Above And Beyond Four Walls: Teachers' Empowerment and Its Ripple Effect on Organizational Citizenship Behavior

Idava, Princess Leen M.[1] Ramos, Vilma B.[2] Alicuman, Wilson.[2]

[1]*Vicente R. Bumanlag Sr. National High School, Barangay Sto. Tomas, Aliaga, Nueva Ecija 3111*
[2]*Nueva Ecija University of Science and Technology, Cabanatuan City 3100 Philippines*
*vbramos21@gmail.com

Abstract. New Public Management has significantly influenced the public sector in many countries worldwide, leading to extensive restructuring of various public service systems, including education. This restructuring has also had notable effects on the roles and responsibilities of Filipino teachers within the education sector. This study investigates the demographic profile, empowerment, and organizational citizenship behavior (OCB) of secondary public school teachers in Aliaga, Nueva Ecija, Philippines. Purposive sampling was employed to select 170 licensed professional teachers currently teaching in three public national high schools in Aliaga, Nueva Ecija. The research instrument, a structured questionnaire, comprised sections on socio-demographic profiles, empowerment, and OCB, validated through pilot testing and achieving a Cronbach's Alpha of 0.85. Data collected through face-to-face interviews, observations, and questionnaires were analyzed using descriptive statistics, correlation analysis, and regression analysis provide insights into the relationships between demographic factors, empowerment, and OCB among the teacher-respondents. The findings reveal significant correlations between variables such as educational attainment, designated position, length of service, and empowerment, highlighting the influence of these factors on teachers' perceptions of empowerment within the educational context. Similarly, significant positive correlations are observed between these demographic factors and OCB, suggesting that individuals with higher levels of education, higher designated positions within the school hierarchy, and longer tenures tend to exhibit more OCB. Furthermore, regression analysis demonstrates a significant positive relationship between empowerment and OCB, emphasizing the importance of empowerment in fostering organizational citizenship behaviors among educators. The findings highlight the significance of new public management principles in shaping organizational behaviors in educational institutions. This is particularly relevant to the results indicating the relationship between teachers' profiles, empowerment, and organizational citizenship behavior. In essence, the principles of new public management can influence how teachers perceive empowerment and engage in organizational citizenship behaviors based on their profiles.

Keywords: new public management; empowerment; organizational citizenship behavior

1. Introduction

Over the decades, the field of public administration has witnessed a paradigm shift marked by the emergence of New Public Management (NPM) as a transformative approach to governance. New Public Management, characterized by its emphasis on efficiency, accountability, and decentralization, has been widely adopted across various sectors, including education. Within the realm of education, the dynamic interplay between New Public Management principles and

the empowerment of teachers has become a focal point of scholarly inquiry. The role of teachers as pivotal agents in the educational landscape cannot be overstated. As educational institutions adapt to the tenets of New Public Management, the empowerment of teachers becomes a critical factor in fostering an environment that not only meets the demands of efficiency and accountability but also nurtures a culture of innovation and commitment. Filipino teachers, in particular, are confronted with a myriad of challenges stemming from issues such as limited resources, bureaucratic constraints, and the need to adapt to evolving pedagogical methodologies. Amidst these challenges, the empowerment of teachers takes on added significance as a potential catalyst for positive change. Understanding how socio-demographic profiles influence teacher empowerment and subsequently shape organizational citizenship behavior is essential for policymakers, administrators, and educators alike, particularly within the framework of New Public Management principles.

Studies undertaken on teacher empowerment have mainly concentrated on developed countries and private sector. Furthermore, empowerment practices of the Divine Word College of Laoag and performance of employee in private college located in Laoag City (Abun Et Al., 2021), while Lomoya, Pingol, and Calleja (2015) identified antecedent variables were found to be correlated with both job satisfaction and OCB. Few studies have been done in Philippines on the subject of employee empowerment in secondary education. Various aspects of school management have been studied in Philippines but none has focused on relationship between empowerment of teachers and organizational citizenship behavior, yet schools operate in an environment that is largely different from non-school organizations. There are no known studies that have addressed the facets of teacher empowerment and organizational citizenship behavior (OCB) in schools, particularly those in Aliaga, Nueva Ecija, resulting in a knowledge gap.

This study aims to answer the question how the socio-demographic profile of the secondary teachers can influence their perceived empowerment, subsequently impacting organizational citizenship behavior and enhancing the contributions of Filipino educators. By delving into these dynamics, the researcher believes that we can better comprehend the implications of contemporary governance models on the daily experiences and contributions of teachers within educational organizations. Such insights are crucial for shaping policies and practices that not only align with the principles of New Public Management but also foster a supportive and collaborative educational environment, ultimately benefiting both educators and the broader community.

This study primarily concerned to understand how New Public Management (NPM) and teacher empowerment, unravelling the implications for organizational citizenship behavior (OCB) within educational settings. Specifically, it sought to answer to the following specific problems:

1. How may the profile respondents be described in terms of sex, age, civil status, estimated monthly income, highest educational attainments, designated position, length of service, school category, and number of classes handled?

2. What is the dimensions of teachers' empowerment in the decision-making,

professional growth, status, self-efficacy, autonomy, and impact?

3. What is the dimensions of organizational citizenship behaviour in the promoting academic achievement, investing extra time, providing support to students, and compliance with regulation exhibited by the respondents in their workplace?

4. How do the profile respondents have a significant relationship to their perceived empowerment in the decision-making, professional growth, status, self-efficacy, autonomy, and impact?

5. How do the profile respondents have a significant relationship to their demonstrated organizational citizenship behavior?

6. How do the teachers' perceived empowerment on the organizational citizenship behavior of the respondents, exploring how empowerment contributes to the positive engagement and proactivity of individuals within the organization?

1.1. Theoretical Framework

Grounded in Zimmerman's (2000) Empowerment Theory, this study delves into the complex interplay between teacher empowerment, socio-demographic factors, and Organizational Citizenship Behavior (OCB) among secondary teachers in Aliaga, Nueva Ecija. Zimmerman's framework provides a comprehensive understanding of empowerment as a transformative process wherein individuals seek power and control over their lives within specific social contexts. In the educational sphere, this theory is particularly relevant, highlighting how teachers' actions and engagement contribute to empowerment or disempowerment within the school environment. This study also considers the influence of Republic Act 9155, which emphasizes teacher empowerment to enhance the quality of secondary education. Overall, Zimmerman's Empowerment Theory and the Republic Act 9155 provides a robust foundation for investigating the multifaceted roles of secondary teachers and their impact on school management within the context of New Public Management principles.

2. Methodology

The study utilized a descriptive research design to present respondents' demographics, empowerment levels, and organizational citizenship behavior, complemented by inferential statistics to test relationships between these variables. Data was collected through a structured questionnaire developed, incorporating key constructs such as teacher empowerment, organizational citizenship behavior, and socio-demographic profiles. The questionnaire included sections on socio-demographic profiles, empowerment levels, OCB, and open-ended questions for additional insights. The data analysis involved descriptive statistics to characterize the demographic profile of respondents and inferential statistics such as correlation and regression analyses to explore relationships among variables.

2.1. Sampling Procedure

Purposive sampling was utilized to select 170 licensed professional teachers currently teaching in three (3) public national high schools in Aliaga, Nueva Ecija, Philippines: Aliaga National High School, Vicente R. Bumanlag Sr. National High School, and Restituto B. Peria National High School. The selection criteria included being a licensed professional teacher currently teaching in one of the specified schools and willingness to participate in the study. The sample size was determined using the RaoSoft formula, which considered the total population of teachers in the three schools.

2.2. Respondents

The respondents were licensed professional teachers currently teaching in Aliaga National High School, Restituto B. Peria High School, and Vicente R. Bumanlag, Sr. National High School in Aliaga, Nueva Ecija, Philippines. They were selected using purposive sampling and comprised a total of 170 participants. The respondents were asked to provide information on their socio-demographic profiles, empowerment levels, and organizational citizenship behavior through a structured questionnaire distributed either in person or electronically. Ethical considerations were taken into account to ensure voluntary participation, confidentiality, and anonymity of the respondents.

3. Results and Discussion

3.1 The socio-demographic profile of the respondents

The respondents were predominantly female, comprising 123 or 72.35% of the sample, reflecting a gender imbalance common in survey participation. However, efforts were made to ensure equal representation of both sexes. In terms of age, the highest proportion fell within the 20–29 age group, with 58 or 34.12% of respondents, followed by 53 or 31.17% in the 30–39 age group, 34 or 20.00% in the 40–49 age group, 19 or 11.18% in the 50–59 age group, and 6 or 3.53% aged 60 and above. A majority of respondents (77 or 45.29%) held MA/MS degrees, indicating a highly educated population. Most respondents held entry-level teaching positions, with 63 or 37.06% being Teacher 2 and 57 or 33.53% being Teacher 1. The distribution of tenure varied, with 66 or 38.82% serving 4–6 years, 60 or 35.29% serving 7–9 years, 37 or 21.76% serving 3 years and below, and 7 or 4.12% serving 10 years and above. Large schools were predominant among respondents, with 114 or 67.06% affiliated with such institutions, followed by 37 or 21.76% in medium-sized schools and 19 or 11.18% in small schools. In terms of teaching workload, the majority handled 6–8 classes, with 113 or 66.47% of respondents reporting this, followed by 35 or 20.59% handling 3–5 classes, and 22 or 12.94% handling less than 3 classes.

3.2. Dimensions of empowerment of the teacher-respondents

Table 2. *Dimensions of teacher-respondents' empowerment*

Dimension	Weighted Mean	Verbal Description

Table 2. Continued...

Decision-Making	2.13	Disagree
Professional Growth	2.27	Disagree
Status	2.43	Disagree
Self-Efficacy	2.51	Agree
Autonomy	2.51	Agree
Impact	2.57	Agree
Overall Weighted Mean	**2.40**	**Disagree**

The table 2 presents dimensions of teacher-respondents' empowerment along with their respective weighted means and verbal descriptions. Among these dimensions, it is notable that respondents hold the highest regard for their impact within the institution, with a weighted mean of 2.57, interpreted as agree. This indicates that teachers feel they have a significant positive influence in their roles. Additionally, there is a moderate level of agreement in terms of self-efficacy and autonomy, with weighted means of 2.51 for both dimensions, suggesting that teachers generally feel confident in their abilities and have some degree of independence in their work. However, the majority of respondents express disagreement with their level of empowerment in status with the weighted mean of 2.43, professional growth with the weighted mean of 2.27, and decision-making with the weighted mean of 2.13. This suggests that teachers perceive limitations in their authority in decision-making processes, lack sufficient opportunities for professional development, and feel a perceived lack of status within their profession. Despite some positive aspects, such as impact, self-efficacy, and autonomy, the overall weighted mean of 2.40 falls under the category of disagreement, indicating that teachers from secondary public schools in Aliaga District, Nueva Ecija, feel less empowered in their profession.

One of the key tenets of new public management is decentralization, which aims to shift decision-making authority from central bureaucracies to lower levels of government or organizations. However, as noted in the study, teachers perceive limitations in their authority in decision-making processes. This discrepancy suggests that while decentralization may have been implemented in theory, the extent of actual decision-making autonomy granted to teachers may not align with new public management ideals. This could be due to bureaucratic hurdles, top-down management structures, or insufficient support for participatory decision-making processes. , the study highlights a lack of sufficient opportunities for professional development and a lack of status among teachers within their profession. Additionally, when teachers lack access to relevant and meaningful professional development opportunities, they may feel stagnant in their careers and undervalued by their institutions (Christie, 2019; Guberman, A., & Mcdossi, 2020). Moreover, research publish by Jacoba, et al., (2022), underscore the importance of professional development and capacity-building initiatives in enhancing teacher performance and satisfaction. The recommendation in their study is to conduct seminars and training on emotional quotient aligns with the findings in study regarding the perceived lack of opportunities for professional growth among teachers. By incorporating socio-emotional competencies into professional development programs, educational

institutions can better support teachers in their personal and professional growth, ultimately contributing to improved organizational outcomes and teacher empowerment.

3.3. *Dimensions of organizational citizenship behavior of the teacher-respondents*

Table 3. *Organizational Citizenship Behavior of teacher-respondents'*

Dimensions	Weighted Mean	Verbal Description
Promoting academic achievement	2.56	Agree
Investing extra time	2.64	Agree
Providing support to students	2.52	Agree
Compliance with regulation	2.48	Disagree
Overall Weighted Mean	**2.55**	**Agree**

Table 3 presents the responses of the respondents on their organizational citizenship behavior. Overall, the respondents have assessed their display of OCB positively with the grand weighted mean of 2.55 which is verbally interpreted as agree. Specifically, teachers demonstrate agreement in dimensions such as promoting academic achievement weighted mean of 2.56, investing extra time with a weighted mean of 2.64, and providing support to students with a weighted mean of 2.52. These results indicate a proactive approach by teachers in contributing to the educational success and well-being of their students and schools. However, it's noteworthy that there is a slight discrepancy in the dimension of compliance with regulations, where respondents express disagreement with a weighted mean of 2.48.

In the Philippines, teachers are commonly seen engaging in OCB by voluntarily taking on additional responsibilities beyond their formal job descriptions. This may include mentoring newer colleagues, organizing extracurricular activities, or even providing support to students in need beyond classroom hours. These actions reflect a deep sense of communal responsibility and a genuine desire to contribute to the welfare of their schools and students. According to Bongco & Ancho (2019), while it is admirable how teachers match the struggles with positive attitude, it would still be ideal to explore means of 'getting the work done' without compromising the teachers' physiological well-being, personal lives, and professional self-concept. Furthermore, the findings from the study of Palma, Ramos, Casimiro, & Gabriel, (2019) underscore the importance of fostering a supportive and collaborative work environment within educational organizations. In the context of new public management principles, these insights suggest that policies and practices should aim to empower educators, recognize their contributions, and provide avenues for active participation in decision-making processes. By aligning empowerment initiatives with performance measurement and accountability frameworks, educational institutions can effectively leverage new public management principles to enhance organizational effectiveness and foster a culture of continuous improvement, ultimately contributing to improved outcomes and accountability within the education sector.

3.4. *Relationship between the respondents' demographic profile and their empowerment*

Table 4. *Correlation Analysis between Respondents' Demographic Profile and Empowerment*

Variable	Empowerment	p-value	Interpretation
Sex	0.023	0.771	No significant relationship
Age	-0.045	0.561	No significant relationship
Monthly Income	-0.034	0.670	No significant relationship
Educational Attainment	0.504**	0.001	Significant relationship
Civil Status	0.090	0.242	No significant relationship
Designated Position	0.602**	0.001	Significant relationship
Length of Service	0.755**	0.001	Significant relationship
School Category	-0.034	0.670	No significant relationship
Number of Class Handled	0.755**	0.001	Significant relationship

**Correlation is significant @ 0.05 level

The correlation analysis presented in Table 4 explores the relationship between respondents' demographic profiles and their level of empowerment within the educational context. The results indicate that while several demographic variables show no significant relationship with empowerment, certain factors exhibit notable correlations. Specifically, respondents' educational attainment demonstrates a significant positive relationship with empowerment (p = 0.001), suggesting that those with higher levels of education tend to feel more empowered in their roles as teachers. Similarly, designated position and length of service also display significant positive correlations with empowerment (p = 0.001), indicating that individuals in higher positions or with longer tenures in their schools tend to perceive greater empowerment. Additionally, the number of classes handled shows a significant positive correlation with empowerment (p = 0.001), suggesting that teachers with heavier teaching loads may also feel more empowered.

Conversely, variables such as sex, age, monthly income, civil status, and school category demonstrate no significant relationship with empowerment. Overall, these findings provide valuable insights into the factors influencing teachers' sense of empowerment within educational organizations, highlighting the importance of factors such as educational attainment, position within the school hierarchy, tenure, and workload in shaping perceptions of empowerment among educators. Findings of Tungpalan, Et Al., (2023), highlights the substantial correlation between length of service and work performance, suggesting that actions to strengthen the capabilities of new hires can improve job performance and organizational success. Similarly, the correlation analysis in the educational sector study reveals a significant positive relationship between length of service and empowerment. While variables such as sex, age, monthly income, civil status, and school category show no significant relationship with empowerment in the current study, this aligns with previous research by Avidov & Arviv (2018), who found similar non-significant associations between these demographic factors and teacher empowerment in diverse educational contexts.

3.5. Relationship between the respondents' demographic profile and their organizational citizenship behaviour

Table 5. Correlation Analysis between Respondents' Demographic Profile and OCB

Variable	OCB	p-value	Interpretation
Sex	0.045	0.557	No significant relationship
Age	0.043	0.576	No significant relationship
Monthly Income	0.001	0.994	No significant relationship
Educational Attainment	0.250**	0.001	Significant relationship
Civil Status	0.107	0.166	No significant relationship
Designated Position	0.384**	0.001	Significant relationship
Length of Service	0.467**	0.001	Significant relationship
School Category	0.001	0.994	No significant relationship
Number of Class Handled	0.047	0.546	No significant relationship

Correlation is significant @ 0.05 level

Table 5 presents the correlation analysis between respondents' demographic profiles and their Organizational Citizenship Behavior (OCB). The results show that while several demographic variables demonstrate no significant relationship with OCB, certain factors exhibit notable correlations. Specifically, educational attainment, designated position, and length of service show significant positive relationships with OCB ($p = 0.001$), indicating that individuals with higher levels of education, higher positions within the school hierarchy, and longer tenures tend to exhibit more OCB. Conversely, variables such as sex, age, monthly income, civil status, school category, and number of classes handled demonstrate no significant relationship with OCB.

Research by Huei, Mansor, & Tat (2014) supports the significant positive correlation observed between educational attainment and OCB. Their study emphasizes that individuals with higher levels of education tend to exhibit more proactive behaviors that benefit the organization beyond their formal job requirements. Similarly, the significant positive correlations found between designated position and OCB, as well as length of service and OCB, align with the findings of Galman et al. (2021), who underscores the longer tenures within the organization were associated with higher levels of OCB and potentially with certain conflict management styles. Individuals with longer service may have developed better interpersonal skills and a deeper understanding of organizational dynamics, enabling them to handle conflicts more effectively. Furthermore, the non-significant relationships observed between variables such as sex, age, monthly income, civil status, school category, and number of classes handled and OCB coincide with the conclusions drawn by Isik (2021), who found similar non-significant associations in diverse organizational contexts. The significant correlations between educational attainment, designated position, length of service, and OCB suggest that new public management principles of accountability and performance measurement may play a role in shaping organizational behaviors within educational institutions. Educational leaders and policymakers can leverage these findings to develop targeted strategies to promote OCB among educators, thereby enhancing organizational effectiveness and performance. By aligning incentives and recognition systems with new public

management principles, educational institutions can cultivate a culture of organizational citizenship, ultimately contributing to improved outcomes and accountability in line with new public management objectives.

3.6. Influence of Empowerment on the organizational citizenship behavior of the respondents

Table 6. *Regression Analysis between Respondents' Empowerment and their Organizational Citizenship Behavior (OCB)*

	Beta	t-value	p-value	Decision
Empowerment	**0.421**	**15.263**	**0.000**	**Reject Ho**

Dependent Variable: Organizational Citizenship Behavior (OCB) **$p<.001$

Table 6 presents the regression analysis results of respondents' empowerment and their Organizational Citizenship Behavior (OCB) within educational settings. The beta coefficient of 0.421 suggests that for every one-unit increase in empowerment, there is a corresponding increase of 0.421 units in OCB. This relationship is statistically significant, as evidenced by the t-value of 15.263 (p = 0.000), leading to the rejection of the null hypothesis (Ho).

In other words, the data suggests that higher levels of empowerment among respondents are associated with greater engagement in OCB, highlighting the importance of empowerment in fostering organizational citizenship behaviors among educators.

Research by Suriansyah, et al., (2019) supports the significant positive relationship observed between empowerment and OCB. Their study emphasizes that when employees feel empowered in their roles, they are more likely to exhibit proactive behaviors that contribute to the overall effectiveness of the organization. Similarly, the findings of Newman, et al., (2021) highlight the role of empowerment in enhancing employee motivation and engagement, leading to increased organizational citizenship behaviors. The study by Luu (2019) underscores the importance of empowerment in fostering a supportive and collaborative work environment, which is conducive to the display of OCB among employees. Furthermore, the findings from the study of Cruz (2018), complement the insights gained from the analysis of teacher empowerment and organizational citizenship behavior. Both studies underscore the importance of educational institutions in facilitating skill development, providing quality services, and fostering a supportive and empowering environment for stakeholders.

These findings resonate with the principles of New Public Management, which emphasize the importance of decentralization, accountability, and efficiency in enhancing organizational effectiveness and performance. By aligning institutional practices with these principles, educational institutions can promote a culture of empowerment, engagement, and continuous improvement, ultimately benefiting both educators and students. The connection between empowerment and OCB suggests that principles like decentralization and employee empowerment from new public management are crucial in shaping behaviors in educational institutions. By granting teachers autonomy and

aligning empowerment efforts with performance measurement and accountability, leaders can improve outcomes and foster a culture of continuous improvement.

4. Conclusions

In summary, this study sheds light on the dynamics of teacher empowerment and its impact on organizational citizenship behavior (OCB) within secondary public schools in Aliaga District, Nueva Ecija, Philippines. The findings reveal a nuanced picture: while teachers perceive empowerment in certain domains, such as impact and autonomy, they also face limitations in areas like status and decision-making. Demographic factors such as educational attainment, designated position, and length of service significantly influence both empowerment and OCB. More importantly, the study confirms a positive relationship between empowerment and OCB, emphasizing the importance of fostering teacher empowerment to cultivate a culture of organizational citizenship behavior in educational settings. These findings contribute to our understanding of organizational dynamics within educational institutions and provide valuable implications for educational leadership and policy-making aimed at enhancing teacher empowerment and promoting positive organizational citizenship behaviors.

Acknowledgements

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