



**THE MEDIATING EFFECT OF SENSE OF  
ORGANIZATIONAL IDENTIFICATION ON THE  
RELATIONSHIP BETWEEN THE ORGANIZATIONAL CULTURE  
AND ORGANIZATIONAL CITIZENSHIP BEHAVIORS  
OF PUBLIC ELEMENTARY SCHOOL TEACHERS**

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**Abstract:**

The primary aim of the study is to find out the significance of the mediating effect of sense of organizational identification on the relationship between organizational culture and organizational citizenship behavior. Utilizing a correlational technique as well as a quantitative non-experimental and mediation research design, data were obtained from 300 public elementary school teachers working in Baganga North and South districts, Davao Oriental. The researcher used a universal sampling technique and the statistical tools mean, Pearson  $r$ , and path analysis. The study found very high levels of organizational culture, organizational citizenship behavior, and sense of organizational identification. In addition, there are significant relationships among organizational culture, organizational citizenship behavior and sense of organizational identification. Further, a sense of organizational identification partially mediates the relationship between organizational culture and organizational citizenship behavior. The results of the study contribute to the existing body of knowledge on organizational culture, organizational citizenship behavior, and teachers' sense of organizational identification.

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## 1. Introduction

Organizational citizenship behavior is the willingness of an employee to perform tasks which are not officially and directly required by the employer (Malekar, 2020). A related study by Prakoso (2022) highlighted that poor organizational citizenship behavior results in organizations and teachers who do not respect such behavior, causing damage to motivation and disruption towards work relationships. Low organizational citizenship behavior occurs when teachers feel that promotion opportunities in the organization are very small or even non-existent. Also, in another study by Jurek *et al.* (2021), the lack of organizational citizenship behavior can arise from the external work environment, internal characteristics of the teacher, or the job itself. Organizational citizenship behavior becomes a problem when these lead to overwork and workaholism, where teachers internalize over-demanding workloads.

Moreover, in the study by Isik (2021), organizational citizenship behavior is important as these have a direct influence on the success level of an organization. Teachers who have high levels of organizational citizenship behavior put more effort and time into their professions, resulting in considerable improvement in their respective schools. Similarly, a previous study by Fan *et al.* (2023) found out that organizational citizenship behavior is significant to an organization. Organizations benefit from employee contributions that go above and beyond the formal job requirements.

In terms of the relationship between organizational culture and organizational citizenship behavior, the study of Hong and Zainal (2022) determined that organizational culture has a significant relationship with organizational citizenship behavior, which then significantly impacts teacher performance. There is a significant association between organizational culture and organizational citizenship behavior, which, in turn, boosts productivity and drives organizational performance. Relatedly, Cazares *et al.* (2021) in their study found out that organizational culture positively influences organizational citizenship behavior. Increasing organizational culture enables the development of organizational citizenship behavior, such as compliance, initiative and civic virtue, among others.

In addition, a similar study by Yang and Mostafa (2024) ascertained that organizational culture is positively correlated with a sense of organizational identification. A heightened sense of organizational identification, associated with a supportive organizational culture, results in teacher commitment, as teachers feel a deeper connection to the organization. Additionally, in the research by Weisman *et al.* (2022), organizational culture is positively related to a sense of organizational identification. The greater the organizational values of teachers and their employing

organization, the greater the teacher's sense of organizational identification with the organization.

In another study by Dai *et al.* (2022), sense of organizational identification is positively linked with organizational citizenship behaviors. Teachers who develop a strong sense of identification with the organization are more likely to display positive attitudes toward work and do something that benefits the organization. In a similar vein, the study by Westhof (2022) found out that there is a positive relationship between sense of organizational identification and organizational citizenship behaviors. When a teacher has a high level of sense of organizational identification, he/she will be more committed to the organization, leading to a higher chance of exhibiting organizational citizenship behaviors.

Meanwhile, in the recent study by Shanthilakshmi (2025), there is no significant relationship between organizational culture and organizational citizenship behavior. There is a need to bring in policies and practices that foster opportunities for experimentation, independence, trust building and such other facets of organizational culture which create a sense of belongingness towards the organization, ultimately enhancing citizenship behavior.

Additionally, in the study by Desai and Hogg (2024), there was no significant relationship between organizational culture and organizational identification. People are more likely to go the extra mile within an organization if it was a relational organization compared to a non-relational one. Furthermore, the research by Pugliese *et al.* (2024) highlighted that organizational identification does not predict citizenship behavior. To enhance identification for sustaining positive voluntary behavior at work, there is a need to improve external prestige and promote a good communication climate.

The main thrust of the study was to find out the significance of the mediation of sense of organizational identification on the relationship between the organizational culture and organizational citizenship behavior of teachers among public elementary schools in Baganga North and South Districts. Moreover, it has the following objectives. First, to describe the level of organizational culture among schools in terms of family orientation/loyalty, open communication, team approach, and knowledge of managers. Second, to ascertain the level of organizational citizenship behavior of teachers in terms of altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. Third, to determine the level of sense of organizational identification of teachers. Fourth, to determine the significance of the relationship between organizational culture and organizational citizenship behavior, organizational culture and sense of organizational identification, and sense of organizational identification and organizational citizenship behaviors. Fifth, to determine the significance of the mediation of sense of organizational identification on the relationship between the organizational culture and organizational citizenship behaviors of teachers.

Furthermore, the researcher has not come across a study that dealt with the mediating influence of sense of organizational identification on the relationship between

the organizational culture and organizational citizenship behavior of teachers among public elementary schools in the local setting. It is in this context that the researcher is interested to determine whether the sense of organizational identification has a mediating influence on the relationship between the organizational culture and organizational citizenship behavior of teachers among public elementary schools in Baganga North and South Districts.

## 2. Literature Review

In a related study by Salamondra (2021), open communication refers to supporting teachers to accomplish the goal of creating positive connections. Teachers with open communication encourage students to develop beyond what they feel is possible. Similarly, in the study by Karasova and Kleckova (2023), teachers use open communication to expound how student behavior interferes with their needs and empathy to take student perspectives. Using open communication provides an autonomy-supportive classroom where teachers establish student opportunities to learn effectively.

Also, the research by Altunay and Erol (2023) defined the knowledge of a manager as having the desired characteristics of leaders. The competencies and knowledge of the manager are important for teachers, and administrative changes must encourage a level of participation in decisions within the school. Relatedly, in another study by Lam *et al.* (2021), knowledge of the manager is an important resource as well as a basic source of competitive advantage. Organizational culture plays an important role in developing the knowledge of the manager.

A related study by Takahashi *et al.* (2021) refers to conscientiousness as the capacity to change one's responses, bringing them into line with the ideals, values, and expectations of others. Effortful control and the ability to inhibit prepotent responses are considered to be developmental predecessors of conscientiousness in teachers. Conscientiousness is linked with both grit and self-control, and using such to pursue long-term goals. In addition, Devine and Frias (2020) define sportsmanship as having the essence of generosity. Teachers develop strong work ethics by participating in sports and experience a carry-over to their work performance.

In a previous study by Na-Nan *et al.* (2021), courtesy means independent decision-making to prevent relationship problems between others by considering that one's actions may impact other people. Courtesy encourages employees to perform behaviors beyond their assigned work since such employees want to successfully complete their assigned work, and they perceive their work as a challenge. Further, the research by Coupet (2020) suggests that civic virtues are what prepare people for responsible citizenship, contributing to a common good. Teachers must be reminded of the essential civic virtues needed to contribute to the flourishing of the collective community, and to preserve life, liberty, and the pursuit of happiness for all.

Additionally, Ozsari and Kara (2024) in their study ascertained that a sense of organizational identification occurs when teachers define themselves as having the same moral values, objectives and principles defined by their workplaces. Teachers with organizational identification tend to spend important mental and emotional resources which could be used for activities that would benefit the organization. Similarly, the research of Kantos *et al.* (2023) found out that sense of organizational identification contributes to teachers' supportive attitudes toward change. Organizational identification enables teachers to internalize school success, thus having a positive effect on job commitment.

Relatedly, the study of Weisman *et al.* (2022) concluded that teachers who have a high sense of organizational identification tend to show fewer counterproductive work behaviors and exhibit better job performance. Teachers who have a strong need for organizational identification are more receptive to the organization's socialization, and, thus, are more likely to identify with the organization. Lastly, Alev (2021) highlighted that organizational identification is an important factor in forming psychological bonds with the organization, as well as the attitudes of the employees in the organizational environment. This contributes to increasing the motivation of employees by ensuring that they identify with their organizations and develop positive behaviors.

### 3. Material and Methods

This study was conducted in the 2 districts in Baganga, Davao Oriental, consisting of Baganga North and Baganga South. The respondents of the study included 300 public elementary school teachers out of a total of 485 teachers in the 2 districts, Baganga North and Baganga South, all under the Division of Davao Oriental. In St. Olaf College (2024), for a population of less than 1,000, a sample size of 300 or a ratio of 30% is advisable to ensure representation of the sample. In addition, during the conduct of data gathering (distribution and retrieval of the survey questionnaire), there were teachers who were not able to return the instrument despite several reminders and attempts to call their attention. Some were out of the school premises, attending a seminar or on official travel.

This study employed a universal sampling technique, a sampling technique which is used when all the members of the population are taken as the respondents. The use of universal sampling could provide helpful information to test the hypothesis of research (Avron *et al.*, 2019). The researcher believed that such a sample size and number of respondents represented the population. The respondents were chosen to answer the questionnaire with confidentiality.

Specifically, included in the study were the elementary public-school teachers in Baganga North and Baganga South districts, who are currently employed, have been in their teaching assignment for 2 years or more, and whose plantilla numbers are in the Department of Education, as they were the ones who were in a position to provide useful information upon testing the hypothesis of the study. Teachers in the junior and senior

high schools, Baganga North and Baganga South, even if teaching in the identified areas of the study, were excluded from the study because they were in different work environments and supervision. Also, those teachers in the private schools and those teachers who hold managerial or supervisory positions were also excluded from the study.

The target respondents were free to decline to participate in the survey. They were not forced to answer the research questionnaire and were encouraged to return it to the researcher for its automatic disposal. Moreover, they can withdraw anytime from 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.

The first set of questionnaires on independent variable organizational culture, with its indicator's family orientation/loyalty, open communication, team approach, and knowledge of manager, was taken from Sirikrai (2006) entitled: Measurement of organizational culture: A literature review. The second set of questionnaires is the dependent variable: organizational citizenship behavior, which has the indicators altruism, conscientiousness, sportsmanship, courtesy, and civic virtue taken from Somech and Ron (2007) on Promoting organizational citizenship behavior in schools: The impact of individual and organizational characteristics. The questionnaire of the mediating variable on sense of organizational identification was taken from (Ho-Tang & Mei-Ju, 2015).

The instrument was subjected to validation by the experts and was modified to fit into the study. The consolidated results from the validation of the experts obtained an average weighted mean of 4.56, which has a verbal description of very high. The study was subjected to pilot testing to establish the reliability of the scales using Cronbach's alpha coefficient. The results revealed the scores of 0.982 for Sense of Organizational Identification, 0.948 for Organizational Culture and 0.074 for Organizational Citizenship Behaviors. The study will cover the period January-December 2025.

In evaluating sense of organizational identification, organizational culture and organizational citizenship behavior, the 5 point Likert scale was used with the following range of means and its descriptions 4.20 – 5.00 or Very High which means measures are always manifested; 3.40 – 4.19 or High which means measures are often manifested; 2.60 – 3.39 or Moderate which means measures are sometimes manifested; 1.80 – 2.59 or Low which means measures are seldom manifested; and 1.00 – 1.79 or Very Low which means measures are not manifested at all.

The study utilized the quantitative, descriptive, non-experimental design using the correlation technique. This aided in determining the levels of sense of organizational identification, organizational culture and organizational citizenship behavior among public elementary school teachers. Quantitative research narrows itself to statistical analyses of collected data via survey questionnaires employing computational approaches (Trefry, 2017). The researcher obtained the numerical data from the population in order to establish accurateness. Descriptive research depicts the precise

selection of respondents through a survey (Kowalczyk, 2018). Correlational technique is a non-experimental approach that analyzes the relationship between two or more variables without control. It also looks into the degree of association by relating it to other variables (Patidar, 2013). This technique was appropriate since the study aimed to determine whether a sense of organizational identification can provide a relationship to organizational culture and organizational citizenship behaviors among public elementary school teachers (Creswell, 2014).

The mediation process was used to determine whether the relationship between organizational culture as the independent variable and organizational citizenship behavior, as the dependent variable, is significantly reduced after inclusion of the mediating variable- sense of organizational identification. In other words, mediating relationships occur when a third variable plays an important role in governing the relationship between the other two variables (MacKinnon, 2008).

In the conduct of the study, a systematic procedure was followed. 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, the same letter was furnished to the School Heads of the respondents. The researcher immediately visited the concerned school heads of the identified schools in Baganga North and Baganga South, Davao Oriental, as part of the courtesy call and discussed the plan on the conduct of a face-to-face survey with all concerned respondents. With the use of the Excel template, all retrieved questionnaires were encoded, tallied and validated after verification and checking as to completeness of the answers. The data was analyzed and interpreted in line with the objectives of the study with the assistance of the designated statistician, and based on the findings of the study, conclusions and recommendations were formulated.

As to the statistical tools to be used in the computation of data and testing the hypotheses at the 0.05 level of significance: Mean, for the levels of sense of organizational identification, organizational culture and organizational citizenship behaviors among public elementary school teachers. This answered research objectives 1, 2, and 3. Pearson Product-Moment Correlation (Pearson  $r$ ) for the significance of the relationship between and among the variables, sense of organizational identification, organizational culture and organizational citizenship behaviors. This answered research objective number 4. For the research objective on mediation, Path analysis is used to ascertain the importance of the mediation of sense of organizational identification in the association between workplace climate and well-being of teachers. Path analysis is a type of multiple regression statistical method used to assess causal models by analyzing the connections between a dependent variable and multiple independent variables. It applies multiple regression with standardized variables, using the  $\beta$  coefficient to test the significance of path coefficients (Chaitanya & Tevari, 2024).

In the conduct of this study and before the data were gathered, some ethical issues and considerations were considered. The participation of the respondents was

completely voluntary and anonymous to protect their privacy, and all data gathered was kept confidential. Informed consent was secured from all the respondents involved in the study. The study did not involve high-risk situations that the respondents experienced. The study has no conflict of interest since the researcher has no relationship to the respondents of the study, and there was no deceit. The researcher secured proper permission from the targeted agencies where the respondents are teaching/working. There was a face-to-face mode of data gathering. For the purposes of publication of this study, the adviser becomes the co-author of the study. Also, before the actual data collection, the researcher secured a Certificate of Approval from UMERC (UMERC Protocol Number 3036-120) to ensure compliance with some ethical considerations in research.

#### 4. Results and Discussion

**Table 1: Organizational Culture**

| Indicators                 | SD          | Mean        | Descriptive Level |
|----------------------------|-------------|-------------|-------------------|
| Family Orientation Loyalty | 0.51        | 4.63        | Very High         |
| Open Communication         | 0.49        | 4.64        | Very High         |
| Team Approach              | 0.51        | 4.61        | Very High         |
| Knowledge of Manager       | 0.61        | 4.58        | Very High         |
| <b>Overall</b>             | <b>0.44</b> | <b>4.61</b> | <b>Very High</b>  |

Presented in Table 1 is the level of organizational culture, which has gained an overall mean rating of 4.61 or very high and a standard deviation of 0.44. This shows that the measures of organizational culture are always manifested. The indicator with the highest mean is open communication, with a mean score of 4.64, described as very high and a standard deviation of 0.49.

Meanwhile, the indicator with the lowest mean is knowledge of the manager, with a mean score of 4.58 or very high and a standard deviation of 0.61.

The very high level of open communication implies that the school is highly supportive of the teachers in accomplishing the goal of creating positive connections. This is consistent with the authors (Karasova & Kleckova, 2023; Salamondra, 2021) wherein teachers with open communication encourage students to develop beyond what they feel is possible. Teachers use open communication to expound how student behavior interferes with their needs and empathy to take student perspectives. Using open communication provides an autonomy-supportive classroom where teachers establish student opportunities to learn effectively.

Moreover, the very high level of knowledge of the manager implies that the teachers highly observed that the school heads have the desired characteristics of leaders. The result is aligned with the authors (Altunay & Erol, 2023; Lam *et al.*, 2021), who mentioned that the competencies and knowledge of the manager are important for teachers and that administrative changes must encourage a level of participation in

decisions within the school. Knowledge of the manager is an important resource as well as a basic source of competitive advantage. Organizational culture plays an important role in developing the knowledge of the manager.

**Table 2: Organizational Citizenship Behaviors**

| Indicators        | SD          | Mean        | Descriptive Level |
|-------------------|-------------|-------------|-------------------|
| Altruism          | 0.46        | 4.64        | Very High         |
| Conscientiousness | 0.44        | 4.61        | Very High         |
| Sportsmanship     | 0.41        | 4.70        | Very High         |
| Courtesy          | 0.40        | 4.70        | Very High         |
| Civic Virtue      | 0.44        | 4.61        | Very High         |
| <b>Overall</b>    | <b>0.39</b> | <b>4.65</b> | <b>Very High</b>  |

Revealed in Table 2 is the level of organizational citizenship behaviors, with an overall mean of 4.65, described as very high and a standard deviation of 0.39. This means that the measures of organizational citizenship behaviors are always manifested. The indicators sportsmanship and courtesy both gained the highest mean score of 4.70, labeled as very high with a standard deviation of 0.41 and 0.40, respectively. On the other hand, the indicators with the lowest mean are conscientiousness and civic virtue, both with a mean score of 4.61, labeled as very high and both with a standard deviation of 0.44.

The very high level of sportsmanship and courtesy implies that the teachers practice generosity and are highly independent in terms of decision-making. The result is aligned with the authors (Devine & Frias, 2020; Na-Nan *et al.*, 2021) who emphasized that teachers develop strong work ethics by participating in sports and experience a carry-over to their work performance. Also, courtesy encourages employees to perform behaviors beyond their assigned work since such employees want to successfully complete their assigned work, and they perceive their work as a challenge.

Furthermore, the very high level of conscientiousness and civic virtue implies that the teachers have a high capacity to change their responses as well as a highly responsible citizenship contributing to a common good. The result is consistent with authors (Coupet, 2020; Takahashi *et al.*, 2021) highlighting that conscientiousness is linked with both grit and self-control, and using such to pursue long-term goals. Effortful control and the ability to inhibit prepotent responses are considered to be developmental predecessors of conscientiousness in teachers. Additionally, teachers must be reminded of the essential civic virtues needed to contribute to the flourishing of the collective community and to preserve life, liberty, and the pursuit of happiness for all.

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**Table 3: Sense of Organizational Identification**

| Items  | SD          | Mean        | Descriptive Level |
|--|-------------|-------------|-------------------|
| Everyone supports me for further study.                                      | 0.47        | 4.67        | Very High         |
| I can make full use of my personal strengths.                                | 0.60        | 4.66        | Very High         |
| The school's prospect is mine as well.                                       | 0.55        | 4.61        | Very High         |
| My educational philosophy is consistent with the school.                     | 0.56        | 4.59        | Very High         |
| The school and I have the same educational goals.                            | 0.55        | 4.63        | Very High         |
| The school and I do our best to develop the school's characteristics.        | 0.54        | 4.66        | Very High         |
| Both the school and I hope our school is emerged with energy.                | 0.53        | 4.69        | Very High         |
| The school's task is also mine.  | 0.62        | 4.44        | Very High         |
| Both the school and I value social responsibility.                           | 0.55        | 4.64        | Very High         |
| School and I emphasize the scientific working attitude of seeking the truth. | 0.54        | 4.67        | Very High         |
| Both the school and I value integrity and honesty.                           | 0.41        | 4.79        | Very High         |
| Both the school and I value work performance.                                | 0.41        | 4.79        | Very High         |
| Both the school and I value team spirit.                                     | 0.44        | 4.73        | Very High         |
| The school respects my personal feelings.                                    | 0.61        | 4.63        | Very High         |
| School cares about the teachers' health conditions.                          | 0.53        | 4.70        | Very High         |
| The school cares teacher who has important event in his or her family.       | 0.53        | 4.70        | Very High         |
| School cares the teachers' welfare.  | 0.52        | 4.73        | Very High         |
| School can understand the situation when I cannot balance work and family.   | 0.60        | 4.65        | Very High         |
| School cares and mentors the unqualified teachers.                           | 0.54        | 4.65        | Very High         |
| <b>Overall</b>   | <b>0.46</b> | <b>4.66</b> | <b>Very High</b>  |

It can be seen from Table 3 that the level of sense of organizational identification has gained the overall mean score of 4.66 or very high and a standard deviation of 0.46. This shows that the measures of sense of organizational identification are always manifested. The very high level of sense of organizational identification is due to the very high obtained and computed mean scores of its specific items. In addition, the specific items “both school and I value integrity and honesty” and “both school and I value work performance” both gained the highest mean score of 4.79 labeled as very high and both with a standard deviation of 0.41. Meanwhile, the specific item with the lowest mean is “the school's task is also mine” with a mean score of 4.44 labeled as very high and a standard deviation of 0.62.

The very high level of “both school and I value integrity and honesty” and “both school and I value work performance” implies that the teachers greatly have the same moral values, objectives and principles defined by their workplaces. The result is coherent with authors (Kantos *et al.*, 2023; Ozsari & Kara, 2024) wherein teachers with organizational identification tend to spend important mental and emotional resources which could be used for activities that would benefit the organization. Also, sense of organizational identification contributes to teacher’s supportive attitudes toward change.

Organizational identification enables teachers to internalize school success, thus having a positive effect on job commitment.

In addition, the very high level of “the school's task is also mine” implies that the teachers highly form psychological bonds with the organization. The result is aligned with the authors (Alev, 2021; Weisman *et al.*, 2022) who stated that teachers who have a high sense of organizational identification tend to show fewer counterproductive work behaviors and exhibit better job performance. Teachers who have a strong need for organizational identification are more receptive to the organization's socialization, and thus, are more likely to identify with the organization. Further, organizational identification contributes to increasing the motivation of employees by ensuring that they identify with their organizations and develop positive behaviors.

**Table 4:** Overall Significance on the Relationships between Organizational Culture, Organizational Citizenship Behaviors, and Sense of Organizational Identification

|  | Organizational Culture | Organizational Citizenship Behaviors | Sense of Organizational Identification |
|--|------------------------|--------------------------------------|--|
| Organizational Culture                 | 1                      | .374**                               | .269**                                 |
| Organizational Citizenship Behaviors   | .374**                 | 1                                    | .846**                                 |
| Sense of Organizational Identification | .269*                  | .846**                               | 1                                      |

Presented in Table 4 are the results of the correlational analysis on organizational culture, organizational citizenship behaviors, and sense of organizational identification. It can be seen from the table that when organizational culture is correlated with the measures of organizational citizenship behaviors, the overall r-value results to 0.374 with a p-value of 0.000 which is lower than the 0.05 level of significance. This implies that organizational culture has a significant relation with organizational citizenship behaviors. Moreover, when organizational culture is correlated with the measures of sense of organizational identification, the overall r-value results to 0.269 with a p-value of 0.000 which is lower than the 0.05 level of significance. This implies that organizational culture has a significant relationship with sense of organizational identification.

Additionally, when sense of organizational identification is correlated with the measures of organizational citizenship behaviors, the overall r-value results to 0.846 with a p-value of 0.000 which is lower than the 0.05 level of significance. This implies that sense of organizational identification has a positive association with organizational citizenship behaviors.

The correlation between measures revealed that there are significant relationships between organizational culture and organizational citizenship behaviors, organizational culture and sense of organizational identification, and sense of organizational identification and organizational citizenship behaviors. The result of the study is consistent with authors (Hong & Zainal, 2022; Westhof, 2022; Yang & Mostafa, 2024)

stating that organizational culture has a significant relationship with organizational citizenship behaviors, which, in turn, boosts productivity and drives organizational performance. Also, organizational culture is positively correlated with a sense of organizational identification. This results in teacher commitment, as teachers feel a deeper connection to the organization. Further, there is a positive relationship between sense of organizational identification and organizational citizenship behaviors. A high level of sense of organizational identification leads to a higher chance of exhibiting organizational citizenship behaviors.

**Table 5:** Regression analysis showing the influence of organizational culture on organizational citizenship behaviors as mediated by sense of organizational identification

| Step | Path | B    | S.E. | $\beta$ |
|------|------|------|------|---------|
| 1    | c    | .338 | .049 | .374*** |
| 2    | a    | .286 | .059 | .269*** |
| 3    | b    | .686 | .026 | .804*** |
| 4    | c'   | .142 | .028 | .157*** |

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

Data was analyzed using the MedGraph after being subjected to a linear regression analysis. The mediation analysis, which was established by Baron and Kenny (1986) pertains to the mediating effect of a variable on the correlation between two other variables.

Mediation analysis includes four steps for the third variable to be considered as a mediator. Shown in Table 5 are the steps that were categorized as Steps 1 to 4. As presented, Step 1 reveals the significant direct effect of organizational culture on organizational citizenship behaviors. In Step 2, organizational culture shows a significant direct effect towards sense of organizational identification, the mediator (M). Meanwhile, Step 3 presents the result of the analysis, which suggests that a sense of organizational identification significantly predicts organizational citizenship behaviors. Further mediation analysis using medgraph is necessary to determine the significance of the mediation effect because paths a, b, and c are found to be correlated. This analysis will involve the Sobel z test. Full mediation will be achieved if the effect of the independent variable on the dependent variable fails to be statistically significant at the conclusion of the analysis. It implies that the mediator variable is the mediating variable for all effects. Moreover, when the regression coefficient is significantly reduced on the last step and stays significant, then only partial mediation is attained, which suggests that a portion of organizational citizenship behaviors is mediated by organizational culture, while other components are either directly influenced or indirectly affected by factors not involved in the paradigm. Furthermore, as observed in step 4 (denoted as c'), the influence of organizational culture on organizational citizenship behaviors was seen to be reduced after being mediated by sense of organizational identification. With this, partial mediation occurred as the effect was found to be significant at p<0.05.

**Table 6:** Results of statistical analysis on the presence (or absence) of a mediating effect

| Combination of Variables  | Sobel z  | p-value    | Mediation         |
|---|----------|------------|-------------------|
| Organizational culture →<br>Sense of organizational identification →<br>Organizational citizenship behavior | 4.748961 | $p < 0.05$ | Partial mediation |

\*  $p < 0.05$

The Sobel test in Table 6 yielded a z-value of 4.75,  $p < 0.05$ . This means that the mediating effect is partial, such that the original direct effect of organizational culture on organizational citizenship behaviors was reduced upon the addition of sense of organizational identification. The positive value of Sobel z indicates that the addition of a sense of organizational identification reduces the effect of organizational culture on organizational citizenship behaviors.

Furthermore, the computed effect size for the mediation test seen between the three variables is shown in the figure. The effect size determines the extent of the effect of organizational culture on organizational citizenship behaviors, which can be associated with the indirect path. The total effect value of 0.338 is attributed to the beta of organizational culture on organizational citizenship behaviors. The direct effect value of 0.142 is the beta of organizational culture on organizational citizenship behaviors, with sense of organizational identification included in the regression.

The indirect effect value of 0.286 is the value obtained from the original beta between organizational culture and organizational citizenship behaviors that now passes through sense of organizational identification towards organizational citizenship behaviors  $a \cdot b$ , where “a” is the path between OC  $\square$  SOI and “b” refers to the path between SOI  $\square$  OCB). The indirect effect is divided by the overall effect to obtain the ratio index; in this case, 0.286 by 0.338 equals 0.846. It seems that about 84.6% of the total effect of organizational culture on organizational citizenship behaviors goes through sense of organizational identification.

The aim of this study is to contribute to the literature regarding the possible mediating variable for the relationship between organizational culture and organizational citizenship behaviors. Particularly, the sense of organizational identification was investigated as the possible mediating variable that could explain the effect of organizational culture on organizational citizenship behaviors. Partial mediation is found in the study, and significant direct effects were presented that may help in the improvement of the existing literature on organizational culture and organizational citizenship behaviors. This implies that the effect of organizational culture on organizational citizenship behaviors is enhanced through a sense of organizational identification.

This is aligned with authors (Cazares *et al.*, 2021; Dai *et al.*, 2022; Weisman *et al.*, 2022) wherein organizational culture positively influences organizational citizenship behaviors. Increasing organizational culture enables the development of organizational citizenship behaviors such as compliance, initiative and civic virtue, among others.

Furthermore, organizational culture is positively related to a sense of organizational identification. The greater the organizational values of teachers and their employing organization, the greater the teacher's sense of organizational identification with the organization. Lastly, a sense of organizational identification is positively linked with organizational citizenship behaviors. Teachers who develop a strong sense of identification with the organization are more likely to display positive attitudes toward work and do something that benefits the organization.

## **5. Recommendations**

The results showed very high mean levels of the 3 variables: organizational culture, organizational citizenship behaviors and organizational identification. In this regard, the researcher recommends that the school maintain its existing best practices for the continuous observance of organizational culture, organizational citizenship behaviors and organizational identification.

On the very high level of organizational culture and with the intention to maintain good rapport with the teachers and the students, the researcher recommends that there may be a conduct of regular dialogue or focus group discussion between teachers and students to address some concerns in class, subject or even the teachers and that there may always be an open communication among themselves. The school management may always respect the teachers' academic freedom, and the school management may always listen to the sides of the teachers before any drastic action is taken in case of some problems and issues among teachers or teachers and students' relationships. The school may always instill in the minds of the school staff and teachers that sincerity, commitment and dedication of everybody count most and that everybody is always willing to extend a helping hand to those who are in need and that what matters most is the education of the students.

Also, it is a good practice to start the daily classes and open them with some devotional reflection for guidance and enlightenment and to ensure positivity for the duration of the class. Teachers may have some spiritual activities annually, like conduct of retreat or recollections, which are ecumenical in nature, for some reflection and refreshing minds as they continue to deliver their teaching tasks to the students. Since teachers are considered second parents in school, they may continue to be approachable and open to students' ideas in class, and, most especially, guide students on the proper way of living, reacting to different kinds of situations, and addressing problems with positivity.

On the results of a 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, such as the conduct of relevant in-service activities, which 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 retooling, 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 learners' progress data.

Moreover, as to the assessment and maintenance of the smooth relationship of teachers and their supervisors or teachers and their co-teachers, it is recommended that there may always be open communication between and among themselves by the conduct of monthly faculty and management meetings to thresh 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 year-end thanksgiving for job well done. A happy environment will lead to a healthy working relationship in the workplace.

The result of organizational identification is very high, and with this, the researcher recommends that the spirit of camaraderie and oneness should be the guiding force for teachers and school management in their daily encounters with the students. The school's vision, mission and goals may always be 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.

In addition, proper installation of signage and bulletin boards in conspicuous places inside the school may be conducted to allow everybody to follow school rules and regulations. This will avoid the commission of some mistakes or transgressions for non-compliance or observance. If the budget may warrant, the school may ensure that the school building is completely conducive to learning and that everybody feels safe and secured while they are in school. There will be enough comfortable rooms for all classes, a designated room for laboratory, clean comfort rooms and a room designated for prayer or meditation. This will increase everybody's feeling that the school is their second home.

Another recommendation which can be adopted by school management is to allow the teachers the full use of communication tools available, such as email, web-conferencing or the school's own website for teachers to share whatever insights or knowledge for the good of the school, teachers and students. This is open to all school staff and teachers to be able to have better and continuous communication with all members. The different skills (support skills, problem-solving skills, listening and feedback skills, conflict management skills) from the members may be enhanced by allowing each member to share them across all departments in the school and may come up with shared recommendations or make a decision together through sustainable efforts by the school management to continue the best practices in class or in school, as a whole.

On the partial mediation result, it is recommended to revisit the school's vision, mission, goals and objectives and conduct an orientation or reorientation to all employees/teachers. This will enable the school to ask for a renewal of commitments from all the teachers, given the VMG as the inspiration to all. The commitment of teachers in their jobs will translate to the delivery of their services to the students and ultimately will flow up to the parents and to the community as a whole. The realization of the school's vision, mission and goals will all depend on how school management is sensitive to the needs of the teachers and students, after all, they are the people behind the success of the school.

The school management and teachers may continue to work for continuous quality improvement (CQI) in areas where they belong. Also, a continuous adoption of activities like open communication/dialogue, the introduction of some innovations in teaching strategies, reaching out to parents to participate in school activities like community outreach, and providing students with opportunities to join competitions of all sorts outside the school. The school management may conduct an evaluation process to identify which areas among the teachers need improvement or change. The teachers are the second parents of the students, and as such, they may be able to act with the highest degree of integrity, honesty, humility and dedication to their teaching assignments.

It is also advised that future researchers may perform larger-scale studies in different places, maybe involving national schools, utilizing the same variables or the Structural Equation Modeling method. Creating a qualitative study that focuses on the best methods employed by schools would also be instructive, as would using case or phenomenological studies to examine this subject. In the end, this will help close the gap in the literature.

## 6. Conclusion

There is a very high level of organizational culture. There is also a very high level of organizational citizenship behaviors. Moreover, there is a very high level of sense of organizational identification. Additionally, there are significant relationships between organizational culture and organizational citizenship behaviors, organizational culture and sense of organizational identification, and sense of organizational identification and organizational citizenship behaviors. Further, a sense of organizational identification has a partial mediating effect on the relationship between organizational culture and organizational citizenship behaviors.

The results of the study clearly affirm the notion that a sense of organizational identification partially mediates the relationship between organizational culture and organizational citizenship behaviors. The conclusions confirm the anchor theory, the Person-Organization Fit Theory by Kristof (1996), which was the accepted theory explaining the compatibility between a person and organization. Further, the findings of the study are also supported by the Social Exchange Theory by Blau (1964), the Cultural

Dimensions Theory by Hofstede (1984), the Social Identity Theory by Tajfel (1969), and the Organizational Support Theory by Eisenberger *et al.* (1986).

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### **Conflict of Interest Statement**

The authors declare no conflicts of interest.

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