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Communication and Citizenship Attitudes of Teachers in Guangdong Business and Technology University

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Abstract

Aim: This study determined the relationship between the teacher's level of organizational citizenship attitude and organizational communication at Guangdong Business and Technology University.

Methodology: This is mainly a descriptive comparative - correlational research. The method of inquiry was adopted from a standardized assessment tools on organizational citizenship attitude and organizational communication. To measure the teacher respondents' organizational citizenship attitude (OCA), the researcher adopted the 25 - item tool based on the OCA scale with these factors: altruism, courtesy, civic virtue, sportsmanship and conscientiousness, each having 5 questions per factor. Consequently, their organizational communication was also assessed based on the 24 - item tool called the Organizational Communication Questionnaire (OCQ) with the following factors: supportive communication, democratic communication, cultural communication and openness to communication. The participants in this study were taken from the 967 teachers of Guangdong Business and Technology University, using proportionate sampling..

Results: Teacher respondents manifested a very high level of citizenship attitude to the organization in terms of courtesy which was given the highest rating by the respondents. Sportsmanship was ranked second among the five indicators, conscientiousness as third, while altruism was ranked fourth. It is noticeable that civic virtue was given the lowest rating by the respondents. An over-all mean value of 3.52 reveals that teachers have a very high level of citizenship attitude to the organization. The result indicates that teachers manifested a very high level of communication to the organization in terms of cultural communication, and openness of communication, while a high level of communication to the organization in terms of supportive communication, and democratic communication. Based on the results, it is noticeable that cultural communication was given the highest assessment by the teacher respondents, while democratic communication was the least assessed indicator of communication to organization among the four. An over-all mean value of 3.49 reveals that teachers have manifested a high level of communication to the organization based on their own assessment. The result shows that there was a significant relationship between the level of citizenship attitude of teachers to organization in terms of altruism with their level of communication to organization in terms of supportive and democratic communications.

Conclusion: Teachers exhibited a very high level of organizational citizenship attitude particularly on being polite and considerate towards other people. The attitude of representing and supporting their organization outside of an official capacity seems to be the least assessed attitude by the teachers to the organization. Teachers have relatively the same assessment of their level of organizational citizenship attitude regardless of their sex, age, years in teaching and length of stay in the present university. The organization's culture which consists of shared beliefs and values established by leaders were very well communicated and reinforced within the organization as perceived by the teachers. Democratic communication was least perceived by the teachers, but still it was highly manifested according to them. Teachers have relatively the same assessment of their level of communication to the organization regardless of their sex, age, years in teaching and length of stay in the present university. While being altruistic in the organization somehow affect the teachers' level of communication particularly in supportive and democratic communication, however, it can also be said that generally, the teachers' level of organizational citizenship attitude could not have significant impact to their level of communication to the organization.

Keywords: Communication and citizenship attitudes, teachers, China



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INTRODUCTION

Every organization in China and elsewhere in the world strives to reach its goal of success and provide the services they promise to its clients. One of the goals of educational institutions is to provide students with a solid foundation of academic knowledge and skills that they will need to pursue their chosen careers. The duties and responsibilities of people in the organization are well defined in order to reach the common goal. In this light, teachers of the universities are the key factors in developing the communication and citizenship attitudes the give image to the university. There are different resources utilized such as new technologies, equipment, facilities, and superior management systems in order to succeed. However, it is still the human resource that is most vital to the success of an organization. The decisions that are made and the effective utilization of the resources depend on human resources.

The productivity of organizations like educational institutions depends largely on human factors. Continuous training, education, and professional development are needed among teachers and employees are needed to keep abreast with the changing demands and conditions of society. Most of the time, people in the organization go beyond their job descriptions and what is required to them because of continuously evolving conditions in the organization. Employees who aim to better contribute to the success of the organization are not restricted by their formal job descriptions.

The hardworking spirit of Chinese educators is a vital integrant of the socialist education system. Furthermore, Chinese workers in general are propelled by outcomes and move heaven and earth in delivering the best. Many types of research and articles would report that the average Chinese worker exerts more time at work. This can be traced in one of the Confucian work ethics, "Chi Ku" which means the manner of persevering through difficulty. Further, Chi Ku is an esteemed way to earn respect and recognition at work. While progress has been made in terms of such education, the unique value of the hardworking spirit has still been overlooked in recent years.

According to Somech and DrachZahavy (2015), organizations will definitely become more dependent on people who want to contribute to the successful change in the organization. The form of attitude that emerges in this condition is called Organizational Citizenship Attitude (OCA). These are actions that are not required by workers. A discretionary action by employees that are already outside of their formal job descriptions. These actions are not considered to be critical to the job but may posit benefit the team and largely the whole organization. It is an evolving concept that looks into "how" and "why" people contribute to the institution in a positive way by going beyond their defined roles in the organization.

The concept of OCA emerged in the early 1980s. According to Lepine et al. (2020), OCA describes employee attitudes within different organizations' social systems. Over the years, it has developed into a significant field of study because of the growing importance of autonomous and team-based work in place of strict, traditional hierarchies. The understanding organizational citizenship attitudes (OCA) on both micro and macro level is necessary in the maintenance of organizational social system and among the roles of people in the institution. A better understanding of the personal traits and the conditions within the organization that drives employees to contribute beyond their designated job is also important. People working in the organization will want to remain in the organization and view themselves as vital part of the organizational system. They sincerely commit and show loyalty to as a member of the organization. They exert excessive efforts to contribute to the common activities of the organization (Sezgin, 2015; Titrek et al., 2019).

Another important aspect in the success of an organization is the Organizational Communication. This is a societal process that gives opportunity among various sections and components of the organization to establish relation and provide continuous information (Sanchez, 2022). It helps organizations realize its objectives. It has a centralized position in the continuation of the existence of an organization and plays an important role in all of the organizational processes (Gizir & Simsek, 2015; Kocabas, 2015). Kaya (1999) states that "it is impossible to succeed at any organizational activity or management process without organizational communication". Sufficient coordination and cooperation are expected among the members of the organization in order to relay the objectives effectively. Moreover, Durgun (2016) stated that it is expected that the members of the organization have a attitude tendency that is coordinated within cooperation for realizing these common goals. According to Kocabas (2015), intra-organization communication provides the opportunity for the spread of intra-organization news and information and also serves as a bridge between persons and processes.

This study explored the concept of communication and citizenship attitudes of teachers in the university particularly among the teachers at Guangdong Business and Technology University.



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The researcher determined the assessment of the respondents as to the citizenship attitude and communication of the teachers at Guangdong Business and Technology University. Differences in their citizenship attitude and communication of the teachers will be determined when their various socio-demographic variables are taken into account. Moreover, the researcher would like to find out the level of organizational communications of the teachers and the correlation between organizational citizenship attitude and organizational communication of the teachers at Guangdong Business and Technology University.

The concept of OCA has been an interesting area of study for many researchers because of the important amount of contribution it provides to the success of the organization. Most of the research that was conducted is outside the area of Education. Hence, research that delves into this area may contribute largely to understanding the contributions of OCA and organizational communication to the success of the Education sectors.

In recent years, Western scholars have increasingly emphasized the importance of OCA on employees' attitudes and actions that are not specifically designated in their formal job duties. Almost the entire body of empirical research on OCA is based on studies conducted in the United States, using American populations as samples. Researchers claimed that Chinese employees interpret the construct domain of OCA differently from Western employees. They attributed the identified contents to the collectivistic Chinese culture. Regardless of the acceptance and impact of OCA as a concern for research, to this researcher's knowledge, there is not much subsequent studies that have been conducted to comprehensively assess Chinese educators' OCA.

This is the reason why this researcher wanted to examine forms of OCA in the People's Republic of China's context. Chinese formulation of OCA may be different from that in the West and will be embedded in its unique social and cultural context.

These two attitudes have been and will continue to be important in the organization. It is seldom studied in the school setting, and that changes in the workplace have the potential to alter what types of OCAs will remain important for Chinese universities in the future, as well as what types of opportunities for OCA exist for teachers.

Teachers' Loyalty

The key to a successful organization comes when there is a better relationship between employees and the organization guided by shared values including loyalty (Dizon & Sanchez, 2020). According to Illanes, et. al. (2021), loyalty supposes long-term relationships which facilitates increasing long-term benefits for the institution. To Ting and Yeh (2019) in their conceptual model of relationship quality components trust satisfaction and commitment wherein the quality components directly link to loyalty. Exploring the value of relationship quality in the education sector emphasizes creating, nurturing, and enhancing relationships for long term.

What is Organizational Citizenship Attitude (OCA)?

As cited by Park et al. (2019), Organizational Citizenship Attitudes (OCA) stems from the free will, and inner drive of the members of an organisation in search of the better. It can also be explained as group members' extra voluntary performance beyond their job descriptions and defined work standards (Organ, 2018).

According to Pooja, De Clercq and Belausteguigoitia (2016), it goes beyond individual endeavor and refers to members' fulfilling their tasks enthusiastically and helping others voluntarily to increase their performance. This concept appeared in the 1980s and has been discussed widely since then (Gurbuz, 2016; Sahin & Gurbuz, 2019; Thomas, 2016).

A study of Organ et al. in 2016, characterized OCA as "employee conduct that is advantageous to the corporate, is optional and not specifically or clearly documented as the official reward system; is fairly a matter of individual choice, such that its oversight isn't punishable".

As cited by Zur et al., (2019) OCA is supporting colleagues, improves the organization, comes before duty schedules and stays even after work hours, to help in the smooth functioning of the business; none of which is a basic requirement for the working environment (Organ et al., 2016; Podsakoff et al., 2016.)

It has been shown that OCA improves business skills by enhancing efficiency, improving service quality, growing customer satisfaction or decreasing customer complaints (Podsakoff et al., 2016).

García-Carbonell, Martín-Alcazar, & Sanchez-Gardey (2020) reported that Organizational Citizenship Attitude (OCA) is an interesting issue of research in the current era because significant changes are occurring in the working environment. Working environment, the boundaries between roles, duties, standards, company culture, impression administration strategies, and voluntary attitude are blurred as they never existed before (Sanchez et al., 2022).



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Past researchers have also exposed that the motivations associated with organizational citizenship attitude, for example, impression management, prosocial intentions, company concern (Rioux & Penner, 2021) and self-enhancement intentions are affecting the corporations in an unusual manner (Yun, Takeuchi, & Liu, 2017). As stated by Lo, Ramayah and Hui (2016), OCA promotes productiveness, performance, and general organizational effectiveness. In accordance, corporations are operating enthusiastically to promote OCA amongst personnel (Bolino & Turnley, 2018).

Teaching is among the professions in which OCA is essential. Teachers' and schools' success crucially depends on teachers' commitment to the school's goals and values (Somech & Ron, 2017; Somech & Oplatka, 2020; Sanchez, 2020a; Sanchez, 2020b) and their willingness to "go above and beyond the call of duty to contribute to successful change," and schools "cannot anticipate through formally stated in-role job descriptions the entire array of attitudes needed for achieving (their) goals" (Belogolovsky & Somech, 2020).

Teachers' OCAs incorporate a broad range of activities related to helping attitudes extended to colleagues, supervisors, and students (including special preparations for students at different levels) and contributing to the school at large (e.g., suggesting changes and improvements and advocating for the school) (Somech & Drach-Zahavy, 2016).

Ghanizadeh and Jahedizadeh (2015) found that most of these attitudes happen daily and are crucial for school functioning. Despite their importance, OCA's daily antecedents have not been explored to date. Furthermore, teachers' burnout and decreased well-being are significant concerns in contemporary education research, and there is concerning evidence pointing to the high prevalence of teacher burnout (Schaufeli & Buunk, 2018; Hakanen et al., 2016) and its troubling effects on teacher turnover and diminished performance (Shen et al., 2015; Grant, 2017). Thus, examining the potential adverse effects of teachers' OCA on their well-being and exploring related daily dynamics is of interest not only for work and organization researchers but also for education researchers, educators, and policymakers.

Teachers that unknowingly exhibit OCA may categorize their attitude as part of their contractual obligation or job duty and not as going above and beyond the call of duty. The professional teacher by nature has the calling to go beyond the call of duty, doing more than what is specifically required of the position (DiPaola & Hoy, 2017). Some examples may be staying late to help struggling students, making calls to parents on their personal time and volunteering to assist with activities for student.

Organ (2018) discovered that OCA has 5 dimensions: conscientiousness (e.g. punctuality), sportsmanship (e.g. avoiding unnecessary reactions), courtesy (e.g. giving advance notice), altruism (e.g. helping new comers), and civic virtue (e.g. learning and sharing for the good of organization).

Altruism

It implies that an individual help voluntarily and willingly his/her colleagues and those newly starting working and plays an active role in solution of work-related problems within the organization and assists other persons gratuitously. (Organ, 2018)

A simple example of altruistic attitude at work is when someone offers their assistance to a co-worker who is swamped by taking over their tasks or volunteering to help clean up the canteen after an internal company event. Altruism in the workplace can boost employee morale, productivity, and effectiveness.

When teachers spontaneously go beyond formally prescribed job responsibilities and perform non-mandatory tasks, the impact on the school organization is dramatic. It reduces tension and compensates for the vague and generalized job descriptions of professionals in school organizations. It also contributes to the overall effectiveness of the school and reduces the management component of the administrator's role.

According to various studies (e.g., Dutton & Heaphy, 2018; Cross & Cummings, 2004; Bakker et al., 2015; Chiaburu & Harrison, 2018), supportive work relationships were repeatedly associated with positive work-related outcomes such as employees' satisfaction, well-being, development, and performance. Such relationships are typically studied in the context of support from supervisors and from colleagues, who are usually those intimately aware of employees' tasks, present in their work environment, and often share their tasks, responsibilities, and work challenges (Sanchez & Sarmiento, 2020).

Hoy and DiPaola (2020) found that this is also the case for teachers. OCA in education centers primarily in the area of altruism. Altruistic attitude is the most commonly observed attitude in education because of the clientele of the profession. DiPaola and Costa Neves (2019) stated that "teachers routinely perform attitudes directed toward helping individuals, both students and colleagues, as part of their professional identity" (p. 493).



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Yilmaz and Tasdan (2019) pointed out an example of altruism in school, teachers helping each other in substitute teaching when one of them is ill or when an experienced teacher assists a new teacher, without any payment, and not included in his/her responsibilities.

Oplatka (2015) described Principals as "the heart" of the school and their supportive leadership is viewed as a key mechanism for building healthy schools, which seek and foster improvement (Hoy & Tarter, 1997; Sebastian & Allensworth, 2019).

Similarly, colleague support, received from coworkers who do not have formal authority over one another, was also associated with positive outcomes, such as reduced stress, exhaustion, and burnout (Halbesleben, 2016; Le Blanc et al., 2017) and increased work engagement, performance (Xanthopoulou et al., 2018; Schreurs et al., 2019), and energy (Dutton & Heaphy, 2018).

Colleague support was also considered key to schools' success (Hoy & Tarter, 1997; Hoy, 2019). Repeated OCA will, overtime, improve the organization's effectiveness (DiPaola & Neves, 2019). The OCA exhibited by teachers allow the school to be more effective by allowing the school to be flexible, adaptable, innovative and efficient.

Courtesy

It refers to preventing potential problems by informing, reminding and transferring useful information and to fulfilling the tasks more effectively by efficient use of time and possibilities. (Organ, 2018)

Courtesy, for example, consists of actions such as consulting with others before taking decision, giving others advance notice, passing along information and issuing reminders to others.

According to Waheed and Shah (2017) University teachers are most courteous to their colleagues. They take special care to avoid creating problems for their colleagues and they always take necessary steps to prevent problems with other workers. Teachers of both universities consider the impact of their own actions on their colleagues. They try their best not to abuse the rights of their colleagues. Last but not least, the teachers are always mindful of how their attitudes affects other people's jobs.

Conscientiousness

It implies that an individual fulfils his/her tasks voluntarily beyond the minimum expected role attitudes. Arriving the work place on time, using the working time efficiently and respecting the rules defined in the working place voluntarily can be considered under this title. (Organ, 2018)

In conscientiousness dimension, according to Fournier (2018) some characteristics of employee such as loyalty, punctuality and diligence come prominent. Conscientiousness is common in educational institutions and, especially, schools. For example, some teachers teach their students on weekdays after work and on weekends without being paid; some voluntarily help with administrative affairs at schools although the task which is not a part of their job specification (Beloglovsky & Somech, 2020). They keep themselves updated with university announcements, memos, etc. Moreover, Waheed and Shah (2017) found that they are most regular in performing their duties and also do not take unnecessary extra breaks.

OCA has a direct influence on the success level of organizations (Chun, et al., 2019; Peng et al., 2016). The ones which employ members who strive to show maximum effort are likely to do better and survive. Thus, organisations try to employ people who are likely to show a high degree of OCA (Gurbuz, 2019).

As a matter of course, teachers demonstrating a high degree of OCA put more effort and time into their professions, and cause considerable improvement in their educational settings (Somech & Bogler, 2002). Skaalvik and Skaalvik (2011) recommended that the quality of education can be improved with dedicated teachers who volunteer to perform beyond normal standard expectations. In other words, Beloglovsky and Somech (2020) also stated that teachers with high OCA not only increase their performance but also create a positive atmosphere in which their colleagues and other stakeholders in the school system are likely to increase their contribution to fulfilling the defined school goal.

Sportsmanship

It refers to performing the tasks willingly without complaining in the event of problems and disruptions experienced in the organization. Sportsmanship denotes not complaining when disturbed by others or when the conditions are not as desired and it also denotes not refusing colleagues' wishes. (Organ, 2018)



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Sportsmanship can be defined as any attitude demonstrating tolerance of less than ideal circumstances without complaining (Omer and Umut, 2017). According to Joo and Soonkwan (2018), sportsmanship of employees is to tolerate circumstances and unexpected or less preferable without complaining.

Positive thinking by teachers and their efforts to improve their academic achievement of students, notwithstanding all the financial limitations in their schools, serves as sportsmanship example (Podsakoff et al., 1993). DiPaola and Neves (2019) indicated that spending time on constructive efforts and avoiding complaining by teachers, could be an example of sportsmanship attitudes in effective schools.

Civic Virtue

Civic virtue is described as productive participation and commitment in the political process of the organization by stating opinions, take part in meetings, discuss the issues of the day with colleagues, and reading organizational communications such as mails (Organ et al., 2011). Attitudeness of teachers and school administrators who are trying to improve their school's image can be considered as a civic virtue (Podsakoff et al., 1993; Sanchez, 2023). When teachers become worried about school or educational problems, they try to find solutions to these. These attitudes may be regarded as an example of civic virtue (Yilmaz & Tasdan, 2019).

Civic virtue is a type of organizational citizenship attitude that creates a sense of community and camaraderie within the organization. This, in turn, leads to higher job satisfaction and better job performance.

Imaniah and Nargis (2018) believed that guiding students to learn and create meaning, to be fully-fledged, autonomous learners who can function well in society, increases teachers' satisfaction. Their ideology of contribution to social transformation through education keeps them in the profession (Klassen & Anderson, 2019; Nieto, 2019; Rohmah, 2018). Keeping a high profile among their group members, working in a supportive atmosphere, and collaborative teaching boost their self-actualization on their professional development journey (Klassen & Anderson, 2019; Nagatomo, 2015). Not only being appreciated and accepted by colleagues, but also by their students fuels their performance (Kwong, Wang, & Clifton, 2020) Briefly, fair treatment, respect, self-voice in the organisation, friendly atmosphere, and the organisation's prestigious vision, which is shared by the teachers, make organisational support for self-fulfillment, and support in general, the dovetail of OCA - which, in turn, fosters individual and organisational performance (Mendoza, 2019; Qureshi, Zeb, & Saifullah, 2011).

Communication to the Organization

Downs and Adrian (2019) pointed out that communication affects the productivity of an organization. Effective communication affects a wide variety of components in an organization and can aid in achieving greater success for the organization (Steingrimsdottir, 2011). As suggested by Moyer (2011), effective internal communication can help create a healthy atmosphere of motivation, trust, engagement, and sharing of thoughts and ideas freely Lack of effective communication may cause miscommunication and adversely affect the smooth functioning of the organization.

Organizational communication is defined as an exchange of idea and information in an organization (Bovee, Thill, & Schatzman, 2018). According to Akat, Budak and Budak (2002), organizational communication is a social process which enables setting relationships between organization and its environment as well as exchanging ideas and information between the sections of an organization.

Organizational communication can be in formal or informal way (Goebel, Marshall, & Locander, 2004). These two types of organizational communication have different natures and roles. Formal communication is a hierarchical way of conveying the official information in the structure. It can be top-down, bottom-up, horizontal or vertical depending on the importance and sort of the messages conveyed. Informal communication is, on the other hand, conducted by mostly personal relationships and without formal rules. Though being mostly verbal, it can also be in written forms. Informal communication has a role of facilitating conveying the formal messages and enhancing the unity of the organization. However, grapevines are among the most common type of informal communication which can be harmful for the relationships among the members of an organization (Bakan & Büyükbeşe, 2004; De Nobile & McCormick, 2018; Karcoğlu, Timuroğlu, & Çınar, 2019).

De Nobile and McCormick (2018) define the four functional traits of organization communication. These are directive, supportive, cultural and democratic communication.

Functions of school organizational communication are expected to include direction, support, participation in decision-making, and culture transmission. These interactions occur within an internal environment bounded by members of the school community, but it is recognized that schools operate in a wider external environment (De



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Nobile, 2016) The nature of communication among staff in schools can be explored through the interactions that take place, as well as the perceived qualities of organizational communication in those schools.

Certainly, it is recognized that school communities comprise more than just staff. There are the students, there are also parents and guardians, as well as others engaging in communication with one another and the staff in what Marsh, Clarke and Pittaway (2020) have described as the "communication links of a school" (p. 169). There are attitudes, such as relationship-building, that are common to all interactions among groups in a school. (Groundwater-Smith et al., 2015) However, as mentioned by Marsh, Clarke and Pittaway (2017), and Churchill R. et al, (2016) communication among staff and between school leaders and staff will be largely focused on the core business of the school and the organisation and support of efforts related to that, as opposed to interactions between teachers and students for example, which relate mostly to instruction and various aspects of the duty of care. (Groundwater-Smith et al., 2015; Powell and Powell, 2020)

Supportive Communication

Supportive communication, often described as collegial support and administrative support, occurs in several ways across vertical and horizontal channels, including expressions of concern, praise and appreciation, and encouragement (Hoy & Miskel, 2019; Afifi, et al., 2017; Keyes, et al., 1999).

Supportive communication can also be construed from collegial support given for work-related problems (Thomas, et al., 2019), as well as social support (Berkovich & Eyal, 2018)

Democratic Communication

This communication pattern rests on the idea that members of a group or their representative are duly communicated and duly involved in decision making. According to Lussier (2020) this pattern of communication of the leader is characterized by: cooperation, democratic and politic language, delegation of duty and authority and two-way communication. The leader through his/her communication pattern encourages the subordinates to participate in goal setting and decision making. Decisions about organizational matters are arrived at after due consultation and communication with various people in the organization. The leaders' administration and exercise of power is derived from the followers. Democratic communication, in accordance with Fashiku (2018) makes the subordinates to be efficient, effective and dynamic in the goal achievement of the organization. This communication pattern traverses the total system with an intention to institute both subordination and co-operation.

Human relations theory also introduced an emphasis on democratic forms of communication, such as the work of teams and participation of staff in decision-making. (Eisenberg, et al., 2017; Papa, et al., 2019)

Cultural Communication

Cultural Communication refers to interactions that help to transmit and maintain school culture and may include a range of activities from induction and mentoring to sharing of school history, philosophy, and even vision and mission. (De Nobile, 2017; Ronfeldt & McQueen, 2017)

Shockley-Zalabak and Morley (1994) reported on the influence that value and rules sharing between leaders and subordinates had on shaping the culture of an organisation. Myers and McPhee (2016) reported on attitudes congruent with cultural communication when they described acculturation processes in groups.

Openness of Communication

Openness of communication, according to Owens and Valesky, (2011) is the degree to which interactions are honest, candid, and free of any distortion Given the reference to distortion, it is important to note that the literature suggests openness to be a salient feature of the organizational climate in schools.

Cheung and Lun (2015) in a Chinese context attempted to study the association between emotional labour and OCA and how work engagement mediated this relationship among school teachers. Deep acting and naturally felt emotion were found to influence OCA directed at both individuals as well as organization.

According to Choi (2019), deep level regulation developed positive work environments and better social relationships thus leading to achievements of shared goals in team based assignments. On the contrary, surface acting was not related to display of OCA.

In a study called "Organizational citizenship attitude in the People's Republic of China" by Farh et al. (2004), made in China on administrators and workers employed in 72 provinces, it was found that the "Courtesy" subdimension was one of the most important sub-dimensions from the aspect of playing a significant role in the



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future for making the workers more courteous in an informationcentered society, for contributing to organizational effectiveness and developing organizational citizenship attitudes. It was also explored that citizenship attitude of their people differed with that of European people. In the same way, a gender based study was conducted by Farrell and Finkelstein (2017) which revealed that females have high level of citizenship attitude.

Somech and Bogler (2002) studied the antecedents and consequences of teacher OCA and the data obtained from 983 middle school teachers indicated that the correlation between professional commitment and OCA was positive. The correlation between the participation in the managerial and technical domain and OCA was also found to be positive. The teachers with high OCAs increased their classroom performance, engaged in students' discipline more, and were more perceptive of students' needs.

Skaalvik and Skaalvik (2011) collected data from 2,569 Norwegian elementary and middle school teachers. They reported that the correlation between the time and effort teachers invest in their schools, and the feeling of belongingness and satisfaction was positive. At the same time, it was observed that teachers tended to increase their performance and feel the motivation to continue their profession.

Somech and Khotaba (2017) investigated OCA at the team level concerning the contextual variables of team justice, team climate psychological capital, and team innovation. They observed positive relations between the contextual variables and OCA, and team OCA and team innovation.

DiPaola and Hoy (2015), who collected data from ninety-seven high schools in Ohio, reported a high-level correlation between teacher OCA and student achievement. To further determine their correlation, DiPaola and Hoy controlled their sample for socio-economic status and revealed a significant positive correlation. In other words, the greater the organizational citizenship attitude exhibited by the faculty of the school, the higher the achievement of the students. The principal, as the leader of the building, also has a significant correlation to student achievement (Marzano, 2018).

Oplatka (2019) focused on the teacher OCA and its effects both on teacher performance and student achievement. The data obtained from 50 Israeli teachers manifested that high levels of teacher OCA fostered both teacher and student performance, and student emotional wellbeing. OCA contributed to creating a positive school atmosphere and image which helped the school to improve itself.

Jimmieson, Hannam, and Yeo (2020) examined the relationship between teacher OCA and the quality of student school life finding that OCA affects it directly; the higher the teacher OCA, the higher the quality of student school life.

Burns and DiPaola (2019) focused on the relationships between organizational justice and OCA in schools and how they affect student achievement. They came up with a positive correlation between organizational justice and OCA. However, they reported no significant correlation between OCA and student achievement.

Many studies have shown how emotional intelligence is related to altruism and compliance dimensions of OCA (Carmeli and Josman, 2016). Salarzahi, et al. (2011) believed that an employee with good emotional intelligence tends to assist other workers with troubles and generally show willingness to perform above their energy. Emotional intelligence shall have positive effect on employees in terms of their own performance as well as with respect to helping and cooperating with other co-workers in their job and non-job activities.

Emotional intelligence may be the key to creating a culture that optimizes the opportunity for students to be successful. As stated by Turnipseed and Vandewaa (2019), the emotional intelligence of an individual has a positive relationship with engaging in organizational citizenship attitudes directed at both individuals and an organization. Teachers and principals with high EI have a greater tendency to engage in OCA. Student achievement will increase in building with teachers that engage in OCAs and effective principals. Although organizational citizenship attitude is intended to be done without regard to any compensation or reward, studies have shown that leadership and/or management have considered OCA when evaluating employees (Turnipseed & Vandewaa, 2019).

Chen, Silverthorne and Hung (2015) have determined that high level of organizational communication leads to organizational commitment and job performance.

Oznur (2019) found that teachers' organizational communication level is high and they show the highest level of organizational communication in task-oriented communication and feedback dimensions. Also, they show the lowest level of organizational communication in informative communication. This finding shows that teachers communicate with their colleagues mostly on job-related topics; and they give feedback to their workfellows.

Çanak and Avcı (2016), in a study in which they investigated the relationship between organizational identification and organizational communication, have found teachers' organizational communication level above average.



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Organizational citizenship attitude means the attitude of organization members beyond the norms of their formal role. This attitude is usually shown voluntarily by organization members (Lee, 2011). It is stated that the productivity and the increase in performance of an organization are closely related to organizational citizenship attitude as well as being connected to the organizational health and organizational communication level of the organizations in setting forth these attitudes.

Organizational communication has a centralized position in the continuation of the existence of an organization and plays an important role in all of the organizational processes (Gizir & Simsek, 2015; Kocabas, 2015). It is impossible to succeed at any organizational activity or management process without organizational communication (Kaya, 1999).

It is noted on Osman's (2020) that there is a correlation between the organizational communication and the organizational citizenship attitude of employees. In other words, the effective communication is not only necessary to build up proper channels between managers and employees, but also necessary to contribute implicitly the overall performance of organization. According to the findings, organizational communication has to be considered as an important issue to foster employees' organizational citizenship attitude.

The influence of leadership has been demonstrated to be an important predictor of OCA (Alizadeh et al., 2019). Madlock and Kennedy-Lightsey (2020) found that the satisfaction a subordinate had in communication with his/her subordinate was directly related to the amount of commitment displayed toward the organization.

According to Shweta and Srirang (2020), the factors that influence OCA include: individual disposition and individual motivation, group cohesiveness, satisfaction, member attitude (organizational commitment), and interpersonal communication. Based on previous studies, there are several factors that can affect OCA, including factors of interpersonal communication, organizational commitment, and job satisfaction (Anam, 2017).

David (2019) and Sanchez (2020c) suggested that communication is a process where people create, maintain, and manage managerial activities in various activities. Orebiyi and Orebiyi (2011) also suggests that the communication model involves an encoding process (deciding what and how to communicate), decoding (interpreting the message) and interpreting the message received.

Bambacas (2018) states that a two-way communication between individuals is more effective than one-way communication because in interpersonal communication relates to the substance of the message, the relationship between communicators, and their credibility in producing interpretations of messages received by the receiver. So, it can be concluded that the communication process involves sending messages, listening and giving feedback.

Based on the research by Anam (2017), interpersonal communication has a positive and significant effect on Organizational Citizenship Attitude (OCA). The increasing practice of communication in an organization will increase organizational citizenship attitude in a better direction. Interpersonal communication is very potential to carry out instrumental functions as a tool to influence or persuade other people.

Organizational commitment depicts the employee's loyalty to the institution. It is described as the individual's strength and involvement through acceptance of the institution's goals and values (value commitment) along with a readiness to exert considerable effort on behalf of the institution and strong belief to remain a member of the institution. For this reason, organization commitment is frequently cited as an antecedent of OCA since committed employees are more likely to engage in attitudes that enhance their value and support the institution.

Bogler and Somech (2004) investigated the relationship between teacher empowerment and organizational commitment, professional commitment (PC) and OCA. Their findings underscored self-efficacy and status teacher empowerment dimensions which appeared to be crucial in predicting organizational outcomes because the high commitment of teachers to the organization and their profession increases their motivation toward OCA for the benefit of the school. Thus, they suggested that principals need to establish working conditions that will bring teachers to perceive themselves as having a high level of competency, and experiencing high status and self-esteem. Moreover, teacher's commitment to the organization was evidential to teachers who viewed themselves as professionals or perceived opportunities to grow professionally in their school. As a result, teachers feel empowered at school as they continue to stay committed towards the organization, the profession, and students.

Similarly, the importance of OCA and impact of training and professional development in the organizational commitment of university teachers of Pakistan were explored by Noor (2019). The results revealed that training and professional development have significant positive relationship with organizational commitment which resulted in positive enhancement of the organizational citizenship attitude of the teachers and implications helpful for universities of Pakistan to augment the OCA of teachers.



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Likewise, the meditating role of value commitment on bulding the teachers' OCA was evidential in the intrinsic job satisfaction of teachers in the findings of Zeinabadi (2020). This result was consistent with previous studies that motivating intrinsic job satisfaction stimulate teachers' value commitment which, in turn, internally motivates the teachers to display OCA. Thus, it was suggested that principals should highlight their teachers' intrinsic job satisfaction to promote their value commitment and OCA through intrinsic rewards (e.g., job meaningfulness, job responsibilities and job challenge) to increase their sense of intrinsic satisfaction.

On the other hand, OCA and organizational commitment with social loafing among high school teachers and supervisors were tested in a model using structural equation modelling by Şeşen, et al. (2020). Social loafing is defined as the tendency to decrease individual effort when working in groups from the effort made when working alone. Their findings indicated that the teachers' OCA causes more social loafing by and among their colleagues themselves. Apparently, the social loafing by and among teachers has a negative impact on their commitment to the school. Hence, this study recommended intensive evaluation of academic managers on the teachers' individual effort by establishing fair, measurable, and observable evaluation systems based on the teachers' in-role attitude.

Theoretical Framework

This study is anchored in the conceptual model of relationship quality components as discussed by Ting and Yeh (2019) with the following major components: trust, satisfaction and commitment. Trust is defined "trust as the teacher's confidence towards the school authority's ability, benevolence talking about teachers' interests into account when making decisions and integrity. Satisfaction focuses on the teachers' satisfaction is positively related to attitudes and attitudinal loyalty. Commitment, on the other hand, "entailed an inclination to act in the future and maintain a relationship." In this study, the components used is generally limited to trust, satisfaction and commitment.

The relationships of organizational citizenship attitude with other constructs are best assessed by separately considering relationships with (a) constructs concerned with appraisals of and attitudes toward the job; (b) dispositional constructs; and (c) other employee job performance facets, global employee job performance, and organizational performance.

Social exchange theory, the theory of psychological contracts, and the norm of reciprocity have been used to explain the relationship between organizational citizenship attitude and organizational justice, leader supportiveness, job satisfaction, and organizational commitment. These theories predict that employees respond to satisfying working conditions, supportive leaders, and fair workplace processes, outcomes, and interactions by engaging in organizational citizenship attitude and exhibiting organizational commitment. Thus, organizational justice, leader supportiveness, and job satisfaction are conceptualized as antecedents of organizational citizenship attitude, whereas organizational commitment is conceptualized as neither an antecedent nor a consequence. In contrast, other theoretical formulations conceive of organizational commitment as an antecedent. Because the vast majority of studies have been cross-sectional in design, however, we are unable to clearly ascertain temporal precedence.

Of the predictors just mentioned, the most research attention has focused on job satisfaction and organizational justice. Yet meta-analyses (quantitative reviews of existing research studies) indicate that job satisfaction, organizational justice, leader supportiveness, and organizational commitment are all weak to moderate predictors of organizational citizenship attitude and, consequently, none of them stands out as being a much better predictor than the others.

Appraisals of and attitudes toward the job are largely (though not completely) dependent on conditions and experiences on the job. Thus, their study is consistent with a philosophy in which certain workplace situations are more conducive to organizational citizenship attitude than others. In contrast, the quest for dispositional antecedents is consistent with a philosophy in which certain types of employees (the "good soldiers") are more apt to perform organizational citizenship attitude than others. Armed with knowledge of dispositional predictors, researchers could design selection tests to screen out applicants who are less likely to engage in citizenship.

Other consistently examined dispositional contenders, such as agreeableness and affectivity (emotionality), appear to be weak predictors of citizenship. Apart from conscientiousness, therefore, the search for dispositional predictors of organizational citizenship attitude has proved disappointing.

Meta-analyses have produced another interesting finding. Recall that organizational citizenship attitude (or contextual performance) was originally touted as a construct that, unlike task performance, is strongly influenced by job satisfaction and personality. Yet the findings indicate that neither appraisals and attitudes nor dispositions predict organizational citizenship attitude to an appreciably greater extent than they predict traditionally conceptualized



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performance. This may be because some traditional conceptualizations, such as ratings or judgments of employee performance, do not represent only task performance: As we will see, they are also infused with organizational citizenship attitude.

Organizational citizenship attitude has been differentiated conceptually from task performance, but what is the strength of the empirical relationship between these constructs? Results indicate that employees who are good task performers generally engage in more organizational citizenship attitude. There is one important caveat, however: The relationship appears to be strong only when task performance and citizenship are both measured using ratings and judgments by the same person. When task performance is measured objectively (e.g., using measures of quantity or quality of work that require no judgment) or when the person who is rating task performance is not the same person who is rating citizenship, the relationship between the two constructs is best construed as moderate.

Apart from task performance and organizational citizenship attitude, another aspect of overall employee job performance is counterproductive work attitude. This refers to intentional employee attitude that is harmful to the legitimate interests of an organization, and it encompasses attitude ranging from lateness, lack of effort, and spreading malicious rumors to more severe actions such as theft, vandalism, and drug and alcohol abuse on the job. In a sense, the definitions of organizational citizenship attitude and counterproductive work attitude set them up to be opposites. But the two constructs have been linked, albeit in opposite directions, to the same set of dispositional and appraisal or attitude constructs. Yet meta-analysis has demonstrated that the (negative) relationship between the constructs is only moderate in strength. In addition, relationships with antecedents are generally stronger, sometimes substantially so, for counterproductive work attitude than for organizational citizenship attitude.

Which of these components of employee job performance is most important to supervisors? Certain studies have assessed how supervisors weigh employees' task performance and organizational citizenship attitude, and, in general, they conclude that the latter is at least as important as the former in determining judgments and ratings of overall job performance. Only one study has considered counterproductive work attitude as well; intriguingly, its results indicate that supervisors consider citizenship less important than counterproductive work attitude.

Finally, the extent to which organizational citizenship attitude improves the functioning or performance of the organization (as a whole) has been scrutinized. Results are generally supportive, regardless of whether the latter is measured using quantity, quality, financial, or customer service (satisfaction and complaints) indexes. As several researchers have commented, however, theory on the mechanisms by which employee citizenship attitude influences organizational performance is scant.

In the workplace, individuals work on the basis of input to output, where input involves loyalty, educational level, experience, and diligence of employees; while the output refers to the salary, wages, social relations, recognition, reputation and intrinsic rewards. This input to output basis is an employee's perception of his/her outcomes/inputs being lower, equal to or greater than a reference outcome/input according to the equity theory introduced by Stacy Adams. Equity theory is one of the motivation theories discussing equilibrium which is based on the fact that individuals want to be treated with justice. Furthermore, in this theory, the equity perception (EP) processes input to employees as they first assess their organization's attitude toward themselves in comparison with others; which is secured when the ratio of one's input and outcome are compared with a comparable resource that strikes the equilibrium state. Thus, the employees perceive the sense of satisfaction or dissatisfaction with the organization (Pourgaz, et al., 2015).



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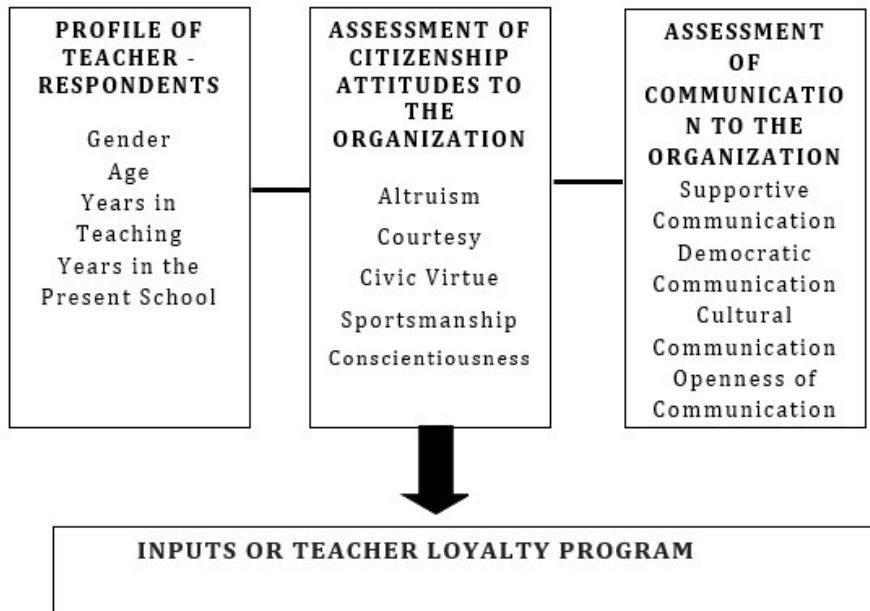


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Conceptual Framework



As shown in the figure above, the researcher took the teacher respondents’ profile in terms of gender, age and years in teaching and years in the present school.

Then, the teachers’ level of citizenship attitude was assessed based on the OCA scale developed by Podsakoff (1990) with these factors: altruism, courtesy, civic virtue, sportsmanship and conscientiousness.

Consequently, their organizational communication was also assessed based on the Organizational Communication Questionnaire (OCQ) that has been established by a number of studies as a reliable and valid instrument (Goris et al, 2016; Muchinsky, 1977a; 1977b; Pettit et al, 2016; Roberts & O’Reilly, 1974a; 1974b) with the following factors: supportive communication, democratic communication, cultural communication and openness to communication.

Lastly, the researcher determined the significant relationship between the level of citizenship attitude and communication of the teacher respondents.

In this study, the researcher considered the OCA scale, developed by Yucel in 2016. The workplace trends related to human resource management have the potential to influence both what types of citizenship attitudes the teachers engage in and how often they may engage in them. The teacher respondents’ OCA scales was assessed using the 5 sub-dimensions namely; Altruism, Courtesy, Civic Virtue, Sportsmanship, and Conscientiousness. These dimensions have been identified to have the potential to shape the workplace of the future, which include labor shortages, globalization, immigration, knowledge-based workers, increase use of technology, gig work, diversity, changing work values, the skills gap, and employer brands.

The area of organizational communication (OC) has been dominated by Western intellectual tradition. The researcher took the following as variables: Supportive Communication, Democratic Communication, Cultural Communication and Openness of Communication. Though the relationship between OCA and OC in the academe is widely researched, their relationship with the teachers’ loyalty in literature is scarce.

Objective

This study determined the relationship between the teacher’s level of organizational citizenship attitude and organizational communication at Guangdong Business and Technology University.

Specifically, it sought answers to the following questions:



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1. What is the profile of the teacher respondents in terms of:
 - 1.1. Sex;
 - 1.2. Age;
 - 1.3. Years in teaching; and
 - 1.4. Years in the present university?
2. What is the self-assessment of teacher respondents' on their level of citizenship attitudes to the organization in terms of the following variables?
 - 2.1. Altruism;
 - 2.2. Courtesy;
 - 2.3. Civic Virtue ;
 - 2.4. Sportsmanship; and
 - 2.5. Conscientiousness.
3. Is there a significant difference in the self-assessment of teacher respondent's on their level of citizenship attitude to the organization when their profiles are taken as test factors?
4. What is the teacher respondents' self-assessment of their level of communication to the organization in terms of the following variables?
 - 4.1. Supportive Communication;
 - 4.2. Democratic Communication;
 - 4.3. Cultural Communication; and
 - 4.4. Openness of Communication.
5. Is there a significant difference in the teacher respondents' self-assessment of their level of communication to the organization when their profiles are taken as test factors?
6. Is there a significant relationship between the teacher respondents' self-assessment of their level of citizenship attitude with their self-assessment of their level of communication to the organization?

Hypothesis

This study tested the following null hypotheses:

1. There is no significant difference in the level of organizational citizenship attitude of the teacher respondents when their profiles are taken as test factors.
2. There is no significant difference in the level of organizational communication of the teacher respondents when their profiles are taken as test factors.
3. There is no significant relationship between citizenship attitude and communication of teachers to the organization.

METHODS

Research Design

This is mainly a descriptive comparative - correlational research. The method of inquiry was adopted from a standardized assessment tools on organizational citizenship attitude and organizational communication.

Locale of the Study

The study was conducted at Guangdong Business and Technology University. This study was conducted during the second semester of school year 2021-2022.

Participants

The participants in this study were taken from the 967 teachers of Guangdong Business and Technology University, using proportionate sampling.

Instruments

First, questionnaire includes the profile of the teacher respondents particularly their gender, age, years in teaching, and years in the present school.



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To measure the teacher respondents' organizational citizenship attitude (OCA), the researcher adopted the 25 - item tool based on the OCA scale developed by Podsakoff (1990) with these factors: altruism, courtesy, civic virtue, sportsmanship and conscientiousness, each having 5 questions per factor.

Consequently, their organizational communication was also assessed based on the 24 – item tool called the Organizational Communication Questionnaire (OCQ) that has been established by a number of studies as a reliable and valid instrument (Goris et al., 2016; Muchinsky, 1977a; 1977b; Pettit et al., 2016; Roberts & O'Reilly, 1974a; 1974b) with the following factors: supportive communication, democratic communication, cultural communication and openness to communication.

The researcher had the adopted questionnaires validated by the experts. After which, a letter was personally given by the researcher to the president of Guangdong Business and Technology University asking permission to conduct the study. Upon approval, the questionnaires were distributed to the teacher respondents for data collection.

Treatment of Data

In analyzing the gathered data, the following statistical treatments were used in the study at 0.05 level of significance using Statistical Package for Social Sciences or SPSS software:

Frequency Count and Percentage. This was used by the researcher in the analysis of the profile of the teacher respondents in terms of gender, age, years in teaching and years in the present school.

Weighted Mean. This was used by the researcher to analyze the teacher respondents' level of organizational citizenship attitude in terms of altruism, courtesy, civic virtue, sportsmanship and conscientiousness. Secondly, the teacher respondents will also assess their organizational communication level in terms of supportive communication, collaborative communication, cultural communication and openness to communication.

T-test /ANOVA. The t-test and/or Analysis of Variance or F-test was used by the researcher to determine if there is significant difference in the organizational citizenship attitude and organizational communication of the teacher respondents when their profiles are taken as factors.

The results were interpreted as follows:

Weight	Scale/Range	Description/Interpretation
4	3.51-4.00	Strongly Agree/ Very High Level
3	2.51-3.50	Agree/ High Level
2	1.51-2.50	Disagree/ Low Level
1	1.00-1.50	Strongly Disagree/ Very Low Level

Pearson's r Correlation Analysis. The researcher used Pearson's r correlation analysis to determine the significant relationship between the organizational citizenship attitude and organizational communication.

The analysis of the hypothesis was carried out using the 0.05 level of significance. The null hypotheses were accepted if the computed significance value is greater than the set value at 0.05.

RESULTS and DISCUSSION

I. Profile of the Respondents

Table 1 presents the profile of the teacher respondents in terms of sex, age, years in teaching, and years in the present university.



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Table 1
Frequency Distribution of the Respondents' Profile

Demographic Profile	Frequency	Percentage
Sex		
Male	128	46.4%
Female	148	53.6%
Total	276	100%
Age		
21-30 years old	35	12.7%
31-40 years old	55	19.9%
41-50 years old	94	34.1%
51 years old & above	92	33.3%
Total	276	100%
Years in Teaching		
5-10 years	43	15.6%
11-15 years	12	4.3%
16-20 years	74	26.8%
21 years & above	147	53.3%
Total	276	100%
Years in the Present University		
5-10 years	53	19.2%
11-15 years	73	26.4%
16-20 years	109	39.5%
21 years & above	41	14.9%
Total	276	100%

Sex. One hundred twenty eight (128) or 46.4% of the teacher respondents are male while one hundred forty eight (148) or 53.6% are female. This goes to show that majority of the teacher respondents are female.

Age. Thirty five (35) or 12.7% of the teacher respondents are with age of 21-30 years old, fifty five (55) or 19.9% are within 31-40 years old, ninety four (94) or 34.1% are 41-50 years old, and ninety two (92) or 33.3% are 51 years old and above. The result shows that most of the teacher respondents are above 40 years old.

Years in Teaching. Forty three (43) or 15.6% of the teacher respondents have been teaching for about 5-10 years, twelve (12) or 4.3% for 11-15 years, seventy four (74) or 26.8% for about 16-20 years, and one hundred forty seven (147) or 53.3% for 21 years and above. The result indicates that majority of the teacher respondents have been in the teaching profession for more than twenty years.

Years in the Present University. Fifty three (53) or 19.2% of the teacher respondents have been in the present university for about 5-10 years, seventy three (73) or 26.4% for about 11-15 years, one hundred nine (109) or 39.5% for about 16-20 years, and forty one (41) or 14.9% for 21 years and above. This goes to show that most of the teacher respondents have been in their present university for more than fifteen years.

II. Respondents' Self-Assessment on their Level of Citizenship Attitudes to the Organization

Tables 2-7 present the self-assessment of the teacher respondents on their level of citizenship attitudes to the organization in terms of altruism, courtesy, civic virtue, sportsmanship, and conscientiousness.

2.1. On Altruism

Table 2 presents the self-assessment of the respondents on their level of citizenship attitude to the organization in terms of altruism.



Table 2
Respondents' Self-Assessment on their Level of Citizenship Attitude to the Organization in Terms of Altruism

Altruism	Mean	SD	QD	Int.	Ranking
1. I willingly help fellow professionals when they have work related problems.	3.49	0.68	A	HL	3
2. I willingly help new comers to get oriented towards job.	3.15	0.70	A	HL	5
3. I am always ready to lend a helping hand to those around me.	3.36	0.52	A	HL	4
4. I help others who have been absent.	3.72	0.47	SA	VHL	1.5
5. I help others who have heavy workloads.	3.72	0.48	SA	VHL	1.5
Composite Mean	3.49	0.36	A	HL	

Legend: 3.51-4.00 Strongly Agree(SA)/Very High Level(VHL); 2.51-3.50 Agree(A)/High Level(HL); 1.51-2.50 Disagree(D)/Low Level(LL); 1.00-1.50 Strongly Disagree(SD)/Very Low Level(VLL)

As shown in Table 2, teacher respondents strongly agree that they help others who have been absent, and who have heavy workloads with the highest assessment of 3.72 respectively interpreted as to a very high level of citizenship attitude to the organization in terms of altruism. On the other hand, teacher respondents agree that they willingly help fellow professionals when they have work related problems, and that they are always ready to lend a helping hand to those around them with the mean values of 3.49 and 3.46 respectively interpreted as to a high level. Though they also agree that they willingly help new comers to get oriented towards job, however, it was given the lowest assessment of 3.15 interpreted as to a high level. A composite mean value of 3.49 indicates that teacher respondents have a very high level of citizenship attitude to the organization in terms of altruism.

2.2. On Courtesy

Table 3 presents the self-assessment of the respondents on their level of citizenship attitude to the organization in terms of courtesy.

Table 3
Respondents' Self-Assessment on their Level of Citizenship Attitude to the Organization in Terms of Courtesy

Courtesy	Mean	SD	QD	Int.	Ranking
1. I always try to avoid creating problems for co-workers.	3.64	0.68	SA	VHL	2.5
2. I am mindful of how my attitudes affects other people's jobs.	3.64	0.70	SA	VHL	2.5
3. I don't abuse the rights of others.	3.57	0.52	SA	VHL	4
4. I take steps to try to prevent problems with other workers.	3.85	0.47	SA	VHL	1
5. I consider the impact of my actions on co-workers .	3.41	0.48	A	HL	5
Composite Mean	3.62	0.36	SA	VHL	

Legend: 3.51-4.00 Strongly Agree(SA)/Very High Level(VHL); 2.51-3.50 Agree(A)/High Level(HL); 1.51-2.50 Disagree(D)/Low Level(LL); 1.00-1.50 Strongly Disagree(SD)/Very Low Level(VLL)



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As shown in Table 3, teacher respondents strongly agree that they take steps to try to prevent problems with other workers with the highest assessment of 3.85 interpreted as to a very high level. Similarly, they strongly agree that they always try to avoid creating problems for co-workers, they are mindful of how their attitudes affects other people’s jobs, and that the don’t abuse the rights of others with the mean values of 3.64, 3.64 and 3.57 respectively also interpreted as to a very high level. On the other hand, they agree that they consider the impact of their actions on co-workers, however, it was given the lowest assessment of 3.41 interpreted as to a high level. A composite mean value of 3.62 shows that teacher respondents have a very high level of citizenship attitude to the organization in terms of courtesy.

2.3. On Civic Virtue

Table 4 presents the self-assessment of the respondents on their level of citizenship attitude to the organization in terms of civic virtue.

Table 4
Respondents’ Self-Assessment on their Level of Citizenship Attitude to the Organization in Terms of Civic Virtue

Civic Virtue	Mean	SD	QD	Int.	Ranking
1. I always keep myself abreast of changes in the organization.	3.26	0.67	A	HL	4
2. I keep myself updated with organizational announcements & memos.	3.28	0.88	A	HL	3
3. I attend meetings that are not mandatory but are considered important.	3.47	0.66	A	HL	2
4. I attend functions to help uplift my company image.	3.53	0.51	SA	VHL	1
5. I think of having a relevant contribution to my school.	3.19	0.60	A	HL	5
Composite Mean	3.34	0.28	A	HL	

Legend: 3.51-4.00 Strongly Agree(SA)/Very High Level(VHL); 2.51-3.50 Agree(A)/High Level(HL); 1.51-2.50 Disagree(D)/Low Level(LL); 1.00-1.50 Strongly Disagree(SD)/Very Low Level(VLL)

As shown in Table 4, teacher respondents strongly agree that they attend functions to help uplift their company image with the highest assessment of 3.53 interpreted as to a very high level. On the other hand, they agree that they attend meetings that are not mandatory but are considered important, they keep themselves updated with organizational announcements and memos, and they always keep themselves abreast of changes in the organization with the mean values of 3.47, 3.28, and 3.26 respectively interpreted as to a high level. Though teacher respondents also agree that they think of having a relevant contribution to their school, however it was given the lowest assessment of 3.19 interpreted as to a high level. A composite mean value of 3.34 indicates that teacher respondents have a high level o citizenship attitude to the organization in terms of civic virtue.

2.4. On Sportsmanship

Table 5 presents the self-assessment of the respondents on their level of citizenship attitude to the organization in terms of sportsmanship.



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Table 5
Respondents' Self-Assessment on their Level of Citizenship Attitude to the Organization in Terms of Sportsmanship

Sportsmanship	Mean	SD	QD	Int.	Ranking
1. I always have doses of motivation to get the work done.	3.41	0.51	A	HL	5
2. I don't usually find fault with what my organization is doing.	3.74	0.49	SA	VHL	1
3. I usually focus on what is right rather than the negative side of situation.	3.71	0.52	SA	VHL	2
4. I don't consume a lot of time complaining about trivial matters.	3.60	0.52	SA	VHL	3
5. I help find solutions to problems.	3.46	0.65	A	HL	4
Composite Mean	3.58	0.25	SA	VHL	

Legend: 3.51-4.00 Strongly Agree(SA)/Very High Level(VHL); 2.51-3.50 Agree(A)/High Level(HL); 1.51-2.50 Disagree(D)/Low Level(LL); 1.00-1.50 Strongly Disagree(SD)/Very Low Level(VLL)

As shown in Table 5, teacher respondents strongly agree that they don't usually find fault with what their organization is doing with the highest assessment of 3.74 interpreted as to a very high level. Similarly, they strongly agree that they usually focus on what is right rather than the negative side of situation, and that they don't consume a lot of time complaining about trivial matters with the mean values of 3.71, and 3.60 respectively interpreted as to a very high level. Likewise, respondents agree that they help find solutions to problems with the mean value of 3.46 interpreted as to a high level. Though respondents also agree that they always have doses of motivation to get the work done, however it was given the lowest assessment of 3.41 interpreted as to a high level. A composite mean value of 3.58 shows that teacher respondents have a very high level of citizenship attitude to the organization in terms of sportsmanship.

2.5. On Conscientiousness

Table 6 presents the self-assessment of the respondents on their level of citizenship attitude to the organization in terms of conscientiousness.

Table 6
Respondents' Self-Assessment on their Level of Citizenship Attitude to the Organization in Terms of Conscientiousness

Conscientiousness	Mean	SD	QD	Int.	Ranking
1. I obey organizational rules even when no one is watching.	3.57	0.51	SA	VHL	4
2. I don't take extra or long breaks while on duty.	3.61	0.64	SA	VHL	3
3. My attendance at work is above the norm.	3.63	0.57	SA	VHL	2
4. I am one of the most conscientious employees.	3.35	0.63	A	HL	5
5. I believe in giving an honest day's work for an honest day's pay.	3.68	0.54	SA	VHL	1
Composite Mean	3.57	0.29	SA	VHL	

Legend: 3.51-4.00 Strongly Agree(SA)/Very High Level(VHL); 2.51-3.50 Agree(A)/High Level(HL); 1.51-2.50 Disagree(D)/Low Level(LL); 1.00-1.50 Strongly Disagree(SD)/Very Low Level(VLL)



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As shown in Table 6, teacher respondents strongly agree that they believe in giving an honest day's work for an honest day's pay with the highest assessment of 3.68 interpreted as to a very high level. Similarly, they strongly agree that their attendance at work is above the norm, they don't take extra or long breaks while on duty, and that they obey organizational rules even when no one is watching with the mean values of 3.63, 3.61, and 3.57 respectively interpreted as to a very high level. On the other hand, teacher respondents agree that they are one of the most conscientious employees, however, it was given the lowest assessment of 3.35 interpreted as to a high level. A composite mean value of 3.57 shows that teacher respondents have a very high level of citizenship attitude to the organization in terms of conscientiousness.

2.6. Summary on the Self-Assessment of the Respondents on their Level of Citizenship Attitude to the Organization

Table 7 presents the summary on the self-assessment of respondents on their level of citizenship attitude to the organization.

Table 7
Respondents' Self-Assessment on their Level of Citizenship Attitude to the Organization

Citizenship Attitude Indicators	Mean	SD	QD	Int.	Ranking
1. Altruism	3.49	0.36	A	HL	4
2. Courtesy	3.62	0.20	SA	VHL	1
3. Civic Virtue	3.34	0.28	A	HL	5
4. Sportsmanship	3.58	0.25	SA	VHL	2
5. Conscientiousness	3.57	0.29	SA	VHL	3
Over-all Mean	3.52	0.14	SA	VHL	

Legend: 3.51-4.00 Strongly Agree(SA)/Very High Level(VHL); 2.51-3.50 Agree(A)/High Level(HL); 1.51-2.50 Disagree(D)/Low Level(LL); 1.00-1.50 Strongly Disagree(SD)/Very Low Level(VLL)

As shown in Table 7, teacher respondents manifested a very high level of citizenship attitude to the organization in terms of courtesy which was given the highest rating by the respondents. Sportsmanship was ranked second among the five indicators, conscientiousness as third, while altruism was ranked fourth. It is noticeable that civic virtue was given the lowest rating by the respondents. An over-all mean value of 3.52 reveals that teachers have a very high level of citizenship attitude to the organization.

III. Differences in the Self-Assessment of the Respondents on their Level of Organizational Citizenship Attitude When Profile is Taken as Test Factor

Tables 8-11 present the differences in the self-assessment of the teacher respondents on their level of citizenship attitudes to the organization when their sex, age, years in teaching, and years in the present university are taken as test factors.

3.1. On Sex

Table 8 presents the differences in the self-assessment of the teacher respondents on their level of citizenship attitudes to the organization when their sex is taken as test factor.



Table 8
Differences in the Self-Assessment of the Respondents on their Level of Organizational Citizenship Attitude when their Sex is Taken as Test Factor

Organizational Citizenship Attitude	Sex	Mean	SD	Computed t-value	Sig	Decision on Ho	Interpretation
1. Altruism	Male	3.45	0.38	-1.91	0.06	Accepted	Not Significant
	Female	3.53	0.33				
2. Courtesy	Male	3.62	0.20	-0.29	0.78	Accepted	Not Significant
	Female	3.63	0.20				
3. Civic Virtue	Male	3.35	0.30	0.19	0.85	Accepted	Not Significant
	Female	3.34	0.27				
4. Sportsmanship	Male	3.58	0.24	-0.22	0.82	Accepted	Not Significant
	Female	3.59	0.26				
5. Conscientiousness	Male	3.55	0.28	-1.06	0.29	Accepted	Not Significant
	Female	3.59	0.29				
Over-all	Male	3.51	0.14	-1.52	0.13	Accepted	Not Significant
	Female	3.53	0.14				

As shown in Table 8, teacher respondents have obtained a computed t-value of -1.91 in terms of altruism with the significance value of 0.06. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their sex is taken as test factor. This goes to show that male and female teachers have relatively the same assessment on their level of organizational citizenship attitude in terms of altruism.

In terms of courtesy, teacher respondents have obtained a computed t-value of -0.29 with the significance value of 0.78. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their sex is taken as test factor. The result indicates that male and female teachers have relatively the same assessment on their level of organizational citizenship attitude in terms of courtesy.

In terms of civic virtue, teacher respondents have obtained a computed t-value of 0.19 with the significance value of 0.85. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their sex is taken as test factor. The result shows that male and female teachers have relatively the same assessment on their level of organizational citizenship attitude in terms of civic virtue.

In terms of sportsmanship, teacher respondents have obtained a computed t-value of -0.22 with the significance value of 0.82. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their sex is taken as test factor. This could mean that male and female teachers have relatively the same assessment on their level of organizational citizenship attitude in terms of sportsmanship.

In terms of conscientiousness, teacher respondents have obtained a computed t-value of -1.06 with the significance value of 0.29. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their sex is taken as test factor. This is taken to mean that male and female teachers have relatively the same assessment on their level of organizational citizenship attitude in terms of conscientiousness.

Generally, teacher respondents have obtained an over-all computed t-value of -1.52 with the significance value of 0.13. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their sex is



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taken as test factor. The result reveals that male and female teachers have relatively the same assessment on their level of citizenship attitude to the organization.

3.2. On Age

Table 9 presents the differences in the self-assessment of the teacher respondents on their level of citizenship attitudes to the organization when their age is taken as test factor.

Table 9
Differences in the Self-Assessment of the Respondents on their Level of Organizational Citizenship Attitude when their Age is Taken as Test Factor

Organizational Citizenship Attitude	Age	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Altruism	21-30 y/o	3.48	0.39	0.30	0.83	Accepted	Not Significant
	31-40 y/o	3.47	0.35				
	41-50 y/o	3.48	0.36				
	>50 y/o	3.52	0.34				
2. Courtesy	21-30 y/o	3.55	0.16	1.65	0.18	Accepted	Not Significant
	31-40 y/o	3.63	0.22				
	41-50 y/o	3.64	0.21				
	>50 y/o	3.63	0.19				
3. Civic Virtue	21-30 y/o	3.31	0.28	0.45	0.72	Accepted	Not Significant
	31-40 y/o	3.35	0.29				
	41-50 y/o	3.37	0.28				
	>50 y/o	3.33	0.28				
4. Sportsmanship	21-30 y/o	3.57	0.25	0.09	0.97	Accepted	Not Significant
	31-40 y/o	3.59	0.26				
	41-50 y/o	3.59	0.23				
	>50 y/o	3.58	0.27				
5. Conscientiousness	21-30 y/o	3.49	0.27	1.33	0.27	Accepted	Not Significant
	31-40 y/o	3.56	0.30				
	41-50 y/o	3.57	0.28				
	>50 y/o	3.60	0.29				
Over-all	21-30 y/o	3.48	0.12	1.40	0.24	Accepted	Not Significant
	31-40 y/o	3.52	0.15				
	41-50 y/o	3.53	0.14				
	>50 y/o	3.53	0.14				

As shown in Table 9, teacher respondents have obtained a computed F-value of 0.30 in terms of altruism with the significance value of 0.83. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their age is taken as test factor. This goes to show that teachers have relatively the same assessment on their level of organizational citizenship attitude in terms of altruism regardless of their age.

In terms of courtesy, teacher respondents have obtained a computed F-value of 1.65 with the significance value of 0.18. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their age is



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taken as test factor. The result indicates that teachers have relatively the same assessment on their level of organizational citizenship attitude in terms of courtesy regardless of their age.

In terms of civic virtue, teacher respondents have obtained a computed F-value of 0.45 with the significance value of 0.72. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their age is taken as test factor. The result shows that teachers have relatively the same assessment on their level of organizational citizenship attitude in terms of civic virtue regardless of their age.

In terms of sportsmanship, teacher respondents have obtained a computed F-value of 0.09 with the significance value of 0.97. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their age is taken as test factor. This could mean that teachers have relatively the same assessment on their level of organizational citizenship attitude in terms of sportsmanship regardless of their age.

In terms of conscientiousness, teacher respondents have obtained a computed F-value of 1.33 with the significance value of 0.279. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their age is taken as test factor. This is taken to mean that teachers have relatively the same assessment on their level of organizational citizenship attitude in terms of conscientiousness regardless of their age.

Generally, teacher respondents have obtained an over-all computed F-value of 1.40 with the significance value of 0.24. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their age is taken as test factor. The result reveals that teachers have relatively the same assessment on their level of citizenship attitude to the organization regardless of their age.

3.3. On Years in Teaching

Table 10 presents the differences in the self-assessment of the teacher respondents on their level of citizenship attitudes to the organization when their years in teaching is taken as test factor.

Table 10
Differences in the Self-Assessment of the Respondents on their Level of Organizational Citizenship Attitude when their Years in Teaching is Taken as Test Factor

Organizational Citizenship Attitude	Years in Teaching	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Altruism	5-10 years	3.44	0.42	1.34	0.26	Accepted	Not Significant
	11-15 years	3.65	0.27				
	16-20 years	3.46	0.34				
	>20 years	3.50	0.35				
2. Courtesy	5-10 years	3.54	0.16	3.07	0.08	Accepted	Not Significant
	11-15 years	3.67	0.21				
	16-20 years	3.64	0.21				
	>20 years	3.64	0.20				
3. Civic Virtue	5-10 years	3.32	0.28	0.25	0.86	Accepted	Not Significant
	11-15 years	3.33	0.27				
	16-20 years	3.36	0.27				
	>20 years	3.35	0.29				
4. Sportsmanship	5-10 years	3.55	0.24	0.32	0.81	Accepted	Not Significant
	11-15 years	3.57	0.25				
	16-20 years	3.58	0.27				
	>20 years	3.59	0.25				
5. Conscientiousness	5-10 years	3.49	0.29	1.87	0.13	Accepted	Not Significant
	11-15 years	3.68	0.28				
	16-20 years	3.57	0.27				
	>20 years	3.58	0.29				
Over-all	5-10 years	3.47	0.12	3.28	0.22	Accepted	Not Significant
	11-15 years	3.58	0.14				
	16-20 years	3.52	0.14				
	>20 years	3.53	0.14				



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As shown in Table 10, teacher respondents have obtained a computed F-value of 1.34 in terms of altruism with the significance value of 0.26. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their years in teaching is taken as test factor. This goes to show that teachers have relatively the same assessment on their level of organizational citizenship attitude in terms of altruism regardless of how long they have been teaching.

In terms of courtesy, teacher respondents have obtained a computed F-value of 3.07 with the significance value of 0.08. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their years in teaching is taken as test factor. The result indicates that teachers have relatively the same assessment on their level of organizational citizenship attitude in terms of courtesy regardless of how long they have been teaching.

In terms of civic virtue, teacher respondents have obtained a computed F-value of 0.25 with the significance value of 0.86. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their years in teaching is taken as test factor. The result shows that teachers have relatively the same assessment on their level of organizational citizenship attitude in terms of civic virtue regardless of how long they have been teaching.

In terms of sportsmanship, teacher respondents have obtained a computed F-value of 0.32 with the significance value of 0.81. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their years in teaching is taken as test factor. This could mean that teachers have relatively the same assessment on their level of organizational citizenship attitude in terms of sportsmanship regardless of how long they have been teaching.

In terms of conscientiousness, teacher respondents have obtained a computed F-value of 1.87 with the significance value of 0.13. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their years in teaching is taken as test factor. This is taken to mean that teachers have relatively the same assessment on their level of organizational citizenship attitude in terms of conscientiousness regardless of how long they have been teaching.

Generally, teacher respondents have obtained an over-all computed F-value of 3.28 with the significance value of 0.22. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their years in teaching is taken as test factor. The result reveals that teachers have relatively the same assessment on their level of citizenship attitude to the organization regardless of how long they have been teaching.

3.4. On Years in the Present University

Table 11 presents the differences in the self-assessment of the teacher respondents on their level of citizenship attitudes to the organization when their years in the present university is taken as test factor.



Table 11
Differences in the Self-Assessment of the Respondents on their Level of Organizational Citizenship Attitude when their Years in Present University is Taken as Test Factor

Organizational Citizenship Attitude	Years in Present University	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Altruism	5-10 years	3.43	0.41	1.67	0.18	Accepted	Not Significant
	11-15 years	3.46	0.36				
	16-20 years	3.51	0.34				
	>20 years	3.58	0.31				
2. Courtesy	5-10 years	3.58	0.17	1.22	0.30	Accepted	Not Significant
	11-15 years	3.61	0.19				
	16-20 years	3.64	0.20				
	>20 years	3.65	0.25				
3. Civic Virtue	5-10 years	3.34	0.29	0.99	0.40	Accepted	Not Significant
	11-15 years	3.30	0.28				
	16-20 years	3.36	0.27				
	>20 years	3.39	0.29				
4. Sportsmanship	5-10 years	3.54	0.25	0.68	0.56	Accepted	Not Significant
	11-15 years	3.60	0.24				
	16-20 years	3.59	0.26				
	>20 years	3.59	0.27				
5. Conscientiousness	5-10 years	3.51	0.29	1.65	0.18	Accepted	Not Significant
	11-15 years	3.62	0.27				
	16-20 years	3.56	0.27				
	>20 years	3.57	0.34				
Over-all	5-10 years	3.48	0.14	2.64	0.06	Accepted	Not Significant
	11-15 years	3.52	0.13				
	16-20 years	3.53	0.14				
	>20 years	3.56	0.14				

As shown in Table 11, teacher respondents have obtained a computed F-value of 1.67 in terms of altruism with the significance value of 0.18. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their years in the present university is taken as test factor. This goes to show that teachers have relatively the same assessment on their level of organizational citizenship attitude in terms of altruism regardless of how long they have been in the present university.

In terms of courtesy, teacher respondents have obtained a computed F-value of 1.22 with the significance value of 0.30. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their years in the present university is taken as test factor. The result indicates that teachers have relatively the same assessment on their level of organizational citizenship attitude in terms of courtesy regardless of how long they have been in the present university.

In terms of civic virtue, teacher respondents have obtained a computed F-value of 0.99 with the significance value of 0.40. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted



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which means that there is no significant difference in the assessment of the teacher respondents when their years in the present university is taken as test factor. The result shows that teachers have relatively the same assessment on their level of organizational citizenship attitude in terms of civic virtue regardless of how long they have been in the present university.

In terms of sportsmanship, teacher respondents have obtained a computed F-value of 0.68 with the significance value of 0.56. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their years in the present university is taken as test factor. This could mean that teachers have relatively the same assessment on their level of organizational citizenship attitude in terms of sportsmanship regardless of how long they have been in the present university.

In terms of conscientiousness, teacher respondents have obtained a computed F-value of 1.65 with the significance value of 0.18. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their years in the present university is taken as test factor. This is taken to mean that teachers have relatively the same assessment on their level of organizational citizenship attitude in terms of conscientiousness regardless of how long they have been in the present university.

Generally, teacher respondents have obtained an over-all computed F-value of 2.64 with the significance value of 0.06. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their years in the present university is taken as test factor. The result reveals that teachers have relatively the same assessment on their level of citizenship attitude to the organization regardless of how long they have been in the present university.

IV. Respondents' Self-Assessment on their Level of Communication to the Organization

Tables 12-16 present the self-assessment of the teacher respondents on their level of communication to the organization in terms of supportive communication, democratic communication, cultural communication, and openness of communication.

4.1. On Supportive Communication

Table 12 presents the self-assessment of the teacher respondents on their level of communication to the organization in terms of supportive communication.

Table 12
Respondents' Self-Assessment on their Level of Communication to the Organization in Terms of Supportive Communication

Supportive Communication	Mean	SD	QD	Int.	Ranking
1. Teacher relationships at this school are exceptionally friendly and supportive and the feeling of community is a really strong one. Therefore honest communication is not difficult.	3.57	0.54	SA	VHL	1
2. The communication is very good, as the teachers take the time to treat each other with courtesy and respect.	3.45	0.58	A	HL	5
3. Teachers are willing to help one another with any educational or school related problems.	3.45	0.69	A	HL	5
4. Teachers don't hesitate to ask questions if they need to know something or be shown "the ropes" and have always received an appropriate response.	3.50	0.56	A	HL	2.5
5. Teachers care for each other and "look out" for personal needs on a daily basis.	3.50	0.59	A	HL	2.5
6. Teachers are valued and feels very comfortable in the workplace.	3.45	0.62	A	HL	5
Composite Mean	3.49	0.26	A	HL	

Legend: 3.51-4.00 Strongly Agree(SA)/Very High Level(VHL); 2.51-3.50 Agree(A)/High Level(HL); 1.51-2.50 Disagree(D)/Low Level(LL); 1.00-1.50 Strongly Disagree(SD)/Very Low Level(VLL)



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As shown in Table 12, teacher respondents strongly agree that teacher relationships in their school are exceptionally friendly and supportive and the feeling of community is a really strong one, therefore honest communication is not difficult with the highest assessment of 3.57 interpreted as very high level. On the other hand, they agree that teacher don't hesitate to ask questions if they need to know something or be shown the ropes and have always received an appropriate response, and that teachers care for each other and look out for personal needs on a daily basis with the mean values of 3.50 respectively interpreted as to a high level. On the other hand, though teachers also agree that the communication is very good, as the teachers take the time to treat each other with courtesy and respect, that teachers are willing to help one another with any educational or school related problems, and that teachers are valued and feels very comfortable in the workplace, however, it was given the lowest assessment of 3.50 respectively all interpreted as to a high level. A composite mean value of 3.49 shows that teacher respondents have a high level of communication to the organization in terms of supportive communication.

4.2. On Democratic Communication

Table 13 presents the self-assessment of the teacher respondents on their level of communication to the organization in terms of democratic communication.

Table 13
Respondents' Self-Assessment on their Level of Communication to the Organization in Terms of Democratic Communication

Democratic Communication	Mean	SD	QD	Int.	Ranking
1. Teachers are keen to discuss work based issues.	3.40	0.59	A	HL	5
2. Teacher communication enhances the group's ability to work as a team.	3.41	0.62	A	HL	3.5
3. The school's development is collaborative or encourages one assisting another.	3.45	0.56	A	HL	1
4. There exists an atmosphere of teachers wanting greater influence in forums of decision making.	3.44	0.64	A	HL	2
5. The principal is generally able to accept ideas and opinions from others, but this does not always mean that an "executive decision" is forestalled.	3.41	0.59	A	HL	3.5
6. The different departments continuously work in developing a sound school environment.	3.39	0.64	A	HL	6
Composite Mean	3.42	0.23	A	HL	

Legend: 3.51-4.00 Strongly Agree(SA)/Very High Level(VHL); 2.51-3.50 Agree(A)/High Level(HL); 1.51-2.50 Disagree(D)/Low Level(LL); 1.00-1.50 Strongly Disagree(SD)/Very Low Level(VLL)

As shown in table 13, teacher respondents agree that the school's development is collaborative or encourages one assisting another with the highest assessment of 3.45 interpreted as to a high level. Similarly, teacher respondents agree that there exists an atmosphere of teachers wanting greater influence in forums of decision making, that teacher communication enhances the group's ability to work as a team, that the principal is generally able to accept ideas and opinions from others, but this does not always mean that an executive decision is forestalled, and that teachers are keen to discuss work based issues with the mean values of 3.44, 3.41, 3.41, and 3.40 respectively all interpreted as to a high level. Though teachers also agree that the different departments continuously work in developing a sound school environment, however, it was given the lowest assessment of 3.39 but also interpreted as to a high level. A composite mean value of 3.42 shows that teachers have a high level of communication to the organization in terms of democratic communication.



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4.3. On Cultural Communication

Table 14 presents the self-assessment of the teacher respondents on their level of communication to the organization in terms of cultural communication.

Table 14
Respondents' Self-Assessment on their Level of Communication to the Organization in Terms of Cultural Communication

Cultural Communication	Mean	SD	QD	Int.	Ranking
1. There is a shared vision and common goals that we need to apply in dealing with our fellow teachers.	3.46	0.66	A	HL	6
2. Everyone makes it a point to tell a "new teacher" exactly of how things are done in the school.	3.49	0.56	A	HL	5
3. We can discuss any problem that we encounter at school with any of the teachers.	3.57	0.57	SA	VHL	3.5
4. Teachers at my school are very encouraging.	3.57	0.58	SA	VHL	3.5
5. Despite personal and professional differences, teachers at my school are always willing to assist one another.	3.62	0.59	SA	VHL	1
6. Teachers are committed to building a school that encourages education and growth of the whole child.	3.58	0.69	SA	VHL	2
Composite Mean	3.55	0.26	SA	VHL	

Legend: 3.51-4.00 Strongly Agree(SA)/Very High Level(VHL); 2.51-3.50 Agree(A)/High Level(HL); 1.51-2.50 Disagree(D)/Low Level(LL); 1.00-1.50 Strongly Disagree(SD)/Very Low Level(VLL)

As shown in Table 14, teacher respondents strongly agree that despite personal and professional differences, teachers at their school are always willing to assist one another with the highest assessment of 3.62 interpreted as to a very high level. Similarly, they strongly agree that teachers are committed to building a school that encourages education and growth of the whole child, they can discuss any problem that they encounter at school with any of the teachers, and that teachers at their school are very encouraging with the mean values of 3.58, 3.57, and 3.57 respectively interpreted as to a very high level. On the other hand, teacher respondents agree that everyone makes it a point to tell a new teacher exactly of how things are done in the school with the mean value of 3.49 interpreted as to a high level. Though teachers also agree that there is a shared vision and common goals that they need to apply in dealing with their fellow teachers, however, it was given the lowest assessment of 3.46 but also interpreted as to a high level. A composite mean value of 3.55 indicates that teacher respondents have a very high level of communication to the organization in terms of cultural communication.

4.4. On Openness of Communication

Table 15 presents the self-assessment of the teacher respondents on their level of communication to the organization in terms of openness of communication.



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Table 15
Respondents' Self-Assessment on their Level of
Communication to the Organization in Terms of Openness of
Communication

Openness of Communication	Mean	SD	QD	Int.	Ranking
1. Teachers are informed of all events, good and bad, that are happening around us.	3.72	0.48	SA	VHL	1
2. Teachers are updated about important issues and decisions to be made and given opportunities for input if desired.	3.59	0.54	SA	VHL	3
3. There is a balance in our school that demonstrates just how important acceptance and trust are in building a team.	3.67	0.54	SA	VHL	2
4. The teachers communicate fairly openly with one another.	3.36	0.52	A	HL	5
5. Communication is very good at our school. Teachers communicate openly both on a professional and social level.	3.40	0.62	A	HL	4
6. All people at this school community usually feel quite confident in approaching other teachers about most matters and parents and students are encouraged to do the same.	3.31	0.71	A	HL	6
Composite Mean	3.51	0.25	SA	VHL	

Legend: 3.51-4.00 Strongly Agree(SA)/Very High Level(VHL); 2.51-3.50 Agree(A)/High Level(HL); 1.51-2.50 Disagree(D)/Low Level(LL); 1.00-1.50 Strongly Disagree(SD)/Very Low Level(VLL)

As shown in Table 15, teacher respondents strongly agree that teachers are informed of all events, good and bad, that are happening around them with the highest assessment of 3.72 interpreted as to a very high level. Similarly, they strongly agree that there is a balance in their school that demonstrate just how important acceptance and trust are in building a team, and that teachers are updated about important issues and decisions to be made and given opportunities for input if desired with the mean values of 3.67 and 3.59 respectively interpreted as to a very high level. On the other hand, teacher respondents agree that communication is very good at their school. Teachers communicate openly both on a professional and social level, and that the teachers communicate fairly openly with one another with the mean values of 3.40 and 3.36 respectively interpreted as to a high level. Though teachers also agree that all people in their school community usually feel quite confident in approaching other teachers about most matters and parents and students are encouraged to do the same, however, it was given the lowest assessment of 3.31 also interpreted as to a high level. A composite mean value of 3.51 shows that teacher respondents have a very high level of communication to the organization in terms of openness of communication.

4.5. Summary of the Respondents' Self-Assessment on their Level of Communication to the Organization

Table 16 presents the summary of the self-assessment of teacher respondents on their level of communication to the organization.



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Table 16
Summary of the Respondents' Self-Assessment on their Level of Communication to the Organization

Indicators	Mean	SD	QD	Int.	Ranking
1. Supportive Communication	3.49	0.26	A	HL	3
2. Democratic Communication	3.42	0.23	A	HL	4
3. Cultural Communication	3.55	0.26	SA	VHL	1
4. Openness of Communication	3.51	0.25	SA	VHL	2
Over-all Mean	3.49	0.12	A	HL	

Legend: 3.51-4.00 Strongly Agree(SA)/Very High Level(VHL); 2.51-3.50 Agree(A)/High Level(HL); 1.51-2.50 Disagree(D)/Low Level(LL); 1.00-1.50 Strongly Disagree(SD)/Very Low Level(VLL)

As shown in Table 16, the result indicates that teachers manifested a very high level of communication to the organization in terms of cultural communication, and openness of communication, while a high level of communication to the organization in terms of supportive communication, and democratic communication. Based from the results, it is noticeable that cultural communication was given the highest assessment by the teacher respondents, while democratic communication was the least assessed indicator of communication to organization among the four. An over-all mean value of 3.49 reveals that teachers have manifested a high level of communication to the organization based on their own assessment.

V. Differences in the Self-Assessment of the Respondents on their Level of Communication to the Organization When Profile is Taken as Test Factor

Tables 17-20 present the differences in the self-assessment of the teacher respondents on their level of communication to the organization when their sex, age, years in teaching, and years in the present university are taken as test factors.

5.1. On Sex

Table 17 presents the differences in the self-assessment of the teacher respondents on their level of communication to the organization when their sex is taken as test factor.

Table 17
Differences in the Self-Assessment of the Respondents on their Level of Communication to the Organization when their Sex is Taken as Test Factor

Organizational Communication Indicators	Sex	Mean	SD	Computed t-value	Sig	Decision on Ho	Interpretation
1. Supportive Communication	Male	3.49	0.25	0.01	0.99	Accepted	Not Significant
	Female	3.49	0.27				
2. Democratic Communication	Male	3.42	0.22	-0.21	0.83	Accepted	Not Significant
	Female	3.42	0.23				
3. Cultural Communication	Male	3.57	0.25	1.21	0.23	Accepted	Not Significant
	Female	3.53	0.27				
4. Openness to Communication	Male	3.52	0.23	0.88	0.38	Accepted	Not Significant
	Female	3.50	0.27				
Over-all	Male	3.50	0.12	1.03	0.31	Accepted	Not Significant
	Female	3.48	0.12				



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As shown in Table 17, teacher respondents have obtained a computed t-value of 0.01 in terms of supportive communication with the significance value of 0.99. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when sex is taken as test factor. This goes to show that male and female teacher respondents have relatively the same assessment on their level of communication to the organization in terms of supportive communication.

In terms of democratic communication, teacher respondents have obtained a computed t-value of -0.21 with the significance value of 0.83. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when sex is taken as test factor. The result indicates that male and female teacher respondents have relatively the same assessment on their level of communication to the organization in terms of democratic communication.

In terms of cultural communication, teacher respondents have obtained a computed t-value of 1.21 with the significance value of 0.23. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when sex is taken as test factor. This is taken to mean that male and female teacher respondents have relatively the same assessment on their level of communication to the organization in terms of cultural communication.

In terms of openness to communication, teacher respondents have obtained a computed t-value of 0.88 with the significance value of 0.38. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when sex is taken as test factor. The result shows that male and female teacher respondents have relatively the same assessment on their level of communication to the organization in terms of openness to communication.

Generally, teacher respondents have obtained an over-all computed t-value of 1.03 with the significance value of 0.31. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when sex is taken as test factor. The result reveals that male and female teacher respondents have relatively the same assessment on their level of communication to the organization.

5.2. On Age

Table 18 presents the differences in the self-assessment of the teacher respondents on their level of communication to the organization when their age is taken as test factor.

Table 18
Differences in the Self-Assessment of the Respondents on their Level of Communication to the Organization when their Age is Taken as Test Factor

Organizational Communication Indicators	Age	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Supportive Communication	21-30 y/o	3.48	0.26	0.03	0.99	Accepted	Not Significant
	31-40 y/o	3.49	0.28				
	41-50 y/o	3.49	0.26				
	>50 y/o	3.49	0.26				
2. Democratic Communication	21-30 y/o	3.42	0.20	0.16	0.92	Accepted	Not Significant
	31-40 y/o	3.42	0.21				
	41-50 y/o	3.43	0.23				
	>50 y/o	3.41	0.25				
3. Cultural Communication	21-30 y/o	3.51	0.27	1.52	0.21	Accepted	Not Significant
	31-40 y/o	3.59	0.23				
	41-50 y/o	3.57	0.27				
	>50 y/o	3.51	0.27				
4. Openness to Communication	21-30 y/o	3.51	0.28	0.27	0.85	Accepted	Not Significant
	31-40 y/o	3.49	0.26				
	41-50 y/o	3.51	0.24				
	>50 y/o	3.52	0.25				
Over-all	21-30 y/o	3.48	0.12	0.47	0.70	Accepted	Not Significant
	31-40 y/o	3.50	0.11				
	41-50 y/o	3.50	0.12				
	>50 y/o	3.48	0.13				



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As shown in Table 18, teacher respondents have obtained a computed F-value of 0.03 in terms of supportive communication with the significance value of 0.99. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when age is taken as test factor. This goes to show that teacher respondents have relatively the same assessment on their level of communication to the organization in terms of supportive communication regardless of their age.

In terms of democratic communication, teacher respondents have obtained a computed F-value of 0.16 with the significance value of 0.92. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when age is taken as test factor. The result indicates that teacher respondents have relatively the same assessment on their level of communication to the organization in terms of democratic communication regardless of their age.

In terms of cultural communication, teacher respondents have obtained a computed F-value of 1.52 with the significance value of 0.21. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when age is taken as test factor. This is taken to mean that teacher respondents have relatively the same assessment on their level of communication to the organization in terms of cultural communication regardless of their age.

In terms of openness to communication, teacher respondents have obtained a computed F-value of 0.27 with the significance value of 0.85. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when age is taken as test factor. The result shows that teacher respondents have relatively the same assessment on their level of communication to the organization in terms of openness to communication regardless of their age.

Generally, teacher respondents have obtained an over-all computed F-value of 0.47 with the significance value of 0.70. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when age is taken as test factor. The result reveals that teacher respondents have relatively the same assessment on their level of communication to the organization regardless of their age.

5.3. On Years in Teaching

Table 19 presents the differences in the self-assessment of the teacher respondents on their level of communication to the organization when their years in teaching is taken as test factor.

Table 19
Differences in the Self-Assessment of the Respondents on their Level of Communication to the Organization when their Years in Teaching is Taken as Test Factor

Organizational Communication Indicators	Years in Teaching	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Supportive Communication	5-10 years	3.49	0.27	0.70	0.55	Accepted	Not Significant
	11-15 years	3.39	0.30				
	16-20 years	3.51	0.27				
	>20 years	3.48	0.25				
2. Democratic Communication	5-10 years	3.43	0.19	0.53	0.66	Accepted	Not Significant
	11-15 years	3.38	0.20				
	16-20 years	3.44	0.20				
	>20 years	3.41	0.25				
3. Cultural Communication	5-10 years	3.52	0.27	0.71	0.55	Accepted	Not Significant
	11-15 years	3.54	0.25				
	16-20 years	3.59	0.24				
	>20 years	3.54	0.27				
4. Openness to Communication	5-10 years	3.52	0.28	1.24	0.29	Accepted	Not Significant
	11-15 years	3.42	0.25				
	16-20 years	3.55	0.25				
	>20 years	3.50	0.24				
Over-all	5-10 years	3.49	0.12	2.84	0.08	Accepted	Not Significant
	11-15 years	3.43	0.09				
	16-20 years	3.52	0.12				
	>20 years	3.48	0.12				



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As shown in Table 19, teacher respondents have obtained a computed F-value of 0.70 in terms of supportive communication with the significance value of 0.55. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when years in teaching is taken as test factor. This goes to show that teacher respondents have relatively the same assessment on their level of communication to the organization in terms of supportive communication regardless of how long they have been teaching.

In terms of democratic communication, teacher respondents have obtained a computed F-value of 0.53 with the significance value of 0.66. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when years in teaching is taken as test factor. The result indicates that teacher respondents have relatively the same assessment on their level of communication to the organization in terms of democratic communication regardless of how long they have been teaching.

In terms of cultural communication, teacher respondents have obtained a computed F-value of 0.71 with the significance value of 0.55. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when years in teaching is taken as test factor. This is taken to mean that teacher respondents have relatively the same assessment on their level of communication to the organization in terms of cultural communication regardless of how long they have been teaching.

In terms of openness to communication, teacher respondents have obtained a computed F-value of 1.24 with the significance value of 0.29. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when years in teaching is taken as test factor. The result shows that teacher respondents have relatively the same assessment on their level of communication to the organization in terms of openness to communication regardless of how long they have been teaching.

Generally, teacher respondents have obtained an over-all computed F-value of 2.84 with the significance value of 0.08. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when years in teaching is taken as test factor. The result reveals that teacher respondents have relatively the same assessment on their level of communication to the organization regardless of how long they have been teaching.

5.4. On Years in the Present University

Table 20 presents the differences in the self-assessment of the teacher respondents on their level of communication to the organization when their years in the present university is taken as test factor.

Table 20
Differences in the Self-Assessment of the Respondents on their Level of Communication to the Organization when their Years in the Present University is Taken as Test Factor

Organizational Communication Indicators	Years in the Present University	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Supportive Communication	5-10 years	3.49	0.26	0.53	0.66	Accepted	Not Significant
	11-15 years	3.45	0.26				
	16-20 years	3.50	0.26				
	>20 years	3.49	0.28				
2. Democratic Communication	5-10 years	3.40	0.20	2.58	0.06	Accepted	Not Significant
	11-15 years	3.42	0.21				
	16-20 years	3.39	0.24				
	>20 years	3.51	0.22				
3. Cultural Communication	5-10 years	3.53	0.27	0.23	0.88	Accepted	Not Significant
	11-15 years	3.56	0.26				
	16-20 years	3.55	0.25				
	>20 years	3.56	0.30				
4. Openness to Communication	5-10 years	3.50	0.27	0.69	0.56	Accepted	Not Significant
	11-15 years	3.54	0.24				
	16-20 years	3.49	0.24				
	>20 years	3.51	0.28				
Over-all	5-10 years	3.48	0.12	0.98	0.40	Accepted	Not Significant
	11-15 years	3.50	0.11				
	16-20 years	3.48	0.13				
	>20 years	3.52	0.13				



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As shown in Table 20, teacher respondents have obtained a computed F-value of 0.53 in terms of supportive communication with the significance value of 0.66. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when years in the present university is taken as test factor. This goes to show that teacher respondents have relatively the same assessment on their level of communication to the organization in terms of supportive communication regardless of how long they have been in the present university.

In terms of democratic communication, teacher respondents have obtained a computed F-value of 2.58 with the significance value of 0.06. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when years in the present university is taken as test factor. The result indicates that teacher respondents have relatively the same assessment on their level of communication to the organization in terms of democratic communication regardless of how long they have been in the present university.

In terms of cultural communication, teacher respondents have obtained a computed F-value of 0.23 with the significance value of 0.88. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when years in the present university is taken as test factor. This is taken to mean that teacher respondents have relatively the same assessment on their level of communication to the organization in terms of cultural communication regardless of how long they have been in the present university.

In terms of openness to communication, teacher respondents have obtained a computed F-value of 0.69 with the significance value of 0.40. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when years in the present university is taken as test factor. The result shows that teacher respondents have relatively the same assessment on their level of communication to the organization in terms of openness to communication regardless of how long they have been in the present university.

Generally, teacher respondents have obtained an over-all computed F-value of 0.98 with the significance value of 0.40. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when years in the present university is taken as test factor. The result reveals that teacher respondents have relatively the same assessment on their level of communication to the organization regardless of how long they have been in the present university.

VI. Relationship Between the Teachers' Level of Citizenship Attitude and their Level of Communication to the Organization

Table 21 presents the relationship between the assessed level of teachers' citizenship attitude and their level of communication to the organization.



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Table 21
Relationship Between the Teachers' Level of Citizenship Attitude and their Level of Communication to Organization

Level of Citizenship Attitude to Organization	Level of Communication to Organization	Computed r	Sig	Decision on Ho	Interpretation
1. Altruism	Supportive	0.17	0.01	Rejected	Significant
	Democratic	0.12	0.04	Rejected	Significant
	Cultural	0.10	0.09	Accepted	Not Significant
	Openness to Communication	0.05	0.46	Accepted	Not Significant
	Average	0.00	0.99	Accepted	Not Significant
2. Courtesy	Supportive	0.05	0.40	Accepted	Not Significant
	Democratic	0.01	0.82	Accepted	Not Significant
	Cultural	0.04	0.52	Accepted	Not Significant
	Openness to Communication	0.06	0.35	Accepted	Not Significant
	Average	0.05	0.46	Accepted	Not Significant
3. Civic Virtue	Supportive	0.08	0.18	Accepted	Not Significant
	Democratic	0.03	0.60	Accepted	Not Significant
	Cultural	0.11	0.07	Accepted	Not Significant
	Openness to Communication	0.08	0.22	Accepted	Not Significant
	Average	0.16	0.09	Accepted	Not Significant
4. Sportsmanship	Supportive	0.09	0.15	Accepted	Not Significant
	Democratic	0.02	0.79	Accepted	Not Significant
	Cultural	0.11	0.08	Accepted	Not Significant
	Openness to Communication	0.11	0.07	Accepted	Not Significant
	Average	0.08	0.21	Accepted	Not Significant
5. Conscientiousness	Supportive	0.05	0.42	Accepted	Not Significant
	Democratic	0.06	0.35	Accepted	Not Significant
	Cultural	0.06	0.30	Accepted	Not Significant
	Openness to Communication	0.11	0.08	Accepted	Not Significant
	Average	0.04	0.50	Accepted	Not Significant
Over-all Level of Citizenship Attitude	Over-all Level of Communication	0.03	0.60	Accepted	Not Significant

As shown in Table 21, on altruism, teacher respondents have obtained a computed r values of 0.17, and 0.12 in terms of supportive, and democratic communications with the significance values of 0.01 and 0.04 respectively. Since the significance values are less than the set 0.05 level of significance, null hypothesis is rejected which means that there is a significant relationship between the level of citizenship attitude of teachers to organization on altruism with their level of communication to organization in terms of supportive and democratic communications. This further indicates that teachers' altruism can somehow affect their level of communication to organization particularly supportive and democratic communication, while no significant relationship was found with cultural and openness to communication.

On courtesy, teacher respondents have obtained a computed r values of 0.05, 0.01, 0.04 and 0.06 in terms of supportive, democratic, cultural, and openness to communications with the significance values of 0.40, 0.82, 0.52 and 0.35 respectively. Since the significance values are higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant relationship between the level of citizenship attitude of teachers to organization on courtesy with their level of communication to organization in terms of supportive, democratic, cultural, and openness to communications. This goes to show that teachers' courtesy to do not give significant impact to their level of communication to organization particularly supportive, democratic, cultural, and openness to communication.



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On civic virtue, teacher respondents have obtained a computed r values of 0.08, 0.03, 0.11 and 0.08 in terms of supportive, democratic, cultural, and openness to communications with the significance values of 0.18, 0.60, 0.07 and 0.22 respectively. Since the significance values are higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant relationship between the level of citizenship attitude of teachers to organization on civic virtue with their level of communication to organization in terms of supportive, democratic, cultural, and openness to communications. This could mean that teachers' civic virtue do not give significant impact to their level of communication to organization particularly supportive, democratic, cultural, and openness to communication.

On sportsmanship, teacher respondents have obtained a computed r values of 0.09, 0.02, 0.11 and 0.11 in terms of supportive, democratic, cultural, and openness to communications with the significance values of 0.15, 0.79, 0.08 and 0.07 respectively. Since the significance values are higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant relationship between the level of citizenship attitude of teachers to organization on sportsmanship with their level of communication to organization in terms of supportive, democratic, cultural, and openness to communications. This is taken to mean that teachers' sportsmanship did not give significant impact to their level of communication to organization particularly supportive, democratic, cultural, and openness to communication.

On conscientiousness, teacher respondents have obtained a computed r values of 0.05, 0.06, 0.06 and 0.11 in terms of supportive, democratic, cultural, and openness to communications with the significance values of 0.42, 0.35, 0.30 and 0.08 respectively. Since the significance values are higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant relationship between the level of citizenship attitude of teachers to organization on conscientiousness with their level of communication to organization in terms of supportive, democratic, cultural, and openness to communications. This is taken to mean that teachers' conscientiousness did not give significant impact to their level of communication to organization particularly supportive, democratic, cultural, and openness to communication.

Generally, teacher respondents have obtained an over-all computed r value of 0.03 with a significance value of 0.60. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant relationship between assessed level of organizational citizenship attitude and their over-all level of communication. This further reveals that teachers' level of communication is not significantly affected by their citizenship attitude to the organization.

Conclusion

Based on the findings, the following have been concluded:

1. Teachers are mostly female of more than forty years of age, have been in the teaching profession for more than 20 years, and have been in the present university for quite some time.
2. Teachers exhibited a very high level of organizational citizenship attitude particularly on being polite and considerate towards other people.
3. The attitude of representing and supporting their organization outside of an official capacity seems to be the least assessed attitude by the teachers to the organization.
4. Teachers have relatively the same assessment of their level of organizational citizenship attitude regardless of their sex, age, years in teaching and length of stay in the present university.
5. The organization's culture which consists of shared beliefs and values established by leaders were very well communicated and reinforced within the organization as perceived by the teachers.
6. Democratic communication was least perceived by the teachers, but still it was highly manifested according to them.
7. Teachers have relatively the same assessment of their level of communication to the organization regardless of their sex, age, years in teaching and length of stay in the present university.
8. While being altruistic in the organization somehow affect the teachers' level of communication particularly in supportive and democratic communication, however, it can also be said that generally, the teachers' level of organizational citizenship attitude couldn't have significant impact to their level of communication to the organization.



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Recommendations

In view of the summary of findings and the conclusions, the researcher highly /recommends the following:

1. The management should continue to build teachers' positive attitude through giving teachers greater trust to do their duties independently and building a conducive school environment creatively to improve organizational citizenship behavior.
2. School programs that focus on increasing teacher organizational citizenship attitude may be created through training activities that are scheduled regularly.
3. Try to make organizational citizenship behavior a lifestyle factor for all school residents by building awareness, care and a sense of responsibility.
4. Implement shared leadership in decision making and communicate regularly and effectively with teachers.
5. Seminars on communication and various social activities are suggested to be organized for teachers to develop and enhance organizational communication at school settings.

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