THE INFLUENCE OF PERSONAL PROFESSIONAL DEVELOPMENT, TEACHER ENGAGEMENT, AND HUMAN RESOURCE MANAGEMENT PRACTICES ON ORGANIZATIONAL CITIZENSHIP BEHAVIOR IN PUBLIC SCHOOLS: A PREDICTION MODEL

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ABSTRACT

The objective of this study is to determine the influence of personal professional development, teacher engagement, and human resource management practices on organizational citizenship behavior among public school teachers in Caraga Region, Philippines. Standardized survey questionnaires were utilized in this research and adapted to suit the regional schools' context. It was administered to 449 randomly selected teachers. This study employed quantitative, non-experimental approach using mean, Pearson r, and regression analysis. The results indicated notably very high levels of organizational citizenship behavior and teacher engagement, alongside high levels of personal professional development, and human resource management practices. Moreover, significant positive relationships were observed between personal professional development and organizational citizenship behavior, teacher engagement and organizational citizenship behavior, as well as human resource management practices and organizational citizenship behavior. Additionally, the findings suggested that personal professional development, teacher engagement, and human resource management practices served as significant predictors of organizational citizenship behavior, with teacher engagement exerting the most significant impact.

Keywords: *education, public school teachers, personal professional development, teacher engagement, human resource management practices, regression, Philippines*

SDG Indicator: #4 (Quality Education)

INTRODUCTION

Organizational citizenship behavior (OCB) is an array of extra-role behaviors and a set of discretionary behaviors that an individual exhibits to promote the school's functioning and success (Bogler & Somech, 2023). Research has provided accumulative evidence that the willingness of teachers to invest in OCB is a fundamental component for achieving school effectiveness (Somech & Ohayon, 2020). However, Taseer, Siddique, Sattar, and Imran (2020) emphasized that a low level of OCB shown by instructors and administrators in schools has a negative effect on workers' performance and undermines the school's effectiveness. This implies that the efficiency, productivity, and overall success of the school is at stake. Thus, all school management must make efforts to improve the OCB of teachers since a high score on OCB is one of the indicators that teachers can become excellent quality educators (Wulandari, Sunaryo, & Tedjasukmana, 2021).

To further emphasize its magnitude, Hanson, Niqab, and Bangert (2021) accentuated that OCB has gained significance in the previous decades in educational institutions throughout the globe. Thus, the importance of OCB cannot be overstated as it plays a crucial role in determining performance (Tistianingtyas, 2021). OCB is a factor that impacts achieving favorable employee performance (Nurjanah, Pebianti, & Handaru, 2020). In schools, OCB influences various factors, including relationships between an organization's leaders and members, trust, organizational fairness, organizational climate, and the leader's persona (De Geus, Ingrams, Tummers, & Pandey, 2020). Moreover, Hsieh, Li, Liang, and Chiu (2024) confirmed that the OCB of teachers is crucial for effective school functioning. With these studies, it is evident that these kinds of extra-role behaviors are more important than ever for schools.

Empirical evidence supports the argument that organizational citizenship behavior has a positive influence on professional development. Barghani (2021) concluded that Professional Development opportunities play a role in increasing that desired sense of managerial recognition, personal growth, and achievement, which, in turn, positively impacts teachers' OCB. An increased sense of OCB is induced through understanding, contribution, and recognition. Thus, Professional Development opportunities effectively increase OCB among teachers but will only reach their true value when presented within a climate of trust, communication, and collaboration.

To add, Chepkemoi (2023) determined the moderating role of career development practices on the relationship between employee retention strategies and organizational citizenship behavior (OCB). Findings from hierarchical regression results established that career development practices significantly and positively moderate the relationships between employee involvement and OCB. The study concludes that employee involvement and leadership have a significant and positive effect on OCB which is crucial in the development of both public and private sector organizations. For OCB to thrive, the management should be encouraged to put more emphasis on career development practices.

Likewise, the study of Yuniawan, Filatrovi, and Arraniri (2021) revealed that the career development test on the employee indicated a construction reliability value of 2,375 and a probability of 0,010. With this, it can be argued that career development has a positive impact on employee engagement. The organizational citizenship behavior indicates a construction reliability value of 2,172 and a probability of 0,007. It can also be inferred that career development has a positive effect on organizational citizenship behavior. Thus, career development is shown to affect OCB, which means that the better the implementation of career development, the greater the additional role activity of the employee.

To underscore that organizational citizenship behavior is a strong forecaster and predictor of teacher engagement, numerous studies have been performed. Fitri, Almaida, Nurhadi, and Sampepajung (2021) found that organizational citizenship behavior had a positive and significant effect on job engagement. This means that employees will choose to engage at various levels and in response to the resources they receive from their organization.

Similarly, Asli, Evanita, and Patrisia (2020) investigated the relationship between employee engagement and OCB. It was conducted at a state university in West Sumatra Indonesia. This study used 400 lecturers as the respondent. By using SEM-PLS as the data analysis tool, this study found that employee engagement has a significant effect on OCB.

Moreover, Ghani and Memon (2020) examined the relationship between Organizational Citizenship Behavior and selected Human Resource Management Practices (HRMP) including recruitment & selection, training & development, and compensation & benefits. The results found a positive relationship between HRMP and organizational citizenship behavior. The study concluded that there is a strong relationship between HR practices and organizational citizenship behavior. In a similar vein, HRM practices can set the quality of employer-employee relationships, thereby motivating employees to exhibit organizational citizenship behaviors and encouraging their contribution.

The significant relationship between human resource management practices and OCB was confirmed and established by multiple researches. This means that since human resource management practices have the

potential to guide and even define the nature of the relationship between employee and employer, they could thereby also serve as a source of motivation for employees to exercise OCB (Giancaspro, De Simone, & Manuti, 2022).

Veseli and Çetin (2024) investigated the impact of HRM practices on OCB. It was based on a national sample of 10 organizations from the banking industry in Kosovo and data were obtained from 459 employees. By utilizing regression analyses, the findings of the study suggested that there are positive relations between HRM practices and OCB.

This study was anchored on Social Exchange Theory which was employed as the theoretical explanation for organizational citizenship behavior. Social exchange theory was developed by a sociologist, George Homans, which first appeared in his essay Social Behavior as Exchange in 1958. The perceived organizational support is related to employee behaviors that are beneficial to the organization, such as job performance and OCB (Yang & Chae, 2022). This premise further elucidates that the rationale of why OCB positively relates to employee engagement can be explained by social exchange theory since it posits that the benefits received from other people evoke a sense of obligation in employees highlighting the correlation of OCB to HRMP and teacher engagement.

Social exchange theory was supported by Resource theory which was promulgated by Uriel Foa (1971) which focuses on OCB influences on career growth opportunities and identifies which kinds of resources provide substantial power to achieve individual career advancement. At the heart of the theory is the insight that humans rarely satisfy their physical and psychological needs and that social interactions and relationships provide how individuals can obtain the needed resources (Foa, Converse, Törnblom, & Foa,1993).

In addition, Resource-based Theory provides that human resource management practices should be focused on developing the competitive advantage of an organization by focusing on how internal resources owned by an organization and unique to it are effectively managed and used to achieve corporate goals and objectives.

Thus, these theories established that the mechanisms, professional development, teacher engagement, and human resource management practices, are essential to developing organizational citizenship behavior. This study considered the three independent variables as constructs of organizational citizenship behavior.

Figure 1 presents the conceptual framework which shows the relationship between the independent variables: (PPD) Personal Professional Development, (TE) Teacher Engagement, and (HRMP) Human Resource Management Practices and their correlation to the dependent variable (OCB) Organizational Citizenship Behavior.

Moreover, the conceptual framework is composed of two types of latent constructs, namely exogenous and endogenous variables. The exogenous variables of this study are personal professional development, teacher engagement, and human resource management practices. On the other hand, the endogenous variable is organizational citizenship behavior. Since the latent variables are not observed directly, it follows that they cannot be measured directly. With this, each latent construct will be associated with multiple measures or observed variables. Th primary inte
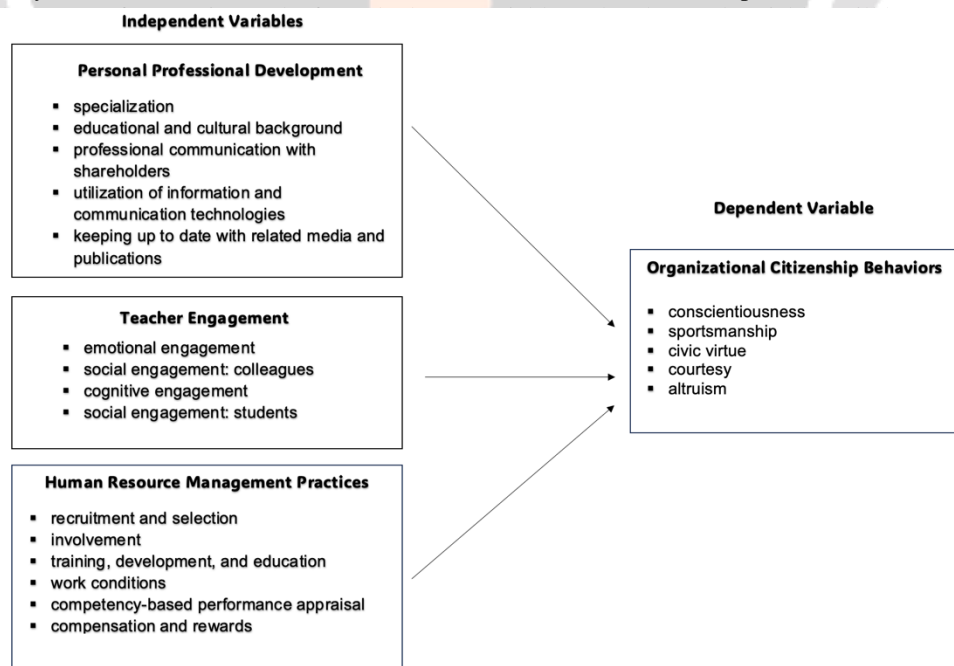

Figure 1. The Conceptual Framework of the Study

The study of Padillo, Manguilimotan, Capuno, and Espina (2021) assessed the quality of instruction and professional development activities in a well-known university in Cebu, the Philippines, where it determined teachers' teaching competencies and perception in their professional development activities, issues, and concerns.

Findings showed that professional development activities for teachers had achieved mastery in instructional planning, instructional delivery, knowledge of the subject matter, rapport with students, and classroom management. On the other hand, professional development activities were perceived to have little benefit for the teachers. It was also found out that there is no significant relationship between the teaching competencies and professional development activities. Perceived benefits of professional development activities were attributed to personal perceptions and contextual factors. The findings call for strategic professional development planning, implementation, and evaluation for teachers to benefit more. Thus, piloting a similar study in a broader parameter is recommended.

Sahoo and Panda (2024) studied the professional development activities undertaken by teachers at the secondary level and analyzed the self-reflective practices of teachers toward professional development at the secondary level. It is found that 50% of teachers of the sampled school have participated in professional development-related activities during the last 5 years which moderately impacts their professional development as a teacher. Since majority of the teachers have not participated in different professional development-related activities, the government may organize an orientation program to encourage teachers to participate in professional development related-activities.

Songcog and Guhao Jr (2020) determined the level of job satisfaction among the non-teaching personnel in the private higher education institutions in Region XII, Mindanao, Philippines as influenced by leadership style, psychological empowerment, and work engagement. Using descriptive correlation and Structural Equation Modeling, the researcher selected 400 non-teaching personnel in private higher education institutions in the region through stratified proportionate sampling. Findings revealed high levels of leadership style, psychological empowerment, work engagement, and job satisfaction. A significant relationship was shown between all latent exogenous variables and the endogenous variable job satisfaction.

A study presented a causal model of work engagement of non-teaching personnel as influenced by organizational learning capability, technology leadership, and talent management practices. Through structural equation modeling, quantitative research design was employed in this study. Results revealed significant relationships between the exogenous variables and work engagement as the endogenous variable. The study depicted the direct causal relationships of organizational learning capability, technology leadership, and talent management practices which was found to be the best model for work engagement of non-teaching personnel of public secondary schools (Bongcayat & Guhao Jr., 2020).

Putrini and Satrya (2024) explored the effect of Human Resource Management (HRM) practices and organizational culture on Organizational Citizenship Behavior (OCB), with organizational commitment as a mediating factor. The study aims to explore viable solutions and recommendations for improving OCB in Sharia Banks located in the Special Capital Region of Jakarta (DKI Jakarta). The findings of this study revealed that HRM practices and organizational culture have significant direct and indirect effects on OCB through the mediating role of organizational commitment. The results also showed that the proposed model achieved a good model fit, and HRM practices and organizational behavior have an indirect impact on OCB mediated by employee organizational commitment. In addition, the magnitude of the indirect impact of HRM practices was found significantly greater than the direct impact.

Khan and István (2023) aimed to investigate the adoption level of standardized HRM practices (compensation, performance evaluation, and promotion) by local and multinational pharmaceutical companies in Pakistan. Results of the one-sample t-test presented that multinational companies have a higher level of adoption of standardized HRM practices than local companies. Similarly, multiple regression analyses demonstrated that compensation, performance evaluation, and promotion practices significantly influence employees' organizational commitment. These findings provide support for the contingency approach to HRM. The study's practical implications suggest that manufacturing companies may adopt standardized HRM practices to increase organizational commitment among their employees.

Bibi, Siddique, and Davis (2021) examined the relationship between teachers' organizational citizenship behavior and workplace spirituality at the secondary school level. Moreover, the impact of workplace spirituality on organizational citizenship behavior was also the purpose of this study. The correlational research design was used. Inferential statistical analysis techniques such as Pearson r, ANOVA, independent sample t-test, and linear regression were used for data analysis. The findings concluded that workplace spirituality is positively associated with organizational citizenship behavior. Moreover, workplace spirituality affects organizational citizenship behavior. So, it is recommended that top management should share workplace spirituality with employees to enhance organizational citizenship behavior.

The study of Bogler and Somech (2023) investigated teachers' organizational citizenship behavior during the COVID-19 pandemic. The survey's quantitative analysis, N = 299, revealed that Israeli teachers reported more OCB during COVID-19 than before COVID-19, mostly towards students, less towards the school and parents, and least towards colleagues. The qualitative analysis enabled the identification of the unique construct of teacher OCB during the pandemic, composed of six categories: promoting academic achievement, investing extra time, providing support to students, use of technology, compliance with regulations, and compliance with role changes. These findings emphasize the importance of understanding OCB as a context-related phenomenon, especially during a crisis.

Sabanal and Guhao, Jr. (2024) established the best-fit path model for school effectiveness in public schools as estimated by transcendental leadership of school heads, servant leadership of school heads and organizational citizenship behaviors of educators among public schools within Region XI of the Philippines. The result showed that the level of transcendental leadership of school heads, servant leadership of school heads and organizational citizenship behaviors of teachers and school effectiveness were very high. Further, transcendental leadership and organizational citizenship behaviors revealed a significant correlation with each other. This implies that schools may enhance both leadership skills of school heads and teachers' behaviors through leadership and behavioral enhancement activities.

Yang and Chae (2022) cited that since introducing the concept of organizational citizenship behavior (OCB), it has attracted the interest of several scholars and continues to be one of the most popular topics in organizational behavior research. Researchers in organizational behavior have long been interested in exploring how employees' perceptions of their leaders influence their work-related thoughts and behaviors.

However, the study focusing on teachers concerning organizational citizenship behavior is limited, and the issue has not received enough attention (Isik, 2021). It was supported by Meniado (2021) as he claimed that many studies have extensively investigated the antecedents, consequences, and relationships of Organizational Citizenship Behavior (OCB) in corporate and industrial settings, but not in educational contexts.

The researcher has not come across a study that dealt with professional development, teacher engagement, human resource management practices, and organizational citizenship behavior in the local setting. It is in this context that the researcher is interested in determining the extent of causal relationships of organizational citizenship behavior towards professional development, teacher engagement, and human resource management practices in the Caraga Region. The variables can also be used as a prediction model for organizational citizenship behavior raising concern to the intended and extended beneficiaries of this study and possibly developing action plans to improve the teaching-learning process and develop intervention schemes to improve the overall quality and management of educational institutions in the Philippines. Parveen, Zamir, and Bibi (2021) recommended magnifying this category of research study to other educational levels such as higher secondary and university levels and populations. Thus, there is a need to conduct this study.

Furthermore, the main purpose of the study was to find out the influence of personal professional development, teacher engagement, and human resource management practices on the organizational citizenship behavior of public secondary school teachers in the Caraga Region. Specifically, this study sought to answer the following objectives. First, to determine the level of personal professional development (IV) in terms of specialization, educational and cultural background, professional communication with the shareholders, utilization of information and communication technologies, and keeping up to date with related media and publications. Second, to describe the level of teacher engagement (IV) in terms of emotional engagement, social engagement: colleagues, cognitive engagement, and social engagement: students. Third, to ascertain the level of human resource management practices (IV) in terms of recruitment and selection, involvement, training, development and education, work conditions, competency-based performance appraisal, and compensation and rewards. Fourth, to determine the level of organizational citizenship behavior (DV) in terms of conscientiousness, sportsmanship, civic virtue, courtesy, and altruism.

Moreover, the study also aimed to determine if there are significant correlations between personal professional development and organizational citizenship behavior, teacher engagement and organizational citizenship behavior, and human resource management practices and organizational citizenship behavior. Furthermore, the study sought to determine whether there is a combined significant influence of personal professional development, teacher engagement, and human resource management practices on organizational citizenship behavior. Finally, to develop a mathematical prediction model on organizational citizenship behavior.

The researcher also hypothesized that there is no significant relationship between professional development and organizational citizenship behavior, teacher engagement and organizational citizenship behavior, human resource management practices and organizational citizenship behavior; there is no variable that

can best influence the organizational citizenship behavior of the public secondary school teachers in Caraga Region; and there is no mathematical prediction model on organizational citizenship behavior of the public secondary school teachers in Caraga Region.

The global significance of studying Organizational Citizenship Behavior is its ability to enhance organizational performance, foster positive workplace cultures, support global workforce management, enhance employee well-being, drive innovation, contribute to societal development, provide valuable academic and practical insights, and respond to global challenges. These benefits highlight the importance of OCB for organizations operating in an increasingly interconnected and competitive world. This study may also contribute to a new body of knowledge that provides direct advantages and relevance to improving the quality of education which is one of the Sustainable Development Goals. Thus, the findings of the study can be beneficial to all educators at all levels throughout the world.

Additionally, School administrators may utilize the findings, results, and regression model of the study in developing and updating school policies and organizing teachers' professional development programs to achieve a greater level of organizational citizenship behavior among public school teachers. This will enable them to establish the optimum training for educators as well. In addition, with the teachers' behavior being compatible with the school's goals and policies, the desired educational outcome can be achieved. Therefore, the proposed remedies will be extremely valuable to educational administrators, policymakers, decision-makers, and other organizations and sectors involved in education.

This study provides foundational data and insights that future researchers can build upon. It establishes a benchmark for understanding the relationships between professional development, teacher engagement, HRM practices, and OCB. In general, this study lays a robust groundwork for future research endeavors, offering both theoretical and practical insights that can be further explored, validated, and expanded in various contexts and settings.

METHOD

This section discusses the research respondents, materials and instrument, design, and methodology.

Research Respondents

The respondents of the study were public secondary school teachers in the Caraga Region. This is being considered as the value of the study since the researcher would like to find out in a broader scope whether there is a relationship among personal professional development, teacher engagement, human resource management practices, and their respective influence on organizational citizenship behavior of the public secondary school teachers in a regional scale.

As recommended by Parveen, Zamir, and Bibi (2021), the study on OCB should be magnified to other educational levels such as higher secondary and university levels. The number of respondents was 449 public secondary school teachers who were selected using a stratified technique. DepEd Caraga Region currently employs 9189 teachers. The 449 respondents were calculated using the Raosoft online calculator. According to the experiments and studies the minimum sample size is 200 cases, however; it must be considered that the 200 cases may be too small for analyzing a complex model. Therefore, the beneficial suggestion for this purpose is that the sample size should be five to ten times the number of indicators (Dastjerd, 2021).

Furthermore, using stratified random sampling, the researcher selected the respondents in each division. The number of teachers per division was randomly selected as follows: Agusan del Norte, 47 teachers (10.47%); Agusan del Sur, 96 teachers (21.38%); Bayugan City, 18 teachers (4%); Bislig City, 16 teachers (3.56%); Butuan City, 60 teachers(13.36%); Cabadbaran City, 11 teachers (2.45%); Dinagat Islands, 27 teachers (6.01%); Siargao Islands, 22 teachers (4.90%); Surigao City, 17 teachers (3.79%); Surigao del Norte, 45 teachers (10.02%); Surigao del Sur, 80 teachers (17. 82%); and Tandag City, 10 teachers (2.23%).

Respondents were secondary school teachers within the public schools in the Caraga Region. To take part in the study, the teacher must have at least one year of teaching experience, indicate his or her willingness to be included among the respondents, and complete the Certificate of Consent Form.

However, teachers outside Caraga Region, those teaching in private schools, those on leave, those who withdrew from the study, those holding administrative positions, those with less than a year of teaching in a public school, those who manipulated or have significantly incomplete data, and those who did not sign the consent form were excluded from the study. Consequently, no justification was required if participants wanted to withdraw as respondents if this was done beforehand.

The research was conducted in the Caraga Region, one of the regions in the Philippines located in the northeastern portion of the island of Mindanao. The respondents of the study were the public secondary school

teachers of the Department of Education (DepEd) in Caraga Region, Region XIII, Philippines in the school year 2023-2024. The region has twelve divisions namely: Agusan del Norte, Agusan del Sur, Bayugan City, Bislig City, Butuan City, Cabadbaran, Dinagat Island, Siargao Island, Surigao City, Surigao del Norte, Surigao del Sur, and Tandag where the conduct of the research was focused.

Materials and Instrument

In this study, adapted questionnaires from the web were utilized. Four instruments were used, each of which was modified to include only the items relevant to the research. It was reorganized to be more relevant to the current and local circumstances. Professional validators validated the instruments to make them more relevant and credible, and to obtain an acceptable rating. After validation, a pilot test was conducted to determine the survey's validity, Cronbach's alpha was employed. The closer the Cronbach's alpha coefficient is to 1.0, the stronger the internal consistency of the scale's items (Nawi, Tambi, Samat, & Mustapha, 2020).

To assess the current status of personal professional development levels of the teachers, the survey from the study by Balbag, Yenilmez, and Turgut (2017) entitled Personal Professional Development Efforts Scale for Middle School Mathematics Teachers: An Adaptation Study which is composed of five indicators namely: specialization, educational and cultural development, professional communication, utilization of ICT, and up-to-date with related media and publications was used. The pilot testing process was conducted for this study and the score of .953 indicates that the items' internal consistency is reasonably high.

The survey questionnaire for teacher engagement was taken from the study of Rahmadani and Kurniawati (2021) titled Teacher Engagement Mediates Self-efficacy and Classroom Management: Focus on Indonesian Primary Schools. The scale was adapted from Klassen, Yerdelen, and Durksen's study in 2013 titled Measuring Teacher Engagement: Development of the Engaged Teachers Scale (ETS) which aimed to create and validate a usable scale of teacher engagement. The respondents were asked to respond to the 16-item questionnaire which has four indicators namely: emotional engagement, social engagement: colleagues, cognitive engagement, and social engagement: students. The instrument underwent pilot testing, yielding a value of .966, indicating that the items exhibit a relatively good level of internal consistency.

Meanwhile, the questionnaire on human resource management practices was adapted from the study Human Resources Management Policies and Practices Scale (HRMPPS): Exploratory and Confirmatory Factor Analysis of Demo, Neiva, Nunes, and Rozzett (2012) which carried out a thorough investigation to validate the Human Resources Management Policies and Practices Scale (HRMPPS) through exploratory and confirmatory factor analysis using the maximum likelihood method. It is comprised of six indicators: recruitment and selection, involvement, training, development and education, work conditions, competency-based performance appraisal, and compensation and rewards. The items were subjected to pilot testing, which yielded a result of .978, indicating a good internal consistency level.

The 19-item instrument with five indicators namely: conscientiousness, sportsmanship, civic virtue, courtesy, and altruism was adapted from the work of Phuong (2021) titled Organizational Citizenship Behavior: Scale Development and Validation which explored the creation of an instrument for assessing organizational citizenship behavior. The survey's alpha coefficient of .971 indicates that its items have a comparatively high level of internal consistency.

In evaluating the variables of this study regarding personal professional development, teacher engagement, human resource management practices, and organizational citizenship behavior the descriptive level, always, often, sometimes, seldom, and never, were used. This finding suggests that the level of manifestations varied from always to never, and the range of values for all associated variables fell between 5.00 and 1.00. The rating scale used in this study assigns a value of 5 to Always, indicating that the statement is consistently observed. A value of 4 is assigned to Often, indicating that the statement is often observed. Sometimes is assigned a value of 3, indicating that the statement is observed occasionally. Seldom is assigned a value of 2, indicating that the statement is rarely observed. Finally, Never is assigned a value of 1, indicating that the statement is not observed.

Before the instrument was administered, the survey questionnaire was modified according to the local context with the guidance of an advisor and the input of competent validators who assessed its content for construct validity The final version was developed, considering the mistakes, observations, and suggestions of the validators. The scales' validity was examined using Cronbach's alpha, and the findings are presented in the total description. Moreover, the questionnaire received an average rating of 4.62, indicating an excellent level of descriptive equivalence.

Design and Procedure

In this study, the researcher used a quantitative non-experimental design research approach. Regression analysis was used to formulate a mathematical prediction model on organizational citizenship behavior.

First, it employed the descriptive-correlation technique of the study, which is a measure of variable relationships with varied levels of measurement. Cherry (2023) accentuated that descriptive study in correlational research involves examining the relationship between variables and generating predictions without manipulating the primary area of interest.

Second, Regression Analysis was applied in this investigation. This technique, as mentioned by Ali and Younas (2021), allows for investigating the relationship between variables. Usually, the variables are labeled as dependent or independent. An independent variable is an input, driver, or factor that has an impact on a dependent variable. This method was used to measure the relationship among professional development teacher engagement, human resource management practices, and their respective influence on organizational citizenship behavior of the public secondary schools in the Caraga Region.

The following steps were taken by the researcher in gathering the data for this study. After the validation of the survey questionnaire by the panel of experts and the provision of permission to conduct the study, the following steps were observed in the conduct of the study. First, the researcher has written a letter of permission to the office of the Regional Director to conduct this study in the following schools in the region. With the approval of the Regional Director, the researcher asked permission from the schools division superintendents to distribute the survey questionnaires to the respondents of the study. Second, when the schools division superintendents approved the letter, the researcher asked permission from the school principal to conduct the study, the researcher sent the Google form link to the school research focal person to be sent to their group chats. The researcher instructed the respondents and entertained questions for them to fully understand the survey. The retrieval of the questionnaires was monitored through the online responses. The data was tallied and presented to the statistician for statistical treatment. The collection of data started in the second week of February 2024 and was completed in March 2024.

To determine the significance of the relationship between the exogenous and endogenous variables, Pearson-r was used. Moreover, the linear regression determined the predictors of the dependent variable given the list of independent variables. The study evaluated whether professional development, teacher engagement, and human resource management practices significantly influence the organizational citizenship behavior of the public secondary school teachers in the Caraga Region. Finally, regression analysis was used to create a mathematical prediction model on organizational citizenship behavior among the public secondary school teachers in Caraga Region.

Additionally, the researcher adhered to the ethical standards throughout the study by following the procedural assessments and standard criteria established by the University of Mindanao Ethics Review Center (UMERC). During the study, the respondents were given the free will to voluntarily contribute without any form of cost. Furthermore, by the Data Privacy Act of 2012, the researcher ensured that the respondents' private information was kept private. The researcher made certain that the information collected from the survey questions was correct and that the sources of the information were properly acknowledged. Overall, the researcher followed all UMERC ethical guidelines before, during, and after the study and was issued with the certificate, UMERC-2024-006.

RESULTS AND DISCUSSION

The next part provides a complete overview of the results obtained from the data-collecting method. The results are presented in alignment with the planned objectives that were set for this study. Furthermore, the research encompasses exposing the final determination of the null hypothesis. Moreover, this study integrates an extensive examination of the pertinent academic literature to offer substantiation and verification for its findings.

Level of Personal Professional Development

Reflected in Table 1 is the summary of public-school secondary teachers' level of personal professional development. The overall mean is 4.05 with a standard deviation of 0.628 distributed into five indicators with mean ratings arranged from highest to lowest: 4.11 or high in the specialization, 4.08 or high in the utilization of information and communication technologies 4.06 or high in the professional communication with the shareholders, and 4.01 or high for both educational and cultural development and keep up the date with related media and publications. The overall high responses of public-school teachers denote that teachers' personal professional development affects their organizational citizenship behavior.

The high level of personal professional development resulted from teachers' great regard for specialization. Specifically, the results highlighted that secondary school teachers demonstrated it by pursuing their graduate studies for professional development, taking part in seminars, conferences, and training in their field of work both as a speaker and participant, participating in contests, together with the students, and keeping up to date with the field.

Table 1
Level of Personal Professional Development

Indicators	SD	Mean	DescriptiveEquivalent
Specialization	0.70	4.11	High
Educational and Cultural Development	0.65	4.01	High
Professional Communication with the Shareholders	0.68	4.06	High
Utilization of Information and Communication Technologies	0.70	4.08	High
Keep-up-the-date with Related Media and Publications	0.72	4.01	High
Overall	**0.63**	**4.05**	**High**

This is validated by Alkaabi (2023) that professional development is essential for contemporary educators to grow and thrive and the current educational landscape offers numerous technologies and opportunities to achieve professional development goals but also promotes professional longevity. Meanwhile, to facilitate the professional development of teachers, it is a must to understand the process by which teachers grow professionally and the conditions that support and promote that growth (Sancar, Atal, and Deryakulu, 2021).

Level of Teacher Engagement

The level of Teacher Engagement (TE) is presented in Table 2. TE has an overall mean of 4.45 and a standard deviation of 0.48 or very high. Results imply that teacher engagement is always manifested. In particular, the mean scores of TE indicators are ranked from the highest to the lowest rating. A mean of 4.63 (SD 0.543) was given to emotional engagement and was characterized as very high. With a mean score of 4.42 (SD 0.552) or very high, cognitive engagement comes in second. Having a mean of 4.40 (SD 0.559) or very high, social engagement: students is the third indicator with the highest mean. Lastly, social engagement: colleagues with a mean of 4.33 (SD 0.592) and is labeled as very high.

The very high manifestation of teacher engagement is displayed because they are excited about teaching, they feel happy while teaching, they pay a lot of attention to their work, they are empathetic towards the students, and they are committed to helping their colleagues.

Moreover, as described by Dago-oc and Tagadiad (2023), an engaged teacher is aware of what, how, and why it is occurring in their classroom, can discuss all facets of education with their colleagues, is a valuable team

Table 2
Level of Teacher Engagement

Indicator	SD	Mean	Descriptive Equivalent
Emotional Engagement	0.54	4.63	Very High
Cognitive Engagement	0.55	4.42	Very High
Social Engagement: Students	0.56	4.40	Very High
Social Engagement: Colleagues	0.59	4.33	Very High
Overall	**0.48**	**4.45**	**Very High**

member, and prefers to drive change rather than sit back and let it happen. This further signifies that maintaining work engagement is critical to ensuring minimum or even higher production and performance output (David & Iliescu, 2020). In the same manner, Guhao Jr. and Quines (2021) highlighted that engaged workers' positive approach to the job creates a positive environment. There are some signs that it has a positive impact on others at work making committed employees content with their work.

To promote work engagement among public schools, the implementation of DO 9, s. 2002 of the Department of Education which is the Program on Awards and Incentives for Service Excellence (PRAISE) must be intensified (Alutaya & Guhao Jr., 2023).

Level of Human Resource Management Practices

Presented in Table 3 is the level of Human Resource Management Practices (HRMP) of public secondary school teachers in the Caraga Region. HRMP has an overall mean of 4.18 with an SD of 0.54 or high. Specifically, most of the indicators were rated as very high such as Training, Development, and Education with a mean of 4.33, Recruitment and Selection with a mean of 4.28, Involvement with a mean of 4.25, and Competency-Based Performance Appraisal with a mean of 4.23. Indicators like Compensation and Rewards with a mean of 4.01 and Work Conditions with a mean of 3.96 were rated high. These results display that the comprehensive Training, Development, and Education provided by the organization brought about a high level of Human Resource Management Practices.

HRMP plays a pivotal role in the education sector. Thus, there is a must for teachers to be provided with basic benefits, to get incentives such as promotions, commissioned functions, awards, and bonuses, and to have a salary that is compatible with their skills, training, and education.

This is supported by Permatasari and Tandiayuk (2023) who claimed that the attainment of quality education relies on a nuanced understanding and the strategic implementation of Human Resource Management Practices (HRMP) within the education sector. It plays a crucial role in equipping educators to meet the evolving demands of the educational landscape. Malik, Maqbool, and Ghani (2023) emphasized that benefits and compensation, a safe working environment, and healthy worker-relationships practices need to be appropriately implemented to achieve institution and education objectives.

Table 3

Level of Human Resource Management Practices

Indicators	SD	Mean	Descriptive Equivalent
Involvement	0.60	4.25	Very High
Recruitment and Selection	0.60	4.28	Very High
Training, Development, and Education	0.59	4.33	Very High
Work Conditions	0.79	3.96	High
Competency-Based Performance Appraisal	0.61	4.23	Very High
Compensation and Rewards	0.74	4.01	High
Overall	**0.54**	**4.18**	**High**

Level of Organizational Citizenship Behavior

The level of Organizational Citizenship Behavior (OCB) is shown in Table 4. OCB is rated as very high with an overall mean of 4.27 and an SD of 0.54. This means that the public secondary school teachers in Caraga Region have always exhibited a very high level of OCB. The result is distributed into the five indicators arranged from highest to lowest based on their respective mean rating, these indicators were all rated very high with both Conscientiousness and Courtesy having a mean of 4.34, Sportsmanship with a mean of 4.24, Civic Virtue which has a mean of 4.23 while Altruism is rated high with a mean of 4.19.

The results reveal that teachers obey the organization's rules and regulations even when no one is watching, accomplish tasks assigned by supervisors and meet the Key Performance Indicators (KPIs) required from them, offer ideas to improve the functioning of the organization, keep abreast of changes in the organization, are mindful of how my behavior affects other people's job, avoid creating problems for co-workers, and take action to protect the organization from potential problems.

Table 4

Level of Organizational Citizenship Behavior

Indicators	SD	Mean	Descriptive Equivalent
Altruism	0.62	4.19	High

Conscientiousness	0.60	4.34	Very High
Sportsmanship	0.61	4.24	Very High
Civic Virtue	0.62	4.23	Very High
Courtesy	0.57	4.34	Very High
Overall	**0.54**	**4.27**	**Very High**

This aligns with the claims of Praharti, Yohana, and Suparno (2023) that teachers who have Organizational Citizenship Behavior (OCB) are not always driven by things that benefit themselves, such as wanting to help other people or organizations if there is a reward to be received. This behavior is more directed to a sense of satisfaction when it can help other people or organizations.

Thus, Ibironke, Ajala, and Jokosanya (2024) recommended that the management should adequately provide motivating policies and programs to the teachers as this will enhance their level of OCB in the school, such as compensation, supervisors' support, co-workers' relationships, work environment, and career development opportunities.

Relationship between Personal Professional Development and Organizational Citizenship Behavior

Displayed in Table 5.1 is the significance on the relationship between personal professional development and organizational citizenship behavior. The overall correlation coefficient of .689 and a p-value of 0.000 suggest that there is a significant relationship between personal professional development and organizational citizenship behavior. Specifically, the correlation of the indicators of professional development to organizational citizenship behavior has a significant relationship at 0.05 level of significance with specialization having a correlation coefficient of 0.613, educational and cultural development at 0.602, professional communication with the shareholders at 0.686, utilization of information and communication technologies of 0.614, and keep up to date with related media and publications with a p-value of 0.617.

The results are in harmony with the findings of Barghani (2021) that professional development opportunities are effective in increasing OCB among teachers. These results indicated that professional development could increase teachers' organizational citizenship behavior and motivation if five overarching categories are fostered in the workplace: namely, clear communication, collaborative opportunities, value and recognition, professional development expectations, and incentives. Therefore, a school climate that fosters and offers specialized and relevant professional development can increase teachers' motivation and organizational citizenship behavior, leading to greater job satisfaction and a more productive workplace. In addition, the significant correlation between Personal Professional Development and Organizational Citizenship Behavior underscores the importance of investing in employees' growth. By fostering an environment that prioritizes PPD, organizations can enhance employee behaviors that contribute positively to the workplace, ultimately leading to improved organizational performance, a better work environment, and sustained competitive advantage.

Table 5.1
Significance on the Relationship between Levels of Personal Professional Development and Organizational Citizenship Behavior

Personal Professional Development	Organizational Citizenship Behavior					
	Altruism	Conscientiousness	Sportsmanship	Civic Virtue	Courtesy	Overall
Specialization	.641*	.456*	.576*	.644*	.414*	.613*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Educational and Cultural Development	.650*	.448*	.582*	.616*	.386*	.602*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Professional Communication with the Shareholders	.694*	.556* (0.000)	.629*	.672*	.509*	.686*

	(0.000)		(0.000)	(0.000)	(0.000)	(0.000)
Utilization of Information and Communication Technologies	.597*	.501*	.568*	.607*	.466*	.614*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Keep up to date with Related Media and Publications	.654*	.464*	.572*	.645*	.413*	.617*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Overall	.712*	.534*	.644*	.701*	.481*	.689*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)

*Significant at 0.05 significance level.

Relationship between Teacher Engagement and Organizational Citizenship Behavior

Depicted in Table 5.2 is the correlation results between teacher engagement and organizational citizenship behavior. Findings showed an overall r-value of .797 and a p-value of 0.000. This revealed that there is a significant relationship between teacher engagement and organizational citizenship behavior. Therefore, the null hypothesis is rejected. Particularly, it was observed that social engagement: colleagues has the highest level of significant relationship towards organizational citizenship behavior, with the highest correlation coefficient of 0.716 compared to social engagement: students with the r-value of 0.715, cognitive engagement with a correlation result of 0.683 and emotional engagement with a value of 0.568.

This agrees with the study of Hsieh, Chien, Yen, and Li (2022) which reported the positive relationships between teacher engagement and organizational citizenship behavior, highlighting the positive impact of engagement on job performance. It also suggested that if the teacher is positively engaged with work, they manifest creativity and extra roles for the organization and they have a willingness to go the extra mile. Thus, highlighting that employee engagement is a strong forecaster or predictor of organizational citizenship behavior.

Similarly, Fitri, Almaida, Nurhadi, and Sampepajung (2021) found that OCB has a significant effect on job engagement. This affirmed the claim that engaged teachers are known to do their job to the maximum and strive to carry out work and are more interested in situations where they serve multiple roles. They do this as an effort to improve their abilities so that they can feel that they can carry out various roles.

Furthermore, the significant correlations between various dimensions of teacher engagement and Organizational Citizenship Behavior underline the importance of fostering a highly engaged teaching workforce. By focusing on enhancing both social and cognitive aspects of engagement, as well as supporting teachers emotionally, schools can promote behaviors that contribute positively to the organizational environment, ultimately benefiting students, teachers, and the educational institution as a whole.

Table 5.2
Significance on the Relationship between Levels of Teacher Engagement and Organizational Citizenship Behavior

Teacher Engagement	Organizational Citizenship Behavior					
	Altruism	Conscientious ness	Sportsmanship	Civic Virtue	Courtesy	Overall
Emotional Engagement	.559*	.447*	.568*	.584*	.424*	.568*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Cognitive Engagement	.580*	.666*	.601*	.601*	.605*	.683*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Social Engagement: Students	.647*	.659*	.631*	.679*	.578*	.715*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Social Engagement: Colleagues	.664*	.635*	.632*	.650*	.619*	.716*

	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Overall	.724*	.720*	.717*	.742*	.658*	.797*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)

*Significant at 0.05 significance level.

Relationship between Human Resource Management Practices and Organizational Citizenship Behavior

Exhibited in Table 5.3 is the relationship between human resource management practices and organizational citizenship behavior, the overall r-value obtained from the said measures was 0.800 with a p-value of 0.000 signifying the significant relationship between the two variables. Thus, the null hypothesis of no significance was rejected. Moreover, it was shown that involvement, recruitment and selection, training, development and education, work conditions, competency-based performance appraisal, and compensation and rewards which were indicators of human resource management practices have an overall value of 0.777 when correlated to sportsmanship with p> 0.05 hence, significant. Furthermore, when the indicators of human resource management practices were correlated to conscientiousness items, the overall r-value was 0.682 with p> 0.05, although the lowest correlation results among the indicators, were still significant. Finally, all the probability values indicated correlation.

The results were confirmed by Giancaspro, De Simone, & Manuti (2022) who elucidated that HRM practices have the potential to guide and serve as a source of motivation for employees to exercise OCB. In addition, the findings of Ghani and Memon (2020) asserted that the high levels of correlation showed that there is a sound relationship that exists between strategic human resource management practices and organizational citizenship behavior provided by employees' extra-role behavior to perform their specific tasks in exchange for strategic HRM practices. Additionally, the significant correlations between HRM practices and organizational citizenship behavior underscore the importance of effective HRM strategies in promoting positive employee behaviors. By investing in and refining HRM practices, organizations can enhance various dimensions of OCB, ultimately leading to improved organizational performance, a more positive work environment, and sustained competitive advantage.

Table 5.3
Significance on the Relationship between Levels of Human Resource Management Practices and Organizational Citizenship Behavior

Human Resource Management Practices	Organizational Citizenship Behavior					
	Altruism	**Conscientiousness**	**Sportsmanship**	**Civic Virtue**	**Courtesy**	**Overall**
Involvement	.648*	.650*	.749*	.712*	.624*	.757*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Recruitment and Selection	.659*	.679*	.695*	.719*	.618*	.754*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Training, Development and Education	.682*	.708*	.748*	.725*	.653*	.787*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Work Conditions	.532*	.362*	.505*	.538*	.324*	.508*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Competency-Based Performance Appraisal	.632*	.680*	.687*	.654*	.592*	.726*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Compensation and Rewards	.526*	.411*	.545*	.525*	.322*	.525*

	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Overall	.732*	.682*	.777*	.770*	.610*	.800*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)

*Significant at 0.05 significance level.

Influence of Predictor Variables on Organizational Citizenship Behavior

To determine whether there is a combined significant influence of personal professional development and organizational citizenship behavior, teacher engagement, and organizational citizenship behavior, the regression analysis of the variables is utilized as presented in Table 8. Changes in PPD, TE, and HRMP are associated with the changes in OCB, as shown in the regression analysis. The R or Multiple Correlation Coefficient of 0.867 indicates a strong positive correlation between the independent variables and the dependent variable. While the R^2 or Coefficient of Determination of 0.752 suggests that approximately 75.2% of the variance in OCB can be explained by the independent variables in the model. This indicates a good fit for the model. Thus, all the predictors are statistically significant in predicting OCB as their p-values are all 0.000, which is less than the typical significance level of 0.05.

This result is consistent with the study of Somech and Ohayon (2020) which examined the trickle-down effect of OCB in schools. It postulated and has provided accumulative evidence that the willingness of teachers to invest in organizational citizenship behavior (OCB) is a fundamental component for achieving school effectiveness. This study confirmed the findings which verified that HRMP and OCB have an affirmative and noteworthy association. It also underscored the importance of Personal Professional Development, Teacher Engagement, and Human Resource Management Practices in fostering Organizational Citizenship Behavior. By focusing on these areas, schools can create a more motivated, committed, and proactive workforce. Prioritizing engagement, strategic HRM practices, and ongoing professional development will lead to substantial improvements in OCB, benefiting both employees and the organization.

Table 6
The extent of Influence of Predictor Variables on Organizational Citizenship Behavior

Organizational Citizenship Behavior (Dependent Variables)				
Independent Variables	**β (Standardized Coefficients)**	**B (Unstandardized Coefficients)**	**t**	**Sig.**
Constant	-.002	.121	-.014	.989
Personal Professional Development (PPD)	.155	.133	4.528	.000
Teacher Engagement (TE)	.423	.480	12.087	.000
Human Resource Management Practices (HRMP)	.384	.383	9.886	.000
R	.867			
R^2	.752			
F	449.553			
p	.000			

Prediction Model on Organizational Citizenship Behavior
$Y = 0.121 + 0.133X_1 + 0.480X_2 + 0.383X_3$
Where Y=Organizational Citizenship Behavior

X_1= Personal Professional Development
X_2= Teacher Engagement
X_3= Human Resource Management Practices
0.121 is the Unstandardized Beta Coefficient Constant

This is a multiple linear regression model that is used to predict organizational citizenship behavior based on the three predictor variables. X_1 represents the impact of personal professional development on organizational citizenship behavior. Meanwhile, X_2 is a predictor variable that represents the impact of teacher engagement on organizational citizenship behavior. Furthermore, X_3 is the predictor variable that represents the impact of human resource management practices on organizational citizenship behavior. The value of the respective coefficients indicates that for every one-unit increase in the specific predictor variable, organizational citizenship behavior is predicted to increase, holding other variables constant. This prediction model set 0.121 as the Unstandardized Beta Coefficient Constant which represents the predicted value of organizational citizenship behavior when all predictor variables are zero.

By understanding the relative impact of each predictor, schools can design targeted interventions to improve OCB. Since, teacher engagement has a higher coefficient than the other variables, focusing on strategies to increase engagement might yield better improvements in OCB while also considering the other variables.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, the following conclusions are drawn. Since the overall level of Personal Professional Development is high, the school may encourage continuous learning and specialization within respective fields by providing opportunities for advanced training, certifications, or advanced degrees to deepen knowledge and expertise in specific areas of interest or relevance to the organization.

Continuously investing in training and resources to enhance skills through offering workshops or online courses not only improves efficiency, productivity, and innovation in work processes but also fosters a culture of lifelong learning and cultural awareness within the organization. Moreover, encouraging participation in educational programs, workshops, and cultural events to broaden perspectives, enhance creativity, and promote diversity and inclusion, boosts peer learning and collaboration among colleagues as a means of professional development.

Apart from this, the provision of strategic action steps to further heighten teachers' engagement emotionally, cognitively, and socially is recommended. Additional recommendations are to implement programs that recognize and appreciate teachers' efforts and achievements to reinforce their emotional engagement and sense of fulfillment, to foster collaborative learning communities among teachers by encouraging regular collaboration, sharing of best practices, and peer support, to create a supportive and collegial work environment, and establishing effective feedback mechanisms where teachers can provide input and suggestions for improving the teaching and learning environment.

Moreso, recognizing the importance of work-life balance by implementing policies and initiatives that support teachers in achieving a healthy balance between their professional responsibilities and personal well-being, reducing burnout and increasing job satisfaction sustain high levels of engagement. In this sense, schools can sustain and further enhance the very high level of teacher engagement observed, ultimately contributing to improved student outcomes, a positive school culture, and overall organizational success.

Likewise, the overall level of Human Resource Management Practices is high. With this, encouraging a culture of continuous improvement in HR practices by regularly reviewing and updating policies and procedures can ensure that they remain effective and aligned with the organization's goals. Investing in employee development programs can also offer opportunities for skills enhancement, both technical and soft skills, to ensure employees stay competitive and engaged.

Maintaining high standards in Recruitment and Selection can also ensure that the recruitment process is efficient, fair, and transparent considering the implementation of innovative recruitment strategies to attract top talent. Focusing on objective and fair performance evaluations can also provide regular feedback to employees to help them understand teachers' strengths and areas for improvement. Ensuring that rewards are aligned with performance can contribute to employee motivation and retention. By implementing these recommendations, the organization can further enhance its HR practices and contribute to overall organizational success and employee satisfaction.

Furthermore, the overall level of organizational citizenship behavior is very high. In response, the schools may acknowledge and appreciate employees who consistently demonstrate OCB by implementing formal recognition programs or informal acknowledgment practices to celebrate acts of conscientiousness, courtesy,

sportsmanship, civic virtue, and altruism Emphasizing and reinforcing organizational values that align with OCB by ensuring that values such as integrity, respect, teamwork, and community involvement are prominently communicated and integrated into organizational policies, practices, and decision-making processes are suggested.

Offering training and development programs focused on enhancing OCB competencies can provide practical strategies for incorporating OCB behaviors into daily work routines and incorporate OCB into performance management systems and evaluation criteria by recognizing and rewarding employees who consistently demonstrate OCB behaviors in addition to achieving their performance objectives may reinforce the importance of these behaviors to overall organizational success.

Given the strong, positive, and significant correlations between Personal Professional Development (PPD) and Organizational Citizenship Behavior (OCB), Teacher Engagement (TE) and OCB, and Human Resource Management Practices (HRMP) and OCB, organizations can capitalize on the strong correlations between the variables to create a thriving workplace culture characterized by continuous learning, active engagement, and a strong sense of organizational citizenship.

The Predicted Model on OCB suggests that Personal Professional Development, Teacher Engagement, and Human Resource Management Practices are significant predictors of Organizational Citizenship Behavior. To cultivate and improve teachers' Organizational Citizenship Behavior, the Department of Education in collaboration with the schools may put into work mechanisms such as training and other programs, projects, and activities to establish effective Personal Professional Development, Teacher Engagement, and Human Resource Management Practices. This can be a response to the study's findings that there is a strong, positive, and significant correlation between Personal Professional Development and Organizational Citizenship Behavior, Teacher Engagement and Organizational Citizenship Behavior, and Human Resource Management Practices and Organizational Citizenship Behavior.

The results are aligned with the proposition of the anchor theory, Social Exchange Theory, that the benefits received from other people evoke a sense of obligation in employees highlighting the correlations of OCB to HRMP and teacher engagement. These data also proved the claim of the support theory, Resource-based Theory, which focuses on OCB influences on career growth opportunities and identifies which kinds of resources provide substantial power to achieve individual career advancement.

This can be strengthened by developing integrated programs that combine elements of personal professional development with initiatives aimed at fostering organizational citizenship behavior. Implementing targeted strategies to further engage teachers in the workplace by providing opportunities for meaningful involvement in decision-making processes, may create a supportive and collaborative work environment.

In addition, recognizing and rewarding teachers who demonstrate exemplary citizenship behaviors, and aligning Human Resource Management Practices (HRMP) with the promotion of Organizational Citizenship Behavior (OCB) by ensuring that HR policies and procedures support and incorporate OCB criteria into performance evaluations, rewards systems, and leadership development programs may reinforce desired behaviors such as conscientiousness, courtesy, sportsmanship, civic virtue, and altruism.

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