normal entails another challenge in terms of class preparation and conduct of class activities which in effect has affected the organizational health, self-concept, and organizational citizenship behavior of teachers.

The quantitative, non-experimental design of research using correlational technique was used in this study. The correlational technique is a non-experimental design, where the researcher examines the relationship between two or more variables in a natural setting without manipulation or control. In correlational studies, the researchers examine the strength of associations between variables by looking at how change in one variable was correlated with change in the other variable (Creswell, 2014).

Moreover, a mediation model was used in this study. The mediation model is one that seeks to identify and explicate the mechanism or process that underlies an observed relationship between an independent variable (self-concept) and a dependent variable (organizational citizenship behaviors) via the inclusion of a third explanatory variable, known as a mediator variable (organizational health). Rather than hypothesizing a direct causal relationship between the independent variable and the dependent variable, a meditational model hypothesizes that the independent variable influences the mediator variable, which in turn influences the dependent variable. Thus, the mediator variable serves to clarify the nature of the relationship between the independent and dependent variables. In other words, mediating relationships occur when a third variable plays an important role in governing the relationship between the other two variables (MacKinnon, 2008).

In the collection of data, the researcher asked permission from the Schools Division Superintendent, then to the School Heads concerned, to allow the researcher to conduct the study to the 300 public elementary school teachers using the online method through Google Forms. Also, before the actual data collection, the researcher will secure Certificate of Compliance from UMERC (UMERC Protocol Number 2023-590) to ensure compliance with some ethical considerations in research. All the data in the retrieved questionnaires were analyzed and interpreted in line with the objectives of the study. Based on the findings of the study, conclusions and recommendations were formulated.

In the conduct of this study especially before the data were gathered, ethical issues and considerations will be dealt. The researcher underwent an evaluation conducted by the members of the ethics review committee. After several review processes, this study will be marked as passed and approved by the UM Ethics Review Committee (UMERC).

The participation of the respondents was completely voluntary and anonymous to protect their privacy. All public elementary school teachers in Cateel 2, Davao Oriental who were involved in the study were given the free will to participate without any form of consequence or penalty. As a researcher, all data gathered were kept confidential, and such information was utilized only for the purpose of the research. No names were required from the respondents so that their identities became anonymous in adherence to the Data Privacy Act of 2012 which protects the respondents from unauthorized processing of their private or identifiable information or guarantees them that their response cannot be traced back to its real sources to protect their identity.

Informed consent was secured from all the respondents involved in the study. The respondent signed the ICF to prove his/her willingness to participate. It was in a form asking for their voluntary consent in giving their ideas for the said study. The participants were carefully selected based on the criteria provided in the research. The criteria in the selection of respondents included all those public elementary teachers currently employed at Cateel 2, Division of Davao Oriental. No individual answered the questionnaire if he/she did not qualify for the criteria. The study did not involve high risks of situations that the respondents had experienced in the area of physical,

psychological, or socio-economic concerns. It protected and secured the rights of the respondents who were public elementary school teachers and this was conducted in accordance with due process.

All public elementary teachers were the primary beneficiaries of the study and they will be able to gain an understanding of the dynamic of organizational health, self-concept, and organizational citizenship behavior of teachers in the workplace. The results of this study can help the teachers in their profession since the findings of this study will give them new information about organizational health, self-concept, and organizational citizenship behavior of teachers. In addition, this study will be used as a practical reference for future research in the field of Education. Further, in the conduct of this research, the respondents will receive tangible benefits such as a simple token from the researcher.

The study used the Grammarly or Turnitin software and/ or Plagiarism Detector to ensure that there was no plagiarism to happen in the whole duration of the study. The study underwent the standard procedure of research established by the Professional Schools of the University of Mindanao and all the information presented was carefully written and cited. All sources used in this study came from reliable journals and other scholarly works There was no trace or indication of deliberate distortion of what was done. The study had no conflict of interest since the researcher had no relationship with the respondents of the study, but it was a requirement for the completion of the master's degree in education at the University of Mindanao Professional Schools.

In this study, there was no deceit as everything that was written and reflected was true and underwent validation and thorough checking from different experts in the field of research. The researcher secured proper permission from the targeted agencies where the respondents are teaching/working. There was an online mode of data gathering through the use of Google Forms. The researcher sent a letter to the Schools Division Superintendent of the Department of Education, Division of Davao Oriental asking for permission to conduct the study and once approved was furnished to the School Heads of the respondents. No person was authorized to publish nor present this paper except the researcher or the adviser without the consent of the researcher. For purposes of publication of this study, the adviser becomes the co-author of the study.

4. Results and Discussion

Table 1: Level of Self-Concept

Indicators	Mean	SD	Descriptive Level
Competence	4.24	0.54	Very High
Interpersonal perception	4.24	0.55	Very High
Acceptance of risks and initiatives	4.34	0.53	Very High
Relationship with pupils	4.45	0.51	Very High
Satisfaction	4.40	0.50	Very High
Self-acceptance	4.47	0.51	Very High
Overall	**4.36**	**0.45**	**Very High**

The level of self-concept is very high, resulting from the very high levels of responses. These are the indicators self-acceptance, relationship with pupils, satisfaction, acceptance of risks and initiatives, competence, and interpersonal perception have very high ratings. The very high-level rating of self-acceptance is suggestive of the very high extent of satisfaction of the teachers towards themselves. This is supported by the results as shown in items such as: "*As a teacher, I feel free, relax to be myself and accept the consequences*", *I learned a lot from my own mistakes and I find myself continually learning*". This implies that the respondents are open to all possibilities that may come their way and that they are positive to accept the consequences of their actions. This claim is aligned with the statements of various authors (Bingol & Batik, 2019; Pastimo & Muslikah, 2022) stating that self-acceptance causes the individual to feel that he/she has a unique value. It is also the ability from within to appreciate the characteristics that exist in oneself and continue to be able to develop potential, and when dealing with conditions that are negative, individuals with high self-acceptance can remain proud. The higher the self-esteem and social support in teachers, the higher their self-confidence.

Furthermore, the lowest means come from indicators of competence and interpersonal perception among the very high levels of means. For the teachers' competencies, the items which showed competence of teachers are: "*I am a good teacher and have good teaching abilities*". This implies that the respondents were portrayed as role models in the exercise of their teaching profession. This concurs with the statement of the authors (Nadia, 2020; Syafi'I, 2019) that the teachers' competencies and quality in teaching are manifested through their mastering skills, knowledge, and professional attitudes in carrying out duties and functions as teachers.

Teacher interpersonal perception is an important factor in students' participation in the learning process. This is coherent with the statement of (Karamane *et al.*, 2023; Tian & Shen, 2023) indicating that teacher interpersonal perception is shown by the teacher's warmth and friendliness which influence students' feelings. The statements such as: "*I have a good reputation as an efficient teacher and I am well accepted by others*" supported the indicator of interpersonal perception. By implication, this means that the respondents displayed a reputation that is worth emulating by others, and as such teachers become heroes of their profession. This comes by way of the teacher's encouragement, comfort, and criticism. Teachers' behavioral characteristics determine the nature of teacher-student relationships, and good interpersonal perceptions can create a positive environment for students' development.

The level of organizational citizenship behavior was analyzed based on the obtained and computed mean ratings of the indicators: courtesy, sportsmanship, civic virtue, conscientiousness, and altruism. Table 2 revealed that organizational citizenship behavior has an overall standard deviation of 0.46 and a Very High level with an overall mean score of 4.45. Furthermore, the indicator courtesy gained the highest mean score of 4.57 described as Very High while the indicator, altruism revealed the lowest mean score of 4.27 or Very High, which is still under the range of very high.

Table 2: Level of Organizational Citizenship Behavior

Indicators	Mean	SD	Descriptive Level
Altruism	4.27	0.61	Very High
Conscientiousness	4.44	0.53	Very High
Sportsmanship	4.48	0.52	Very High
Courtesy	4.57	0.49	Very High
Civic virtue	4.47	0.51	Very High
Overall	**4.45**	**0.46**	**Very High**

The very high level of organizational citizenship behavior resulted from the very high levels of responses. These are the indicators of courtesy, sportsmanship, civic virtue, conscientiousness, and altruism. The very high level of courtesy is suggestive of the very high extent of the teachers showing respectful behavior. The statements that supported courtesy are: "*as a teacher, I take steps to prevent problems with other teachers, respect the rights of others and that as a teacher, I try to avoid creating problems for others*". This is indicative of the idea that teachers are by nature peace-loving and do not want conflict in the workplace. They wanted to work in an environment where there was respect and harmony with each other. This claim is in line with various authors (Habeeb, 2019; Hasanuddin, 2020) wherein courtesy involves the discretionary enactment of thoughtful and considerate behaviors that prevent work-related problems for others. This means that employees have respect for their co-workers and engage in behavior meant to reduce conflict.

Additionally, the indicator altruism got a very high level of mean score, although considered the lowest among the very high indicators. Human behavior is selfless, this is what altruism means having selfless behavior for the benefit of others. This is supported by the statements that "*as a teacher, I help others who have heavy workloads and I am always ready to lend a helping hand to others*". This is compatible with the authors (Lin *et al.*, 2022; Peng, 2022) stating that individuals with high altruism with the ultimate goal of benefiting others' welfare typically help others more eagerly. Thus, people with a high altruistic personality are more likely to help others.

Table 3: Level of Organizational Health

Indicators	Mean	SD	Descriptive Level
Morale	4.51	0.53	Very High
Resource support	4.18	0.77	High
Consideration	4.37	0.67	Very High
Academic emphasis	4.48	0.51	Very High
Institutional integrity	4.35	0.59	Very High
School head influence	4.31	0.67	Very High
Initiating structure	4.41	0.65	Very High
Overall	**4.37**	**0.51**	**Very High**

The level of organizational health was analyzed based on the obtained and computed mean ratings of the indicators: morale, resource support, consideration, academic

emphasis, institutional integrity, school head influence, and initiating structure. Table 3 revealed that organizational health has an overall standard deviation of 0.51 and a Very High level with an overall mean score of 4.37. Furthermore, the indicator morale gained the highest mean score of 4.51 described as Very High while the lowest indicator, resource support with a mean score of 4.18 descriptively described as High. The very high level of organizational health resulted from the very high levels of responses. These indicators are morale, academic emphasis, initiating structure, consideration, institutional integrity, school head influence, and resource support.

The very high level of morale is suggestive of the very high extent of teachers' ability to stabilize their mental and emotional condition. This is supported by the statements "*that teachers do favors for each other, that teachers like each other and exhibit friendliness to each other, and that there is a feeling of trust and confidence among teachers*". This claim is congruent with the statements of various authors (Dunn, 2020; Erichsen and Reynolds, 2020) wherein teachers' morale has been affected by restrictive school policies, accountability pressure, and constrained professionalism. It was found that teachers become less effective if they have low morale. It implies that even successful educators who labeled themselves as exceptional teachers seem to feel discouraged despite their enthusiasm and passion.

Additionally, the high level of resource support is considered the indicator that reflected the lowest mean among the other indicators. This is suggestive of the idea that school educators find main and supplementary resources to facilitate students' lessons at a school. The following statements of the teachers supported the indicator resource support such as: "*extra materials are available, if requested, and teachers received the necessary classroom supplies*". This result is consistent with the authors (Falloon, 2020; Hrastinski, 2021) who stated that in supporting the 21st century learners teachers opened new doors to new teaching methods where digitalization and usage of technologies are prevalent. The digital tools in learning open new opportunities for teachers in conducting the lessons. These also help the students build their own digital capabilities by leveraging digital resources in a safe and secure manner.

Table 4.1: Significant Relationships between
Self-Concept and Organizational Citizenship Behaviors

	ALT	CON	SPO	COU	CV	Overall
COM	0.517	0.575	0.596	0.462	0.475	0.610
	< .001	< .001	< .001	< .001	< .001	< .001
IP	0.613	0.635	0.614	0.494	0.526	0.672
	< .001	< .001	< .001	< .001	< .001	< .001
ARI	0.621	0.604	0.690	0.581	0.553	0.708
	< .001	< .001	< .001	< .001	< .001	< .001
RWP	0.595	0.615	0.659	0.606	0.555	0.703
	< .001	< .001	< .001	< .001	< .001	< .001
SAT	0.597	0.669	0.689	0.596	0.592	0.729
	< .001	< .001	< .001	< .001	< .001	< .001
SA	0.587	0.631	0.678	0.664	0.621	0.736
	< .001	< .001	< .001	< .001	< .001	< .001
Overall	**0.678**	**0.716**	**0.753**	**0.651**	**0.637**	**0.798**
	< .001	**< .001**	**< .001**	**< .001**	**< .001**	**< .001**

The correlation between the measures of self-concept and organizational citizenship behavior revealed a significant relationship. This implies that self-concept is significantly correlated with organizational citizenship behavior. The findings of this study are in line with the studies of various authors (Wang *et al.*, 2021; Ponto *et al.*, 2023) stating that self-concept is an important antecedent of organizational citizenship behavior. Self-concept is relevant in organizational citizenship behavior over time wherein self-concept enhances citizenship behaviors. Employees with high perceived insider status integrate organizational citizenship behaviors into their self-concept, regard themselves as insiders, and act in a way that is consistent with identity.

Table 4.2: Significant Relationships between Self-Concept and Organizational Health

	MOR	RS	CON	AE	II	SHI	IS	Overall
COM	0.515	0.422	0.355	0.522	0.464	0.382	0.324	0.517
	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001
IP	0.593	0.512	0.414	0.551	0.581	0.466	0.414	0.615
	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001
ARI	0.577	0.402	0.312	0.555	0.497	0.367	0.343	0.525
	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001
RWP	0.602	0.431	0.404	0.591	0.547	0.436	0.402	0.589
	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001
SAT	0.615	0.381	0.351	0.590	0.530	0.408	0.367	0.556
	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001
SA	0.658	0.383	0.370	0.637	0.540	0.390	0.391	0.575
	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001
Overall	**0.683**	**0.488**	**0.424**	**0.661**	**0.607**	**0.471**	**0.431**	0.649
	< .001	**< .001**	**< .001**	**< .001**	**< .001**	**< .001**	**< .001**	**< .001**

The correlation between the measures of self-concept and organizational health revealed a significant relationship. This implies that self-concept is significantly correlated with organizational health. The findings of this study are in line with the studies of various authors (Puente-Palacios & Souza, 2018; Yokouchi & Hashimoto, 2020) stating that organizational health varies across a worker's career stages and job roles as a result of changes in self-concept at different career stages and expectations of the worker. In the same way, self-concept can be measured based on perceptions regarding the influence of work on organizational health, the competence to carry out a job, the satisfaction of individual needs, and self-confidence, among others.

Table 4.3: Significant Relationships between
Organizational Health and Organizational Citizenship Behaviors

	ALT	CON	SPO	COU	CV	Overall
MOR	0.568	0.616	0.678	0.681	0.637	0.734
	<.001	<.001	<.001	<.001	<.001	<.001
RS	0.459	0.443	0.470	0.346	0.416	0.498
	<.001	<.001	<.001	<.001	<.001	<.001
CON	0.321	0.378	0.439	0.412	0.368	0.442
	<.001	<.001	<.001	<.001	<.001	<.001
AE	0.557	0.657	0.680	0.650	0.664	0.741
	<.001	<.001	<.001	<.001	<.001	<.001
II	0.533	0.577	0.574	0.528	0.602	0.652
	<.001	<.001	<.001	<.001	<.001	<.001
SHI	0.393	0.448	0.430	0.423	0.412	0.488
	<.001	<.001	<.001	<.001	<.001	<.001
IS	0.342	0.427	0.427	0.455	0.382	0.469
	<.001	<.001	<.001	<.001	<.001	<.001
Overall	**0.548**	**0.610**	**0.636**	**0.597**	**0.596**	**0.691**
	<.001	**<.001**	**<.001**	**<.001**	**<.001**	**<.001**

The correlation between the measures of organizational health and organizational citizenship behavior revealed a significant relationship. This implies that organizational health is significantly correlated with organizational citizenship behavior. The findings of this study are in line with the studies of various authors (Firmansyah *et al.*, 2022; Testa *et al.*, 2018) stating that there is a need to help other employees carry out their duties as doing employee work for others when their work piles up improves the quality of organizational health and organizational citizenship behavior. Personal attitudes and self-efficacy positively influence organizational citizenship behavior related to environment and organizational health thus, are by perceived organizational support and social norms.

Table 5: Regression results of the variables in the criteria of the presence of mediating effect

Type	Effect	Estimate	SE	95% C.I. (a)		β	z	p
				Lower	Upper			
Indirect	SC ⇒ OH ⇒ OCB	0.196	0.0302	0.137	0.255	0.194	6.51	<.001
Component	SC ⇒ OH	0.726	0.0482	0.632	0.821	0.649	15.06	<.001
	OH ⇒ OCB	0.270	0.0375	0.197	0.344	0.300	7.21	<.001
Direct	SC ⇒ OCB	0.609	0.0419	0.526	0.691	0.603	14.51	<.001
Total	SC ⇒ OCB	0.805	0.0345	0.737	0.873	0.798	23.31	<.001

This study aims to contribute to the literature regarding the possible mediating variable for the relationship between self-concept and organizational citizenship behavior. Specifically, organizational health was investigated as a possible mediating variable that could explain the effect of self-concept on organizational citizenship behavior. Partial mediation is found in the study, and significant direct effects were presented that may help in the enhancement of the existing research on self-concept and organizational citizenship behavior. Significantly, the present study on the relationship between self-concept and organizational citizenship behavior has found relevance to the study of Ponto *et al.* (2023) wherein there is a significant effect between self-concept and employees' organizational citizenship behaviors. Self-concept is an important antecedent of organizational citizenship behavior. Specifically, the current study has found that organizational health is a positive and significant partial mediator of self-concept and organizational citizenship behavior and met Baron and Kenny's (1986) mediation guidelines.

In this connection, the mediation analysis involved the path between self-concept and organizational citizenship behavior, and the path between organizational health and organizational citizenship behavior. The findings confirmed the significant relationship between self-concept and organizational citizenship behavior leading to support various authors of this study (Firmansyah *et al.*, 2022; Testa *et al.*, 2018) who declared that there is a significant effect between self-concept and employees' organizational citizenship behaviors. Personal attitudes and self-efficacy positively influence organizational citizenship behavior related to environment and organizational health thus, are by perceived organizational support and social norms.

5. Recommendations

The researcher came up with recommendations based on the results of the study. As to the very high level of organizational health, self-concept, and organizational citizenship behavior, the school management may continue its best practices in the implementation of its plans and programs and if there are some deficiencies and inadequacies, then those areas may be the basis for continuing quality improvement.

On the very high level of self-concept, it is hereby recommended that the school continue the adoption of activities like open communication/dialogue among the

stakeholders, the introduction of some innovations in the teaching strategies, reaching out to parents to participate in school activities like reactivation of the Parents-Teachers Association, joint community outreach with the involvement of parents, teachers and students and providing the students with some opportunities to join competitions, of all sorts, outside the school The teachers may be provided with chances to continue their schooling for professional development, re-tooling for updates of latest teaching strategies and attendance to seminar and trainings which may allow the teachers to improve their communication skills, ICT skills, critical thinking and maybe seminar on teachers' mental well-being like Mental Awareness, Stress Management or Anger Management.

On the result of the very high level of organizational citizenship behavior, there may be an annual get-together activity in school which may also be a good time for providing awards and commendation to deserving teachers whose accomplishments benefit the school, as a whole. There may be an annual conduct of spiritual activity (ecumenical) like retreats or recollection may be added to ensure that everybody in the school continues to exercise his/her strong faith in God Almighty. With the intention to maintain good rapport with the students, there may be a conduct of regular dialogue or focus group discussion between teachers and students to address some concerns in class. The researcher recommends that the school continue to establish a good rapport with all stakeholders which may conduct a review or revisit of some school rules and policies affecting the school, teachers, and students, as well. If changes may occur in some policies, the conduct of orientation and re-orientation may be facilitated as part of information dissemination.

On the very high level of organizational health, it is recommended that the school management may come up with an inventory of all its positive or advantages and negative or disadvantages of its programs implemented and make some improvements on those items which are below performance/standards. These may include the aspects of benefits for the teachers/staff, salary grade standardization, promotions, reclassification, and most especially always respect for the teachers' academic freedom and that school management may always listen to the sides of the teachers before any drastic action may be taken in case of some problems and issues among teachers or teachers and students relationships. Also, a peer performance evaluation for teachers and teacher performance evaluation to be done by the students may be a regular annual activity.

On the partial mediation result, may focus on maintaining the smooth relationship between school management, teachers, students, and other stakeholders with the continuous practice of always having open communication between and among themselves by the conduct of monthly faculty and management meetings to thresh check their present working conditions. The school's vision, mission, and goals may be always emphasized (or even memorized by students and teachers as well) so that every action in class or school will always be guided by these principles.

For future researchers, another quantitative study using Structural Equation Modelling (SEM) to be conducted to a larger population in other areas or regions. Further, quantitative studies may be conducted to gain a deeper understanding of the experiences and perceptions of teachers.

6. Conclusion

With consideration on the findings of the study, conclusions are drawn in this section. There is a very high level of self-concept, organizational citizenship behavior, and organizational health. There is a significant relationship between self-concept and organizational citizenship behavior. There is also a significant relationship between self-concept and organizational health and a significant relationship between organizational health and organizational citizenship behavior. Also, there is a partial mediation on the effect of organizational health on the relationship between self-concept on organizational citizenship behavior.

The findings of the study clearly confirm the notion about the mediating effect of organizational health on the relationship between self-concept and organizational citizenship behavior. The findings are supported by the anchor theory, the Self-Perception Theory by Bem (1972) wherein self-concept is widely acknowledged to play a central role in all learning situations. Further, the findings of the study were substantiated by the Organizational Behavior Theory by Organ (1988), and the Social Identity Theory by Ashforth and Mael (1989).

Conflict of Interest Statement
The authors declare no conflicts of interest.

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