



PROFESSIONALISM, ORGANIZATIONAL SOCIALIZATION, AND ENGAGEMENT: A STRUCTURAL EQUATION MODEL ON ORGANIZATIONAL CITIZENSHIP BEHAVIOR OF TEACHERS

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Abstract:

This study sought to find the most appropriate model for the organization citizenship behavior (OCB) for private college teachers in Region XI with the factors of professionalism, organization socialization and engagement. The research method used was quantitative descriptive and causal research, which was analyzed using a structural equation model (SEM). The total number of students selected was 400 using stratified random sampling of students from different provinces in the Davao Region, and data were gathered through personal surveys using modified and validated questionnaires to provide content validity and reliability. Data were analyzed by statistical techniques such as mean, standard deviation, Pearson product-moment correlation, linear regression and SEM. The results showed that professionalism was perceived as high, organization socialization was very high, engagement was high, and organization citizenship behavior was very high. Significant relationships were observed among all variables, confirming that each exogenous variable had a significantly influence on OCB. Based on the three models that were generated, Model 3, which included organizational socialization as the biggest predictor, was identified as the best fit model for the study, as professionalism and engagement had less interaction with OCB. The results suggest that teachers' organizational citizenship behavior should be improved by boosting professionalism, improving the organizational socialization process, and increasing engagement level, especially by providing a supportive organizational climate and good career opportunities. Schools should thus adopt a holistic approach to nurture these inter-connected elements that could lead to more collaborative, proactive and committed teacher behaviors.

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1. Introduction

Organizational citizenship behavior (OCB) of teachers in schools has been the focus of extensive research in recent years because of the importance of this role in achieving positive organizational activities and successful learning and teaching in the school environment. Although teaching OCB is known to be important, it is not implemented consistently by teachers, leading to a lack of teachers working together, poor relationships between teachers and generally poor school climates in many schools. Empirical studies have found that conscientiousness, sportsmanship, civic virtue, courtesy and altruism – which are five dimensions of OCB – together have a strong impact on teacher quality and school climate, a context that positively influences student learning outcomes, conflict resolution and team effectiveness in schools (Khan *et al.*, 2022; Rosario *et al.*, 2023). The results from Choong *et al.* (2024) show that OCB in some schools can be hindered due to the lack of trust, low collective efficacy, inconsistent self-efficacy, and inadequate institutional support, resulting in the discretionary omission of extra-role behaviors and/or inconsistent involvement.

Furthermore, Sadinas and Vadil (2024) conducted a study on other contexts that proved that even when teachers are committed, consistent implementation of an OCB is also a challenge due to their heavy workload, lack of support, lack of leadership, and unclear expectations. The relevance of OCB as a taxonomic dimension in recent research and practice within education and its dimensionality has been emphasized by a growing number of studies that have examined the factors that precede this attitude. Given the relatively recent literature on OCB in terms of factors that precede this attitude, the multidimensionality and relevance of this attitude are evident.

The study of OCB values in schools is very critical as it helps in informing policies and school leadership processes, and also in furthering socio-economic goals such as United Nations Sustainable Development Goals (SDGs) in relation to quality education (SDG4). The literature that has come to light to date also confirms that an understanding of the reasons underlying OCB is essential as the demands on teachers are changing and society puts ever greater expectations on schools to establish an atmosphere of voluntary commitment and social responsibility (Parvez *et al.*, 2024). While progress has been made in identifying significant predictors of OCB, it is important to continue the research to inform the creation of more effective intervention strategies and how these interventions align with evolving contexts and organizational needs in a school.

A recent study, however, indicates that the link between organizational factors and organizational citizenship behavior (OCB) is not always strong and significant in all settings. For example, Astudillo III (2024) concluded that the first hypothesis of the predictors of teachers' OCB in Junior high school students was not fully supported, since only selected predictor variables (teacher job satisfaction, community engagement,

academic press) could predict certain types of OCB. Likewise, Sapinoso *et al.* (2024) found mixed correlations under an educational context, namely, they found a significant correlation between OCB towards individuals and ethical leadership, whereas no correlation was found between OCB towards the organization and ethical leadership. These counterintuitive results suggest that while professionalism, organizational socialization and employee engagement are linked to OCB, this link could differ depending on the organizational context, the dimension of OCB measured, and the type of organizational support offered to teachers.

Tolon and Oliva (2022) found that employees with strong professional values tend to show greater commitment to organizational goals and demonstrate positive work behaviors. These behaviors contribute to improved school effectiveness and reflect qualities associated with organizational citizenship behavior. Similarly, Sardido and Oliva (2025) reported that professional competence significantly predicts school effectiveness. Their findings showed that organizational climate and managerial skills strengthen the professional competence of school heads and improve organizational outcomes. Together, these studies support professionalism as an important factor in promoting commitment, effective performance, and positive organizational behavior.

Furthermore, connected literature also indicates the link between organizational socialization and OCB, where thorough training, clear understanding of organizational norms, support from coworkers and a positive outlook on career prospects lead to better socio-emotional adaptation and increase the extent to which teachers exhibit courtesy, sportsmanship, and civic virtue (Kim & Lee, 2021; Santos & Franco, 2023). The positive association between socialization experience and OCB has become increasingly apparent in more recent studies of teachers' adaptation to new curricula, to digital platforms and to changing educational demands.

In addition, the study of Wee & Sim (2022) and Ramirez *et al.* (2023) further confirms that the three factors of employee engagement (absorption, vigor and dedication) have the closest relationship with OCB in schools. More positive attitudes, more self-discretion and more compassionate teacher behavior with students and colleagues, as well as more commitment to school development programs, are found in teachers with higher engagement levels. This statement has come to the fore in the past decade or so, with numerous pieces of evidence linking items that facilitate engagement to better outcomes for organizations and thriving school cultures.

Professionalism in teaching is a complex phenomenon consisting of professional ethos, professional challenge, professional facilitation and work engagement. In Akbari *et al.* (2022), professional ethos is responsible for teaching moral responsibility and integrity, in turn promoting teachers' behavior towards collective wellbeing and organizational goals. The professional challenges stimulate ongoing learning and responsiveness, prompting teachers to exceed job boundaries and engage in volunteer citizenship initiatives. Professional facilitation, however, is a form of support and resources that can be provided between schools to create a supportive environment for teachers to pursue excellence and collaboration (Gunawan *et al.*, 2024). Work engagement

refers to how much energy and commitment teachers put into their work and is a pivotal factor in shaping their commitment to the organization beyond compliance.

Recent quantitative research indicates that teachers' organizational citizenship behavior is strengthened by professional engagement and supportive school conditions. Perceived organizational support is positively associated with both teachers' job engagement and OCB, with engagement partially mediating the relationship between organizational support and citizenship behavior (Hsieh *et al.*, 2022). Similarly, teacher engagement positively predicts OCB and mediates the effects of self-efficacy and intrinsic motivation on teachers' willingness to perform responsibilities beyond their formally prescribed duties (Bismala *et al.*, 2024). Trust in colleagues and teacher self-efficacy are also positively associated with OCB, suggesting that confident teachers working in collaborative and supportive environments are more willing to assist colleagues and contribute beyond their formal roles (Choong & Ng, 2024). These findings suggest that interventions that strengthen organizational support, collegial trust, self-efficacy, intrinsic motivation, and work engagement may foster higher levels of teacher OCB. Such behaviors are important because teachers' OCB is positively associated with the organizational effectiveness of educational institutions (Khandelwal & Nair, 2022).

Schools' organizational socialization is defined by the training, awareness, peer support, and future-oriented factors. Induction and continuous training courses have been shown to play a vital role in the quickness of teachers' adoption of organizational values and work practices, which increases civic-mindedness (Kim & Lee, 2021). Communication and understanding of institutional rules and regulations help to build courtesy and sportsmanship, which in turn minimizes role ambiguity and inter-staff conflict. Colleagues' support is crucial, as mentioned by Santos and Franco (2023), as it provides confidence, boosts team cohesion and motivates discretionary effort, especially among new or transitioning teachers. They also highlight the importance of teachers' belief in future opportunities to maintain their motivation and optimism, which boosts their likelihood of displaying organizational citizenship behaviors.

The findings from the above studies by Ramirez *et al.* (2023) highlight the importance of regular training, clear expectations, and supportive interactions among peers as key factors influencing OCB in educational settings. Teachers with high organizational socialization are characterized by a greater involvement in voluntary school improvement activities and providing long-term support to colleagues, while demonstrating sportsmanship and altruism. In the last five years, the quantitative survey data have consistently shown that strong organizational socialization practices are associated with higher levels of employee engagement and OCB, suggesting that an effective means of creating institutional effectiveness in an educational setting is through strong organizational socialization practices.

There are three key signs of engagement: absorption, vigor, and dedication. Absorption is the extent to which teachers focus their attention and get involved in their jobs, which is correlated with higher conscientiousness and reliability of job performance (Wee & Sim, 2022). Vigor encapsulates the energy and resilience shown by educators, leading to organizational efforts, energy and team work. Dedication describes teachers'

sense of significance and enthusiasm towards their jobs, fostering a sense of pride and a natural inclination to assist others, emblematic of OCB subcomponents like altruism and civic virtue.

Recent longitudinal studies on engagement and outcomes of OCB demonstrate the three-way interaction of absorption, vigor and dedication on the teachers' work experience. Matters of voluntary involvement in school programs and mentoring are likely to be at the forefront of teachers' minds who are more vigorous and more dedicated (Ramirez *et al.*, 2023). The expression of citizenship within school organizations follows from a motivational framework, a process that is triggered by engagement, and which is supported by empirical evidence collected in the prior 5 years.

In teaching, the following indicators are usually used to measure Organizational Citizenship Behavior (OCB): conscientiousness, sportsmanship, civic duty, courtesy, and altruism. Conscientiousness represents being more than compliant: it involves following high standards and policies. Sportsmanship is a positive attitude and resilience in the face of workplace challenges. School governance and activities, along with promoting institutional growth and policy maturation, are examples of civic virtue. Courtesy is one of the proactive measures before conflicts can arise and ensures harmonious collaborations. Altruism is expressed in providing helpfulness and support to peers and students, thus fostering the overall climate of care and support (Rosario *et al.*, 2023).

Studies over the past few years have pinpointed organizational citizenship behavior (OCB) as an important organizational factor in school efficacy and teacher retention, making it a crucial factor in promoting organizational achievement and community building. Moreover, the assessment of OCB has also evolved over time, with more sophisticated measures allowing for more detailed analyses and interventions that promote teacher development and learning excellence, as noted by Khan *et al.* (2022) and Parvez *et al.* (2024).

The Social Exchange Theory (SET) is the main theory that underlies the relationship between professionalism, organizational socialization, employee engagement and organizational citizenship behaviors (OCB) among teachers in schools. In organizations, reciprocal exchanges occur when an employee feels good because the organization treats them well, and they, in turn, treat the organization well, for example, through OCB (Blau, 2022). In this respect, SET suggests a set of theoretical considerations that can be used to account for the fact that in an educational setting, teachers who view investments in their professional development and integration as a worthwhile endeavor will engage in work activities beyond the confines of their official responsibilities. They are, therefore, conscientious, altruistic and civically involved, which improves the functioning of the organizations.

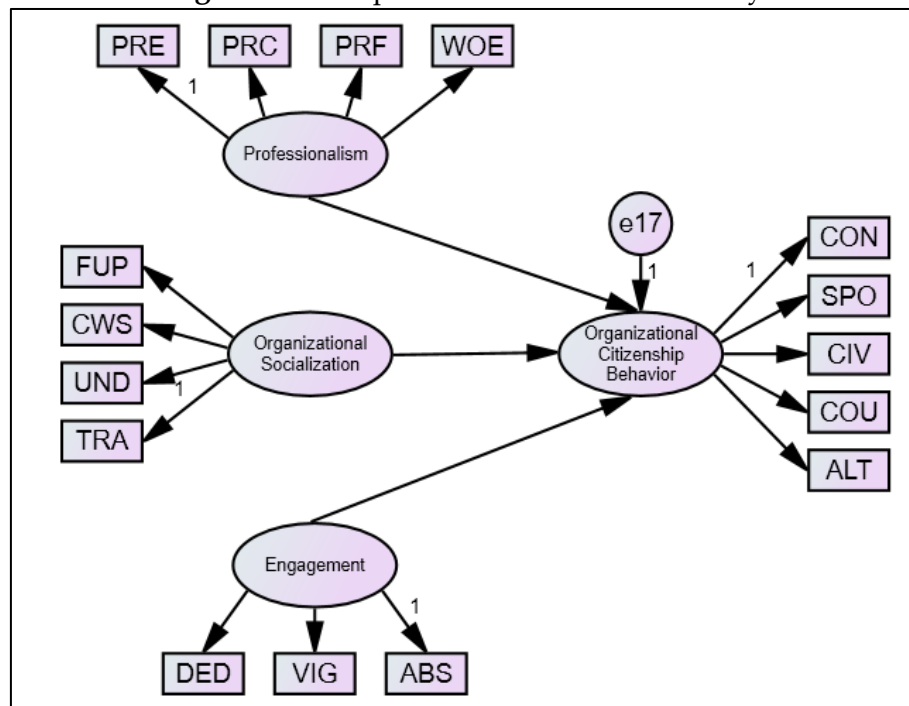
Based on this, the Job Demands-Resources (JD-R) Theory further supports the idea of SET by examining the importance of organizational resources (training, co-worker support, future prospects, etc.) and personal resources (professional ethos, challenge, facilitation, engagement, etc.) in the development of positive work outcomes (including OCB). In particular, when school environments offer teachers adequate resources to cope with the demands of their job, teachers become more engaged, energetic and committed

to their work, which leads to voluntary citizenship behaviors including courtesy and sportsmanship (Bakker & Albrecht, 2022). Indeed, empirical research in the past few years has revealed that teacher engagement and OCB are promoted in environments that are rich in resources, and that this can strengthen the reciprocal principle outlined in SET. Furthermore, Organizational Support Theory (OST) explains this phenomenon by suggesting that the high level of affective commitment and loyalty of teachers towards the institution leads to OCB, which is expected to happen when the teachers experience a high level of support from their institutions, which includes training programs, peer encouragement, and promotion opportunities. In other words, OST argues that when teachers perceive support from the institution, they are encouraged to return it to the institution in the form of conscientiousness and altruism, which means they have a psychological contract with the institution (Eisenberger *et al.*, 2021; Kim & Lee, 2021). Recent research consistently supports OST's claims: In the field of education, using a high POS has been shown to be aligned with high levels of employee engagement and OCB.

Finally, Person–Organization Fit Theory complements Social Exchange Theory, the Job Demands–Resources Model, and Organizational Support Theory by emphasizing the congruence between teachers' personal values and the values, expectations, and practices of their schools. Broader organizational research indicates that person–organization fit is positively associated with organizational citizenship behavior and that this relationship may operate through work engagement and job satisfaction (Ashfaq & Hamid, 2021; Kaur & Kang, 2021). In educational settings, perceived organizational support strengthens teachers' work engagement and organizational citizenship behavior, with engagement mediating the relationship between school support and OCB (Hsieh *et al.*, 2022). Structured organizational socialization has likewise been found to directly enhance teachers' OCB by helping them understand their roles, establish supportive relationships, and adjust to school expectations (Po *et al.*, 2026). Taken together, these findings suggest that value alignment, organizational support, engagement, and effective socialization serve as complementary mechanisms that encourage teachers to contribute beyond their formally prescribed responsibilities.

The conceptual framework presented in Figure 1 shows the interrelationships between Professionalism, Organizational Socialization, Employee Engagement, and Organizational Citizenship Behavior in the workplace. The exogenous variable Professionalism encompasses the following components: Professional Ethos, Professional Challenge, Professional Facilitation and Work Engagement, indicating its core role in the establishment of expectations for professional conduct. This has a direct impact on the endogenous variable Organizational Citizenship Behavior (OCB), which includes factors such as Conscientiousness, Sportsmanship, Civic Virtue, Courtesy, and Altruism. These characteristics are crucial to building a positive team culture.

Figure 1: Conceptual Framework of the Study



Legend:

Professionalism:

PRE - Professional Ethos
 PRC - Professional Challenge
 PRF - Professional Facilitation
 WOE - Work Engagement

Organizational Socialization:

TRA - Training
 UND - Understanding
 CWS - Co-worker Support
 FUP - Future Aspects

Engagement:

DED - Dedication
 VIG - Vigor
 ABS - Absorption

Organizational Citizenship Behavior:

CON - Conscientiousness
 SPO - Sportsmanship
 CIV - Civis Virtue
 COU - Courtesy
 ALT - Altruism

OCB serves as a mediating construct between the effects of professionalism and the socio-psychological aspects of the workplace. OCB then affects the Employee Engagement dimension that is Absorption-Vigor-Dedication, which implies employees' active engagement and enthusiasm in their work. Further, Organizational Socialization (via mechanisms such as Training, Understanding, Co-worker Support, and Future Aspects) is also found to influence the development of OCB, indicating that well-structured support and induction programs are vital to the development of OCB. The concepts of professionalism, socialization and engagement are linked together in an ongoing cycle, with each building the strength of the others in the workplace.

Research on professionalism, organizational citizenship behavior (OCB) and employee engagement has largely been conducted independently, and there is a gap in the literature in bringing these constructs together, particularly in specific local organizational contexts. Although there have been numerous studies that discuss OCB's conceptualization and the connection to organizational and professional commitment, most of these studies have primarily focused on an examination of the individual dimension of these variables without considering how they interrelate in a dynamic organizational setting. In addition, Worku and Debela (2024) observed that organizational citizenship behavior research remains largely focused on established individual-level factors, with comparatively limited attention given to group

characteristics and other context-sensitive antecedents. Although recent research among public secondary school teachers has shown that organizational socialization significantly influences teachers' organizational citizenship behavior and job performance, the combined effects of socialization and professionalism remain insufficiently examined, particularly within specific local educational settings (Po et al., 2026). Therefore, the present study addresses this gap by integrating organizational socialization and professionalism in examining teachers' organizational citizenship behavior. This approach provides a more contextualized understanding of how teachers' adjustment to school expectations, professional values, engagement, and workplace relationships may jointly encourage behaviors that benefit colleagues, work teams, and the school as a whole.

The need for this study is the significant workplace changes due to technological, global, and changing expectations of the workforce, and therefore, research needs to reflect the unique cultural and organizational context of the area. The survey of this area is important because specific socialization processes, standards of professionalism, and strategies of engagement are significant to the success of employees, low turnover, and citizenship behaviors that will lead to long-term organizational success. This narrow focus will help to address the gaps in empirical studies and will inform practice-based change initiatives that are appropriate, relevant, and effective (Astudillo III, 2024).

The purpose of this study is to determine the level of professionalism based on the professional ethos, professional challenge, professional facilitation and work engagement; to determine the level of organizational socialization based on training, understanding, co-workers support and future aspects; to determine the level of employee engagement based on absorption, vigor and dedication; and to determine the level of organizational citizenship behavior based on conscientiousness, sportsmanship, civic virtue, courtesy and altruism.

In addition, this study is set to establish whether there is a significant relationship between: professionalism and organizational citizenship behavior, organizational socialization and organizational citizenship behavior, and employee engagement and organizational citizenship behavior. To also identify the variable which best influences organizational citizenship behavior and to identify the model which fits best with organizational citizenship behavior.

The following null hypotheses will be tested at a 0.05 level of significance. First, professionalism or organizational socialization is not significantly related to organizational citizenship behavior, and employee engagement is not significantly related to organizational citizenship behavior. Secondly, there is no exogenous variable which has the best influence on organizational citizenship behavior. Lastly, there is no model that best fits the organizational citizenship behavior of elementary public-school teachers.

The study is relevant to the world as it is related to several of the Sustainable Development Goals (SDGs) such as SDG 4: Quality education, SDG 8: Decent work and economic growth, and SDG 10: Reducing inequalities. This research provides insights into strategies that can be used to increase the effectiveness of the institution and create

a supportive and inclusive work environment through the examination of professionalism, organizational citizenship behavior, and employee engagement in education contexts. The findings offer teachers and school leaders insights into how they can promote work commitment, collaboration and professional development, all of which are key to enhancing teaching and student achievement. Further, this study is socially relevant as it tackles issues in the workplace that affect job satisfaction, motivation and retention, which are important issues not only in the education sector but in other sectors as well.

This study provides a foundation for future researchers that will help them make sense of the sometimes-disjointed worlds of professionalism, employee engagement, and organizational socialization, as well as provide a comprehensive model that can be adapted and extended in a variety of organizational settings. It expands the knowledge regarding the interaction between social and organizational factors for enhancing workplace behavior and performance, which would lead to further research on successful management practices and organizational culture building. Finally, it enables stakeholders in the education and organizational sector to create interventions grounded in relevant data that promote sustainable development objectives and healthier, more productive work environments around the world.

2. Material and Methods

This section describes various study methods, including research design, research locale, population and sample and research instruments that will be used to measure constructs.

2.1 Research Respondents

The respondents in this study were selected from a total population of 9462 from different HEIs in the Davao Region, Philippines, which consists of a wide range of HEIs in this geographic location. The respondents were selected through stratified random sampling, which allowed every teacher in the target population an equal chance of being selected, and hence fair and equal representation (Mweshi & Sakyi, 2020). The 21 private HEIs in Davao Region were used as the source of these respondents who were selected randomly. Ten schools from Davao City, 1 school from Davao de Oro, 6 schools from Davao de Norte and 4 schools from Davao del Sur. Davao Occidental and Davao Oriental were excluded since there are no private higher education institutions in either province.

The sample size of 400 respondents is considered to be adequate for conducting a Structural Equation Modeling (SEM) study since generally a sample size of $n=100$ to $n=400$ respondents is adequate for SEM. Normally, a sample size of 200-400 is required to get accurate and valid results from SEM, according to Ranatunga *et al.* (2020) and Yahaya *et al.* (2021). This study used stratified random sampling, which involves breaking the total population into relevant subgroups or strata, and then randomly sampling respondents from each stratum in proportion to the size of the strata. This approach can be used with heterogeneous populations since it increases representativeness and minimizes sampling bias (Creswell & Creswell, 2023; Taherdoost, 2016). The 21 private

higher education institutions participated and distributed the 400 respondents among themselves. The total number of respondents from the 10 schools in Davao City was 191, 19 from one school in Davao de Oro, 114 from 6 schools in Davao del Norte and 76 from 4 schools located in Davao del Sur.

The selection and inclusion of respondents followed well-defined criteria to ensure the validity and appropriateness of the findings of the study. Only teachers from any Higher Education Institution within Region XI who have at least three years of teaching experience. Hence, teachers who were newly appointed teachers with less than 3 years of teaching experience were not included. These criteria ensure that the informants have enough experience in the educational situation to give informative data about their subjective well-being. Teachers with less than 3 years of experience in HEI in Region XI were excluded because they might not have the experience to contribute effectively in the study. There was no compensation involved, and respondents were free to withdraw from the study at any time without any consequences. Respondents were all informed about their rights, including that they are participating voluntarily, and they were told they can stop participating if they feel any discomfort or distress during the study. The researcher completely respected the ethical guidelines and institutional procedures to safeguard the welfare of the respondents and the integrity of the research process.

2.2 Research Instruments

This study employed four (4) survey questionnaires which were adapted and validated from various authors. The first questionnaire was based on Butter and Hermanns (2011)'s teachers' professionalism measure. It consists of 27 items spanning various dimensions including professional ethos, professional challenge, professional facilitation and work engagement. The second questionnaire assessed the level of organizational socialization developed by Taormina (2004). It had twenty (20) items and will measure the following aspects: training, understanding, support from co-workers, and future prospects. The third questionnaire was based on a scale of engagement among employees, developed by Gera *et al.* (2019). It was made up of twelve (12) items and measured the following indicators: absorption, vigor, and dedication. Finally, the fourth questionnaire, which was made by Habeeb (2019), was adapted for organizational citizenship behavior. It included nineteen (19) items that will assess the following domains: conscientiousness, sportsmanship, civic virtue, courtesy, and altruism.

The instruments were piloted with thirty (30) respondents, and then expert-validated, tested for reliability and validity, and the Cronbach's alpha level was used to test the instruments' robustness. The overall validation score of the questionnaires was 4.5, interpreted as very good. The Cronbach's alpha results of each questionnaire are as follows: Professionalism: .928, Organizational Socialization: .956, Engagement: 9.18 and Organizational Citizenship Behavior: .941, which are considered excellent reliability.

Five ordered gradations were used for the purposes of assessing level of professionalism, organizational socialization, employee engagement and organizational citizenship behavior and in terms of corresponding mean ranges and descriptive

interpretations. A mean range of 4.20-5.00 (Very High) represents a consistent and always occurring presence of indicators for the variables, which represents strong and well-established practices like demonstrating high levels of engagement, citizenship behaviors, and professional conduct or being well integrated within the organization. A mean range of 3.40–4.19 (High) indicates that these behaviors are usually expressed; that is, consistency is generally good when it comes to teachers' professional and organizational behaviors, whether this is the case with regard to sustained energy (vigor), future career prospects or involvement in activities beyond the school.

A mean range of 2.60 to 3.39 (Moderate) means the behaviors are occasionally displayed; there is some evidence of the expected practices, but there is some discrepancy and inconsistency. In the meantime, a mean score range of 1.80–2.59 (Low) indicates behaviors are rarely exhibited, and it means that the desired behaviors were not often demonstrated. Finally, a mean range of 1.00 to 1.79 (Very Low) suggests that behaviors are rarely exhibited, with little to no evidence of the constructs being assessed.

To interpret the value of the correlation coefficient, the larger the value of the correlation coefficient, the stronger the relationship between the two variables. A coefficient of 0.80-1.00 is considered a very strong relationship, and 0.60-0.80 is considered a strong relationship. A correlation coefficient of 0.40-0.60 indicates a moderate correlation, while a 0.20-0.40 indicates a weak correlation. Finally, a coefficient of 0.00-0.20 means there is very little or no meaningful relationship between the variables, as it is considered weak or nonexistent. Therefore, the closer the correlation coefficient is to 1.00, the stronger the relationship between the variables, and the closer it is to 0.00, the weaker the relationship. This interpretation was used to help determine how associated the study variables were.

2.3 Design and Procedure

This study used a non-experimental quantitative research design as this design is best suited for the investigation of the relationships between variables like professionalism, organizational socialization, employee engagement and organizational citizenship behavior. Creswell and Creswell (2019) state that non-experimental designs are best suited for situations where the researcher's objective is to measure variables as they occur naturally, without the researcher's manipulation or intervention. This type of design facilitated the exploration of associations and allowed hypothesis testing on a structural equation between the variables of the study, which was used to test the structural equations for this study.

The study's use of a non-experimental quantitative design is appropriate for the purpose of providing empirical evidence that examines the role of various dimensions of professionalism, organizational socialization and employee engagement on organizational citizenship behavior among school teachers. This design provides a solid structure for drawing generalizable conclusions in the context of educational management and teacher development.

Structural Equation Modeling (SEM) was used to create the optimum model in this study. In the field of education, this approach can be especially beneficial for

examining the complex dynamics between various factors like professionalism, organizational socialization, and employee engagement (Memon *et al.*, 2021). Compared with traditional regression models, SEM is useful in dealing with measurement errors, testing causal relations and measuring the overall fit of the model and thus in providing a finer understanding of the data (Byrne, 2020; Hair *et al.*, 2020). SEM combines two methods: factor analysis and path analysis so that both direct and indirect effects and mediation effects can be studied.

For structural models, the standard criterion to evaluate the goodness of fit was 0.95. Furthermore, the SEM models were evaluated based on fit indices: Comparative Fit Index (CFI) ≥ 0.95 , Root Mean Square Error of Approximation (RMSEA) ≤ 0.06 and Tucker-Lewis Index (TLI) ≥ 0.95 , which are the thresholds for good fit (Hair *et al.*, 2020). These fit criteria are based on the widely accepted fit criteria proposed by Hu and Bentler (2019) to evaluate models in SEM. This versatility and precision make SEM essential for conducting in-depth analysis of data in empirical studies.

Data collection for this study was done by the administration of the validated and approved survey questionnaires in various institutions in Region XI, wherein the respondents were in the provinces of Davao del Sur, Davao del Norte, Davao de Oro, and Davao Oriental. Prior to the commencement of data collection, a signed letter of permission from the Dean of UM Professional Schools will be sought to allow the researcher to conduct a study, and will be emailed ahead to the different schools. The researcher personally presented the survey questionnaires and the Informed Consent Form to the respondents, and they signed after obtaining approval. The data collection for the study commenced in January 2026 until March 2026.

The survey questionnaires were retrieved and the results statistically combined, tabulated, analyzed and interpreted using the mean and standard deviation to describe both the exogenous and endogenous variables. Pearson's correlation was used to determine the significance of the relationship between the exogenous and the endogenous variables. In addition, a linear regression analysis was used to determine which independent variables were related to the dependent variable in the set provided. Finally, to examine and assess the multivariate causal relationships, structural equation modeling was used. This study used Structural Equation Modeling (SEM) to assess the relationship among the hypothesized variables and to create a model that most closely characterizes the dynamics of OCB in organizations.

In conducting this research, this paper strictly abides by ethical standards established by the University of Mindanao Ethics Review Committee (UMERC), UMERB protocol number (UMERC-2025-553) and the Data Privacy Act of 2012, so that the conduct of all research carried out with the support of the University is done with great consideration for moral considerations. This involves the review, evaluation and ongoing monitoring of research proposals, particularly those which potentially pose a risk to the health, privacy and rights of the research participants. The study adhered to the guidelines of UMERB which ensures that all respondents are treated with dignity and respect, their rights are protected and privacy is safeguarded throughout the research process. There were no physical, psychological or socioeconomic risks associated with

the study, and there was no monetary compensation for participation, but participation was beneficial because the results of the study can be used to improve the institutions. Academic integrity was taken care of by using plagiarism detection software that ensured the originality and credibility of the work, including Turnitin and Grammarly.

3. Results and Discussion

This section presents and discusses the data analysis and findings on professionalism, organizational socialization, engagement and organizational citizenship behavior. It provides a comprehensive interpretation of the results, highlighting key patterns, relationships, and insights from statistical analyses to address the study's research objectives.

3.1 Professionalism

As shown in Table 1, the overall level of professionalism among the teachers is high, with a mean of 4.18 and a standard deviation of 0.41, meaning teachers generally exhibit high professionalism in their practice and sometimes express professionalism. Professional facilitation had the highest mean of 4.27 and a standard deviation of .46 among the indicators. Work engagement showed the lowest mean score (4.03) and standard deviation (0.56), but it is still in the high descriptive level, indicating that it is often expressed but less consistently than other indicators. These findings have implications for an institution that provides good support for teachers and suggest that teachers' values of ethics and profession are high, but their values of energy, absorption and sustained engagement in work, although present, are less pronounced than the other six dimensions of professionalism.

Table 1: Level of Professionalism among Teachers

Indicators	SD	Mean	Descriptive Equivalent
Professional Ethos	0.54	4.22	Very High
Professional Challenge	0.50	4.21	Very High
Professional Facilitation	0.46	4.27	Very High
Work Engagement	0.56	4.03	High
Overall	0.41	4.18	High

The results indicated a need for continuing the structural and psychological aspects of teacher professionalism. Professional ethos, challenge and facilitation are rated very highly, and teachers show integrity and strive towards growth and are provided for in a supportive setting that promotes collaboration and access to resources. They do more than meet expectations and are well prepared to meet the demands of instruction under these conditions. However, it is found that the lower level of work engagement represents a need for schools to improve motivation, well-being and work-life balance to ensure teachers are energized and emotionally connected to their work.

The findings of the study support the idea of professionalism as a multi-dimensional phenomenon influenced by individual and organizational factors. A

teacher's moral responsibility and the match between his or her professional ethos and the organization's goals are key factors in helping to explain the very high ratings in this study, as noted by Akbari *et al.* (2022). Similarly, teachers' continuous learning and responsiveness to change is demonstrated by the high level of professional challenge that encourages teachers to go beyond their prescribed duties. The high rating for professional facilitation also supports Gunawan *et al.* (2024) stating that the support and availability of resources increase the ability of teachers to work and collaborate effectively. However, the comparatively low work engagement suggests that enthusiasm and energy are still responsive to the contextual and psychological conditions. Generally, findings indicate that ethical commitment, professional development and institutional support foster teacher professionalism.

3.2 Organizational Socialization

Based on the results from Table 2, it is found that the overall level of organizational socialization among teachers is very high and has a mean score of 4.29 with a standard deviation of 0.47, indicating that teachers have consistently manifested behaviors related to organizational adaptation. Understanding had the highest mean of 4.36 with a standard deviation of 0.50 which was interpreted as very high which means that these aspects are always and consistently manifested, and future prospect got the lowest mean of 4.21 and a standard deviation of 0.62 which was interpreted as very high, that is, always and consistently manifested. The results suggest that teachers have high awareness of organization norms and expectations, they have received sufficient and sustained training and they have good collegial relations with their fellow teachers and are positive about their future in the organization. However, the relatively lower mean for future prospect indicates that the teachers' faith in their career advancement is not as consistently evident as that in their immediate experience of organizational practices and colleagues' support.

Table 2: Level of Organizational Socialization among Teachers

Indicators	SD	Mean	Descriptive Equivalent
Training	0.58	4.30	Very High
Understanding	0.50	4.36	Very High
Co-worker Support	0.60	4.28	Very High
Future Prospect	0.62	4.21	Very High
Overall	0.47	4.29	Very High

The results show that it is crucial to successful organizational socialization to facilitate teacher integration and functioning. High level of understanding indicates that teachers understand institutional policies, roles and expectations very well, with a resulting decrease of role ambiguity and performance. A high rating for training is an indicator that induction and professional development opportunities exist that enable adaptation. Co-worker support shows that the team works together to support one another, and future prospect indicates that there are opportunities for growth to maintain motivation

and commitment. In general, a good socialization process contributes to teacher adjustment and fosters a positive and growth-oriented professional climate.

The findings are consistent with both theoretical and empirical research on the organizational socialization in education. The high level of training observed in this study is emphasized by Kim and Lee (2021), who state that structured training is necessary for teachers to internalize the values of the organization, and to get accustomed to the work practices. The high level of understanding also demonstrates the need for clear communication and role expectations to minimize uncertainty and encourage positive behaviors at work. Similarly, Santos and Franco (2023) emphasized that co-worker support enhances the confidence, collaboration, and discretionary effort of teachers. Nonetheless, the results in relation to future prospect are also consistent with those found by Ramirez *et al.* (2023), who found that feelings of career growth opportunities foster organizational citizenship behaviors. The findings suggest overall that training, clarity, peer support and future orientation enhance the engagement and effectiveness of the teachers and the institution.

3.3 Engagement

As presented in the results of Table 3, overall engagement level of the teacher showed a mean score of 4.13 and standard deviation of 0.55, indicating that the teacher is generally paying attention, is active and engaged in their work and is likely to exhibit some of the behaviors associated with being engaged. Teachers' professional practices are likely to be frequently demonstrated in the dimensions of absorption (with a mean of 4.19 and a standard deviation of 0.58) and dedication (with a mean of 4.18 and a standard deviation of 0.72), both of which were among the indicators with the highest mean. Vigor had the lowest mean value of 4.03 with a standard deviation of 0.62 which was still high but its standard deviation was lower than the other indicators, suggesting that it is usually expressed, but not as often. The findings suggest that teachers are highly engaged in their jobs and feel they have purpose and meaning in their work, but that this sustained energy and resilience is less identifiable than teachers' attentiveness and commitment.

Table 3: Level of Engagement among Teachers

Items	SD	Mean	Descriptive Equivalent
Absorption	0.58	4.19	High
Vigor	0.62	4.03	High
Dedication	0.72	4.18	High
Overall	0.55	4.13	High

The significance of the findings shows that teachers' psychological involvement is very high on focus and commitment, wherein they are absorbed and dedicated. The high rating for absorption suggests that teachers are likely to be completely engaged in what they are doing, deeply involved in their instruction and class duties. In the same way, the commitment the teachers have shown indicates that they feel their work is valuable and that they are proud of their role, and can lead to additional efforts that are likely to benefit their school community. The relatively lower mean in vigor, however, suggests that the

energy and stamina of the teachers may not be sustained as effectively. This indicates a need for institutional interventions to foster teacher wellness, stress management and workload balance to allow for cognitive and emotional engagement to become physically sustainable over time.

Literature concurs that engagement is a multi-dimensional phenomenon with absorption, vigor, and dedication. Wee and Sim (2022) noted that absorption is related to conscientiousness and reliability, indicating that teachers in this study had high levels of absorption. In the same vein, the high level of dedication is a positive indicator that teachers with more meaning in their job are more likely to exhibit OCBs such as altruism and civic virtue. The relatively low vigour, however, suggests that workloads and institutional demands can impact on energy and resilience. Similarly, Ramirez *et al.* (2023) concluded that teachers' vigor and dedication have a positive influence on their participation in voluntary school activities and cooperation. In general, the results validate that teachers' engagement is a positive influence on discretionary effort, individual performance, and organizational effectiveness.

3.4 Organizational Citizenship Behavior

Table 4 indicates that the overall score in terms of organizational citizenship behavior amongst teachers is very high (Mean = 4.21 and SD = 0.51). With regard to indicators, courtesy scored the highest mean of 4.28, suggesting that teachers are highly displaying of respectful and considerate behavior towards others. Participation in school-related concerns and governance activities was the lowest mean (4.17), indicating that civic virtue is fairly low in comparison to other aspects measured.

Table 4: Level of Organizational Citizenship Behavior among Teachers

Items	SD	Mean	Descriptive Equivalent
Conscientiousness	0.60	4.24	Very High
Sportsmanship	0.56	4.20	Very High
Civic Virtue	0.65	4.17	High
Courtesy	0.61	4.28	Very High
Altruism	0.66	4.18	High
Overall	0.51	4.21	Very High

The findings suggest that there is a high level of professionalism amongst teachers in terms of collaboration, accountability and relationships. Courtesy, conscientiousness and sportsmanship demonstrate that teachers have harmony, act responsibly and are positive with challenges. The more moderate scores in civic virtue and altruism, however, indicate a need to further promote engagement in school leadership, decision-making and volunteering for colleagues and students to improve OCB overall.

The findings are corroborated by literature which suggests that OCB is a multi-dimensional concept and critical to the achievement of organizational effectiveness in schools. The high overall average found for this study can be attributed to the presence of those attitudes such as conscientiousness, sportsmanship, civic virtue, courtesy, and altruism that foster a positive school climate and institutional functioning as highlighted

by Rosario *et al.* (2023). The high scores on courtesy and conscientiousness indicate that having respectful interactions and meeting professional standards are important values in effective schools. Likewise, Khan *et al.* (2022) and Parvez *et al.* (2024) validated that the OCB has a positive impact on the effectiveness of schools, teacher retention, and teacher cooperation. The lower levels of civic virtue and altruism, however, suggest a need for greater institutional support to promote participation and helping behaviors in an autonomous manner. In general, good OCB positively affects the performance of educators and the collective achievement of the organization.

3.5 Relationship between Professionalism and Organizational Citizenship Behavior

Table 5 reflects a strong positive correlation among teachers, where all correlations are significant at $p = .000$ between professionalism and organizational citizenship behavior. The correlations between the variables are generally high ($r = .687$), which means there is a strong relationship between professionalism and citizenship behavior. Among the dimensions, professional challenge has the strongest link with overall OCB ($r = .605$), followed by professional facilitation ($r = .568$), work engagement ($r = .562$), and professional ethos ($r = .460$). Sportsmanship ($r = .622$) and altruism ($r = .609$) are the highest professionalism associations. These findings indicate that teachers who are more professional, flexible, supportive, and involved have higher chances of displaying positive discretionary behaviors that are conducive to organizational effectiveness.

Table 5: Significance of the Relationship between Professionalism and Organizational Citizenship Behavior among Teachers

Professionalism	Organizational Citizenship Behavior					
	Conscientiousness	Sportsmanship	Civic Virtue	Courtesy	Altruism	Overall
Professional Ethos	.394** .000	.416** .000	.347** .000	.406** .000	.338** .000	.460** .000
Professional Challenge	.504** .000	.534** .000	.480** .000	.504** .000	.476** .000	.605** .000
Professional Facilitation	.394** .000	.502** .000	.502** .000	.421** .000	.519** .000	.568** .000
Work Engagement	.394** .000	.530** .000	.445** .000	.339** .000	.602** .000	.562** .000
Overall	.528** .000	.622** .000	.552** .000	.521** .000	.609** .000	.687** .000

These results suggest a strong positive relationship between professionalism and a teacher's efforts to go beyond the formal classroom tasks and to become involved in the broader school community. There is a strong relationship between challenge and OCB, indicating that teachers that desire growth, respond to challenge, and accept responsibility are more likely to demonstrate resilience and supportive behaviors. Similarly, professional facilitation emphasizes the need for institutional support, resources, and partnerships to foster helping behaviors and school participation. Overall Professionalism fosters cooperation, respect and common responsibility in schools.

The results of this study are consistent with recent studies that have found a relationship between professionalism and organizational citizenship behavior. Based on

Social Exchange Theory, Blau (1964) explained that reciprocation of positive organizational condition is accompanied by positive behaviors, this is why teachers who are professionally involved have a high level of OCB. Zhu *et al.* (2023) also determined that professional commitment is positively correlated with OCB for teachers, and Rahmat *et al.* (2022) showed that professionalism has a positive influence on the aspects of engagement, altruism and civic participation. Similarly, Ali *et al.* (2023) highlighted that teacher professionalism and lifelong learning stimulate teachers to go "above and beyond" the call of duty. Overall, the results support that professionalism is an important determinant of OCB and a crucial element to create cooperative learning contexts.

3.6 Relationship between Organizational Socialization and Organizational Citizenship Behavior

Table 8 reveals that the highest correlation of organizational socialization is with sportsmanship ($r = .603$), followed by civic virtue ($r = .585$), altruism ($r = .564$), courtesy ($r = .531$), and conscientiousness ($r = .507$). This suggests that the factors that contribute to teachers' effective training, clear role, peer support and positive future prospects are associated with OCB, including positive attitudes, involvement in school activities, assisting colleagues, fostering harmony, and going above and beyond what is expected of them.

Table 6: Significance of the Relationship between Organizational Socialization and Organizational Citizenship Behavior among Teachers

Organizational Socialization	Organizational Citizenship Behavior					
	Conscientiousness	Sportsmanship	Civic Virtue	Courtesy	Altruism	Overall
Training	.312** .000	.445** .000	.401** .000	.343** .000	.394** .000	.459** .000
Understanding	.388** .000	.451** .000	.476** .000	.394** .000	.438** .000	.521** .000
Co-worker Support	.442** .000	.559** .000	.506** .000	.521** .000	.460** .000	.602** .000
Future Prospect	.506** .000	.507** .000	.526** .000	.467** .000	.542** .000	.619** .000
Overall	.507** .000	.603** .000	.585** .000	.531** .000	.564** .000	.677** .000

The findings of this study suggest that organizational socialization has significance in terms of its influence on teachers' discretionary behaviors. Teachers who perceive future growth opportunities are more likely to feel motivated to participate, contribute, and are more likely to be responsible, which is strongly correlated with their perception of future prospect. Co-worker support also encourages helping behaviors, teamwork, and positive relationships; goals and expectations, and clear policies help teachers match their actions to the institutional goals. Training is the lowest with correlation but still a strong relationship to show the importance of induction and ongoing development. In general, the positive, clear, and growth atmosphere enhances teachers' citizenship behaviors.

These findings are confirmed by literature evidence that indicate organizational socialization as one of the most important factors that affect positive behavior in the

workplace. Based on Social Exchange Theory, positive organizational policies can promote employees' willingness to return through OCB. Kim and Lee (2021) pointed out that structured training and clear expectations enhance the process of integration and behavioral outcomes, and Santos and Franco (2023) found that co-worker support contributes to collaboration, trust, and discretionary effort among teachers. In the same way, Ramirez *et al.* (2023) found teachers that are well socialized are more likely to participate in voluntary school activities and support colleagues. The overall results support the hypothesis that organizational socialization fosters OCB and that a positive culture and climate within the school will foster a collaborative and effective school climate.

3.7 Relationship between Engagement and Organizational Citizenship Behavior

As indicated in Table 7, there is a significant positive correlation between engagement and organizational citizenship behavior at .636 level of significance at $p = .000$ among teachers. The strongest relationships with overall OCB were found with dedication ($r = .606$) and the weakest were found with absorption ($r = .506$) among the engagement indicators. Engagement had the strongest association with altruism ($r = .579$) and the weakest association with courtesy ($r = .481$), indicating that the more engaged teachers were more likely to engage in behaviors that are supportive of colleagues and the school, but the less engaged teachers were the more likely they were to be courteous.

Table 7: Significance of the Relationship between Engagement and Organizational Citizenship Behavior among Teachers

Engagement	Organizational Citizenship Behavior					
	Conscientiousness	Sportsmanship	Civic Virtue	Courtesy	Altruism	Overall
Absorption	.359** .000	.454** .000	.440** .000	.367** .000	.462** .000	.506** .000
Vigor	.419** .000	.464** .000	.457** .000	.399** .000	.421** .000	.524** .000
Dedication	.473** .000	.499** .000	.453** .000	.467** .000	.598** .000	.606** .000
Overall	.487** .000	.550** .000	.522** .000	.481** .000	.579** .000	.636** .000

These results suggest that an important factor for organizational citizenship behavior of teachers is engagement. Teacher dedication and OCB are closely related, and it seems that teachers who are dedicated to, and feel good about, their job tend to be more helpful to others, participate in school activities, and contribute to a positive school climate. Vigor fosters resilience and teamwork, and absorption helps with attention, dependability and conscientiousness. In general, higher engagement of teachers leads to better teacher performance and to a more positive and cooperative school atmosphere.

Further, the results are corroborated with literature that noted that engagement is one of the predictors of organizational citizenship behavior. The Job Demands – Resources Theory was used by Bakker and Demerouti (2017) to explain that those employees who are engaged are more likely to contribute discretionary effort and

demonstrate positive behaviors at work. Likewise, Zhu *et al.* (2023) discovered that a high level of work engagement was associated with teachers' OCB, in which dedication in voluntary participation and helping behaviors were found. Wee and Sim (2022) also found that engagement was correlated with altruism, cooperation and proactive school involvement, and Ramirez *et al.* (2023) highlighted the importance of engagement to motivate teachers to do more than their duty calls for. The results are consistent with the idea that engagement (particularly dedication, intensity, and absorption) fosters OCB in school environments.

3.8 Influence of Professionalism, Organizational Socialization and Engagement on Organizational Citizenship Behavior

Table 8 indicates that all three predictors for teachers, professionalism, organizational socialization and engagement, have p-values of .000, which means that all of them had a significant influence on the behavior of organizational citizenship. The model is explained well, $R = .756$, $R^2 = .571$ with the three variables in the model accounting for 57.1% of the variance in OCB. Of the predictors, organizational socialization most strongly predicted ($\beta = .327$) followed by engagement ($\beta = .280$) and professionalism ($\beta = .250$). The important F value (174.726) indicates that the model is a good model, so that all three variables can be said to have a contribution in the form of a meaningful contribution to teachers' citizenship behaviors.

Table 8: Significance of the Influence of Professionalism, Organizational Socialization and Engagement on Organizational Citizenship Behavior among Teachers

Organizational Citizenship Behavior					
(Variables)		B	β	t	Sig.
Constant		.337		1.913	.056
Professionalism		.310	.250	4.400	.000
Organizational Socialization		.354	.327	6.412	.000
Engagement		.257	.280	6.193	.000
R		.756			
R ²		.571			
ΔR^2		.568			
F		174.726			
Q		.000			

The results suggest that it is important to enhance the professionalism, organizational integration and engagement of teachers to foster the development of OCB. Organizational socialization is the strongest predictor, and it is expected that having clear roles, effective training, peer support, and opportunities for growth will result in teachers helping colleagues, participating in school initiatives, and fostering a positive work environment. Discretionary effort is reinforced by engagement, and ethical standards and commitment to excellence are reinforced by professionalism. Schools, in general, should create supportive environments, meaningful work experiences, and teacher and organizational development.

The results suggest that enhancing the teachers' organizational integration, engagement, and professionalism are critical for fostering OCB. Organizational socialization is the strongest predictor as it includes clear roles, effective training, peer support, and growth opportunities that enable teachers to support their colleagues, participate in school initiatives, and foster a positive school environment. Commitment to excellence is fostered by professionalism, and discretionary effort is enhanced by engagement. In general, schools should create conditions that positively influence teachers' and schools' outcomes through positive school climate, meaningful experiences in the workplace, and professional development.

Modern literature has confirmed that engagement is one of the important factors influencing organizational citizenship behavior. The Job Demands–Resources Theory (JD-R) (Bakker & Demerouti, 2017) suggests that when employees feel they have enough resources to manage their jobs, they are more inclined to work with discretionary effort and display positive behaviors in the workplace. Zhu *et al.* (2023) also revealed that work engagement is correlated with teachers' OCB and Wee and Sim (2022) suggested that teachers' engagement is related to altruism, cooperation, and proactive involvement in school. Commitment is another factor that inspires teachers to go above and above their official responsibilities, which is what Ramirez *et al.* (2023) also noted. In general, engagement is found to increase the OCB in an educational context.

3.9 Best Fit Model of Organizational Citizenship Behavior

The interrelationships between professionalism, organizational socialization, engagement, and organizational citizenship behavior (OCB) are presented by using Structural Equation Modeling (SEM) in this section. Three models were created to identify the most appropriate model, and the models were tested with the standard goodness of fit indices. Table 9 indicates both Models 1 and 2 did not meet the acceptable fit criteria. Model 1 showed a high value of CMIN/DF (11.403) and low values of fit indices (GFI = .756, CFI = .734, NFI = .717, TLI = .684), and a RMSEA value well above acceptable cut-off points (.162). Similarly, Model 2 showed some improvement but still did not satisfy the required standards, with CMIN/DF = 5.972, GFI = .850, CFI = .877, NFI = .856, TLI = .849, and RMSEA = .112. There was also a poor model fit with p-values of .000 in both models.

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	11.403	.756	.734	.717	.684	.162	.000
2	.000	5.972	.850	.877	.856	.849	.112	.000
3	.162	1.340	.989	.997	.989	.992	.029	.864

Legend:

CMIN/DF - Chi Square/Degrees of Freedom

GFI - Goodness of Fit Index

RMSEA - Root Mean Square of Error Approximation

NFI - Normed Fit Index

TLI - Tucker-Lewis Index

CFI - Comparative Fit Index

On the other hand, Model 3 met all the goodness-of-fit criteria and can be considered as the best-fit model. Specifically, Model 3 yielded a p-value of .162, a CMIN/DF of 1.340, and excellent fit indices (GFI = .989, CFI = .997, NFI = .989, TLI = .992), with a low RMSEA of .029 and a P-close of .864. The values are within the recommended range for SEM (CMIN/DF < 2), GFI, CFI, NFI, and TLI (> .95), and RMSEA (< .05). This verifies that Model 3 is a pretty good fit for the data observed. The use of several fit indices supports the validity of the model in line with SEM standards which recommend making a holistic assessment of the validity of the model.

Overall, the findings of the study suggest that Model 3 is consistent with the study's theoretical framework, as teachers' organizational citizenship behavior is influenced by professionalism, organizational socialization and engagement. This is consistent with Social Exchange Theory, which states that teachers in turn respond to positive conditions in the organization with discretionary actions. The JD-R theory also has implications for the importance of both organizational and personal resources in enhancing engagement and citizenship behaviors, and the organizational support theory suggests that perceived institutional support fosters commitment, altruism, courtesy, and conscientiousness. Similarly, the Person–Organization Fit Theory proposes that when there is a match between teacher values and organizational practices, engagement and OCB are increased.

Model 1 shows the first structural model, which suggests that professionalism, organizational socialization, and engagement are directly linked to OCB, and there is not much interaction between the predictors. As can be seen in the figure, there are direct relationships, but they are not well integrated; this can account for the low fit indices for the models. The interconnections among the exogenous variables were not strong enough, indicating a lack of full complexity in the way the constructs work with OCB.

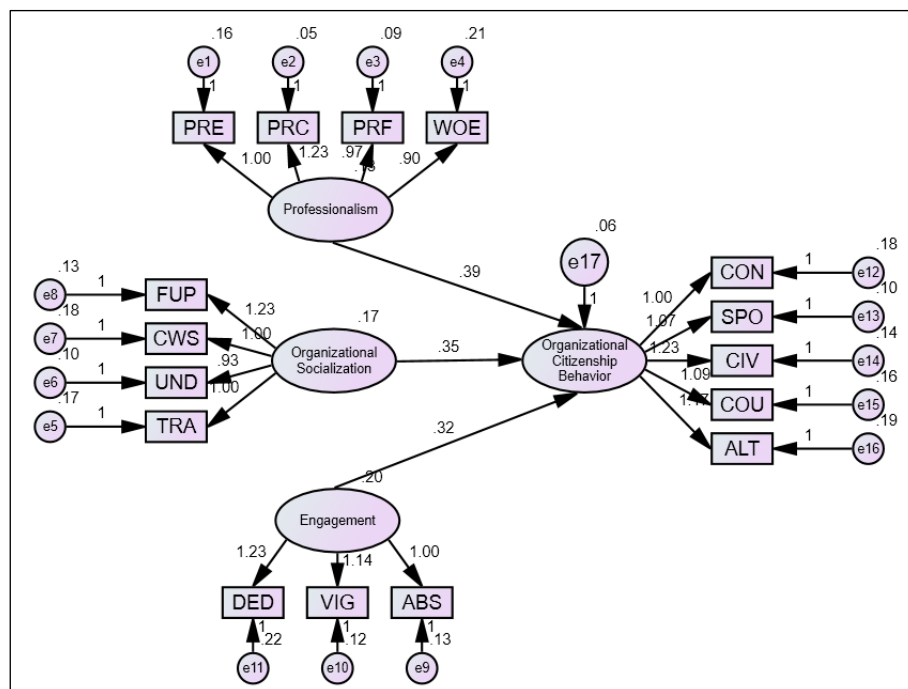


Figure 2: Model 1 in Standard Solution

Model 2 contains inter-relationships between the exogenous variables, which is an improvement over Model 1 in terms of the structural configuration. The covariances between professionalism, organizational socialization, and engagement are accounted for, which is more representative of the actual relationships between the variables. With this improvement, the model has not achieved the acceptable goodness-of-fit measures, and there is still room for improvement to adequately capture the data.

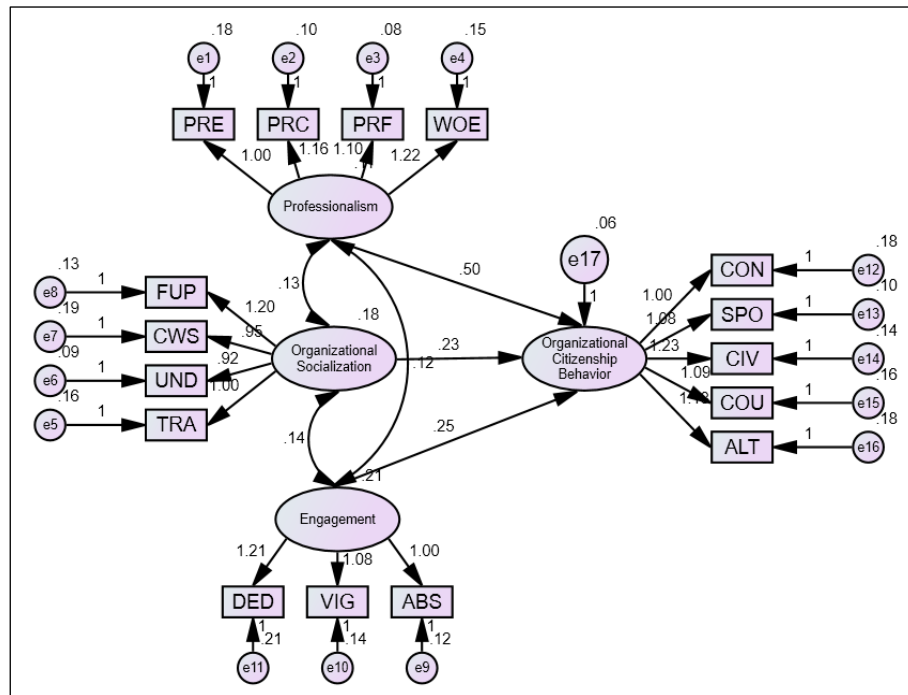


Figure 3: Model 2 in Standard Solution

However, Model 3 met all the criteria for model fit and is regarded as the best fit model. It obtained a p-value of .162, a CMIN/DF of 1.340, and excellent fit indices (GFI = .989, CFI = .997, NFI = .989, TLI = .992), with an RMSEA of .029 and P-close of .864. The values are within the recommended SEM range, and hence the validity of Model 3 is confirmed, as it gives a very good representation of the observed data.

The standardized estimates of the best fit model in Figure 3 support the view that all three exogenous variables have significant relationships with OCB at varying levels of magnitude. Of these, organizational socialization is the most significant, with engagement next, and professionalism coming last. For this reason, teachers' organizational integration (training, understanding, support from co-workers, and future prospects) is the most crucial factor in determining teachers' citizenship behaviors. Engagement adds by providing teachers with a motivational boost and with some discretionary effort; professionalism adds the moral and value-based frame of reference to support behavior.

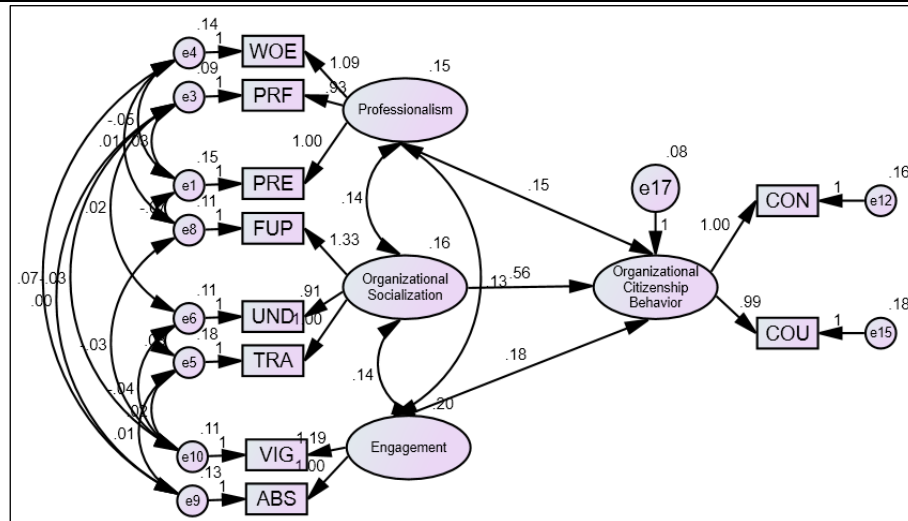


Figure 4: Model 3 Best Fit Model in Standard Solution

The best-fit model is also found to support the theoretical assumptions of the study. Based on Social Exchange Theory (SET), teachers give OCB in return for positive organizational conditions, which include good socialization and social involvement. Likewise, the Job Demands–Resources (JD-R) Theory suggests that organizational and personal resources increase engagement and positive work behaviors. The results are also backed by Organizational Support Theory (OST) and Person–Organization Fit Theory (POFT), which both suggest that perceived support and value congruence are important for engagement and OCB.

As can be seen in Table 10, all the covariances of the exogenous variables are positive and significant ($p = .000$). The highest relationship is between professionalism and organizational socialization (Estimate = .140), followed by organizational socialization and engagement (Estimate = .138), and professionalism and engagement (Estimate = .131). The findings suggest that there are close linkages between teachers' professionalism, organizational integration, and engagement, with the improvement of one potentially supporting the other.

Table 10: Covariances: (Group number 1 – Best Fit Model)

Variables			Estimates	S.E.	P-value
Professionalism	<-->	Organizational Socialization	.140	.016	***
Organizational Socialization	<-->	Engagement	.138	.017	***
Professionalism	<-->	Engagement	.131	.016	***

* $p < 0.05$, ** $p < 0.01$, *** $p = 0.000$

Overall, the best-fit model shows that the effects of professionalism, organizational socialization, and engagement are combined and interrelated to influence organizational citizenship behavior. The results indicate that each of the variables by itself is a factor in OCB, but when combined, these are a reinforcing system that increases teacher willingness to go the extra mile. This aligns with recent empirical evidence that shows that professionalism leads to ethical and responsible conduct, organizational socialization leads to adaptation and collaboration, and engagement leads to

motivational and discretionary efforts. The model highlights the need to establish an organization with a supportive, rich, and value-congruent atmosphere to foster higher OCB of teachers. Thus, schools should prioritize improving professional development initiatives, socialization practices and engagement to build highly collaborative and effective teachers' teams.

4. Recommendations

From the results of the study, the following recommendations are made: School leaders are advised to deepen their efforts for socialization in the school structure, in the aspect of future career prospects, which was rated relatively low. Career development plans, mentoring, and well-defined promotion procedures can help maintain the interest and commitment of instructors. Furthermore, the administrators should improve the cooperativeness surroundings and peer encouragement system, so that teachers could feel belonging, valued, and supported in the administration. Programs of continuous professional development should also be continued and should be aligned with the needs of teachers to further reinforce teachers' professionalism and involvement.

Teachers are encouraged to participate in collaborative efforts and professional development opportunities that will foster growth, knowledge sharing and teamwork. Considering the relatively low levels of vigor, the following strategies may be useful for teachers to try and improve their work-life balance, stress management and their personal well-being. Reflective practices, peer collaboration, and PL can further enhance both engagement and organizational citizenship behavior.

Policy makers should create and enact policies that foster sustainable teacher involvement and organizational support such as workload, resources, and incentives for good citizenship behavior. Enhancing civic virtue was one of the least rated aspects of OCB and policies that foster involvement in school governance and decision making should strengthen civic virtue. Creating teacher incentive programs for those who practice good OCB will further reinforce positive behavior in the school.

Further, other factors that impact on OCB, such as leadership styles, organizational culture, or psychological well-being, could be added to the model in future studies. Longitudinal studies are also suggested for the study of causal relationships over time. Further, future studies could be conducted in other educational settings or geographic areas to confirm the applicability of the results of this study and further develop the best-fit model.

5. Conclusion

The findings of the study showed that the teachers have high to very high scores in all the major variables, namely professionalism, organizational socialization, engagement and organizational citizenship behavior (OCB). In particular, the level of professionalism was quite high, where professional facilitation, professional ethos and challenge were highly expressed; however, the level of work engagement was relatively low. The

organizational socialization was consistently very high, and understanding and training had the highest ratings, while future prospect had comparatively lower ratings. There were also high levels of engagement, with absorption and dedication being lower than Vigor. Overall, teachers demonstrated a very high level of OCB; more specifically, it was teachers' courtesy and conscientiousness that were identified as the highest aspects of OCB. On the contrary, civic virtue and altruism were identified as relatively lower dimensions of OCB for teachers.

In addition, the study found that the three constructs of professionalism, organizational socialization and engagement were all positively related to OCB, rejecting the three null hypotheses. The regression analysis showed that organizational socialization was the most significant predictor of OCB, followed by engagement and professionalism. Furthermore, the results of the Structural Equation Modeling (SEM) provided further evidence that Model 3 is the best fit model, since the three variables affect OCB in a combined and interrelated manner.

The findings of the study clearly lend support to the theoretical background that was the foundation of this research. The results support the Social Exchange Theory (SET) and show that when teachers feel they are in a supportive environment, for example, when they are provided with good training, support from their colleagues and opportunities to participate in meaningful activities, they are more likely to return these favors in the form of discretionary behaviors such as OCB. Likewise, the results support the Job Demands–Resources (JD-R) Theory, which suggests that the presence of organizational and personal resources will positively affect job engagement and work outcomes. Because organizational socialization plays a significant role, it further reinforces the Organizational Support Theory (OST) which posits that perceived organizational support increases citizenship behavior and commitment. Furthermore, the connections between professionalism, socialization, and engagement is congruent with Person–Organization Fit Theory, which conceptualizes the relationship between fit between individuals and organizational systems as a positive link between engagement and cooperative behaviors. Overall, the study showed that these theoretical frameworks are relevant for the explanation of the dynamics of OCB in the educational context.

In summary, it is suggested that organizational citizenship behavior of teachers is the result of a system of dynamic and reinforcing relationships among professionalism, organizational socialization and engagement. Of these, organizational socialization is the most significant, stressing the need for a supportive, structured institutionalized environment, the establishment of clear expectations, and the need for collaboration. Engagement adds value by helping provide the motivation for discretionary actions, and professionalism helps to hold these actions in check and allow them to be practiced in an ethical and value-driven manner. The best-fit model also reveals that these variables are not independent but rather work in synergy with each other to improve teacher willingness to do more than their job description calls for. The results underscore the need for a comprehensive strategy for the promotion of OCB that will enhance school effectiveness, foster better collaboration, and foster a more positive OCB.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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Appendices:

Appendix A: Research Instrument

Professionalism, Organizational Socialization, and Employee Engagement: A Structural Equation Model on Organizational Citizenship Behavior of Teachers

Name (optional): _____

Age: _____ Sex: _____ Years in Teaching: _____ Ethnic Group: _____

Type of Institution: _____ Private _____ Public

Directions: Rate the levels of the following areas using the scale below. Indicate your agreement with each statement describing the indicator of commitment by placing a check mark after each statement.

5 – Strongly Agree (SA)

4 – Agree (A)

3 - Neither Agree nor Disagree (N)

2 – Disagree (D)

1 – Strongly Disagree (SD)

Part 1: Professionalism

Professional Ethos					
	5 SA	4 A	3 N	2 D	1 SD
<i>In our school, teachers...</i>					
1. work for more than just money.					
2. see their work as a societal contribution.					
3. consider their work a vocation.					
4. find personal meaning in their work.					
5. uphold non-material values in their work.					
6. put their ideals into practice through their work.					
7. believe their work makes the world better.					
Professional Challenge					
	5 SA	4 A	3 N	2 D	1 SD
<i>In our school, teachers ...</i>					
8. have clarity about what is expected of them.					
9. discuss with colleagues how to handle substantial challenges.					
10. create tailor-made solutions in their work.					
11. face complex problems in their work.					
12. are supported with adequate instruments and methods.					
13. respond effectively to unexpected situations.					
14. have space for substantial maneuvering in their work.					
Professional Facilitation					
	5	4	3	2	1
<i>In our school, teachers...</i>					

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	SA	A	N	D	SD
15. see themselves as representatives of their profession.					
16. feel their knowledge progression has never come to a standstill.					
17. are encouraged to further develop their professional competencies.					
18. exchange ideas with colleagues from other relevant organizations.					
19. feel part of a professional group that matters to them.					
20. perceive that politics pays great attention to their professional group.					
21. feel recognized as professionals with added value.					
Work Engagement					
<i>In our school, teachers ...</i>	5 SA	4 A	3 N	2 D	1 SD
22. feel full of energy at work.					
23. enjoy to stay engaged in their job.					
24. seldom have opportunities to create tailor-made solutions.					
25. encounter reasonable problems in their work.					
26. have adequate instruments and methods to support their work.					
27. react effectively to unexpected situations.					

Adapted and modified from: Butter, R. and Hermanns, J. (2011). Impact of experienced professionalism on professional culture in probation. European Journal of Probation. DOI: 10.1177/206622031100300303

Part 2: Organizational Socialization

Training					
<i>In our school, the teachers...</i>	5 SA	4 A	3 N	2 D	1 SD
1. receive excellent job training.					
2. are enabled by training to perform their job very well.					
3. are offered thorough training to improve their skills.					
4. benefit from valuable instructions provided by school head.					
5. are given highly effective job training.					
Understanding					
<i>In our school, the teachers...</i>	5 SA	4 A	3 N	2 D	1 SD
6. know how to get things done.					
7. fully understand their duties.					
8. are made aware of the school's goals clearly.					
9. have knowledge of how the school operates.					
10. understand the school's objectives.					
Co-worker Support					
<i>In our school, the teachers...</i>	5 SA	4 A	3 N	2 D	1 SD
11. receive help from colleagues in various ways.					
12. can rely on co-workers who willingly offer assistance or advice.					
13. are accepted by most of their co-workers.					
14. are helped by co-workers to adjust to the school.					
15. maintain very good relationships with their co-workers.					
Future Prospect					
<i>In our school, the teachers...</i>	5 SA	4 A	3 N	2 D	1 SD
16. have many opportunities for a good career.					
17. are satisfied with the rewards offered by the school.					

18. have opportunities for advancement that are available to almost everyone.					
19. can clearly anticipate their prospects for promotion.					
20. expect to remain employed in this school for many more years.					

Adapted and modified from: Taormina, R. J. (2004). Convergent validation of two measures of organizational socialization. *The International Journal of Human Resource Management*, 15(1), 76–94.
<https://doi.org/10.1080/0958519032000157357>

Part 3: Engagement

Absorption					
<i>When I am in school, I...</i>	5 SA	4 A	3 N	2 D	1 SD
1. feel that time flies while I am working.					
2. forget everything else around me when I am working.					
3. feel happy when working intensely.					
4. am fully immersed in my work.					
5. get carried away while I am working.					
6. remain connected and committed to my job.					
Vigor					
<i>When I am in school, I...</i>	5 SA	4 A	3 N	2 D	1 SD
7. wake up in the morning feeling eager to go to work.					
8. work for very long periods of time.					
9. remain mentally resilient at my job.					
Dedication					
<i>When I am in school, I...</i>	5 SA	4 A	3 N	2 D	1 SD
10. am enthusiastic about my job.					
11. feel inspired by my job.					
12. see my job as a meaningful challenge.					

Adapted and modified from: Gera, Navneet & Sharma, Rajkumar & Saini, Pankaj. (2019). Absorption, Vigor and Dedication: Determinants of Employee Engagement In B-Schools. *Indian Journal of Economics and Business*. 18. 61-70.

Part 4: Organizational Citizenship Behavior

Conscientiousness					
<i>In school...</i>	5 SA	4 A	3 N	2 D	1 SD
1. teachers obey rules and regulations even when no one is watching.					
2. teachers are highly conscientious in their work.					
3. teachers give an honest day's work for an honest day's pay.					
Sportsmanship					
<i>In school...</i>	5 SA	4 A	3 N	2 D	1 SD
4. teachers manage their time well and avoid trivial complaints.					
5. teachers focus on the positive side rather than dwelling on problems.					
6. teachers keep challenges in perspective without exaggerating minor issues.					
7. teachers recognize and appreciate what the organization does well.					
8. teachers express concerns calmly and constructively.					
Civic Virtue					
<i>In school...</i>	5	4	3	2	1

	SA	A	N	D	SD
9. teachers attend meetings that are not mandatory but important.					
10. teachers attend functions that are not required but support the school's image.					
11. teachers keep abreast of changes in the organization.					
12. teachers read and keep up with announcements, memos, and updates.					
Courtesy					
<i>In school...</i>	5 SA	4 A	3 N	2 D	1 SD
13. teachers are mindful of how their behavior affects others' work.					
14. teachers respect and uphold the rights of others.					
15. teachers try to avoid creating problems for co-workers.					
Altruism					
<i>In school...</i>	5 SA	4 A	3 N	2 D	1 SD
16. teachers help colleagues who have heavy workloads.					
17. teachers help orient new colleagues even when it is not required.					
18. teachers willingly help others with work-related problems.					
19. teachers are always ready to lend a helping hand.					

Adapted and modified from: Habeeb, S. (2019). A proposed instrument for assessing organizational citizenship behavior in BFSI companies in India. *Cogent Business & Management*, 6(1), 1625702. <https://doi.org/10.1080/23311975.2019.1625702>

Appendix B: Specific items per Indicator

Table 1.1: Level of Professionalism
among Teachers in Terms of Professional Ethos

Items	SD	Mean	Descriptive Equivalent
Work for more than just money.	0.82	4.19	High
See their work as a societal contribution.	0.66	4.36	Very High
Consider their work a vocation.	0.80	4.21	Very High
Find personal meaning in their work.	0.70	4.19	High
Uphold non-material values in their work.	0.69	4.12	High
Put their ideals into practice through their work.	0.65	4.28	Very High
Believe their work makes the world better.	0.69	4.19	High
Overall	0.54	4.22	Very High

Table 1.2: Level of Professionalism
among Teachers in Terms of Professional Challenge

Items	SD	Mean	Descriptive Equivalent
Have clarity about what is expected of them.	0.68	4.28	Very High
Discuss with colleagues how to handle substantial challenges.	0.68	4.28	Very High
Create tailor-made solutions in their work.	0.63	4.19	High
Face complex problems in their work.	0.67	4.25	Very High
Are supported with adequate instruments and methods.	0.64	4.18	High
Respond effectively to unexpected situations.	0.65	4.17	High
Have space for substantial maneuvering in their work.	0.68	4.17	High
Overall	0.50	4.21	Very High

Table 1.3: Level of Professionalism
among Teachers in Terms of Professional Facilitation

Items	SD	Mean	Descriptive Equivalent
See themselves as representatives of their profession.	0.62	4.37	Very High
Feel their knowledge progression has never come to a standstill.	0.70	4.30	Very High
Are encouraged to further develop their professional competencies.	0.58	4.37	Very High
Exchange ideas with colleagues from other relevant organizations.	0.64	4.26	Very High
Feel part of a professional group that matters to them.	0.61	4.27	Very High
Perceive that politics pays great attention to their professional group.	0.68	4.07	High
Feel recognized as professionals with added value.	0.61	4.23	Very High
Overall	0.46	4.27	Very High

Table 1.4: Level of Professionalism
among Teachers in Terms of Work Engagement

Items	SD	Mean	Descriptive Equivalent
Feel full of energy at work.	0.78	4.01	High
Enjoy to stay engaged in their job.	0.72	4.10	High
Seldom have opportunities to create tailor-made solutions.	0.72	3.84	High
Encounter reasonable problems in their work.	0.70	4.04	High
Have adequate instruments and methods to support their work.	0.76	4.09	High
React effectively to unexpected situations.	0.66	4.09	High
Overall	0.56	4.03	High

Table 2.1: Level of Organizational Socialization
among Teachers in Terms of Training

Items	SD	Mean	Descriptive Equivalent
Receive excellent job training.	0.64	4.36	Very High
Are enabled by training to perform their job very well.	0.68	4.32	Very High
Are offered thorough training to improve their skills.	0.67	4.34	Very High
Benefit from valuable instructions provided by school head.	0.70	4.25	Very High
Are given highly effective job training.	0.70	4.22	Very High
Overall	0.58	4.30	Very High

Table 2.2: Level of Organizational Socialization
among Teachers in Terms of Understanding

Items	SD	Mean	Descriptive Equivalent
Know how to get things done.	0.60	4.33	Very High
Fully understand their duties.	0.60	4.38	Very High
Are made aware of the school's goals clearly.	0.61	4.37	Very High
Have knowledge of how the school operates.	0.66	4.30	Very High
Understand the school's objectives.	0.59	4.39	Very High
Overall	0.50	4.36	Very High

Table 2.3: Level of Organizational Socialization
among Teachers in Terms of Co-worker Support

Items	SD	Mean	Descriptive Equivalent
Receive help from colleagues in various ways.	0.67	4.28	Very High
Can rely on co-workers who willingly offer assistance or advice.	0.68	4.27	Very High
Are accepted by most of their co-workers.	0.65	4.35	Very High
Are helped by co-workers to adjust to the school.	0.69	4.24	Very High
Maintain very good relationships with their co-workers.	0.69	4.28	Very High
Overall	0.60	4.28	Very High

Table 2.4: Level of Organizational Socialization
among Teachers in Terms of Co-worker Support

Items	SD	Mean	Descriptive Equivalent
Have many opportunities for a good career.	0.67	4.31	Very High
Are satisfied with the rewards offered by the school.	0.77	4.16	High
Have opportunities for advancement that are available to almost everyone.	0.71	4.28	Very High
Can clearly anticipate their prospects for promotion.	0.74	4.18	High
Expect to remain employed in this school for many more years.	0.80	4.13	High
Overall	0.62	4.21	Very High

Table 3.1: Level of Engagement
among Teachers in Terms of Absorption

Items	SD	Mean	Descriptive Equivalent
Feel that time flies while I am working.	0.67	4.29	Very High
Forget everything else around me when I am working.	0.82	4.00	High
Feel happy when working intensely.	0.82	4.01	High
Am fully immersed in my work.	0.73	4.35	Very High
Get carried away while I am working.	0.81	4.14	High
Remain connected and committed to my job.	0.69	4.33	Very High
Overall	0.58	4.19	High

Table 3.2: Level of Engagement
among Teachers in terms of Vigor

Items	SD	Mean	Descriptive Equivalent
Wake up in the morning feeling eager to go to work.	0.79	3.85	High
Work for very long periods of time.	0.78	4.08	High
Remain mentally resilient at my job.	0.74	4.15	High
Overall	0.62	4.03	High

Table 3.3: Level of Engagement among
Teachers in terms of Dedication

Items	SD	Mean	Descriptive Equivalent
Am enthusiastic about my job.	0.76	4.17	High
Feel inspired by my job.	0.81	4.12	High
See my job as a meaningful challenge.	0.74	4.23	Very High
Overall	0.72	4.18	High

Table 4.1: Level of Organizational Citizenship Behavior
among Teachers in terms of Conscientiousness

Items	SD	Mean	Descriptive Equivalent
Teachers obey rules and regulations even when no one is watching.	0.73	4.20	Very High
Teachers are highly conscientious in their work.	0.64	4.25	Very High
Teachers give an honest day's work for an honest day's pay.	0.67	4.26	Very High
Overall	0.60	4.24	Very High

Table 4.2: Level of Organizational Citizenship Behavior
among Teachers in terms of Sportsmanship

Items	SD	Mean	Descriptive Equivalent
Teachers manage their time well and avoid trivial complaints.	0.68	4.20	Very High
Teachers focus on the positive side rather than dwelling on problems.	0.67	4.16	High
Teachers keep challenges in perspective without exaggerating minor issues.	0.66	4.22	Very High
Teachers recognize and appreciate what the organization does well.	0.63	4.21	Very High
Teachers express concerns calmly and constructively.	0.67	4.22	Very High
Overall	0.56	4.20	Very High

Table 4.3: Level of Organizational Citizenship Behavior
among Teachers in terms of Civic Virtue

Items	SD	Mean	Descriptive Equivalent
Teachers attend meetings that are not mandatory but important.	0.72	4.18	High
Teachers attend functions that are not required but support the school's image.	0.78	4.11	High

Teachers keep abreast of changes in the organization.	0.71	4.17	High
Teachers read and keep up with announcements, memos, and updates.	0.71	4.21	Very High
Overall	0.65	4.17	High

Table 4.4: Level of Organizational Citizenship Behavior
among Teachers in terms of Courtesy

Items	SD	Mean	Descriptive Equivalent
Teachers are mindful of how their behavior affects others' work.	0.67	4.28	Very High
Teachers respect and uphold the rights of others.	0.66	4.32	Very High
Teachers try to avoid creating problems for co-workers.	0.70	4.24	Very High
Overall	0.61	4.28	Very High

Table 4.5: Level of Organizational Citizenship Behavior
among Teachers in terms of Altruism

Items	SD	Mean	Descriptive Equivalent
Teachers help colleagues who have heavy workloads.	0.76	4.13	High
Teachers help orient new colleagues even when it is not required.	0.70	4.23	Very High
Teachers willingly help others with work-related problems.	0.74	4.19	High
Teachers are always ready to lend a helping hand.	0.71	4.18	High
Overall	0.66	4.18	High