THE MEDIATING ROLE OF PSYCHOLOGICAL WELL-BEING ON THE RELATIONSHIP BETWEEN SCHOOL ORGANIZATIONAL CLIMATE AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR IN PUBLIC SCHOOLS

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Abstract:

The purpose of this study was to determine the mediating role of psychological well-being on the relationship between school organizational climate and organizational citizenship behavior in public schools. Utilizing quantitative, non-experimental design via correlational technique, data were obtained from 256 respondents of the study who are teachers among public elementary schools in Cateel 1 and 2, Davao Oriental. The researcher utilized a stratified random sampling technique and an online survey mode of data collection. The researcher also utilized the statistical tools mean, Pearson r, and Medgraph using the Sobel z-test. From the results of the study, it was found that there is a very high level of school organizational climate, organizational citizenship behavior, and psychological well-being. Also, results revealed that there is a significant relationship between school organizational climate and organizational citizenship behavior, a significant relationship between school organizational climate and psychological well-being, and a significant relationship between psychological well-being and

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organizational citizenship behavior. Further, psychological well-being has a partial mediating effect on the relationship between school organizational climate and organizational citizenship behavior in public schools.

Keywords: education, psychological well-being, school climate, organizational citizenship behavior, mediating effect, Philippines

1. Introduction

Experiencing a lot of work pressure and the existing culture of poor work-life balance leads employees to be highly disappointed with their jobs. In return, their organizational citizenship behavior also diminishes. Employees face various work-life conflicts due to lack of free time, high workloads, and many working days which lead them to feel stressed and frustrated. It reduces employee's initiative and motivation to play an extra role in their organization (Seman *et al.*, 2022). Also, organizational citizenship behavior decreases if individuals feel that promotion opportunities in the organization are very small or non-existent after individuals get promotions. If the organization and coworkers do not respect OCB, it will damage motivation and disrupt work relationships (Prakoso, 2022).

Organizational citizenship behavior is not part of an individual's job duties, but if done can benefit the organization (Prakoso, 2022). It stimulates the efficient working of the institution by employing the discrete conduct and behavior of workers and plays a role in organizational development in various means. Teachers that exhibit OCB are eager to work together and magnify their assurance from the fixed responsibilities as well as recompenses provided by way of the organization having the purpose of attaining additional momentous objectives. Further, OCB has a direct influence on the success level of organizations. Teachers demonstrating a high degree of OCB put more effort and time into their professions, and cause improvement in their respective institutions. Teachers with high OCB create a positive atmosphere in which their stakeholders in the school are likely to increase their contribution to fulfilling the school goals (Isik, 2021).

Furthermore, there were no similar studies that deal with the mediating role of psychological well-being on the relationship between school organizational climate and organizational citizenship behavior in Region XI or specifically in Davao Oriental. Existing studies were only on Employees' Workplace Well-Being and Organizational Citizenship Behavior of Private Education in Ilocos Norte, Philippines by Abun *et al.* (2021) and Psychological Capital and Organizational Citizenship Behavior in Selected Public Hospitals in the Eastern Cape Province of South Africa by Chamisa *et al.* (2020). The outcome of the study may provide contribution to the field of education specifically in the world of literature. Moreover, results can be used to develop or augment the practices of teachers as to their school organizational climate, organizational citizenship behavior, and psychological well-being. Thus, a need to conduct this study.

There was an urgency to conduct this study because the existing situation in schools shows that there are still a number of problems and issues involving the teachers despite the implementation of various national and local programs that aim to provide teachers with a variety of benefits, thereby improving their school organizational climate and organizational citizenship behavior. Also, it came to my interest and curiosity on how these teachers were able to cope and adjust their teaching and learning strategies specifically the abrupt shift from the face-to-face mode to the online method of teaching and learning brought about by COVID 19 and then going back to the face-to-face from the online mode in these new normal times. As a result, the shift from an online setting to face-to-face classes under the new normal entails another total adjustment or challenge in terms of class preparation and conduct of class activities which in effect has affected their psychological well-being, school organizational climate and the organizational behavior of the teachers.

2. Literature Review

There are review of related literature which is discussed in support of the study. The school organizational climate, as the independent variable of the study, affects organizational effectiveness. Organizations that have an open climate work situation show a higher level of trust and effectiveness than those that use a closed climate. School achievement is influenced by the type of leadership developed and the strong school organizational climate. Thus, the school's organizational climate is influenced by organizational climate and leadership style. School organizational climate is also influenced by the organizational culture that develops in it. In creating a conducive school organizational climate, the school leaders must acquire insight and creativity to plan the right transformation to create not only a comfortable school environment but to make it a fun place for teachers to work. Therefore, schools need leaders who can transform the school culture and teaching profession more effectively into excellence (Don *et al.*, 2021; Prastiawan *et al.*, 2020).

Furthermore, collegial leadership in education is associated with participatory, transformational, and interpersonal leadership models. Transformational leadership is in line with collegial leadership as it assumes that all employees share the same values and interests, and thus all stakeholders are involved in achieving educational goals. School leaders strongly emphasize collegial leadership and consensus while negotiating how to handle the hierarchical and result-oriented expectations towards their work to initiate school development. This is seen in the extensive use of strategies such as equalizing and simplifying. Such a strategy could be underscored as egalitarianism and collegial leadership between leaders and teachers (Mausethagen *et al.*, 2019; Mlinarevic *et al.*, 2022).

Additionally, teachers have various roles namely: a subject matter expert, a pedagogical expert, and a didactical expert, which together influence the development of the teacher's role and determine professional teacher behavior in the classroom. Thus, teachers are good subject experts with a very strong knowledge base in their subject area.

Also, one effective professional teacher behavior is the ability of the teacher to promote student engagement in the lesson by taking specific actions to increase the probability that students will actively engage during instruction. The level to which students are engaged with content is the greatest predictor of student achievement (Cooper, 2019; Makovec, 2018).

On organizational citizenship behavior as the dependent variable, organizational citizenship behavior is a desirable trait for organizations because of the development of important job satisfaction and organizational productivity. Organizational citizenship behavior allocates the organizations with more resources and at the same time reduces dependency on formal, and expensive mechanisms. OCB is important for individuals as it provides creativity and innovation, develops ideas and proposals submitted by individuals, enhances motivation for achievement improves performance and a sense of responsibility towards the organization, and provides an opportunity for individuals to test their abilities and managerial ability through their contribution and participation in decision-making (Alhashedi *et al.*, 2020; Hossein & Somayeh, 2018).

Moreover, altruism can either be normative or autonomous. Normative altruism includes acts of helpfulness governed by social rewards and punishments while autonomous altruism is not influenced by these. Examples of autonomous altruism are not commonplace and include such acts that may also be referred to as heroism. Generally, normative altruism is low risk and low cost for the actor while autonomous altruism is often high risk and high cost. Individuals with high altruism with the ultimate goal of benefiting others' welfare typically help others more eagerly. Thus, people with a high altruistic personality are more likely to help others. Altruism is a key factor leading to prosocial behavior (Feigin *et al.*, 2018; Lin *et al.*, 2022).

In addition, conscientiousness is related to self-control and processes of planning, organizing, and executing tasks successfully. Conscientiousness is manifested in achievement orientation and orderliness. People with high conscientiousness are systematic in their approach and are characterized by efficiency, tenacity, and a strong sense of duty; they have a strong will to perform; and they are ambitious and have high expectations of themselves. Persons that score high on conscientiousness also put a lot of effort into planning and organizing which generates predictability and enables a high level of efficiency; they are punctual, fulfil deadlines; and take obligations seriously (Lindahl, 2023; Sjoberg *et al.*, 2021).

Further, there are four categories of civic virtue, namely civic knowledge, self-control, firm attitude towards oneself, and citizen independence. Civic virtue is the active involvement of citizens as a form of maintaining a relationship of equality, mutual trust and tolerance, cooperative life, solidarity, and community spirit. Teachers encourage citizens to contribute to civic education for a certain period of time. It is with this service that citizens who have taken a position in society, go back to school and educate or share their position and contributions to society with students. The aim of the teaching service is to offer a civic education for students by transmitting civic virtues. The concept of

virtue refers to a particular role that a person may occupy such as the role of a citizen (Susanti & Suryadi, 2021; van der Laan, 2020).

Meanwhile, psychological well-being is the mediating variable. Teacher's personal resources are positively related to work engagement and psychological well-being and negatively associated with exhaustion. Positive emotions predict future increases in positive emotions and lead to better psychological well-being. Teachers' psychological well-being is related to teacher's performance. Psychological well-being is also associated with positive affect, life satisfaction, a sense of coherence, and optimism. Well-functioning people view their lives as worthwhile, are engaged in work, have control over their work environment, feel competent to do their work and experience positive relationships with others. Psychological well-being entails a person's potential for development and growth and includes feelings of personal expressiveness and accomplishment (Heidari *et al.*, 2022; Zakaria *et al.*, 2021).

Additionally, peer support and collaboration, school work environment, school leadership and management, and school policies all affect teachers in the workplace. There is a need for interventions aimed at promoting psychological well-being workshops for teachers. Character strengths like gratitude can decrease symptoms of depression in teachers and increase their level of satisfaction. Further, work satisfaction is a factor that influences psychological well-being. Teachers' well-being is nowadays a dynamic concept that includes self-efficacy, work satisfaction, and income satisfaction (Garcia-Alvarez *et al.*, 2021; Lau *et al.*, 2022).

A previous study aimed to find out the degree of the relationship that exists between the areas of school organizational climate and the organizational citizenship behavior of teachers. Three areas of school organizational climate have significant relationships with organizational citizenship behaviors of teachers namely: collegial leadership, teacher professionalism, and academic press. Also, many aspects influence the organizational citizenship behaviors of teachers. There are perceptions of organizational support and organizational justice towards organizational citizenship behaviors, as well as correlations of organizational citizenship behaviors towards school organizational climate and procedural justice (Aboyi, 2018; Alwi *et al.*, 2021).

Further, the school organizational climate consists of the attitudes, beliefs, norms, goals, values, and interpersonal relationships that support feelings of psychological and physical well-being. A school organizational climate that leads to favorable physical and psychological well-being is linked to positive outcomes, such as prosocial behavior, self-realization, self-confidence, ability to collaborate, communicate and contribute to the school improvement process, attentiveness when participating in school activities, among others (Rekiene & Pakrosnis, 2021). Relatedly, the school organizational climate is one context in an immediate environment that can act as a vehicle for socioemotional and relational learning. The school organizational climate and values held by teachers within a school could enhance or hinder psychological well-being (Franco *et al.*, 2022).

Moreover, psychological well-being is associated with organizational citizenship behavior. Employees' well-being is a significant predictor of organizational citizenship

behavior. Since individuals tend to experience psychological well-being in healthy social relationships, an organization's employee can improve psychological well-being through positive interactions with other workers. Further, psychological well-being leads to a higher level of organizational citizenship behavior through enhanced work engagement. Psychological well-being also increases important predictors of work engagement such as cognitive and physical resources (Kang *et al.*, 2020; Xu *et al.*, 2019).

In addition, this study is anchored on the Organizational Behavior Theory by Organ (1988) who stated that an individual's behavior is discretionary and such behavior does not directly recognize the formal reward system. OCB promotes the effective functioning of the organization wherein such performance supports the social and psychological environment in which task performance takes place. Supervisors usually consider and reward OCB portrayed by subordinates. Such behaviors are internally motivated arising from within and sustained by an individual's need for achievement, belonging, and competence.

In support of the study is the Social Exchange Theory by Blau (1964) wherein the more organizational climate impacts individuals positively, the more they will enjoy their work and connect to the work such as the feeling of harmonious work passion leading to job performance. Social exchange explains how two or more parties exchange resources, how successions of exchanges take place, and how exchanges affect the relationship between the parties concerned. The premise of the theory is human interaction wherein relationships grow gradually into trust, loyalty, and requisite commitments if those concerns live by limited rules of exchange.

Furthermore, this study is also supported by the Self-Determination Theory by Ryan and Deci (2000) which highlights the assumption that individuals possess autonomy, with an innate determination toward psychological well-being, growth, and development, and strive to be competent in facing ongoing challenges and in integrating their experiences into a coherent sense of self. This natural human tendency requires ongoing support from the social environment toward active engagement and psychological well-being and growth.

3. Material and Methods

The respondents of the study were 256 out of 369 total population of public elementary school teachers in Cateel 1 and Cateel 2, Davao Oriental. The computation of the sampling size was based on Slovin's formula (n=N/(1+Ne2), (Stephanie, 2003). In this case, the public elementary school teachers are 147 in Cateel 1 and in Cateel 2, Davao Oriental were the groups to become respondents. These public elementary school teachers were employed under a permanent status for a period of not less than 2 years. With a desire to give everyone a chance to be included in the study, a stratified random sampling method was used in determining the respondents of the study. This is a sampling technique in which the population is divided into groups called strata (Salkind, 2007). Moreover, the

idea is that the groupings are made so that the population units within the groups are similar.

In this study, inclusion, exclusion, and withdrawal criteria were considered. In particular, included in this study as the respondents were the public elementary school teachers in Districts 1 and 2, Cateel, Davao Oriental who are currently employed and whose plantilla numbers are in the Department of Education, as they were the ones who were in the position to provide useful information upon testing the hypothesis of the study. Among those who were excluded as respondents of the study were those teachers who were not teaching under the elementary public schools in Districts 1 and 2, Cateel, Davao Oriental, for they were in different work environments and supervision. Also, teachers who were working in junior and senior high schools including those teaching in private schools even if assigned in the identified schools of the study, and including those teachers who hold managerial or supervisory positions were excluded from the study. The respondents were chosen accordingly to answer the questionnaire with confidentiality. The target respondents were free to decline from participating in the survey. The respondent can be withdrawn from the research study if he/she committed falsification, plagiarism, and other moral offenses or if the respondents have health conditions and special needs. They were not forced to answer the research questionnaire and were encouraged to return the same to the researcher for its automatic disposal. Moreover, they can withdraw anytime their participation in the research process if they feel uncomfortable about the study since they were given the free will to participate without any form of consequence or penalty.

This study was conducted in public elementary schools in Cateel 1 and 2, Davao Oriental, which is part of Region XI, Philippines. Region XI is located in the southeastern portion of Mindanao, and Mindanao consists of five provinces, namely: Compostela Valley, Davao del Norte, Davao del Sur, Davao Oriental, and Davao Occidental. The region encloses the Davao Gulf and its regional center is Davao City.

This study utilized a quantitative non-experimental design of research using a correlational technique. This kind of design according to Creswell (2014) and De Vaus (2001) provides summary data specifically measures of central tendency including the mean, standard deviation, and correlation between variables or employing methods of analyzing correlations between multiple variables by using tests such as Pearson r and regression analysis. Generally, correlational studies use independent and dependent variables, but the effect of the independent variable is observed on the dependent variable without manipulating the independent variable (Patidar, 2013). This method of research was appropriate for this study because its objective was to determine the significant relationship between school organizational climate as the independent variable, organizational citizenship behavior as the dependent variable, and psychological well-being as the mediating variable.

The mediation process was used to determine whether the relationship between school organizational climate as the independent variable and organizational citizenship behavior as the dependent variable was significantly reduced after the inclusion of the

mediating variable- psychological well-being. In other words, mediating relationships occur when a third variable plays an important role in governing the relationship between the other two variables (MacKinnon, 2008).

A systematic procedure was followed in this study. First, before the conduct of the study, the researcher sent a letter asking for permission to the Schools Division Superintendent of the Department of Education Division of Davao Oriental which letter once approved was furnished to the School Heads of the respondents-teachers. As soon as the request was approved, the survey questionnaires were administered to the respondents of the public schools in Districts 1 and 2, Cateel, Davao Oriental with the continuous strict observance of the health and safety protocols. Then the researcher immediately visited the concerned school heads of the identified schools and as part of the courtesy call discussed the plan for the conduct of online mode of data gathering through Google Forms. Also, before the actual data collection, the researcher will secure Certificate of Compliance from UMERC (UMERC Protocol Number UMERC-2023-565) to ensure compliance with some ethical considerations in research. All the data of the retrieved questionnaires was analyzed and interpreted by the designated statistician, in line with the objectives of the study. Based on the findings of the study, conclusions and recommendations were formulated.

As to the statistical tools to be used in this study: For the levels of psychological well-being, school organizational climate, and organizational citizenship behavior, the mean was used to answer research objectives 1, 2, and 3. For the test of significance with the hypothesis at 0.05 level of significance: Pearson Product Moment Correlation (Pearson r) was used to determine the significance of the relationship between and among the variables: psychological well-being, school organizational climate, and organizational citizenship behavior. This answered research objective number 4. As to the objective of mediation, Medgraph using the Sobel z-test was used to determine the significance of the mediation of psychological well-being, school organizational climate, and organizational citizenship behavior of public elementary school teachers.

In the gathering of data, ethical issues and considerations were observed. The participation of the respondents was completely voluntary and anonymous to protect their privacy. All public elementary school teachers in Cateel 1 and 2, Davao Oriental who were involved in the study were given the free will to participate without any form of consequence or penalty. As a researcher, all data gathered were kept confidential, and such information was utilized only for the purpose of the research. No names were required from the respondents so that their identities become anonymous in adherence to the Data Privacy Act of 2012 which protects the respondents from unauthorized processing of their private or identifiable information or guarantees them that their response cannot be traced back to its real sources to protect their identity.

Informed consent was secured from all the respondents involved in the study. The respondent signed the ICF to prove his/her willingness to participate. It was in a form asking for their voluntary consent in giving their ideas for the said study. The participants were carefully selected based on the criteria provided in the research. The criteria in the

selection of respondents included all those public elementary teachers assigned at Cateel 1 and 2, Davao Oriental who are currently employed under a permanent status for a period of not less than 2 years and whose plantilla numbers are in the Department of Education, as they were the ones who are in the position to provide useful information upon testing the hypothesis of the study. No individual answered the questionnaire if he/she did not qualify for the criteria. The study did not involve high risks of situations that the respondent experienced in the area of physical, psychological, or socio-economic concerns. It protected and secured the rights of the respondents who were public elementary school teachers and this was conducted following due process.

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

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

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

4. Results and Discussion

The level of school organizational climate is very high, resulting from the very high and high levels of responses. The indicators *professional teacher behavior, collegial leadership*, and *achievement press* have very high ratings while the indicator *institutional vulnerability* has a high rating. These indicators are arranged from highest to lowest level. The very high-level rating of professional teacher behavior is indicative of the teachers being very good subject experts with a very strong knowledge base in their subject area. This claim is aligned with various authors (Cooper, 2019; Makovec, 2018) stating that teachers have various roles which together influence the development of the teacher's role and determine professional teacher behavior in the classroom. One effective professional teacher behavior is the ability of the teacher to promote student engagement in the lesson by taking specific actions to increase the probability that students will actively engage during instruction. The level to which students are engaged with content is the greatest predictor of student achievement.

Table 1: Level of School Organizational Climate

Indicators	Mean	SD	Descriptive Level
Institutional vulnerability	4.09	0.59	High
Collegial leadership	4.33	0.61	Very High
Professional teacher behavior	4.48	0.50	Very High
Achievement press	4.27	0.50	Very High
Overall	**4.29**	**0.42**	**Very High**

The very high level of *collegial leadership* is suggestive of the very high participatory, transformational, and interpersonal leadership models of the teachers. This is also in line with various authors (Mausethagen *et al.*, 2019; Mlinarevic *et al.*, 2022) wherein school leaders strongly emphasize collegial leadership and consensus while negotiating how to handle the hierarchical and result-oriented expectations towards their work in order to initiate school development. This is seen in the extensive use of strategies such as equalizing and simplifying wherein such strategy could be underscored as collegial leadership between leaders and teachers.

Table 2: Level of Organizational Citizenship Behavior

Indicators	Mean	SD	Descriptive Level
Altruism	4.49	0.46	Very High
Conscientiousness	4.47	0.52	Very High
Civic virtue	4.60	0.44	Very High
Overall	**4.52**	**0.42**	**Very High**

The very high level of organizational citizenship behavior resulted from the very high levels of responses. The indicators *civic virtue, altruism*, and *conscientiousness* were arranged from highest to lowest. The very high level of *civic virtue* suggests the very active involvement of the teachers as a form of maintaining a relationship of equality,

mutual trust and tolerance, cooperative life, solidarity, and community spirit. This claim is in line with various authors (Susanti & Suryadi, 2021; van der Laan, 2020) wherein teachers encourage citizens to contribute to civic education for a certain period of time. It is with this service that citizens who have taken a position in society, go back to school and educate or share their position and contributions to society with students. The teaching service aims to offer a civic education for students by transmitting civic virtues.

In addition, the very high level of *altruism* is suggestive of the very high extent of the teachers' acts of helpfulness governed by social rewards and punishments. This is aligned with various authors (Feigin *et al.*, 2018; Lin *et al.*, 2022) who mentioned that individuals with high altruism with the ultimate goal of benefiting others' welfare help others more eagerly. People with a highly altruistic personality are more likely to help others. Altruism is a key factor leading to prosocial behavior.

The very high level of *conscientiousness* is indicative of the very high level of teachers' self-control and processes of planning, organizing, and executing tasks successfully. This is in line with various authors (Lindahl, 2023; Sjoberg *et al.*, 2021) stating that people with high conscientiousness are systematic in their approach and are characterized by efficiency, tenacity, and a strong sense of duty; they have a strong will to perform; and they are ambitious and have high expectations of themselves. Persons who score high on conscientiousness also put a lot of effort into planning and organizing which generates predictability and enables a high level of efficiency; they are punctual, fulfill deadlines, and take obligations seriously.

Table 3: Level of Psychological Well-Being

Items	SD	Mean	Descriptive Level
Feel confident and positive about myself.	0.57	4.47	Very High
Can trust my friends, and they know they trust me.	0.61	4.35	Very High
Have confidence in my opinions, even if they are contrary to the general consensus.	0.61	4.30	Very High
Have built a living environment and a lifestyle much to my liking.	0.58	4.33	Very High
Feel good when I think of what I have done in the past and what I hope to do in the future.	0.54	4.42	Very High
Have the sense that I have developed a lot as a person over time.	0.55	4.47	Very High
Overall	**0.47**	**4.39**	**Very High**

The results are in line with various authors (Garcia-Alvarez *et al.*, 2021; Lau *et al.*, 2022) who stated that work satisfaction is a factor that influences psychological well-being. Teachers' well-being is nowadays a dynamic concept that includes self-efficacy, work satisfaction, and income satisfaction. Peer support and collaboration, school work environment, school leadership and management, and school policies all affect teachers in the workplace.

Furthermore, this claim concurs with various authors (Heidari *et al.*, 2022; Zakaria *et al.*, 2021) wherein teachers' psychological well-being is related to teacher's performance. Psychological well-being is associated with positive affect, life satisfaction, a sense of coherence, and optimism. Well-functioning people view their lives as worthwhile, are engaged in work, have control of their work environment, feel competent to do their work, and experience positive relationships with others.

Table 4.1: Significance on the Relationship between School
Organizational Climate and Organizational Citizenship Behavior

	ALT	CON	CV	Overall
IV	0.383	0.367	0.320	0.405
	< .001	< .001	< .001	< .001
CL	0.377	0.436	0.439	0.473
	< .001	< .001	< .001	< .001
PTB	0.550	0.537	0.587	0.631
	< .001	< .001	< .001	< .001
AP	0.484	0.551	0.486	0.577
	< .001	< .001	< .001	< .001
Overall	**0.575**	**0.607**	**0.587**	**0.669**
	< .001	**< .001**	**< .001**	**< .001**

The correlation between the measures of school organizational climate and organizational citizenship behavior revealed a significant relationship. This implies that school organizational climate is significantly correlated with organizational citizenship behavior. The findings of this study are aligned with the studies of various authors (Aboyi, 2018; Alwi *et al.*, 2021) who mentioned that three areas of school organizational climate have significant relationships with organizational citizenship behaviors of teachers namely: collegial leadership, teacher professionalism, and academic press. There are perceptions of organizational support and organizational justice towards organizational citizenship behaviors, as well as correlations of organizational citizenship behaviors towards school organizational climate and procedural justice.

Table 4.2: Significance on the Relationship between
School Organizational Climate and Psychological Well-Being

	Psychological Well-Being
IV	0.310
	< .001
CL	0.392
	< .001
PTB	0.532
	< .001
AP	0.539
	< .001
Overall	0.566
	< .001

The correlation between measures revealed that there is a significant relationship between school organizational climate and psychological well-being. This implies that school organizational climate is positively correlated with psychological well-being. The result of the study confirms with various authors (Franco *et al.*, 2022; Rekiene & Pakrosnis, 2021) stating that a good school organizational climate leads to favorable physical and psychological well-being and positive outcomes. Such positive outcomes include prosocial behavior, self-realization, self-confidence, ability to collaborate, communicate and contribute to school improvement process, and attentiveness when participating in school activities. The school organizational climate and values held by teachers within a school could enhance psychological well-being.

Table 4.3: Significance on the Relationship between
Psychological Well-Being and Organizational Citizenship Behavior

	ALT	**CON**	**CV**	**Overall**
Psychological Well-Being	0.534	0.530	0.591	0.624
	< .001	< .001	< .001	< .001

The correlation between the measures of psychological well-being and organizational citizenship behavior revealed a significant relationship. This implies that psychological well-being is positively associated with psychological well-being. This is aligned with various authors (Kang *et al.*, 2020; Xu *et al.*, 2019) who mentioned that psychological well-being is associated with organizational citizenship behavior. Employees' well-being is a significant predictor of organizational citizenship behavior. Psychological well-being leads to a higher level of organizational citizenship behavior through enhanced work engagement.

Table 5: Regression Results of the Variables in the Criteria of the Presence of Mediating Effect

Type	Effect	Estimate	SE	95% C.I. (a)		β	z	p
				Lower	**Upper**			
Indirect	SOC ⇒ PsyWB ⇒ OCB	0.203	0.0344	0.135	0.270	0.204	5.89	< .001
Component	SOC ⇒ PsyWB	0.629	0.0573	0.517	0.742	0.566	10.98	< .001
	PsyWB ⇒ OCB	0.322	0.0461	0.232	0.413	0.360	6.98	< .001
Direct	SOC ⇒ OCB	0.462	0.0513	0.362	0.563	0.465	9.00	< .001
Total	SOC ⇒ OCB	0.665	0.0463	0.574	0.756	0.669	14.37	< .001

The aim of this study is to contribute to the literature regarding the possible mediating variable for the relationship between school organizational climate and organizational citizenship behavior. Specifically, psychological well-being was investigated as a possible mediating variable that could explain the effect of school organizational climate on organizational citizenship behavior. Partial mediation is found in the study, and important and significant direct effects were presented that may help in the enhancement of the existing researches on school organizational climate and organizational citizenship behavior. Significantly, the present study on the relationship of school organizational climate and organizational citizenship behavior have found relevance to the study of

Aboyi (2018) who stated that three areas of school organizational climate have significant relationships with organizational citizenship behaviors of teachers namely: collegial leadership, teacher professionalism, and academic press. Specifically, the current study has found that psychological well-being is a positive and significant partial mediator of school organizational climate and organizational citizenship behavior and met Baron and Kenny's (1986) mediation guidelines.

In this connection, the mediation analysis involved the path between school organizational climate and organizational citizenship behavior, and the path between psychological well-being and organizational citizenship behavior. The findings confirmed the significant relationship between school organizational climate and organizational citizenship behavior leading to support various authors of this study (Aboyi, 2018; Alwi *et al.*, 2021) who declared that many aspects influence organizational citizenship behaviors of teachers. There are perceptions of organizational support and organizational justice towards organizational citizenship behaviors, as well as correlations of organizational citizenship behaviors towards school organizational climate and procedural justice.

5. Recommendations

The researcher came up with recommendations based on the results of the study. On the result of the very high level of school organizational climate, the researcher believes that part of school organizational climate is the working environment of the teachers while they are in school. It is recommended that to maintain a positive working environment, teachers may be given the opportunity to exercise their academic freedom in their field of expertise, they be allowed to express or show more of their abilities and capabilities in their teaching career, and may be given enough support by the school so that they can perform well while teaching the students. In this connection, school management may conduct an evaluation (using evaluation tools) to check on the progress or status of the teacher's performance.

Also, the spirit of camaraderie and oneness should be the guiding force for teachers and school management in their daily encounters with the teachers and the students. The school's vision, mission, and goals may be always emphasized (or even memorized by students and teachers as well) so that every action in class or in school will always be guided by these principles. An orientation or reorientation may be conducted either in a classroom setting or school-wide as guidance to everyone.

On the very high level of organizational citizenship behavior, the researcher recommends that the schools continue to organize enhancement training and seminars for teachers focusing on the improvement of their cognitive skills at work like the conduct of relevant in-service activities may be organized which will allow teachers to improve focus and attention at work, especially in curriculum development and instruction. This program may include assisting teachers in developing the skills to establish important connections between old and new information so they can work more effectively as

educators. These may include the conduct of re-tooling and seminars and training (local or international) which may improve the teachers' critical thinking skills, communication skills, decision-making, problem-solving and conflict resolution skills, and such other interventions that may lead to the development of the cognitive areas of the teachers.

Furthermore, the school heads may initiate peer-support programs for teachers to develop cognitive skills especially when interpreting school and learner's progress data. This program may include assisting teachers in developing the skills to establish important connections between old and new information so they can work more effectively as educators. These may include the conduct of re-tooling and seminars and training which may improve the teachers' critical thinking skills, communication skills, decision-making, problem-solving, and conflict resolution skills, and such other interventions that may lead to the development of the cognitive areas of the teachers

On the very high level of psychological well-being, the researcher recommends that opportunities for promotion, grant of rewards, commendations, and incentives, monetary or otherwise may be continually practiced to motivate teachers and perform more in their respective functions and in order for teachers to see cost-effective value of staying with the school organization. The school management may encourage teachers to pursue higher education either the master's or doctorate degrees by showing their support in all activities related to their studies which may include the grant of soft loans as financial assistance. This in effect may boost the morale of the teachers thus lifting the teacher's morale and self-esteem. Activities like spiritual retreats and recollections, or the conduct of annual R and R activities to wind up the year's activities and such other activities may motivate the teachers to stay and serve to the best of their abilities while they are in the schools.

The results of partial mediation may focus on maintaining the smooth relationship between school management, teachers, students, and other stakeholders with the continuous practice of always having open communication between and among themselves by the conduct of monthly faculty and management meetings to check their present working conditions, a conduct of a small celebration to greet a birthday celebrant or somebody whose accomplishment is commendable or an annual get together as a yearend thanksgiving for job well done. A happy environment will lead to a healthy working relationship in the workplace.

Furthermore, the results of this study may be a good basis for future researchers to replicate the study in other regions in a bigger scope using a quantitative-structural equation model or a quantitative study using additional variables to determine whether the results may differ from this study and another qualitative study-a phenomenological one depicting the best practices of schools which other schools may duplicate as a basis for improvement and enhancement.

6. Conclusion

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

The findings of the study clearly confirm the notion about the mediating effect of psychological well-being on the relationship between school organizational climate and organizational citizenship behavior. The findings are supported by the anchor theory, the Organizational Behavior Theory by Organ (1988) which states that an individual's behavior is discretionary and such behavior does not directly recognize the formal reward system. OCB promotes the effective functioning of the organization wherein such performance supports the social and psychological environment in which task performance takes place. Moreover, the findings of the study were substantiated by the Social Exchange Theory by Blau (1964), and the Self-Determination Theory by Ryan and Deci (2000).

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

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