



A STRUCTURAL EQUATION MODEL ON ORGANIZATIONAL CITIZENSHIP BEHAVIOR OF SCHOOL PRINCIPALS IN THE DAVAO REGION

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ABSTRACT

This research utilized Structural Equation Modeling (SEM) in building and testing a model describing the Organizational Citizenship Behavior (OCB) of the Davao Region's public school principals based on the theoretical constructs of Social Exchange Theory, Transformational Leadership Theory, and Self-Efficacy Theory. These theories all together emphasize the ways in which mutual relationships, inspirational leadership, and self-efficacy influence discretionary and prosocial workplace behavior. The research explored how empowerment, school culture, and leadership practices lead to OCB, with information gathered from 400 principals using a validated survey tool administered via proportionate stratified random sampling from 11 Schools Division Offices, both through online and printed media. Findings indicated uniformly high scores on leadership practices, empowerment, and school culture. The best-fitting structural model verified principals perceived themselves to be empowered, exercise transformational leadership, and create a supportive school culture, they were more likely to extend beyond formal job requirements to the advantage of the school community. These conclusions highlighted the pivotal role that leadership development, empowerment, and school culture have in building OCB. Thus, it is suggested that school policy embeds continued leadership development, empowerment, and culture-building programs to facilitate school principals in upholding high levels of drive, cooperation, and discretionary effort.

KEYWORDS: Empowerment, Leadership Practices, School Culture, Organizational Citizenship Behavior (OCB), Structural Equation Model (SEM), Philippines.

CHAPTER 1: INTRODUCTION

In the field of educational leadership, school principals play a crucial role in shaping the organizational culture and climate of their institutions. Organizational Citizenship Behaviors (OCBs), defined as discretionary actions that contribute positively to an organization, have been widely studied in various contexts (Shah & Irani, 2019). However, research specifically addressing OCBs among school principals remains limited. This study aims to investigate the nature, antecedents, and consequences of OCBs in educational leadership, thereby enhancing understanding of how principals can foster a positive school environment and improve overall effectiveness (Kouzes & Posner, 2017).

Interest in OCBs within educational settings has increased, particularly regarding the relationship between principals' emotional commitment to their schools and their engagement in beneficial behaviors. Studies have shown that principals who feel connected to their institutions are more likely to cultivate a supportive climate (Kurt, 2020). Transformational leadership, which emphasizes professional growth and shared goals, has been linked to enhanced OCB among teachers, indicating the significant impact of leadership style on organizational behavior (Eisenberger et al., 2021).

The examination of OCBs is essential in educational settings, as positive organizational cultures correlate with improved teacher morale and student outcomes (Thapa et al., 2021; Zhang & Bartol, 2022). Understanding the discretionary efforts of school principals can illuminate the factors contributing to a thriving school environment. This



study seeks to explore these dynamics through the lens of leadership practices, empowerment, and school culture, thereby contributing to the achievement of organizational goals (Leithwood et al., 2020).

Empowerment is a critical aspect of effective leadership, enabling principals to foster proactive and engaged staff (Bogler & Somech, 2019). Research indicates that principals who empower their teachers by involving them in decision-making processes enhance organizational citizenship behaviors (DiPaola & Tschannen-Moran, 2020). This empowerment not only improves job satisfaction but also bolsters a collaborative school climate, leading to better educational outcomes (Hochwarter et al., 2022).

This research addresses the gap in literature regarding OCBs among school principals in DepEd Region XI, utilizing Structural Equation Modeling (SEM) to explore the relationships among leadership practices, empowerment, and school culture. By examining these constructs, the study aims to provide insights that can inform educational policies and practices, fostering environments conducive to organizational citizenship behaviors (García-Garnica & López-Bonilla, 2020).

CHAPTER II: METHODOLOGY

This study utilized Structural Equation Modeling (SEM) and descriptive-correlational analysis to explore relationships among leadership practices, empowerment, school culture, and organizational citizenship behavior (OCB). SEM is a statistical technique that allows for the examination of complex relationships between observed and latent variables (Kang & Ahn, 2021). By employing a positivist approach, the research aimed to quantify variable relationships, reflecting a rigorous framework aligned with contemporary educational leadership studies (Hair et al., 2022; Nguyen et al., 2022).

Data were collected from 400 public school principals in DepEd Region XI using proportionate stratified random sampling. This method ensured a representative sample while accommodating the busy schedules of respondents (Bauer et al., 2020). The study focused on principals with at least five years of experience, ensuring that participants had relevant knowledge of leadership practices and school culture. The research aimed to gain insights into factors influencing OCB, ultimately contributing to improved school management practices (Kline, 2016).

The research instruments included modified questionnaires assessing leadership practices, empowerment, school culture, and OCB. These instruments were validated through pilot testing, achieving a Cronbach Alpha score of 0.871, indicating strong reliability (Connelly, 2008). Each scale was designed to measure specific constructs, such as decision-making and professional growth, ensuring alignment with the research objectives (Short & Rhinehart, 1992).

Data analysis involved calculating means, correlations, and regression analyses to assess relationships among variables. Key assumptions for SEM, including multivariate normality and linearity, were rigorously tested to ensure the validity of results (Schumacker & Lomax, 2016). The findings revealed strong correlations between empowerment, leadership practices, and OCB, highlighting the importance of effective leadership in fostering a positive school climate (Leithwood & Sun, 2024).

Ethical considerations were paramount, with measures in place to ensure voluntary participation, confidentiality, and informed consent. The study followed guidelines established by the Davao del Norte State College Ethics Review Committee, prioritizing the welfare of respondents throughout the research process (Morse & Coulehan, 2014). Ultimately, this research aims to provide actionable insights for educational stakeholders, fostering effective leadership practices that enhance organizational performance (Eisenbeiss, 2008).

CHAPTER III: RESULTS AND DISCUSSIONS

The findings indicate that the leadership practices of public school principals in Region XI align significantly with transformational leadership principles and Social Exchange Theory (SET). The high mean ratings across leadership domains suggest that principals effectively contribute to school success through vision, collaboration, and empowerment (Kouzes & Posner, 2017; Day et al., 2016). This study emphasizes that effective leadership is vital in shaping the learning environment and positively influencing student performance.

Public school principals demonstrated high leadership ratings, attributed to targeted professional development and selection criteria that prioritize transformational traits (Leithwood et al., 2023). For instance, the mean score for



"Challenge the Process" was 4.87, indicating that principals actively encourage innovation and growth among staff. This emphasis on creating a culture of inquiry aligns with transformational leadership standards, which focus on empowering followers to exceed expectations (Zhao, 2023).

Empowerment emerged as a crucial factor influencing leadership effectiveness, with an overall mean score of 4.87. High scores in dimensions such as "Status" and "Professional Growth" suggest that principals who are respected and engaged in continuous learning foster positive school cultures (Sun & Leithwood, 2023). This empowerment enables principals to lead effectively and motivates teachers to engage in behaviors that enhance the school environment (Tschannen-Moran & Gareis, 2023).

The research also shows a significant positive correlation between school culture and Organizational Citizenship Behavior (OCB), with an r-value of 0.525 and a p-value of 0.000. This indicates that a supportive school culture promotes behaviors that extend beyond formal job requirements, enhancing collaboration and mutual support among staff (Godfrey et al., 2024). The strong association underscores the importance of cultivating a positive school culture to maximize OCB, ultimately benefiting student outcomes (Daniëls et al., 2023).

In conclusion, the study highlights the significant relationships among leadership practices, empowerment, and school culture in enhancing OCB among public school principals. The findings suggest that educational policies should prioritize leadership development and supportive practices to foster a collaborative environment, which in turn improves school performance and student achievement (Harris et al., 2023). Future research should further explore the contextual factors affecting these dynamics to ensure sustainable leadership practices in diverse educational settings.

CHAPTER IV: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This research examined the leadership practices, empowerment, and organizational citizenship behavior (OCB) of public school principals in the Davao Region. The findings indicated that principals exhibited strong leadership behaviors, characterized by proactive initiatives, shared vision, and recognition of staff contributions. These practices foster a positive school climate, ultimately enhancing teacher engagement and student performance (Kouzes & Posner, 2017; Day et al., 2016).

Principals in Region XI demonstrated high empowerment levels, reflected in their confidence and ability to influence school culture positively. High mean scores across various empowerment dimensions suggest that principals who feel supported and valued are more effective leaders (Sun & Leithwood, 2023). This empowerment not only boosts their leadership capabilities but also cultivates a collaborative environment conducive to achieving school objectives (Tschannen-Moran & Gareis, 2023).

The study found a significant correlation between leadership practices and OCB, with an r-value of 0.486 and a p-value of 0.000, indicating that effective leadership significantly enhances OCB among principals. This relationship underscores the necessity for principals to adopt supportive and motivating leadership styles to foster a positive school culture (DiPaola & Hoy, 2023). However, contextual factors may influence these dynamics, suggesting the need for further exploration of how varying conditions affect leadership practices and OCB (Bryk et al., 2015).

To enhance leadership effectiveness, the research recommends that principals engage in self-reflection and model positive behaviors that promote OCB. Empowerment strategies, such as decentralizing decision-making and providing professional development opportunities, are essential for fostering an environment of collaboration and trust among staff (Somech & Khotaba, 2023). Policymakers should prioritize leadership training programs that emphasize these empowerment principles to improve educational outcomes.

In conclusion, the study highlights the importance of transformational leadership, empowerment, and a supportive school culture in enhancing OCB among public school principals. These findings suggest that strategic leadership development is crucial for creating effective educational environments that benefit both teachers and students (OECD, 2023). Continuous professional development and supportive policies will help sustain these positive practices and contribute to long-term educational success (Hargreaves & Shirley, 2023).



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