

## School Leadership, Job Satisfaction, and Organizational Citizenship Behavior as Predictors of Teacher Performance: An Explanatory Sequential Mixed-Methods Study

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### Abstract

Teacher performance is influenced not only by professional competence but also by leadership practices, workplace satisfaction, and teachers' voluntary contributions to school functioning. This study examined the relationships among school leadership, job satisfaction, organizational citizenship behavior, and teacher performance among public elementary school teachers in Surigao del Norte, Philippines. It also determined whether individualized consideration moderated the relationship between job satisfaction and organizational citizenship behavior. An explanatory sequential mixed-methods design was employed. Quantitative data were collected from 404 teachers using validated survey instruments and analyzed through descriptive statistics, Pearson correlation, and moderation analysis. Qualitative data were subsequently gathered to explain and contextualize the quantitative findings. School leadership and job satisfaction were rated high, whereas organizational citizenship behavior and teacher performance were rated very high. School leadership was strongly and positively associated with job satisfaction ( $r = .768, p < .001$ ). Job satisfaction was moderately and positively related to organizational citizenship behavior ( $r = .632, p < .001$ ), while organizational citizenship behavior was strongly associated with teacher performance ( $r = .665, p < .001$ ). Individualized consideration did not significantly moderate the relationship between job satisfaction and organizational citizenship behavior. Qualitative findings showed that teacher behavior and performance were shaped by supportive leadership, intrinsic motivation, collegial relationships, recognition, and professional commitment. The integrated findings indicate that teacher performance develops through interconnected leadership, psychological, and behavioral processes. Based on the results, the TEACH-LED Program was developed to strengthen school heads' competencies in communication, mentoring, participatory decision-making, teacher support, and performance development.

**Keywords:** Individualized Consideration, Job Satisfaction, Organizational Citizenship Behavior, School Leadership, Teacher Performance

### 1. Introduction

Teacher performance is a central determinant of instructional quality, learner development, and school effectiveness. In public education, teachers are expected to perform interconnected instructional, professional, administrative, and community responsibilities. These include curriculum delivery, learner assessment, classroom management, preparation of school records, participation in institutional programs, professional development, and compliance with accountability standards. Consequently, teacher performance cannot be explained solely through pedagogical knowledge or individual competence. It is also shaped by the organizational conditions under which teachers work, including leadership quality, professional support, collegial relationships, work satisfaction, and opportunities to participate meaningfully in school affairs. Successful school leadership is particularly important because its effects on educational outcomes are largely transmitted through teachers' motivation, commitment, professional capacity, and working conditions (Leithwood et al., 2020).

School leadership provides direction, develops organizational conditions, supports instructional improvement, and shapes teachers' experiences within the workplace. Transformational leadership is especially relevant because it emphasizes idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These practices enable school heads to model professional values, communicate a shared purpose, encourage innovation, and respond to teachers' developmental needs (Bass & Riggio, 2006). In educational settings, leadership development is not limited to strengthening administrative competence. It also involves developing leaders' capacity to support teachers, facilitate professional learning, build collaborative cultures, and sustain organizational improvement (Daniëls et al., 2019). In the Philippine public school system, these responsibilities are institutionalized through the Philippine Professional Standards for School Heads, which identifies strategic leadership, instructional leadership, resource management, stakeholder engagement, and the development of self and others as major areas of school-head practice (Department of Education, 2020).

One important mechanism through which school leadership may influence teachers is job satisfaction. Teacher job satisfaction reflects the extent to which teachers positively evaluate their responsibilities, supervision, professional relationships, recognition, working conditions, and opportunities for development. It is therefore both an individual psychological response and an organizational outcome. Evidence from international teacher research indicates that job satisfaction is significantly related to school working conditions, teacher cooperation, disciplinary climate, workload, professional well-being, and the stability of the teaching workforce (Toropova et al., 2021). School heads may strengthen satisfaction when they provide fair treatment, clear communication, recognition, professional support, and opportunities for teachers to participate in decisions. Conversely, unsupportive leadership and unfavorable working conditions may contribute to frustration, disengagement, and reduced professional commitment.

Job satisfaction may also influence organizational citizenship behavior. Organizational citizenship behavior refers to discretionary and cooperative actions that extend beyond formally prescribed duties but support organizational effectiveness. Within schools, such behaviors include assisting colleagues, mentoring learners beyond required hours, voluntarily supporting school activities, sharing instructional resources, participating in improvement initiatives, and contributing to a positive professional climate. These actions are important because schools depend not only on formally assigned responsibilities but also on teachers' willingness to cooperate, demonstrate initiative, and support collective goals. A systematic review of organizational citizenship behavior in public organizations found that such behavior is associated with collaboration, service quality, organizational commitment, leadership, job attitudes, and institutional effectiveness (de Geus et al., 2020). In a school context, organizational citizenship behavior may therefore provide the behavioral pathway through which teachers' positive work experiences are translated into stronger professional performance.

Despite the established importance of these constructs, several research gaps remain. First, school leadership, job satisfaction, organizational citizenship behavior, and teacher performance have frequently been examined as separate variables or through isolated direct relationships. This fragmented approach does not adequately explain the sequential process through which leadership may influence teachers' psychological experiences, how these experiences encourage voluntary organizational behavior, and how such behavior relates to performance. Leadership effects are often indirect and operate through organizational and teacher-level conditions rather than through administrative supervision alone (Leithwood et al., 2020). An integrated model is therefore needed to examine school leadership as an organizational antecedent, job satisfaction as a psychological mechanism, organizational citizenship behavior as a behavioral mechanism, and teacher performance as the resulting professional outcome.

Second, limited attention has been given to the conditional role of individualized consideration in the relationship between teacher job satisfaction and organizational citizenship behavior. Individualized consideration concerns the personalized mentoring, coaching, recognition, listening, and developmental support provided by leaders to individual followers (Bass & Riggio, 2006). Although satisfied teachers may be more willing to demonstrate



citizenship behavior, the extent to which such satisfaction is converted into voluntary organizational contribution may depend on whether school heads recognize teachers' individual needs and professional circumstances. Examining individualized consideration as a moderator therefore extends the analysis beyond determining whether variables are related and addresses the conditions under which the relationship between satisfaction and organizational citizenship behavior may become stronger or weaker.

Third, much of the available research has relied on cross-sectional quantitative designs that identify statistical associations but provide limited explanation of how teachers experience these relationships in actual school settings. Numerical patterns alone may not fully capture how leadership communication, recognition, professional commitment, collegial cooperation, intrinsic motivation, and organizational expectations shape teachers' work behavior. An explanatory sequential mixed-methods design is therefore warranted because quantitative results can first establish the magnitude and direction of the relationships, while qualitative evidence can explain the experiences and contextual conditions underlying those results (Creswell & Plano Clark, 2018). Such integration is particularly valuable when the objective is not only to test relationships but also to translate evidence into a context-responsive leadership intervention.

A further gap concerns the limited local evidence from Philippine public elementary schools, particularly within the Schools Division of Surigao del Norte. Educational systems vary in terms of policy requirements, resource availability, workload, school culture, accountability practices, and leadership structures. Findings from international settings may not fully represent the experiences of Filipino teachers working within centralized policies and locally differentiated school conditions. Context-specific evidence is needed to determine how public elementary school teachers perceive leadership, satisfaction, cooperative behavior, and performance, and how these constructs function together within their institutional environment. Such evidence can support leadership-development initiatives that respond to actual teacher and school needs rather than relying solely on generalized leadership models.

Accordingly, this study examined the relationships among school leadership, job satisfaction, organizational citizenship behavior, and teacher performance among public elementary school teachers in Surigao del Norte, Philippines. It also tested whether individualized consideration moderated the relationship between job satisfaction and organizational citizenship behavior and qualitatively explored teachers' explanations of the quantitative findings. The integrated results served as the basis for developing the Transformational Engagement and Capacity-building for Heads toward Leadership, Effectiveness, and Development, or TEACH-LED Program. By connecting organizational, psychological, behavioral, and performance-related factors, the study provides a more comprehensive explanation of teacher performance and positions school leadership as a practical intervention point for improving teacher support, professional cooperation, and school effectiveness.

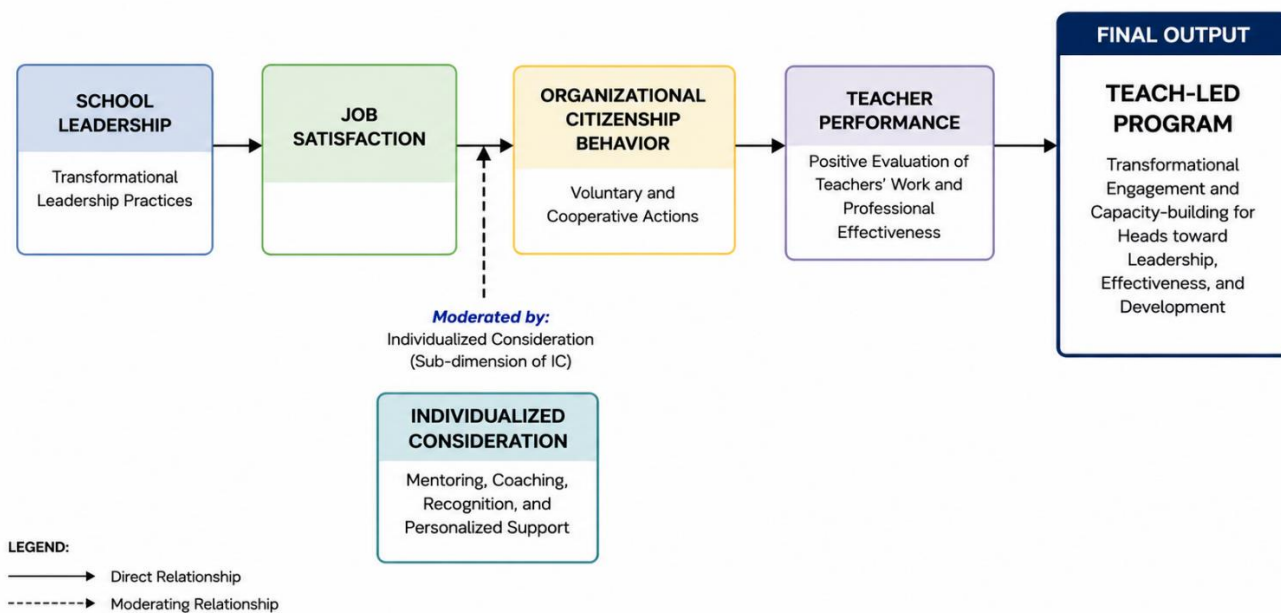
### Theoretical Framework

This study is anchored in Transformational Leadership Theory, Job Satisfaction Theory, Organizational Citizenship Behavior Theory, and Conditional Process Modeling. Transformational Leadership Theory explains how school heads influence teachers through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, thereby shaping teachers' motivation, professional attitudes, and work experiences (Bass & Riggio, 2006). Job Satisfaction Theory supports the view that teachers' positive evaluation of their work, supervision, collegial relationships, recognition, and professional environment may mediate the influence of leadership on workplace behavior (Spector, 1997; Toropova et al., 2021). Organizational Citizenship Behavior Theory explains how satisfied teachers may express positive work attitudes through voluntary and cooperative actions that extend beyond formal role requirements and contribute to school effectiveness and teacher performance (de Geus et al., 2020; Organ, 1988). Conditional Process Modeling further provides the analytical basis for examining whether individualized consideration changes the strength of the relationship between job satisfaction and organizational citizenship behavior (Hayes, 2022). Together, these perspectives support the



proposed sequence in which school leadership influences job satisfaction, job satisfaction promotes organizational citizenship behavior, and organizational citizenship behavior contributes to teacher performance.

### Conceptual Framework



**Note.** IC = Individualized Consideration (a sub-dimension of Transformational Leadership). The dashed line indicates that individualized consideration moderates the relationship between job satisfaction and organizational citizenship behavior.

Figure 1. Schematic Diagram of the Conceptual Framework

Figure 1 presents the proposed sequence through which school leadership contributes to teacher performance. Transformational leadership practices are expected to strengthen teachers' job satisfaction, which may encourage organizational citizenship behavior through voluntary and cooperative actions. These behaviors are then linked to improved teacher performance. Individualized consideration—expressed through mentoring, coaching, recognition, and personalized support—is positioned as a moderating variable that may influence the strength of the relationship between job satisfaction and organizational citizenship behavior. The integrated findings serve as the basis for developing the TEACH-LED Program.

### Aim of the Study

This study aimed to explain teacher performance among public elementary school teachers through school leadership, job satisfaction, and organizational citizenship behavior; determine the moderating role of individualized consideration; and use the integrated quantitative and qualitative findings as the basis for developing the TEACH-LED Program.

### Statement of the Problem

Specifically, the study sought to answer the following questions:

1. What is the level of school leadership as perceived by public elementary school teachers?
2. What is the level of the teacher-related variables in terms of:
  - 2.1 job satisfaction;

- 2.2 organizational citizenship behavior; and  
2.3 teacher performance?
3. Is there a significant relationship between school leadership and job satisfaction?
  4. Is there a significant relationship between job satisfaction and organizational citizenship behavior?
  5. Is there a significant relationship between organizational citizenship behavior and teacher performance?
  6. Does individualized consideration significantly moderate the relationship between job satisfaction and organizational citizenship behavior?
  7. How do teachers explain their experiences of school leadership, job satisfaction, organizational citizenship behavior, and teacher performance based on the quantitative findings?
  8. Based on the integrated quantitative and qualitative findings, what leadership training program may be developed?

### Hypotheses of the Study

The following null hypotheses were tested:

**H<sub>01</sub>:** There is no significant relationship between school leadership and job satisfaction among public elementary school teachers.

**H<sub>02</sub>:** There is no significant relationship between job satisfaction and organizational citizenship behavior among public elementary school teachers.

**H<sub>03</sub>:** There is no significant relationship between organizational citizenship behavior and teacher performance among public elementary school teachers.

**H<sub>04</sub>:** Individualized consideration does not significantly moderate the relationship between job satisfaction and organizational citizenship behavior among public elementary school teachers.

### 2. Review of Related Literature

Teacher performance is increasingly understood as the product of both individual competence and the organizational conditions in which teaching occurs. Although teachers' knowledge, instructional skills, and professional standards remain essential, their effectiveness is also influenced by school leadership, workplace relationships, professional support, motivation, and opportunities for meaningful participation. School leadership is therefore significant because it shapes the environment within which teachers interpret and perform their responsibilities. Rather than affecting performance only through direct supervision, successful leadership commonly operates through teachers' motivation, commitment, professional capacity, and working conditions (Leithwood et al., 2020). This perspective supports the present study's treatment of school leadership as the initial organizational factor in explaining teacher performance.

Transformational leadership provides a relevant explanation of how school heads influence these teacher-related conditions. Through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, school leaders can communicate shared goals, model professional conduct, encourage innovation, and support teachers' development (Bass & Riggio, 2006). In educational institutions, these practices are associated with stronger professional relationships and working environments that enable teachers to participate more meaningfully in school improvement. Daniëls et al. (2019) emphasized that educational leadership development should extend beyond administrative competence and include the ability to develop people, support professional learning, and facilitate organizational change. Thus, leadership is relevant to the present study not simply as a management function but as a mechanism through which teachers develop positive or negative evaluations of their work.

Job satisfaction represents an important psychological outcome of these leadership and workplace experiences. Teachers assess their work in relation to supervision, recognition, collegial relationships, workload, professional autonomy, school climate, and opportunities for development. When these conditions are supportive, teachers are



more likely to experience satisfaction, commitment, and sustained engagement. Toropova et al. (2021) found that teacher job satisfaction is closely associated with school working conditions, teacher cooperation, disciplinary climate, and professional characteristics. These findings imply that job satisfaction does not develop independently of the school environment. It reflects how teachers interpret the conditions created and maintained by school leadership. Accordingly, the present study proposes that stronger school leadership is associated with greater teacher job satisfaction.

The importance of job satisfaction becomes clearer when it is connected to organizational citizenship behavior. Organizational citizenship behavior refers to discretionary actions that exceed minimum role requirements but support the effective functioning of the organization. In schools, these actions may include helping colleagues, sharing instructional resources, voluntarily supporting school programs, mentoring learners beyond prescribed duties, and contributing to improvement initiatives. Such behaviors are especially important in educational institutions because school effectiveness frequently depends on cooperation, professional goodwill, and collective responsibility. The systematic review by de Geus et al. (2020) showed that organizational citizenship behavior in public organizations is shaped by job attitudes, leadership, organizational commitment, motivation, and perceptions of fairness. The literature therefore suggests that satisfied teachers may be more willing to contribute beyond their formal duties because they have developed a positive relationship with their work and school community.

Organizational citizenship behavior may, in turn, contribute to teacher performance by strengthening collaboration, responsiveness, shared responsibility, and organizational functioning. Teachers who assist colleagues, participate actively in institutional activities, and voluntarily support learners may enhance not only the performance of the school but also their own professional effectiveness. However, organizational citizenship behavior should not be interpreted merely as additional labor. It represents discretionary professional conduct that emerges when teachers identify with the school's goals and perceive their participation as meaningful. Organ's (1988) foundational theory and later public-sector research indicate that citizenship behaviors improve organizational functioning by facilitating cooperation and reducing barriers to collective performance (de Geus et al., 2020). This supports the present study's proposition that organizational citizenship behavior functions as the behavioral pathway linking job satisfaction to teacher performance.

Individualized consideration may further influence how positive work attitudes are translated into voluntary behavior. As a dimension of transformational leadership, individualized consideration involves mentoring, coaching, listening, recognition, and support tailored to followers' needs (Bass & Riggio, 2006). Teachers who receive personalized support may feel more valued and may consequently become more willing to contribute beyond formal expectations. Nevertheless, citizenship behavior may also arise from intrinsic motivation, professional ethics, collegial norms, and commitment to learners. This creates an empirical question regarding whether individualized consideration strengthens the relationship between job satisfaction and organizational citizenship behavior. The present study addresses this question by testing individualized consideration as a moderator rather than assuming that personalized support uniformly changes teachers' behavior.

The reviewed literature reveals that school leadership, job satisfaction, organizational citizenship behavior, and teacher performance are conceptually related, but these relationships are often examined separately. Studies frequently focus on leadership and satisfaction, satisfaction and citizenship behavior, or citizenship behavior and performance without testing the constructs as an interconnected sequence. This limits understanding of how an organizational condition such as leadership may influence a psychological state, how that state may be expressed through voluntary behavior, and how such behavior may contribute to professional performance. The limited examination of individualized consideration as a moderating condition further leaves uncertainty regarding when satisfaction is more likely to result in citizenship behavior.

A contextual gap is also evident. Much of the literature has been produced outside Philippine public elementary education, where teachers work under distinct administrative structures, performance expectations, resource



conditions, and community responsibilities. Relationships established in other educational systems cannot automatically be assumed to operate in the same manner among public elementary school teachers in Surigao del Norte. Moreover, predominantly quantitative research may identify statistical associations but cannot fully explain how teachers experience leadership support, satisfaction, cooperation, and professional commitment in their daily work. The present study therefore uses an explanatory sequential mixed-methods design to examine the proposed relationships quantitatively and clarify them through teachers' qualitative accounts.

Overall, the literature supports an integrated pathway in which transformational school leadership shapes teachers' work experiences and job satisfaction, job satisfaction encourages organizational citizenship behavior, and organizational citizenship behavior contributes to teacher performance. It also provides a basis for testing whether individualized consideration changes the strength of the relationship between satisfaction and citizenship behavior. Through this integrated model, the present study extends previous research by combining organizational, psychological, behavioral, and performance-related variables within the context of Philippine public elementary schools. The resulting evidence also provides a research-based foundation for the TEACH-LED Program, which is intended to strengthen school heads' communication, mentoring, teacher support, participatory leadership, and performance-development practices.

### 3. Methodology

#### Research Design

An explanatory sequential mixed-methods design was employed to examine teacher performance through school leadership, job satisfaction, and organizational citizenship behavior. The quantitative phase was conducted first to determine the levels of the principal variables, test their relationships, and examine whether individualized consideration moderated the relationship between job satisfaction and organizational citizenship behavior. A descriptive-correlational approach was used for this phase. The qualitative phase subsequently used a follow-up explanatory approach to clarify and contextualize the statistical findings through teachers' accounts of their leadership experiences, workplace satisfaction, voluntary professional behavior, and performance. The quantitative and qualitative findings were integrated during interpretation and served as the basis for developing the TEACH-LED Program.

#### Research Setting and Participants

The study was conducted among public elementary school teachers in the Schools Division of Surigao del Norte, Philippines. The target population comprised approximately 1,200 teachers who had direct experience with school leadership practices, job satisfaction, organizational citizenship behavior, and performance expectations within the public school system.

The minimum quantitative sample was calculated using Slovin's formula at a 5% margin of error, resulting in a required sample of 300 teachers. However, the final sample was increased to 404 teacher-respondents to strengthen representation across the identified population groups. Stratified sampling was employed to ensure that respondents were drawn from the relevant school or district strata within the division. For the qualitative phase, participants were purposively selected from the quantitative respondents based on their capacity to explain the statistically significant, non-significant, and contextually important findings.

#### Research Instruments

Quantitative data were collected using a structured survey questionnaire that measured school leadership, job satisfaction, organizational citizenship behavior, individualized consideration, and teacher performance. School leadership was assessed through the transformational leadership dimensions of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Job satisfaction covered teachers'



perceptions of their work, supervision, collegial relationships, professional environment, recognition, and institutional support. Organizational citizenship behavior measured voluntary and cooperative actions that supported colleagues, learners, school programs, and organizational objectives. Teacher performance was assessed in relation to instructional responsibilities, classroom management, professional duties, task completion, and contribution to school goals.

A semi-structured interview guide was used during the qualitative phase. The questions were developed from the quantitative results and explored how teachers experienced school leadership, job satisfaction, organizational citizenship behavior, individualized consideration, and teacher performance. The guide also examined how leadership support, professional relationships, motivation, recognition, and commitment helped explain the observed statistical relationships.

### **Instrument Validation and Reliability**

The survey questionnaire underwent expert content validation before its administration. The validators examined the items for clarity, relevance, wording, appropriateness, and alignment with the research variables, conceptual framework, and statement of the problem. Their comments and recommendations were incorporated into the revised instrument.

The revised questionnaire was pilot-tested among 37 public elementary school teachers who were excluded from the final sample. The pilot test assessed the clarity, comprehensibility, and suitability of the items for the intended respondents. Internal consistency was evaluated using Cronbach's alpha, with a coefficient of .70 or higher considered acceptable. The reliability analysis confirmed that the questionnaire was suitable for measuring the study variables.

The semi-structured interview guide was likewise submitted to experts for validation in terms of clarity, relevance, sequencing, and alignment with the quantitative findings. It was pilot-tested among five teachers who were not included in the final qualitative phase. Feedback from the pilot interviews was used to refine the wording, order, and explanatory focus of the questions. Data obtained during both pilot tests were excluded from the final analyses.

### **Data Collection Procedures**

Approval to conduct the study was secured from the Schools Division Office and the relevant school authorities. Before survey administration, the respondents were informed of the study's purpose, procedures, voluntary nature, and confidentiality safeguards. Informed consent was obtained before participation. The questionnaires were distributed through approved school channels and checked for completeness before data encoding and analysis.

The qualitative phase was conducted after the quantitative data had been analyzed. Participants were purposively invited for semi-structured interviews based on the results requiring further explanation. The interviews focused on teachers' experiences of leadership, satisfaction, voluntary organizational contribution, individualized support, and professional performance. With participants' consent, the interviews were recorded to support accurate transcription. Detailed field notes were prepared when recording was not permitted. The interview data were subsequently transcribed, organized, coded, and prepared for thematic analysis.

### **Data Analysis**

Frequency and percentage were used to summarize the respondents' demographic and professional characteristics. Means and standard deviations were calculated to determine the levels of school leadership, job satisfaction, organizational citizenship behavior, individualized consideration, and teacher performance.



Pearson product-moment correlation was used to test the relationships between school leadership and job satisfaction, job satisfaction and organizational citizenship behavior, and organizational citizenship behavior and teacher performance. Regression analysis was used to examine the predictive relationships represented in the conceptual framework. Moderation analysis was conducted to determine whether individualized consideration significantly altered the strength or direction of the relationship between job satisfaction and organizational citizenship behavior. Before the inferential analyses, the relevant assumptions concerning normality, linearity, multicollinearity, homoscedasticity, independence of errors, and missing data were assessed.

Qualitative data were examined through thematic analysis. The process involved repeated familiarization with the transcripts, initial coding, grouping of related codes, formation of categories, development and review of themes, and interpretation of the resulting patterns. The themes were used to explain the quantitative findings and to identify contextual factors associated with teachers' leadership experiences, work attitudes, organizational citizenship behavior, and performance.

### Mixed-Methods Integration

Integration was undertaken through connecting and merging the quantitative and qualitative phases. The initial statistical findings guided the selection of qualitative participants and the development of the interview questions. The qualitative themes were then compared with the quantitative results to identify convergence, elaboration, complementarity, and possible differences between the two datasets. Particular attention was given to explaining the significant relationships among school leadership, job satisfaction, organizational citizenship behavior, and teacher performance, as well as the non-significant moderating effect of individualized consideration. The integrated interpretation served as the empirical basis for the development of the TEACH-LED Program.

### Ethical Considerations

Participation was voluntary and based on informed consent. Respondents and interview participants were informed of their right to decline participation or withdraw without penalty. Confidentiality was maintained by removing personally identifying information and assigning codes to the survey records and interview transcripts. The results were reported in aggregate form, while qualitative accounts were anonymized to protect the identities of the teachers and schools involved. Research records were stored securely and accessed only for purposes related to the study. Administrative and institutional permissions were obtained before data collection, and the study observed established principles of research integrity, privacy, respect for participants, and responsible data management.

## 4. Results and Discussion

The findings are presented according to the explanatory sequential mixed-methods design. The quantitative results are reported first to establish the levels and relationships among school leadership, job satisfaction, organizational citizenship behavior, and teacher performance. The moderating role of individualized consideration is then examined. The qualitative findings are subsequently presented to explain and contextualize the statistical results. Finally, both strands are integrated to identify the implications for the TEACH-LED Program.

### Quantitative Results

**Table 1.** *Level of School Leadership as Perceived by Public Elementary School Teachers (N = 404)*

Leadership Dimension	M	SD	Minimum	Maximum	Interpretation
Idealized influence	3.92	0.90	1.00	5.00	High
Inspirational motivation	3.83	0.95	1.00	5.00	High
Intellectual stimulation	3.93	0.90	1.00	5.00	High
Individualized consideration	3.69	1.08	1.00	5.00	High

Leadership Dimension	M	SD	Minimum	Maximum	Interpretation
Overall school leadership	3.84	0.89	1.00	5.00	High

Note. Scale interpretation: 4.20–5.00 = Very High; 3.40–4.19 = High; 2.60–3.39 = Moderate; 1.80–2.59 = Low; and 1.00–1.79 = Very Low.

The overall level of school leadership was high ( $M = 3.84$ ,  $SD = 0.89$ ), indicating that teachers generally perceived their school heads as demonstrating transformational leadership. Intellectual stimulation received the highest mean ( $M = 3.93$ ,  $SD = 0.90$ ), closely followed by idealized influence ( $M = 3.92$ ,  $SD = 0.90$ ). These results suggest that school heads were perceived as encouraging professional reflection, problem-solving, innovation, and exemplary professional conduct.

Individualized consideration obtained the lowest mean ( $M = 3.69$ ,  $SD = 1.08$ ). Although still interpreted as high, its lower score and relatively larger standard deviation indicate that personalized mentoring, recognition, coaching, and attention to individual teacher needs were experienced less consistently. The variation implies that transformational leadership was generally present, but the degree of individualized support differed across teachers and schools.

The findings support Leithwood et al. (2020), who explained that school leadership contributes to educational improvement by influencing teachers' motivation, commitment, capacity, and working conditions. The relatively strong ratings for intellectual stimulation and idealized influence indicate that school heads were generally successful in providing professional direction and encouraging teachers to approach school-related challenges reflectively. However, the lower rating for individualized consideration identifies personalized teacher support as a leadership area requiring further development.

**Table 2. Levels of Job Satisfaction, Organizational Citizenship Behavior, and Teacher Performance (N = 404)**

Variable	M	SD	Interpretation
Job satisfaction	4.05	0.68	High
Organizational citizenship behavior	4.26	0.54	Very High
Teacher performance	4.34	0.48	Very High

Note. Scale interpretation: 4.20–5.00 = Very High; 3.40–4.19 = High; 2.60–3.39 = Moderate; 1.80–2.59 = Low; and 1.00–1.79 = Very Low.

Job satisfaction was rated high ( $M = 4.05$ ,  $SD = 0.68$ ). This result indicates that teachers generally held positive evaluations of their professional roles, relationships, work environment, supervision, and school experiences. The finding is consistent with Toropova et al. (2021), who established that teacher job satisfaction is closely associated with school working conditions, collegial cooperation, professional environment, and leadership-related factors.

Organizational citizenship behavior was rated very high ( $M = 4.26$ ,  $SD = 0.54$ ), showing that teachers frequently engaged in voluntary and cooperative behaviors beyond their minimum formal responsibilities. These behaviors included assisting colleagues, supporting school activities, participating in institutional programs, and contributing to collective school objectives. The result indicates that cooperation and extra-role participation were strongly embedded in the professional conduct of the respondents. This supports the view that organizational citizenship behavior strengthens organizational functioning through cooperation, initiative, shared responsibility, and voluntary contribution (de Geus et al., 2020).

Teacher performance obtained the highest overall mean ( $M = 4.34$ ,  $SD = 0.48$ ) and was interpreted as very high. Teachers perceived themselves as highly effective in instructional delivery, classroom management, completion of professional responsibilities, and contribution to school goals. The relatively low standard deviation indicates that these positive performance assessments were reasonably consistent across respondents. However, because teacher performance was measured through self-report, the high rating should be interpreted as teachers'

perceived professional effectiveness rather than as an independently observed measure of classroom performance.

The pattern across the three variables shows that teachers reported favorable work attitudes, very strong voluntary behavior, and very high performance. The findings suggest that positive evaluations of work coexist with cooperation, professional commitment, and willingness to contribute beyond prescribed duties.

**Table 3. Correlation Matrix of School Leadership, Job Satisfaction, Organizational Citizenship Behavior, and Teacher Performance (N = 404)**

Variable	1	2	3	4
1. School leadership	1.000	.768**	.491**	—
2. Job satisfaction	.768**	1.000	.632**	.504**
3. Organizational citizenship behavior	.491**	.632**	1.000	.665**
4. Teacher performance	—	.504**	.665**	1.000

*Note.* Pearson product-moment correlation was used.  $p < .001$ . Only the relationships specified in the statement of the problem were subjected to hypothesis decisions. A dash indicates that the relationship was not reported in the dissertation matrix.

The matrix shows positive and statistically significant relationships among the principal variables. The hypothesis-specific relationships are presented separately in Table 4.

**Table 4. Hypothesis Tests for the Relationships Among the Principal Variables (N = 404)**

Tested Relationship	r	p	Magnitude	Decision on Null Hypothesis
School leadership and job satisfaction	.768	< .001	Strong positive	Rejected
Job satisfaction and organizational citizenship behavior	.632	< .001	Moderate positive	Rejected
Organizational citizenship behavior and teacher performance	.665	< .001	Strong positive	Rejected

### School Leadership and Job Satisfaction

School leadership had a strong positive relationship with job satisfaction ( $r = .768, p < .001$ ). Thus, the null hypothesis stating that there was no significant relationship between school leadership and job satisfaction was rejected. Teachers who perceived stronger transformational leadership also tended to report greater satisfaction with their work and professional environment.

The strength of the relationship indicates that leadership was closely connected to teachers' workplace evaluations. School heads who communicated direction, modeled professional conduct, encouraged participation, and supported professional development appeared to create conditions under which teachers experienced greater satisfaction. This result is consistent with Leithwood et al. (2020), who argued that successful school leadership influences teacher outcomes by shaping motivation, commitment, professional capacity, and working conditions. It also corresponds with Toropova et al. (2021), who found that teachers' satisfaction is strongly affected by the quality of their school environment and professional relationships.

The result does not establish a causal effect because the data were correlational. Nevertheless, the magnitude of the association identifies school leadership as an important organizational condition related to teachers' positive

work experiences. This supports the study’s conceptual placement of leadership at the beginning of the proposed explanatory sequence.

### Job Satisfaction and Organizational Citizenship Behavior

Job satisfaction had a moderate positive relationship with organizational citizenship behavior ( $r = .632, p < .001$ ). The corresponding null hypothesis was therefore rejected. Teachers with higher levels of satisfaction tended to report more frequent helping behavior, voluntary participation, cooperation, and contribution beyond formal job requirements.

The finding suggests that positive workplace evaluations may encourage teachers to reciprocate through behaviors that benefit colleagues, learners, and the school. Satisfaction may strengthen teachers’ willingness to participate because they perceive their professional environment as supportive, meaningful, or consistent with their values. The moderate magnitude also indicates that job satisfaction is important but does not fully account for organizational citizenship behavior. Other factors, including intrinsic motivation, professional ethics, collegial norms, concern for learners, and organizational commitment, may also influence teachers’ willingness to perform beyond prescribed duties.

This result is consistent with organizational citizenship literature indicating that positive job attitudes are associated with discretionary and cooperative workplace behavior (de Geus et al., 2020; Podsakoff et al., 2000). Within schools, this relationship is particularly relevant because many institutional activities depend on voluntary collaboration rather than formal assignment alone.

### Organizational Citizenship Behavior and Teacher Performance

Organizational citizenship behavior had a strong positive relationship with teacher performance ( $r = .665, p < .001$ ). The null hypothesis of no significant relationship was rejected. Teachers who reported stronger voluntary and cooperative behavior also tended to report higher professional performance.

The result indicates that teacher performance was associated not only with formal role compliance but also with willingness to support colleagues, school activities, learners, and institutional goals. Organizational citizenship behavior may facilitate performance through improved teamwork, resource sharing, professional assistance, collective problem-solving, and stronger school coordination. Teachers who actively contribute to the school community may also develop professional relationships and work practices that enhance their effectiveness.

This finding supports the argument that organizational citizenship behavior contributes to school effectiveness through cooperation and shared responsibility (DiPaola & Hoy, 2005). It also reinforces the conceptual treatment of organizational citizenship behavior as a behavioral pathway connected to teacher performance. However, the relationship remains associative; it does not demonstrate that citizenship behavior independently caused higher performance.

### Moderating Effect of Individualized Consideration

Moderation analysis was conducted to determine whether individualized consideration changed the strength of the relationship between job satisfaction and organizational citizenship behavior.

**Table 5. Moderating Effect of Individualized Consideration on the Relationship Between Job Satisfaction and Organizational Citizenship Behavior (N = 404)**

Interaction Term	B	p	Interpretation	Decision on Null Hypothesis
Job satisfaction × individualized consideration	.035	.182	Not significant	Not rejected

The interaction between job satisfaction and individualized consideration was not statistically significant ( $B = .035$ ,  $p = .182$ ). Therefore, the null hypothesis was not rejected. Individualized consideration did not significantly alter the strength or direction of the relationship between job satisfaction and organizational citizenship behavior.

This result means that the positive relationship between job satisfaction and organizational citizenship behavior remained relatively stable across differing levels of individualized consideration. Teachers who were satisfied with their work tended to demonstrate citizenship behavior regardless of whether they perceived relatively higher or lower levels of personalized leadership support.

The non-significant moderation result does not imply that individualized consideration is unimportant. It remained the lowest-rated transformational leadership dimension and was strongly relevant to teachers' experiences of mentoring, recognition, coaching, and personal support. Rather, the result indicates that individualized consideration did not function as a statistical boundary condition for the job satisfaction–organizational citizenship behavior relationship in this sample. Teachers' citizenship behavior may have been sufficiently influenced by professional commitment, collegial responsibility, intrinsic motivation, and concern for learners to remain strong even when personalized support varied.

### Qualitative Findings

The qualitative phase was conducted after the quantitative analysis to explain the statistical patterns. Teachers' accounts were organized around school leadership, job satisfaction, organizational citizenship behavior, teacher performance, individualized consideration, and leadership-development needs.

**Table 6. Thematic Summary of Qualitative Findings Explaining the Quantitative Results**

Area of Inquiry	Major Theme	Qualitative Explanation of the Quantitative Result
School leadership	Collaborative, communicative, and motivating leadership	School heads were generally described as providing direction, encouraging teachers, consulting staff, and involving teachers in decisions. These experiences explained the high leadership rating and its strong relationship with job satisfaction.
Individualized consideration	Personalized support was present but inconsistent	Teachers reported differences in mentoring, recognition, approachability, coaching, and personal attention. This explained why individualized consideration received the lowest leadership mean.
Job satisfaction	Satisfaction from relational and intrinsic rewards	Collegial relationships, a positive work atmosphere, recognition, learner progress, and professional growth contributed to satisfaction. These factors explained why job satisfaction remained high.
Organizational citizenship behavior	Professional commitment and willingness to help	Teachers viewed assisting colleagues and supporting school activities as part of their professional responsibility. Citizenship behavior was driven by cooperation, intrinsic motivation, and concern for school welfare.
Teacher performance	Commitment supported formal and extra-role performance	Teachers associated strong performance with professional commitment, collaboration, task completion, learner support, and willingness to work beyond minimum requirements.
Non-significant moderation	Citizenship behavior persisted despite variations in individual support	Teachers explained that willingness to help was often grounded in professional values and intrinsic motivation rather than being dependent on personalized support from school heads.
Leadership-development needs	Need for more responsive and participatory leadership	Participants identified communication, emotional intelligence, transparency, teacher support, equitable workload distribution, mentoring, and participatory decision-making as areas requiring

Area of Inquiry	Major Theme	Qualitative Explanation of the Quantitative Result
		improvement.

### School Leadership and Job Satisfaction

Teachers generally characterized effective school heads as communicative, collaborative, encouraging, and willing to involve teachers in decision-making. Leadership support helped teachers feel recognized and professionally engaged. Participants explained that motivation from school heads could encourage them to prepare for advancement and improve their professional performance. Others emphasized that consultation and collaboration made them feel that their views were considered in school decisions.

These accounts explain the strong positive correlation between school leadership and job satisfaction. Leadership influenced satisfaction not merely through formal supervision but through daily interactions, communication, encouragement, recognition, and opportunities for participation. When teachers perceived that school heads respected their contributions and provided constructive guidance, they were more likely to evaluate their work environment positively.

However, qualitative accounts also revealed that leadership experiences were not uniform. Some teachers experienced limited personal mentoring, inconsistent recognition, and hesitation in approaching school heads. These findings contextualize the lower mean for individualized consideration and show that a high overall leadership rating can coexist with gaps in personalized support.

### Job Satisfaction and Organizational Citizenship Behavior

Teachers explained that job satisfaction was sustained by both relational and intrinsic factors. A friendly and cooperative work environment encouraged them to remain positive and motivated. Recognition from school heads reinforced their sense that their efforts were valued. Learner progress and opportunities for professional growth also contributed to satisfaction.

These positive experiences encouraged teachers to support colleagues, volunteer in school activities, and contribute beyond their assigned responsibilities. The qualitative findings therefore clarify the moderate relationship between job satisfaction and organizational citizenship behavior. Satisfied teachers were more willing to participate and help, but satisfaction was not the only explanation. Citizenship behavior was also rooted in teachers' professional identity, sense of duty, and concern for the school community.

This explains why the relationship was moderate rather than perfect. Even teachers who experienced variations in satisfaction or leadership support could continue helping colleagues because they viewed cooperation as part of being a teacher. Organizational citizenship behavior therefore emerged from a combination of positive job attitudes and internalized professional values.

### Organizational Citizenship Behavior and Teacher Performance

Teachers viewed voluntary assistance, participation in school activities, and cooperation with colleagues as contributions to effective school functioning. Helping behavior reduced the burden on colleagues, facilitated the completion of institutional tasks, and supported collective goals. Teachers also linked their willingness to extend effort beyond formal requirements with professional commitment and concern for learners.

These accounts explain the strong association between organizational citizenship behavior and teacher performance. Extra-role behavior supported performance by strengthening teamwork, information sharing, collective problem-solving, and the completion of school responsibilities. The findings suggest that formal teacher

performance and voluntary professional contribution were mutually reinforcing aspects of teachers' work rather than entirely separate behaviors.

The qualitative results also provide a necessary caution. High organizational citizenship behavior should not be interpreted as justification for assigning teachers unlimited additional work. Citizenship behavior is voluntary and should be supported by fair workload distribution, recognition, and appropriate organizational conditions. Leadership practices should encourage healthy cooperation without normalizing excessive or inequitable task demands.

### Explanation of the Non-Significant Moderating Effect

The interviews clarified why individualized consideration did not significantly moderate the relationship between job satisfaction and organizational citizenship behavior. Teachers explained that their willingness to assist others was frequently driven by intrinsic motivation, professional responsibility, concern for learners, collegial relationships, and commitment to the school. These motivations remained influential even when individualized mentoring or recognition from school heads was inconsistent.

Thus, personalized support remained desirable but was not the principal condition determining whether satisfied teachers engaged in citizenship behavior. This explanation is consistent with the moderation result: the relationship between satisfaction and citizenship behavior remained stable across different levels of individualized consideration.

Nevertheless, individualized consideration remained practically important. Teachers identified the need for school heads to become more approachable, emotionally responsive, transparent, supportive, and equitable. The absence of statistical moderation should therefore not be used to exclude individualized consideration from leadership development. Its lower descriptive rating and the qualitative concerns indicate that it remains an actionable leadership gap.

### Mixed-Methods Integration

**Table 7. Integrated Quantitative and Qualitative Findings**

Quantitative Finding	Qualitative Explanation	Integrated Interpretation
School leadership was high ( $M = 3.84$ , $SD = 0.89$ ).	School heads were generally viewed as communicative, motivating, and collaborative, although experiences differed across teachers.	Transformational leadership was generally practiced, but its implementation was uneven.
Individualized consideration had the lowest leadership mean ( $M = 3.69$ , $SD = 1.08$ ).	Teachers reported inconsistent mentoring, recognition, approachability, and personalized support.	Individualized teacher support remained a specific leadership-development need.
Job satisfaction was high ( $M = 4.05$ , $SD = 0.68$ ).	Satisfaction arose from collegial relationships, positive work climate, recognition, learner progress, and professional growth.	Satisfaction reflected both organizational conditions and intrinsic rewards from teaching.
Organizational citizenship behavior was very high ( $M = 4.26$ , $SD = 0.54$ ).	Teachers regarded helping colleagues and supporting school activities as part of their professional values.	Citizenship behavior was strongly embedded in teacher identity, cooperation, and commitment.
Teacher performance was very high ( $M = 4.34$ , $SD = 0.48$ ).	Teachers associated performance with commitment, cooperation, learner support, and willingness to exceed minimum requirements.	Teacher performance incorporated both formal responsibilities and voluntary professional contributions.



Quantitative Finding	Qualitative Explanation	Integrated Interpretation
School leadership was strongly related to job satisfaction ( $r = .768, p < .001$ ).	Communication, recognition, consultation, and professional support helped teachers feel valued and motivated.	Leadership shaped the working conditions and experiences underlying teacher satisfaction.
Job satisfaction was moderately related to organizational citizenship behavior ( $r = .632, p < .001$ ).	Satisfied teachers were more willing to help, but cooperation was also driven by professional values and intrinsic motivation.	Satisfaction encouraged citizenship behavior but was not its only determinant.
Organizational citizenship behavior was strongly related to teacher performance ( $r = .665, p < .001$ ).	Extra-role assistance and cooperation improved school functioning and supported professional effectiveness.	Citizenship behavior represented an important behavioral pathway associated with performance.
Individualized consideration did not significantly moderate the satisfaction–citizenship behavior relationship ( $B = .035, p = .182$ ).	Teachers continued helping because of intrinsic motivation and professional responsibility despite variations in personalized support.	The relationship remained stable, although individualized consideration remained a practical leadership gap.

The integrated findings support the proposed sequence in which school leadership is associated with teachers' job satisfaction, job satisfaction is associated with organizational citizenship behavior, and organizational citizenship behavior is associated with teacher performance. The qualitative evidence strengthens this interpretation by identifying the mechanisms underlying the statistical relationships. Communication, participation, recognition, collegial relationships, intrinsic motivation, professional responsibility, and concern for learners shaped how teachers experienced and enacted these constructs.

At the same time, the integration prevents an overly linear interpretation of the model. Teachers' citizenship behavior was not explained by job satisfaction or individualized consideration alone. It was also sustained by internalized professional values, collegial expectations, and commitment to learners. Similarly, teacher performance was not merely the endpoint of a statistical sequence; it reflected the interaction of formal duties, voluntary contributions, personal motivation, and organizational conditions.

The combined evidence provided the basis for the TEACH-LED Program. The findings indicate that leadership development should prioritize communication, mentoring, coaching, emotional intelligence, recognition, transparency, participatory decision-making, equitable workload distribution, positive work climate, collaboration, and teacher-performance support. These areas respond directly to the statistically identified relationships and the leadership concerns expressed by teachers.

## 5. Conclusion

The study concludes that teacher performance among public elementary school teachers in Surigao del Norte is associated with an interconnected sequence of organizational, psychological, and behavioral factors. Transformational school leadership was strongly related to job satisfaction, job satisfaction was positively related to organizational citizenship behavior, and organizational citizenship behavior was strongly associated with teacher performance. Although individualized consideration did not significantly moderate the relationship between job satisfaction and organizational citizenship behavior, both the descriptive and qualitative findings showed that personalized mentoring, recognition, coaching, and support remained important areas for leadership improvement. The qualitative findings further demonstrated that teachers' performance and voluntary contributions were influenced not only by leadership and satisfaction but also by intrinsic motivation, collegial relationships, professional commitment, and concern for learners. Overall, the findings support the view that teacher performance is strengthened when school leadership creates supportive working conditions, encourages cooperation, and promotes meaningful professional engagement.

## 6. Recommendations

It is recommended that the Schools Division of Surigao del Norte and school administrators strengthen leadership-development initiatives through the implementation and evaluation of the TEACH-LED Program, with particular emphasis on communication, mentoring, individualized support, recognition, emotional intelligence, participatory decision-making, equitable workload distribution, and performance development. School heads should establish systematic mechanisms for teacher consultation, coaching, professional recognition, and collaborative problem-solving while ensuring that organizational citizenship behavior remains voluntary and is not used to justify excessive additional duties. Schools should also sustain positive collegial environments, professional learning opportunities, and teacher-support systems that enhance job satisfaction and cooperation. Future studies should validate the proposed model in other divisions, school levels, and educational contexts, use multiple sources of performance data such as classroom observations and formal evaluation records, and examine other possible mediators or moderators, including school climate, teacher engagement, organizational commitment, workload, and perceived organizational support.

### Declarations

#### Ethics Approval

The study was conducted in accordance with accepted ethical principles for research involving human participants. Administrative permission to conduct the study was obtained from the Department of Education – Schools Division of Surigao del Norte and the participating public elementary schools before data collection.

#### Informed Consent

All participants were informed of the purpose, procedures, voluntary nature, and confidentiality provisions of the study. Written informed consent was obtained before participation. Participants were also informed of their right to decline participation or withdraw from the study without penalty.

#### Consent for Publication

The manuscript does not contain personally identifiable information. Any qualitative accounts included in the study were anonymized to protect the identities of the participants and participating schools.

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#### Conflict of Interest

The author declares no conflict of interest.

#### Data Availability

The data supporting the findings of this study are available from the corresponding author upon reasonable request, subject to ethical, institutional, and confidentiality restrictions.

#### Author Contribution

Louvyll Mae Cutang Canda was responsible for the conceptualization, methodology, data collection, formal analysis, interpretation of findings, development of the TEACH-LED Program, preparation of the original manuscript, and review and revision of the final manuscript.

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### Use of Artificial Intelligence

Generative artificial intelligence tools were used only for language refinement, organization, and editorial assistance. The author reviewed, verified, and approved the final content and remains fully responsible for the accuracy, originality, analysis, and conclusions presented in the manuscript.

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