# Organizational Citizenship Behavior and Workplace Spirituality Among College Instructors

**ROGELIO D. BASAS**

Assistant Professor 1

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

rogelio.basas@evsu.edu.ph

*Abstract* — The study delved into evaluating the Organizational Citizenship Behavior and Workplace Spirituality of the 53 College Instructors of Eastern Visayas State University Ormoc City. The findings showed the college instructors of Eastern Visayas State University have good Organizational Citizenship Behaviours according to its grand mean of 2.12. A growing body of research into Organisational Citizenship Behaviour (OCB) suggests that employees demonstrate greater role performance when they experience a strong connection to their organisation, have a sense of ownership over to its continued success, are loyal to their role and work colleagues and, have found a sense of meaning and purpose in their daily work. Attitude is populated to be the first antecedent of behavioural intention. It is an individual's positive or negative belief about performing a specific behaviour. These beliefs are called behavioural beliefs. An individual will intend to perform certain behaviour when he or she evaluates it positively. Attitudes are determined by the individual's beliefs about the consequences of performing the behaviour (behavioural beliefs), weighted by his or her evaluation of those consequences (outcome evaluations).

The level of workplace spirituality has seven (7) indicators, namely: organization, spirituality, people, service, organization self-awareness, wisdom, and leadership. To this, the grand mean is 2.75. The data goes to show that the workplace spirituality of the college instructors is high. Interest in workplace spirituality has spurred curiosity beyond the capacity of scholars to keep pace either theoretically or methodologically.

The organizational citizenship behaviour of the college instructors is predominantly shared among its college instructors due to its functioning structure that made them aware since they came in. The OCB is ultimately shared that defines the values of the organization. The workplace spirituality comes from the belief of the people in the school that they become workplace oriented with their issues, concerns and contribution as they spent meaningful years of work and experience.

*Keywords — Organizational Citizenship Behavior, Workplace Spirituality, College Instructor*

## I. Introduction

The world is becoming a global village; it is looking forward to high performance organizations, which would provide high job satisfaction to their employees and would also cherish excellence and effectiveness.

Hence, organizations are in need of employees who will do more than their usual job duties and provide performance that is beyond expectations. Research has indicated that those organizations that have such employees outperform those that don't. These challenges highlight the importance of such concepts as innovation and flexibility. Human resources are the most crucial factor to create advantage that cannot be easily duplicated by rivals and specific for each organization. Work behaviors like organizational citizenship behavior, workplace spirituality, organizational cynicism, and work locus of control are receiving more attention as they contribute to the performance of the employees and in totality, the effective functioning of organization. Such behaviors are important to private organizations since they affect their competitiveness and profitability. Organizations must be committed to increasing organizational citizenship behavior, workplace spirituality, and organizational cynicism among their paid employees as these have a bearing on their performance.

For a small college located in a small city with at par academic competitors positioned nearby, the competition lies in what school gets the most number of enrollees for the different programs offered. However, competition does not end there. It can be found within the academic institution itself: who among the faculty members gets the coveted number of loads and adequate teaching exposure vis-a-vis management position, in the hopes of an augmented salary. This and a widely diverse faculty also threaten the organization as conflict among faculty members is inevitable.

The above mentioned scenarios are just a few of various problems that arise in the workplace which has in a way affected employees' attitudes. Attitudes are good predictors of behaviours. They provide clues to an employee's behavioural intentions or inclinations to act in a certain way (Newstrom, 2011).

Findings of a study conducted among faculty members of Eastern Visayas State University, Ormoc Campus, implied that managers should know and understand the needs and interest of his subordinates. To motivate them to reach peak performance is to satisfy first their needs and interests. A high salary is not only the motivating factor. There are other factors which people want to satisfy like recognition, belongingness and honor. Employees who are satisfied are happy. This makes them efficient. And the job of the manager is to lead them to greater efficiency (Magdadaro, 2009).

The purpose of this paper is to unfold organizational citizenship behaviours which are exhibited by college instructors at Eastern Visayas State University, Ormoc Campus, Ormoc City as well as its correlates which are: workplace spirituality and organizational citizenship.

The researcher, being a college instructor is a first-hand witness as to how various scenarios, problems and issues have affected the college professors' attitudes which also have placed a greater impact as well on their behaviors.

This action research assessed the Implementation of the Immersion Program for Academic Track in Science and Technology Education Center (STEC) Senior High School and the Higher Education Tracer Profile of its First Batch Graduates. The findings of the study were the bases for the Dissemination and Advocacy Plans.

Specifically, this study will seek to answer the following queries:

1) What is the level of Organizational Citizenship Behavior (OCB) among the college instructors in terms of:

      1.1 Altruism;

      1.2 Courtesy;

      1.3 Sportsmanship;

      1.4 Conscientiousness; and

      1.5 Civic Virtue?

2) What is the level of Workplace Spirituality of the college instructors in terms of:

      2.1 Organization;

      2.2 Spirituality;

      2.3 People;

      2.4 Service;

      2.5 Organizational Self-Awareness;

      2.6 Wisdom; and

      2.7 Leadership?

3) How do the respondents perceive the organizational culture shared by the personnel in their respective schools?

4) What development plan can be proposed based on the findings of the study?

## II. Methodology

***Design.*** This study utilized the quantitative and qualitative methods of research employing the descriptive evaluative approach. The profile of the college instructor's organizational citizenship behaviour and workplace spirituality were quantified and described. A qualitative data on the perceived organizational culture shared by the respondents.

*Sampling*. The study employed the universal method in getting the college instructors employed in Eastern Visayas State University, Ormoc Campus, Ormoc City. A total of fifty-three (53) college instructors from the various departments served as the respondents of this study. The identified 53 are all full-time regular employees. Part-time professors are excluded as their lack of contact with the institution and its members might affect the data to be gathered. To get the appropriate data needed, the researcher used one questionnaire with four (2) parts. Part I is the tool that was used to get the level of OCB is a standardized questionnaire. The five-factor, Organizational Citizenship Behaviour scale developed by Podsakoff and Mackenzie will be utilized in the study. The five organizational citizenship behaviour factors include altruism, courtesy, sportsmanship, conscientiousness and civic virtue.

Part II will determine the level of Workplace Spirituality. This standardized tool will measure the following factors: organization, spirituality, people, service, organizational self-awareness, wisdom, and leadership.

The researcher has modified the tools that was used to determine the levels of Organizational Citizenship Behaviour, and Workplace Spirituality and made it into a 4-point Likert scale so as to eliminate the bias and for convenience in the statistical analysis of the data.

*Research Procedure*. After acquiring all the formal permission that the researcher acquired from the Graduate School and the locale where the data will be collected, she will then delve into the gathering of the data needed on the organizational citizenship behaviour, workplace and spirituality of the respondents. For this, the researcher is allotting one (1) month to gather and compile all the data needed.

The researcher self-administered the questionnaire. Although the research instrument is quantitative in nature, the researcher deemed it a need to give twenty (15) per respondent per interview. This is done so that each question can be explained in layman's terms by the researcher in case some respondents might have difficulty understanding. This is also done to ensure that all items are answered and answered correctly.

*Treatment of Data*. The data gathered was submitted to the following statistical treatments: **Simple percentage** determined the frequency of the responses. **Weighted mean** determined the entire response distribution of the respondents. The following are the parameter limits:

Parameters of Limit for Level of Organizational Citizenship Behaviour (OCB)

| Parameters of Limit | Response Category | Interpretation |
|---|---|---|
| 3.26-4.00 | Almost Always | Excellent |
| 2.51-3.25 | Often | Good |
| 1.76-2.50 | Seldom | Fair |
| 1.00-1.75 | Almost Never | Poor |

Parameters of Limit for Level of Workplace Spirituality

| Parameters of Limit | Response Category | Interpretation |
|---|---|---|
| 3.26-4.00 | Strongly agree | Very High |
| 2.51-3.25 | Agree | High |
| 1.76-2.50 | Disagree | Low |
| 1.00-1.75 | Strongly disagree | Very Low |

## III. Results and Discussion

### I. Organizational Citizenship Behaviour

**Table I.A**

**Altruism**

| Statements | Mean | Interpretation |
|---|---|---|
| 1. Helps others who have heavy work loads | 2.11 | Fair |
| 2. Helps others who have been absent | 1.59 | Fair |
| 3. Willingly gives of his/her time to help others who have work related problems | 1.95 | Fair |
| 4. Helps orient new people even though it is not required. | 2.00 | Fair |
| **Average Mean** | **1.91** | **Fair** |

The college instructors showed fair Altruism with a mean of 1.91. This goes to show that they help and are willing to help others who have heavy workloads (2.11). They assist colleagues who have been absent (1.59). When other has work-related problems, they share their time willingly (1.95). Also, they help orient new people --- colleagues and subordinates --- even when it is not necessary (2.00). Although the respondents have fair altruism, still there is enough room for improvement in this area.

**Table 1.B**
**Courtesy**

| Statements | Mean | Interpretation |
|---|---|---|
| 5. Consults with me or other individuals who might be affected by his/her actions or decisions. | 2.07 | Fair |
| 6. Does not abuse the rights of others | 1.94 | Fair |
| 7. Takes steps to prevent problems with other workers | 2.28 | Fair |
| 8. Informs me before taking any important actions. | 2.01 | Fair |
| **Average Mean** | **2.08** | **Fair** |

Courtesy among the respondents yield a mean of 2.08 which is interpreted as fair. This means that the college instructors consult with each other and other individuals who might be affected by a decision or action made (2.07) and they inform each other of their plans before making decisions that would affect everyone in the department (2.01). They do not abuse the rights of others (1.94), and they also take steps to prevent problems with other employees in the academic institution (2.28).

According to Yen and Niehoff (2002) refer to employees who avoid personal gain or other negative behaviours, demonstrate compliance with company policies and maintain predictable, consistent work schedules, increasing the reliability of the service. As reliability increases, the costs of rework are reduced, making the unit more efficient.

**Table 1.C**
**Sportsmanship**

| Statements | Mean | Interpretation |
|---|---|---|
| 9. Does not consume a lot of time complaining about trivial matters | 2.37 | Fair |
| 10. Does not make "mountains out of molehills" (makes problems bigger than they are) | 2.54 | Good |
| 11. Does not constantly talk about wanting to quit his/her job | 3.64 | Excellent |
| 12. Does not focus on what's wrong with his/her situation, rather than the positive side of it. | 3.45 | Excellent |
| **Average Mean** | **3.00** | **Excellent** |

It is good to take note that the respondents' mean for Sportsmanship is 3.00 which is interpreted as excellent. This data goes to show that the college instructors do not consume a lot of time complaining about trivial matters (2.37). They do not "make mountains out of molehills" (2.54) and try to avoid making problems bigger than they are. They also do not talk about wanting to quit their job (3.64). They also focus on the positive side of things instead of the negative (3.45).

**Table I.D**
**Conscientiousness**

| Statements | Mean | Interpretation |
|---|---|---|
| 13. Is always punctual | 3.69 | Excellent |
| 14. Never takes long lunches or breaks | 3.64 | Excellent |
| 15. Does not take extra breaks | 3.89 | Excellent |
| 16. Obeys company rules, regulations and procedures even when no one is watching | 2.53 | Good |
| **Average Mean** | **3.19** | **Good** |

For Consciousness, the respondents rated themselves good, with a mean score of 3.19. This means that they exhibit punctuality (3.69), and never taking long lunches or breaks (3.64). They also do not take extra breaks (3.89) and they obey the organization's rules, regulations, and procedures even when no one is watching (3.64).

Among all indicators for conscientiousness, obedience to rules, regulations and procedures is the only statement not rated excellent. When some of the respondents were randomly asked by the researcher why they only gave it a good rating, some of them remarked that there are really times when they would be tempted to bend or break the rules. A dean was asked by the respondent about obedience and she narrated that in her college, there are a number of noted college professors who would break rules. Because of the number of offenses, she was forced to suspend a college professor before.

In a study conducted by Chu et al (2005) among non-supervisory nurses in a regional hospital in Taiwan, results showed that job satisfaction, supervisor support, job involvement, and procedural justices had significant effects on the nurses' citizenship behaviours. Organizational citizenship behaviours are deemed indispensable due to their importance in promoting positive relationships among employees and involving employees in the organization's activities. Organizational citizenship behaviour is believed to facilitate attainment of a hospital's goals and enhance a hospital's performance.

**Table I.E**
**Civic Virtue**

| Statements | Mean | Interpretation |
|---|---|---|
| 17. Keeps abreast of changes in the organization | 2.29 | Fair |
| 18. Attends functions that are not required, but that help the company image | 2.42 | Fair |
| 19. Attends and participates in meetings regarding the organization. | 2.18 | Fair |
| 20. "Keeps up" with developments in the organization. | 2.69 | Good |
| **Average Mean** | **2.39** | **Fair** |

The last indicator is on Civic Virtue. For this, the college instructors scored fair with a mean of 2.39. This means that the respondents keep abreast with the changes in the organization (2.29). Even when they are not required, they attend functions that will help solidify the image of the organization (2.42). They also attend meetings regarding the college (2.18) and they keep-up with organizational developments (2.69).

Findings of a study conducted among faculty members of Cebu Sacred Heart College implied that managers should know and understand the needs and interest of his subordinates. To motivate them to reach peak performance is to satisfy first their needs and interests. A high salary is not only the motivating factor. There are other factors which people want to satisfy like recognition, belongingness and honor. Employees who are satisfied are happy. This makes them efficient. And the job of the manager is to lead them to greater efficiency (Magdadaro, 2009).

Rioux and Penner (2001) argued that to understand the determinants of organizational citizenship behaviours, scholars should examine the motives underlying the behaviour. They suggested that organizational members may perform these behaviours to satisfy needs and achieve goals. They identified three distinct motives for organizational citizenship behaviour: organizational concern, pro-social values, and impression management. Organizational concern motives are undergirded by the need to help the organization because of pride in the organization and the organization is seen as central to one's welfare. Pro-social values motives involve the need to be valued and to have smooth social interactions. Impression management motives pertain to the need to hold a positive image and avoid a negative image. Motives underlying organizational members' citizenship behaviours are thought to influence the nature and extent of organizational outcomes. Performing these behaviours for self-directed reasons have also been associated with reduced organizational functioning (Bolino et al, 2004).

## II.    Level of Workplace Spirituality

### Table II.A
### Organization

| Statements | Mean | Interpretation |
|---|---|---|
| 1)  My organization is committed to creating a culture where everyone has an opportunity for success. | 2.75 | High |
| 2)  My organization adapts to change in a way that supports the wellbeing of its employees. | 2.84 | High |
| 3)  My organization values people and profits equally. | 2.81 | High |
| 4)  When downsizing occurs, the wellbeing and future success of employees are considered. | 2.75 | High |
| 5)  My organization supports the personal and professional development of its employees. | 2.87 | High |
| 6)  My organization's core values are consistent with respect and compassion for people. | 2.64 | High |
| **Average Mean** | **2.78** | **High** |

The first indicator, Organization, yielded a mean score of 2.78 which is high. This means that the respondents believe that the school is committed to creating a culture where everyone has an opportunity for success (2.75). That it is an organization that adapts change in a way that supports the wellbeing of its employees (2.84). The respondents also validated that the academic institution values people and profits equally (2.81) and that when downsizing occurs, the wellbeing and future success of its employees are considered (2.75). The college instructors also attested that their organization supports the personal and professional development of its employees (2.87) and that its core values are consistent with respect and compassion for people (2.64).

Organizations have long been aware of the benefits of shared ownership of corporate values by every member of the organization. By acknowledging that one's general search for spiritual growth and fulfilment need not be separate from one's work, organizations lay the groundwork for spiritual development to assist in engendering understanding among employees. Companies that understand workplace spirituality go beyond being supportive of learning and development by helping employees develop a sense of "calling" or identification of passion about their lives and their work. Such companies emphasize the discovery and appropriate utilization of individual giftedness and encourage employees to use their unique skills within the organization. Grounded religious faith development is recognized as an important and deeply personal part of growth for many people, one that can help them more easily recognize their vocations (Rhodes, 2006).

**Table II.B**
**Spirituality**

| Statements | Mean | Interpretation |
|---|---|---|
| 7) My organization values cooperation and competition equally. | 2.78 | High |
| 8) In my opinion, spirituality and religion are different. | 2.80 | High |
| 9) My organization encourages its employees to behave consistent with its core values. | 2.96 | High |
| 10) I am passionate about my work most of the time. | 2.75 | High |
| 11) I am open to personal growth where cultural change is necessary. | 2.75 | High |
| 12) I presently use spirituality as a means of coping in my organization. | 2.87 | High |
| 13) In general, my organization's core values are consistent with my personal values. | 2.66 | High |
| **Average Mean** | **2.80** | **High** |

When it comes to Spirituality, the respondents gave a high mean score of 2.80. This data goes to show that the institution values cooperation and competition equally (2.78). Also, the

respondents believe that spirituality and religion are not the same (2.80). The college professors stressed that their organization encourages its employees to behave consistently with the core values of their college (2.96) and that they are passionate about their work most of the time (2.75). The respondents also confirmed that they are open to personal growth where cultural change is necessary (2.75); and that they presently use spirituality as a means of coping-up with their organization (2.87). They also attested that the core values of the school are also consistent with their own (2.66).

Communication is the vehicle that allows people to work together.  In our society, our learning process is based on learning to communicate with teachers and parents (usually, by learning how not to get punished). When we go out into the world, most of us have not learned how to communicate with our peers for the purpose of achieving something beneficial for all of us.  We constantly try to win the favor of the "parent" or "teacher" or "adult" - usually a management figure.  We try not to get punished.  This behavior leads to subterfuge among employees - trying to figure out how to beat the system, gain extra favors, say the "popular" thing or to keep our views to ourselves rather than "rock the boat." How many companies are working to overcome these learned patterns of behavior taught to us, by replacing them with truly effective communication and teamwork programs?  Learning to listen to others and really hear them, speak the truth - your own truth, and come together in a human understanding leads to powerful productivity for all involved.  Whether a personal relationship or a work relationship, one of the most important skills anyone can learn are good communication skills. Lack of Communication leads to isolation, confusion, conflict, unnecessary anxiety, mistrust, suspicion and much more (---).

**Table II.C**
**People**

| Statements | Mean | Interpretation |
|---|---|---|
| 14) My organization shows, by action, that its people are its most important resource. | 3.02 | High |
| 15) I believe I am 100% responsible for my performance in my organization. | 2.96 | High |
| 16) In my opinion, empowerment is earned on the basis on my demonstrated performance. | 2.12 | Low |
| 17) In my opinion, integrating spirituality into the workplace is a necessity for high performance. | 2.86 | High |
| 18) The people in my organization are committed to the organization's success. | 2.63 | High |
| **Average Mean** | **2.72** | **High** |

The respondents rated the People aspect of workplace spirituality with a mean score of 2.72 which is interpreted as high. This means that the organization shows by action that the people

element in their organization is the most important resource (3.02), and that as employees, they fully responsible for their performance in the organization (2.96). However, not all of them agree that empowerment is earned on the basis of their individual performance (2.12). Nevertheless, they believe that integrating spirituality into their workplace is a necessity for high performance outputs (2.86). Lastly, the college instructors are strongly certain that the people in their organization --- administration, and all its employees from the various offices and departments--- are committed to the success of the entire institution (2.63).

Respect of self and of others; includes: respect for the environment; other people's personal privacy, their physical space and belongings; different viewpoints, philosophies, religion, gender, lifestyle, ethnic origin, physical ability, beliefs and personality. In school, we learn "team" work by competing with each other and competing with other teams. We aren't usually taught "team work" in how to work with other students as equals. When we go out into the world, most of us have not learned how to work together as equals. The old patterns and training come forth through lack of respect for our peers, our management, our employees, and our customers. We try to compete with them, and we try not to get punished. When we learn respect for our peers, we can come to acceptance of their differences. We can learn to use those differences for our mutual benefit. For example, the person who can sit all day in front of a computer and be productive can help the person who works best by talking and moving around. Both functions are important. Rather than criticizing the other for being different, we can learn how different people see the world. Lack of respect and acceptance lead to conflict and hostility (---).

Partnership encompasses individual responsibility and trust that other people will perform according to their commitments for the good of the team and partners. Partnership accepts that different people have different viewpoints and beliefs; those differences are used as positive aspects for broadening the team experience. Partnership encourages a balanced and fair way of being and working together, as well as honest disagreement without hostility or warfare. Partnership encourages the female and male aspects of ourselves to work together, without either one over-ruling or dominating the other. Lack of partnership leads to isolation and unhealthy competition (---).

**Table II.D**
**Service**

| Statements | Mean | Interpretation |
|---|---|---|
| 19) In my opinion, my organization is unconditionally committed to the success and wellbeing of its customers. | 2.71 | High |
| 20) My organization encourages its employees to contribute to improving the community. | 2.73 | High |
| 21) My organization acknowledges the efforts of employees when we perform in an outstanding manner. | 2.58 | High |
| 22) My organization values its internal diversity as a basis for serving diverse customers. | 2.61 | High |
| 23) My organization values its customers. | 2.63 | High |
| 24) My organization contributes to the wellbeing of the community. | 2.42 | Low |
| 25) My organization values people more than profit. | 2.66 | High |
| 26) My organization values fair pricing more than unethical excessive profit. | 2.67 | High |
| **Average Mean** | **2.63** | **High** |

was given a mean of 2.63 which is also high. In the case of, Eastern Visayas State University, Ormoc Campus, their customers are all the students who are currently enrolled in their institution, the parents of their students, as well as those prospect students. Since the rate for service is high, the findings of the study suggest that the organization is unconditionally committed to the wellbeing and success of its customers (2.71). The organization encourages its employees to contribute positively to the improvement of the community (2.73), and that they acknowledge the efforts of their all their employees (2.58). The organization also takes into consideration and acknowledges its internal diversity and sees this as an edge to be able to cater diverse customers (2.61). And because they value their customers (2.63), the organization also values its people being their number one resource as an academic institution more than the profit they are earning. More than that, they offer education at a low cost so that even the masses can afford to finish a degree, keeping true to the vision of its founder, "Quality Education for the Masses". Because of this, the college professors affirm that their institution values fair pricing more than unethical excessive profit.

Very positive energy forces are released when people feel creative, have the freedom to express their opinions, and feel respect from their management and their peers. The opposite energy force creates Hostile Workplace situations - including: Violence, Sexual Harassment, Discrimination, Verbal Abuse, Lack of Respect, Loss of Productivity, as well as all dysfunctional or addictive work situations. Your contribution to the collective positive energy is using your own creativity, communicating well, having respect for others, adapting to changing situations, working

well with others and enjoying what you do. Your contribution to the collective negative energy is withholding your talents, communicating without respect, fighting and arguing with others, resisting changes, creating tension with others and hating what you do (---).

**Table II.E**
**Organizational Self-Awareness**

| Statements | Mean | Interpretation |
|---|---|---|
| 27) My organization encourages personal development. | 2.73 | High |
| 28) In my organization, the willingness to confront and resolve interpersonal conflict is a necessity for self-directed teams. | 2.70 | High |
| 29) The people in my organization are receptive to personal transformation as a necessity for achieving an inclusive culture. | 2.76 | High |
| 30) In my organization, personal growth skills such as coaching and mentoring are equally valued as are technical and other skills. | 2.82 | High |
| **Average Mean** | **2.75** | **High** |

A high score was also given to the Organizational Self-Awareness of the respondents with a mean of 2.75. This only means that the college professors suppose that their organization values and encourages personal professional development (2.73). They also confirm that whenever a conflict arises, they are all willing to resolve them as it is necessary in building and self-directed teams (2.70). The respondents confirm their reception to personal transformation as a necessity for achieving an inclusive culture (2.76). The college professors also attested that personal growth skills such as coaching and mentoring are equally valued as are technical and other skills (2.82).

Flexibility includes the ability to adapt to changing situations and allowing one's own beliefs and habits to change as needed. As our world changes at an ever-rapid pace, we need to find ways to adapt and change ourselves with it. Learning to see trends and prepare for them is one way of learning flexibility. Another is to learn about ourselves, our own strengths and our weaknesses. Then, work to operate from our strength, allowing others to help us with our weaknesses (---).

People who enjoy their life work harder, make more money, have more confidence in themselves, have more friends and are far healthier than people who worry constantly, fight with others, feel frightened all the time, abuse their health and have low self-respect. Reducing stress requires a willingness to appreciate nature, to see what others are too busy to see - the peaceful way that nature changes and grows all around us. (---)

**Table II.F**
**Wisdom**

| Statements | Mean | Interpretation |
|---|---|---|
| 31) In my organization, people who are considered to have exceptional wisdom are valued the same as those with exceptional business knowledge. | 2.61 | High |
| 32) In my opinion, employees are encouraged to learn from their conflicts or mistakes, rather than reprimanded or punished. | 2.81 | High |
| 33) My organization attempts to integrate widely differing viewpoints when they all appear to have merit. | 2.81 | High |
| 34) In my opinion, those in leadership roles in my organization are able to distinguish between the inherent value of all people and their behavior as a basis for managing. | 2.94 | High |
| 35) In my opinion, my organization values employees who proactively challenge "conventional wisdom" in the way things are done. | 3.04 | High |
| **Average Mean** | **2.84** | **High** |

A high regard for Wisdom is also present in the organization. This was given a mean of 2.84. People who are considered to have exceptional wisdom are valued the same as those with exceptional business knowledge (2.61). The employees are encouraged to learn from their conflicts or mistakes, rather than reprimanded or punished (2.81), and the organization attempts to integrate widely differing viewpoints when they all appear to have merit (2.81). The respondents also proved that those in leadership roles are able to distinguish between the inherent value of all people and their behaviour as a basis for managing (2.94), and that their organization values employees who proactively challenge "conventional wisdom" in the way things are done (3.04).

Organizations have begun to realize the benefits of treating the whole person by actively supporting the formulation of ethical principles that promote personal growth, long-term character development, and personal connections of faith and work development. Assisting employees in integrating personal growth, learning, and faith with job performance benefits the organization. This type of principled emphasis includes providing resources that help employees better understand themselves, develop successful professional and personal relationships, and enhance personal management skills. Employees are encouraged to develop an accurate and realistic sense of the impact that other people have on them and the impact that they have on others (Rhodes, 2006).

**Table II.G**
**Leadership**

| Statements | Mean | Interpretation |
|---|---|---|
| 36) The leadership in my organization takes into account the human element in its practices. | 2.77 | High |
| 37) The leadership in my organization not only preaches its core values but also practices them. | 2.80 | High |
| 38) The leadership in my organization shows empathy and compassion for its employees. | 2.95 | High |
| 39) The leadership in my organization can be trusted. | 2.77 | High |
| 40) The leadership in my organization has high ethical and moral standards. | 2.71 | High |
| 41) The leadership in my organization clearly articulates our objectives. | 2.84 | High |
| 42) The leadership in my organization is visionary. | 2.77 | High |
| 43) The leadership in my organization is an inspirational example of values-based leadership. | 2.89 | High |
| 44) The practice of our ethics and values in leadership is a requirement for advancement in my organization. | 2.80 | High |
| **Average Mean** | **2.81** | **High** |

For the last indicator which is Leadership, the mean is 2.81 and is interpreted as high. The data goes to show that the college instructors are aware that their organization takes into account the human element in its practices (2.77) and that it not only preaches its core values but also practices them (2.80). They also attested that their organization shows empathy and compassion for its employees (2.95) and that it can be trusted (2.77). The respondents have also confirmed that Western Leyte College of Ormoc City, Inc. has high ethical and moral standards (2.71) and that it clearly articulates their objectives (2.84). They also believe that the leadership in the organization is visionary (2.77), and is an inspirational example of values-based leadership (2.89). The college professors noted that the practice of ethics and values in leadership is a requirement for advancement in the organization (2.80).

Employee morale has a direct influence on productivity, which is why organizations spend large sums of money trying to make working environments comfortable, pleasant, and even luxurious. When sincerity and pure motives are combined with highly developed business leadership and consistent decision making skills, the outcome is a powerful and highly motivated organization. In searching for business solutions, one must be innovative in developing ways to positively impact not only the client but also co-workers and peers. "Spirituality in the Workplace" is more than just a concept; it is a practical method for attaining business success (Rahmani, n.d.).

Practicing "Spirituality in the Workplace" creates win/win results for everyone involved. Employers, employees, and even customers no longer have the need to question the motives of service providers. This brief evaluation of a strategy that has evolved over the past 25 years in my organization is proof that a simple, inexpensive management tool has helped MMC to gain tremendous financial rewards and to train highly motivated employees who genuinely exhibit great respect for one another (Rahmani, n.d.).

**III.     Perceived Organizational Culture Shared by the Teaching Employees**

**Table 9**

**Perceived Organizational Culture Shared by the Teaching Employees**

| Themes | Informants |
|--------|------------|
| Difference in values | ➢ Snow White<br>➢ Cinderella<br>➢ Tarzan<br>➢ Rapunzel |
| Presence of diversity | ➢ Rapunzel<br>➢ Aladdin<br>➢ Cinderella<br>➢ Sleeping Beauty |

Five (5) out of the 82 respondents were asked about their perception on the culture of their organization. Two (2) themes emerged; they are: 1) difference in values, and 2) issues with diversity. Table 9 presents the responses of the key informants.

**IV.  Conclusion**

The organizational citizenship behaviour of the college instructors is predominantly shared among its college instructors due to its functioning structure that made them aware since they came in.  The OCB is ultimately shared that defines the values of the organization.  The workplace spirituality comes from the belief of the people in the school that they become workplace oriented with their issues, concerns and contribution as they spent meaningful years of work and experience

**V.  Recommendations**

Based on the results, the following are recommended for the beneficiaries of the study:
a)  The college professors are encouraged to improve and further hone their teaching skills by assessing the learning styles of their students and matching these with a variety of teaching strategies and classroom activities so as to pave way for all students to excel. The college

professors must always remember that as teaching is a helping profession, the diverse multiple intelligences and learning styles of all students should be considered and catered.

b) The college professors are also persuaded to make use of available media to facilitate the teaching-learning process inside the classroom.

c) Department heads and deans must continue to enhance their skills in managing a diverse workforce. They must be able to positively address concerns and issues within their departments. They should also strive for quality instruction by continuing their timely teaching evaluation.

d) The school administration should support their teaching employees by assisting them in the pursuit for professional development. Training and seminars related to teaching, educational management, and the likes should be made available for all teaching employees.

e) Future researchers are encouraged to pursue further studies related to this study. The following topics are recommended:

e.1) Workplace spirituality and job satisfaction among teaching employees;

e.2) Organizational cynicism and quality of life among teachers;  and

e.3) Teaching performance and burn-out among college professors.

### REFERENCES

[1] Aquino, Gaudencio V. (2006). Effective Teaching. 3rd edition. Philippines: National Bookstore

[2] Corpuz, Brenda B. and Gloria G. Salandanan (2003). Principles and Strategies of Teaching. Philippines: Lorimar Publishing Co., Inc.

[3] Cummings, Thomas G. and Christopher G. Worley (2001). Organization Development and Change. 7th edition. USA: South-Western College Publishing.

[4] Ferris, G. R. et al (1989). Politics in Organizations. Hillsdale, NJ:        Lawrence Erlbaum.

[5] Gibson, James L. and John M. Ivancevich (2006). Organizations, Behavior, Structure, Processes. New York: McGraw Hill Education.

[6] McIlwain, D. (2003). Bypassing Empathy: A Machiavellian Theory of Mind and Sneaky Power. New York: Psychology Press.

[7] Newstrom, John W. (2011). Organizational Behavior: Human Behavior at Work. 13th edition. USA: McGraw-Hill Companies Inc.

[8] Pierce, Jon L. And John W. Newstrom (2006). Leaders and the Leadership Process: Readings, Self-Assessments and Applications. 4th edition. USA: McGraw-Hill.

[9] Salandanan, Gloria G. (2007). Elements of Good Teaching. Philippines: Lorimar Publishing, Inc.

[10]  Salandanan, Gloria G. (2005). Teaching and the Teacher. Philippines: Lorimar Publishing, Inc.

[11]  Woolfolk, Anita (2004). Educational Psychology. 9th edition. New York:

Pearson Education Inc.

[12] Altuntas, S. and U. Baykal(2010). "Relationship Between Nurses' Organizational Trust Levels and their Organizational Citizenship Behaviors." Journal of Nursing Scholarship, 42(2):186-94.

[13] Appelbaum, S. H., and B. Hughes (1998). "Ingratiation as a Political Tactic: Effects Within the Organization." Management Decision, 36, 85-95.

[14] Bergeron, D. (2007). "The Potential Paradox of Organizational Citizenship Behavior: Good Ctizens At What Cost?". Academy of Management Review, 32(4), 1078-1095.

[15] Bolino, M. C. et al (2004). "The other side of the story: Reexamining prevailing assumptions about Organizational Citizenship Behaviour." Human Resource Management Review, 14, 229-246.

[16] Chang, Ching Sheng and Hae Ching Chang (2010). "Motivating Nurses' Organizational Citizenship Behaviors by Customer- Oriented Perception for Evidence-Based Practice". Worldviews on Evidence-Based Nursing, 7(4), 214–225.

**AUTHOR'S PROFILE**



**PROF. ROGELIO D. BASAS**

The Author is born on July 19, 1959 at Dulag Leyte Philippines. He finished his Bachelor of Science in Hotel and Restaurant Management, and Bachelor of Science in Secondary Education at Leyte Normal University. He started taking up Masteral Degree at Eastern Visayas State University with 33units. He took up Master of Arts in Values Education at University of Asia & the Pacific (nonthesis).

His previous work background was a high school teacher at Ormoc City National High School for 12years, a Master Teacher I and a Department Head of Values Education Department. He is currently an Assistant Professor I of Eastern Visayas State University, Ormoc Campus, Ormoc City for almost 20 years. He is teaching Total Quality Management, Multicultural Diversity in Workplace for Tourism Professionals, Foreign Language, and the Coordinator of On-The-Job Training of Students local and international.

He is designated as head of Industrial link Development Office, and Income Generating Project of the University. He was once the Federation President of Eastern Visayas State University Faculty Associations and a member of the Board of Regents of Eastern Visayas State University since December 2015 to December 2021.