PRO-SOCIAL BEHAVIOR AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR IN RELATION TO THE WORK PRODUCTIVITY OF TEACHERS: AN EXPLANATORY SEQUENTIAL DESIGN

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ABSTRACT

The purpose of this study examined the Teachers" on Pro-Social Behavior Towards Organizational Citizenship Behavior and Work Productivity of Teachers in the Division of Cotabato, Kabacan South District. This study was employed a convergent design where data was collected and analyzed using quantitative and qualitative tools. 300 respondents were employed to survey questionnaires, 10 respondents from the in-depth interview and 7 respondents from focus group discussion. Of the quantitative strands, the data was collected and interpreted using statistical treatment. It was found out the level of teachers" on pro-social behavior, organizational citizenship behavior, and work productivity of teachers were very high. Results from the correlation analysis revealed that Results revealed from the regression analysis indicates that the pro-social behavior and organizational citizenship behavior was found to be significant predictor of work productivity. Of the qualitative strands, results obtained from the transcribed in-depth interview and focus group discussions were gathered and analyzed using thematic Analysis. Moreover, results revealed from the thematic analysis that there were four (4) themes emerged from the Point of Views on Work Productivity in relations between Pro-Social Behavior and citizenship behavior namely: Work Productivity, Teacher Productivity, Teacher Collaboration, and Reflective Teaching. Upon the merging of salient data integration, it was shown that there was a corroboration on Pro-Social Behavior in terms of Proactive and Teacher Collaboration. Moreover, the data on Organizational Citizenship Behavior integrates with the quantitative findings in terms of Collegial Behavior and themes on Work Productivity. Furthermore, Teachers' Work Productivity in terms of Productivity and Teacher Productivity. Therefore, it was concluded that Professional development has various advantages for both teachers and students, including curriculum and teaching, differentiation, and self-reflection. Effective professional development increases the teacher's abilities and the school's worth.

Keyword: *Salient Data Integration, Converging/Merging, Themes, Codes, Teachers' Pro-social Behavior, Teachers' Organizational Citizenship Behavior, Teachers' Work Productivity, Kabacan South District.*

INTRODUCTION

Nowadays, many teachers confront considerable challenges in increasing their work productivity, despite the widespread occurrence of this phenomena across countries and cultures insufficient working conditions like an unsafe working environment, misunderstanding, low compensation, etc. might contribute to productivity concerns in the workplace. It may also be caused by poor management, such as an inability to communicate effectively or obsolete rules.

Teachers' face one of the greatest challenges of their lives when it comes to dealing with problematic teachers'. As well as failing to provide the required results, ineffective teachers' poor conduct may distract colleagues from their work and destroy staff credibility. It takes away from the teachers' time and takes away from other staff who may be more valuable. It was found out that **88 percent** of teachers are thought to be incompetent (Yariv, 2004).

In addition, a school's success and student achievement are influenced by a variety of factors, including the quality of its teachers. Despite its rewards, being a teacher is a thankless job. Keeping a high level of professionalism requires teachers to accept personal accountability for their own productivity, growth, and development. Every educational establishment would be incomplete without its staff members, who play a critical role in shaping future generations. It shows that teachers' views of success are influenced by internal factors and that a range of external forces may either aid or hinder a teacher's effectiveness (Smith, 2021).

Teachers' performance is influenced by both inner and outside factors, as shown in the research described above (Hayes et al., 2021). However, according to Andes et al. (2021), there is no evidence that showing pro-social behavior and civic behavior in the workplace has no impact on the effectiveness of teachers' jobs. Thus, the researcher wants to find out how these elements affect and effect instructors' abilities. Teachers, on the other hand, produce more work. It's possible to achieve large and sustained gains achievement across all courses and topics for which are accountable over the course of two or more school years. Accomplished in generating substantial and long-lasting gains in learning for teachers in all of performances and productivity for which one is responsible. No research has been done to establish and explain how teachers increase their work productivity. The study subsidizes to the educational institutions and to the faculties also, for betterment of the Philippine education system.

As the main objective or goal of this study is to know how pro-social behavior and citizenship behavior will affect to the work productivity of teachers, the recommendations of this study will be significant to them since they will the ones who will directly experience the effect of this study.

FRAMEWORK

Pro-social Behavior Theory serves as the theoretical framework for this investigation. When Darley and Latane (1968) came up with this idea in the 1970s, it was revolutionary. They claim that being a good neighbor helps you. Respecting another's rights, emotions, and well-being are among these activities. Compassion and empathy are virtues that benefit others. Prosocial acts include helping, sharing, soothing, and collaborating. An antonym for antisocial conduct was coined in the 1970s. Helping another person or group out of one's own free will is considered prosocial behavior (Eisenberg and Mussen, 1989). Results, not intentions, are what this definition focuses on. All these things fall under this category. Altruism and prosocial conduct are distinct notions. Altruism, on the other hand, is an act of selflessness in which one gives up one's own interests to help others. As an example of altruism, when someone donates money or time to a good cause without expecting any reward in return, the contribution is the prosocial action, and altruism is what drives the giver.

Human behavior in an organizational setting was studied using organizational behavior theory. The study of organizational behavior seeks to understand why people act in certain ways at work. Organizational behavior theory has been inspired by early twentieth-century management concepts like those of Frederick W. Taylor. Scientific management is named after Taylor, who is referred to be the "father of it." Reducing stress, streamlining tasks, and encouraging collaboration were among his priorities. He also sought to develop employees to their full potential. Studies of humanistic principles have been carried out since the work of Taylor in 1940s and '50s in the field. An increasing number of academics are recognizing the importance of human experience in the workplace in terms of how an organization runs and how it manages change. Organizational behavior theory was enriched by the insights of social scientist Kurt Lewin.

Also explored was Hackman and Oldham's (1975) Job Characteristics **Theory of work attitude and performance**. All three of these factors are linked to a person's work qualities in this theory. Primary characteristics include skill variety, task identity, task relevancy, autonomy, and feedback. The idea also argues that a worker's drive for personal growth affects his or her outlook and work output. Job characteristics have less of an impact on personnel with modest growth needs than on those with high growth demands.

METHODS

Research Design

This research was used an explanatory research design. This method simultaneously gathers qualitative and quantitative data and integrates the results to get a completer and more comprehensive grasp of the subject matter (Creswell and Poth, 2016). Verifying, cross-validating, and confirming findings is the goal of this procedure. It is used to make up for the shortcomings of one approach by emphasizing the positive aspects of another.

Researcher must concurrently gather and evaluate quantitative and qualitative data, but in distinct ways, to properly understand the topic of the study (Creswell et al., 2003). To make sense of the results, the investigator attempts to adapt and merge the two sets of data. Data on the same occurrence is collected, analyzed, and interpreted separately by the researcher, who then combines the disparate findings from the two approaches. Using convergent approach, performance was enhanced, and individual defects were corrected. Because of this, a more comprehensive and well-rounded knowledge of the topic was gained. Descriptive and correlational techniques are two examples of quantitative methodologies.

The data was gathered on the present status of the phenomena to accurately define variables or circumstances in a scenario using the descriptive design method.

Descriptive research tries to characterize the present state of a variable. ' A phenomenon is examined in detail in this paper. After gathering data, a researcher formulates a hypothesis. The hypothesis is tested via data analysis and synthesis. Selecting a precise unit of measurement is essential to a systematic approach to data collection. Teacher personality, intelligence quotient, and self-esteem are examined in this research.

The results of this investigation will demonstrate the impact of teacher burnout on student achievement. Self-awareness and involvement are fostered by this design. Participant tales made up the qualitative component. Individual defects were accounted for by converging parallel. Because of this, a more comprehensive and well-rounded knowledge of the topic was gained (Creswell & Clark, 2011).

Research Respondents

Respondents in this survey were selected among teachers' from Kabacan South District, Division of Cotabato.

Quantitative Strand

The 300 respondents of the study will be selected through **random sampling**. A sample may be collected in several different methods. We'll focus on random samples, which are ones in which items are picked at random from the population. The sample components are selected in the same way as the winning ticket is pulled in some lotteries or a hand of cards is dealt in random sampling: the population elements are carefully blended prior to each draw to guarantee that each element has an equal chance of being picked. It is intended to be an accurate picture of a political party. It is referred to be a rational strategy since each member of the population has an equal probability of getting picked.

Qualitative Strand

The 17 respondents will be selected through **purposive sampling technique**. A kind of non-probability sampling known as subjective sampling, or subjective sampling, is when researchers use their own judgment to pick people to participate in surveys. Thus, ten (10) respondents will be assigned to undergo In-depth-Interview (IDI), and seven (7) respondents will be assigned to undergo in Focus Group Discussion (FGD).

Instrument

In the quantitative phase of the study, the researcher administered a standardized questionnaire to gather the essential data for analysis and interpretation. In addition, during the qualitative phase, the researcher created a questionnaire for interview guides. After being used to perform the investigation, the questionnaire was validated by the research committee.

Part 1: Teachers' Prosocial Behavior. This instrument will used to determine the level of teacher's prosocial behavior. This instrument Prosocial Behavior Questionnaire (PBQ) scale is adopted from Weir & Duveen (1981). The questionnaires scale has the following rate of interpretation based on Likert scale.

Part II: Teachers' Organizational Citizenship Behavior. This instrument will used to determine the level of teachers' organizational citizenship behavior. This instrument Organizational Citizenship Behavior (OCB) scale is adopted from Bateman and Organ (1983). The questionnaires scale has the following rate of interpretation based on Likert scale.

Part III: Teachers' Work Productivity. This instrument will used to determine the level of teachers' organizational citizenship behavior. This instrument Teachers' Work Productivity (TWP) scale is adopted from Ponticell and Zepeda (2018). The questionnaires scale has the following rate of interpretation based on Likert scale.

Statistical Tools

Frequency count, percentages and weighted mean would be used to determine the indicators of the pro-social behavior, organizational citizenship behavior, and work productivity of teachers. The concept of a weighted mean is like that of an average. Some data points contribute more "weight" to the final mean than others, rather than each contributing equally. If all the weights are equal, the weighted mean equals the arithmetic mean (the regular "average" you're used to). Pearson's r was used to determine the extent relationship of independent, dependent, and mediating variable. Regression Analysis was used to determine the predictors of the mediating variable. Furthermore, Zobel Test was utilized to determine the significant mediation of the mediating variable between independent and dependent variable.

Meanwhile, thematic analysis would be used to analyze the notes obtained from in-depth interviews and focus groups. This approach focuses on identifying, analyzing, and recording patterns (or "themes") in data. Patterns in data sets that are important to the description of a phenomenon and are linked to a specific research question are called themes (Boyatzis, 1998).

RESULTS AND DISCUSSION

This chapter contains the presentation of the gathered data in tabular forms and their corresponding discussions and interpretations. The first part discussed the levels of teachers' pro-social behavior, organizational citizenship behavior, and work productivity. The second part shows the relationship of the independent variables between the dependent variable. The third part presents the variables that best predict work productivity. Lastly, it presents the mediating effect of pro-social behavior and organizational citizenship behavior in relation to the work productivity of teachers.

Quantitative Strand

Pro-Social Behavior

Table 1 shows the level of pro-social behavior of teachers. The variable pro-social behavior contains three indicators namely proactive, reactive, and altruism.

The result suggests that instructors are completing their lesson plans more than the permitted time and are actively engaging in school competitions and activities. A proactive teacher appreciates students, anticipates challenges, and creates a learning atmosphere that captures students' attention and interest. The instructor establishes the conditions for student empowerment.

In support, prosocial behavior involves making personal sacrifices for others. Mutualism is when prosocial activity helps both the receiver and the prosocial actor. When prosocial conduct

costs the offender, it becomes altruism. Many contrasts pure and impure compassion. Pure altruism is "doing for another's benefit" Altruistic motivation is prosocial conduct motivated entirely by compassion for others. Impure altruism is prosocial behavior motivated by self-centered or even constrained self-interest. Prosocial behaviour is behavioral, whereas altruism has behavioral and motivational components (Bingham & Jackson, 2021)

The outcome demonstrated that educators are receptive to the suggestions and corrections of their peers. It enables instructors to educate their pupils toward healthier behavioral patterns without losing control of challenging classroom settings. Managing the conduct of pupils in the classroom is one of the first things any teacher learns.

In a study, the definition of reactive conduct is when a person does not make strategic choices in life; when an individual makes impulsive decisions and then reacts to events. This reaction may be both positive and negative. Our emotions intensify our reactive behavior. Emotional reactivity is the tendency to make impulsive decisions when we are nervous, angry, sad, or damaged. In such situations, our emotions take over, we lose perspective, and we make reckless decisions (Zeng et al., 2021).

The result indicates that when a student raises a problem about a teacher's instruction, the instructor responds with clarification. Altruism is crucial to the moral and professional success of teachers, as well as to the appearance and growth of inclusive programs. As a behavior, altruism is considered a prosocial act.

In support, Altruism is helping others at one's own cost. Giving your lunch to a starving person is humanitarian, yet it makes you hungry. Evolutionary theories of altruism that stress long-term incentives like kin selection or future reciprocity can't fully explain altruistic behavior. Feeding your kid has long-term benefits but feeding a homeless person you'll never see again is less clear. Altruism has long been considered a uniquely human virtue, yet research shows that many animals help others for free (Sterck & Koscki, 2010).

Table 1

Level of Teacher's Pro-Social Behavior

Indicators	Mean	Std. Deviation	Interpretation
Proactive	4.17	.243	High
Reactive	4.41	.235	High
Altruism	4.54	.262	Very High
Overall Mean	**4.37**	**.169**	**High Level of Pro-Social Behavior**

Organizational Citizenship Behavior

Table 2 shows the level of organizational citizenship behavior of teachers. The variable organizational citizenship behavior contains four indicators namely autocratic behavior, custodial behavior, supportive behavior, and collegial behavior.

The result suggests that instructors always take the effort to encourage their pupils to evaluate their own work. There are several advantages to the authoritarian teaching style. One is

that it clarifies the facts pupils need to know. A further benefit of the autocratic technique is that a large number of pupils may be addressed simultaneously, resulting in more effective instruction.

In support, the term autocratic refers to a particular, unpleasant form of government. Autocratic leaders rule with an iron fist; they exhibit dictatorial tendencies. Monarchs who wield absolute power are rarely well-liked. They use intimidation and fear to gain complete control over their victims (Azim, 2021).

This means that teachers are valuing their principals' feedback about their instructional methods and practices.

The custodial conduct relies on compensation and other perks to create employee loyalty and drive. The custodial model behavior focuses on financial incentives. This technique makes employees dependent on the company's salary and privileges. They seek to improve their corporate performance to keep their employment and progress (Aquino et al., 2021).

The result indicates that teachers are astonished by students who prioritize their health and well-being. Teachers' interactions with pupils provide a secure, supportive learning environment. Positive teacher–student connections may boost students' social, emotional, and intellectual growth.

In support, supportive leadership conduct is a kind of leadership in which a manager not only assigns duties and collects results, but also aids an employee in performing their job. A big benefit of supervisor assistance is that the supervisor will remain with the employee until he or she is competent and able to handle future tasks independently (Farh et al., 2021).

The data revealed that instructors provide opportunities for their colleagues to display their own work. The research indicates that teacher collegiality has a significant impact on teacher professional growth and development, work happiness, organizational and professional dedication, school quality, and student success.

In support, Collegial behavior is a euphemism for mutual admiration or cooperation, according to Chitty and Black (2021). However, not every team is successful or cohesive. Numerous teams dissolve because no one really understands the duties their teammates play in relation to their own field limits, or because they tear each other apart by insulting critiques, undercutting, ball hogging, and other damaging actions. The expression "eating their own" may come to mind for any of us who are presently nursing. Without a doubt, this is a dismal concept that is all too often a reality without simple solutions.

Table 2

Level of Teachers' Organizational Citizenship Behavior

Indicators	Mean	Std. Deviation	Interpretation
Autocratic Behavior	4.58	.257	Very High
Custodial Behavior	4.53	.303	Very High
Supportive Behavior	4.47	.302	High
Collegial Behavior	4.47	.355	High

Overall Mean	4.52	.218	Very High Level of Teachers' Organizational Citizenship Behavior

Teachers' Work Productivity

Table 3 shows the level of work productivity of teachers. The variable work productivity contains three indicators namely job satisfaction, absenteeism, and productivity.

The outcome indicates that instructors actually love their work as educators. Not only is work satisfaction strongly associated with teacher retention, but it also adds to the well-being of teachers and their pupils, school-wide cohesiveness, and the enhancement of the teaching profession's reputation.

In support, Job satisfaction, also known as employee satisfaction, is a proxy for employees' pleasure with their employment, regardless of whether they enjoy their job itself or aspects of their positions, such as the nature of the work or supervision. There are three measurable components of job satisfaction: cognitive (evaluative), emotional (or social), and behavioral (Green et al., 2021).

The finding indicates that instructors often miss work due to family obligations. To guarantee education quality and student development, every education system must make managing teacher absenteeism a major priority. Absenteeism is described as "any failure to report for or stay at work as planned, regardless of the cause."

A study supported that absenteeism is the persistent, unjustified refusal to complete an obligation. Absenteeism is the word used in the workplace to characterize employees' unexcused or unscheduled absences on a frequent basis. Turnover is an indication that the work environment needs to be modified. It should alert the employer about the organization's management and working conditions (Balcazar, 2020).

The outcome demonstrated that instructors are developing their professional skills in preparation for their jobs. This concept holds that productivity is the contribution a teacher contributes to student learning, rather than the absolute degree of student learning attained.

In support, employee productivity is defined as the amount of work (or output) accomplished by an employee within a certain time period. As a manager, it is essential to know how long it takes your team to complete different activities and if there are any bottlenecks or diversions that you can help them with (Loher & Garbuio, 2021).

Table 3
Level of Teachers' Work Productivity

Indicators	Mean	Std. Deviation	Interpretation
Job Satisfaction	4.38	.280	High
Absenteesim	4.23	.317	High

Productivity	4.50	.533	High
Overall Mean	**4.37**	**.296**	**High Level of Teachers' Work Productivity**

Relationship between the Independent Variables from Work Productivity

Table 4 presents the results of correlational analysis of the variables which its purpose is to show if the two independent variables particularly the Pro-Social Behavior and Teachers' Work Productivity, Teachers' Organizational Citizenship Behavior and Pro-Social Behavior, and Teachers' Organizational Citizenship Behavior and Teachers' Work Productivity. The result indicates that Pro-Social Behavior and Teachers' Work Productivity, Teachers' Organizational Citizenship Behavior and Pro-Social Behavior, and Teachers' Organizational Citizenship Behavior and Teachers' Work Productivity were found to have high significant relationships.

Particularly, from the result presented, it shows that the correlation between Pro-Social Behavior and Teachers' Work Productivity revealed a p value of .000 which is less than the value of 0.05 level of confidence which indicates that there is a relationship that can be drawn from the two variables indicated. Thus, the null hypothesis which states that *"There is no significant relationship between Pro-Social Behavior and Teachers' Work Productivity"* is therefore rejected with a moderate degree of correlation (r=.324).

In support, according to Ornstein (2021), competent instructors possess a high level of knowledge and abilities. Wilson, Shulman, and Richert (2007) assert that instructors' in-depth understanding of curricular material and methodology improves student performance. According to Medley (2020), teachers' conduct, abilities, and expertise influence school achievement.

Moreover, from the result presented, it shows that the correlation between Teachers' Organizational Citizenship Behavior and Pro-Social Behavior revealed a p value of .000 which is less than the value of 0.05 level of confidence which indicates that there is a relationship that can be drawn from the two variables indicated. Thus, the null hypothesis which states that *"There is no significant relationship between Teachers' Organizational Citizenship Behavior and Pro-Social Behavior"* is therefore rejected with a moderate degree of correlation (r=.394).

In support, prosocial conduct involves making sacrifices to serve others. Mutualism is when prosocial behavior helps both the receiver and the doer. Prosocial conduct becomes altruism when it costs the offender. Pure and impure compassion are contrasted. Prosocial behavior motivated purely by compassion for others is called 'altruistic motivation.' Impure altruism is prosocial behavior motivated by self-centeredness or limited self-interest. Prosocial behavior is behavioral, whereas altruism is behavioral and motivational (Bowles and Gintis, 2021).

Moreover, from the result presented, it shows that the correlation between Teachers' Organizational Citizenship Behavior and Teachers' Work Productivity revealed a p value of .000 which is less than the value of 0.05 level of confidence which indicates that there is a relationship that can be drawn from the two variables indicated. Thus, the null hypothesis which states that *"There is no significant relationship between Teachers' Organizational Citizenship Behavior and Teachers' Work Productivity"* is therefore rejected with a moderate degree of correlation (r=.443).

In support, this research also examines the function of organizational commitment as a mediating variable, which Matthew and Zajac (1990) deem crucial for job performance. Although numerous studies have suggested that subfactors of organizational commitment (i.e., affective commitment and continuance commitment) have differential relationships with job performance, we have decided to use the more prevalent and general variable of organizational commitment, primarily for the sake of simplicity.

Table 4
Relationship between the Variables

VARIABLES	R	p-value	Remarks
Pro-Social Behavior and Teachers' Work Productivity	.324**	.000	Significant
Teachers' Organizational Citizenship Behavior and Pro-Social Behavior	.394**	.000	Significant
Teachers' Organizational Citizenship Behavior and Teachers' Work Productivity	.443**	.000	Significant

*Significant at .05 level

Predictors of Work Productivity

Table 5 presents the results of regression analysis which purpose is to show the significant predictors of work productivity. The result indicates that the pro-social behavior and organizational citizenship behavior was found to be significant predictor of work productivity.

In particular, pro-social behavior has a significant direct effect on the work productivity (β=.310, p<.05). This means that the regression weight for pro-social behavior in the prediction of work productivity is significantly different from zero at the 0.05 level (two-tailed). Thus, the value of .310 revealed that in every increase of a single unit in the pro-social behavior, an increase of .310 in work productivity can be expected.

In support, according to Killian et al. (2019), in the process of teaching and learning, the responsibility of the teacher is to maintain control over the learning process's environment. The instructor might be compared to a captain who holds the wheel and navigates the boat in a pleasant and secure manner. A teacher must be able to create a suitable and pleasant learning environment. The instructor serves as an adviser to both his pupils and their parents, despite the fact that he or she lacks specific expertise in the field.

Moreover, organizational citizenship behavior has a significant direct effect on the work productivity (β=.507, p<.05). This means that the regression weight for organizational citizenship behavior in the prediction of work productivity is significantly different from zero at the 0.05 level (two-tailed). Thus, the value of .507 revealed that in every increase of a single unit in the organizational citizenship behavior, an increase of .507 in work productivity can be expected.

In support, Allen and Rush (1998) found in a field investigation that supervisors' attributions about workers' organizational citizenship activities impacted their overall performance rating. They examined the influence of organizational-citizenship behavior on salesperson performance evaluations and predicted that organizational-citizenship behaviors had an effect on objective sales productivity.

Table 5
Influence of Pro-Social Behavior and Organizational Citizenship Behavior on Teachers' Work Productivity

Variables	Unstandardized Coefficients		Standardized Coefficient	T	p-value	Remarks
	B	Std. Error	Beta			
(Constant)	.724	.430		1.685	.093	
Pro-Social Behavior	.310	.098	.177	3.176	.000	Significant
Organizational Citizenship Behavior	.507	.076	.373	6.700	.000	Significant

Note: R=.472ª, R-square=.222, F=42.495, P>.05

Mediation Analysis

Table 6 shows the use of Medgraph involving Sobel Test provides analysis on the significance of mediation effect. Hence, it can determine whether the mediation is full or partial. As can be gleaned in figure, the direct effect of organizational citizenship behavior on teachers' work productivity is decreased from beta of .324 to .177 when mediator variable was placed in the relationship model. Since the direct effect of organizational citizenship behavior on work productivity is no longer significant, it would imply a full mediation.

Meanwhile, the Sobel's test denotes that there is a significant mediation that take place in the model (z=1.632526, p<.01). Since it is full mediation, it could totally claim that organizational citizenship behavior is the reason how pro-social behavior can influence work productivity. This indicates that organizational citizenship behavior is a contributory factor on how pro-social behavior affects work productivity of teachers.
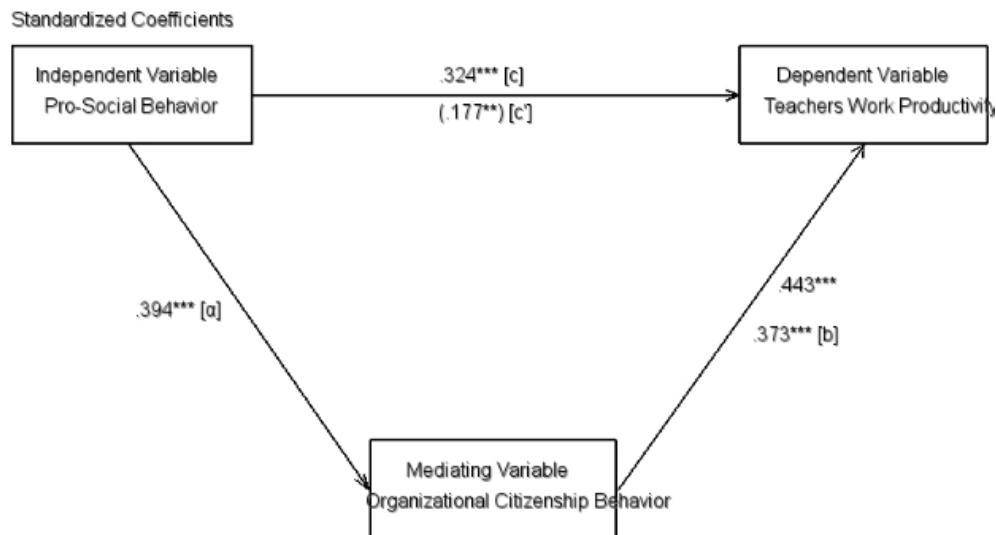
On the other hand, the effect size (β=0000) measure how much of the effect of pro-social behavior (IV) on work productivity (DV) can be attributed to the indirect path (IV to MV to DV). The total effect (β=.324) is the summation of both direct effect and indirect effect. The direct effect (β=.177) is the size of correlation between pro-social behavior (IV) and work productivity (DV) with organizational citizenship behavior (MV) included in the regression.

The indirect to total ratio index reveal an R-square of .443. This means that about 44.3 percent of the total effect of IV on the DV goes through MV, and approximately 55.7 percent of the total effect is either direct or mediated by other variables not included in the model.

In support, numerous research has been undertaken to assess the teacher productivity. Shamaki (2015) examined the efficiency of 165 Nigerian teachers. According to the findings, the principal's emphasis on democratic leadership style is crucial for school administration. It is extremely recommended that teachers attend seminars and seminars to boost their productivity. This study nonetheless indicates a connection between teacher productivity and leadership style.

Table 6
Type of Mediation Used

Type of Mediation	Significant	
Sobel z-value	1.632526	$p = 0.102569$
95% Symmetrical Confidence Interval		
	Lower	-.07363
	Higher	.80777
Unstandardized indirect effect		
	a*b	.36707
	se	.22485
Effective Size Measures		
Standardized		
Coefficients		R2 Measures (Variance)
Total:	.324	.105
Direct:	.177	0000
Indirect:	.147	.105
Indirect to Total ratio:	.453	0000

Standardized Coefficients

Independent Variable
Pro-Social Behavior
.324*** [c]
(.177**) [c']
Dependent Variable
Teachers Work Productivity

.394*** [a]
.443***
.373*** [b]

Mediating Variable
Organizational Citizenship Behavior

NOTE: The numerical values in the parentheses are beta weights taken from the second regression and the other values are zero order correlations.

Qualitative Strand

This part obtained the results from the quantitative and qualitative data in analyzing pro-social behavior and organizational leadership in relation to the work productivity off teachers.

Essential themes that Emerge from the Assessment in Pro-Social Behavior and Organizational Leadership in Relation to The Work Productivity of Teachers

This section discusses four (4) main themes that arose from the in-depth interviews and focus group discussions with the participants. Table 8 depicts these themes as the respondents' assessment in analyzing pro-social behavior and organizational leadership in relation to the work productivity off teachers namely: Work Productivity, Teacher Productivity, Teacher Collaboration, and Reflective Teaching.

Work Productivity. When it comes to teaching, productivity is everything. It has a wide range of effects on your pupils and may impact their learning experience. It makes an excellent point regarding how intuitive pupils may be. A teacher's positive attitude influences the student's motivation, attitude toward school and schoolwork, self-confidence, and, therefore, personality development. Teaching entails much more than just saying and explaining.

> *Work productivity means a teacher has a positive attitude and good communication skills. I believe that focusing on my different tasks, high average of strength and availability of teaching material will be of great help for me more productive. (IDI_P1)*
>
> *As a teacher working smartly is great way for us to become more productive. Being productive also doesn't mean that we should work all force but intend the right planning. (IDI_P2)*
> *To enhance my work productivity, I must give more love in doing my job not just doing it as compliance but with a heart. (IDI_P3)*
> *A productive teacher is being well educated in every aspect of his/her profession. A productive teacher renders a good service to his/her colleagues without asking what will be in return. (IDI_P5)*
> *As a teacher, in enhancing my work productivity, I must enhance my attitude of being initiative in all aspect of my teaching career. Through this, there will be a good harmony between my colleagues and the people that surrounds me. (FGD1)*

According to the participants assessment it implies that teachers' productivity depends on teachers' engagement in their professional practice. Teacher must have a positive attitude and initiative towards their students, colleagues, and community.

The implication of the study is supported by Yavuzer & Kahyaoğlu (2020). He stated that a teacher's ability to communicate with students and demonstrate good behavior such as asking questions, comprehending their opinions, and expressing attention and gratitude boosts the students' motivation and achievement. One of the most fundamental aspects of teaching abilities

is the teacher's support of the student and the teacher's setting of positive expectations in order to inspire the student.

Teacher Productivity. Productivity in education is crucial on multiple levels. On one level, it is about realizing individual potential and achieving personal success in an appropriate amount of time. This definition is based on the notion that productivity is the contribution a teacher makes to student learning as opposed to the absolute level of student learning attained.

> *A teacher must be goal-oriented, positive minded, time- bounded and good communication skills will be a great help to enhance work productivity. (IDI_P1)*

> *It defined a measure of performance that compares the number of services produced or output with the number of inputs used to produce services. For me, to be able to say that I am productive, I believe being ready and knowledgeable enough on every lesson or being prepared in every class discussion can produce a positive outcome. (IDI_P2)*

> *Work productivity means the effective commitment of the teacher in doing his or her job. Even teaching is not an easy job, a productive teacher performs well no matter how hectic the schedules are specially in doing paper works and abrupt reports. (IDI_P3)*

> *Productive teacher is capable to do different areas of teaching-learning process. He/ she can perform different tasks without hesitation because it is a part of his/her duty which his/her learners could benefit more. (IDI_P4)*
> *A productive teacher performs positive attitude and able to handle negative situations. He/she focuses only on doing tasks on time. He/she knows how to manage her/his time and very attentive in different school activities. (IDI_P6)*

> *As a teacher, to enhance my work productivity, I must remind myself to become flexible in all things and always be prepared in doing different tasks to be done. (FGD2)*

According to the participants' assessments, instructors should be psychologically prepared for any scenario and put their hearts into their work so that they can appraise their workloads even with tight schedules. As a result, it implies that they are skilled and adaptable in their field of work.

The implication of study is supported by Keiser & Cevikbas (2021). He stated that effective instructors are very adaptable, which allows them to juggle several obligations while still making kids smile and feel valued. As a new teacher attempting to fulfill my responsibilities in the classroom, I recall attempting to make my lessons more engaging via the use of costumes, reenactments, and other fun activities. The pupils were usually amused and attentive throughout

these exercises. As a teacher matures in his or her role and gains experience with each new class and challenge, efficacy emerges.

Teacher Collaboration. When we collaborate, we improve the learning experience. Collaboration amongst teachers has a good effect on student progress and enables us as educators to explore new ground. In addition to supporting the instructional function of teachers, cooperation plays a crucial role in fostering connections among them so that they feel like members of a professional community and get personal satisfaction from their job.

> *It is by cooperating with my co-workers, helping my students in their learning needs and sharing my personal resources to other who are in need. To have an initiative to help and assist other and being sensitive to the feelings of others is also very influential attitude. (IDI_P1)*

> *Ethically, pro-social behavior can create a productive outcome. For me, it's a boomerang effect between me and co-workers which results to a harmonious environment in my workplace. (IDI_P2)*

> *It really affects pro-social behaviour and organizational citizenship behaviour because a productive teacher contributes a lot for the success of his/her learners and the school. If the teacher is very cooperative in different activities or performed more than his/her job results to a competitive and productive institution. (IDI_P3)*

> *Through cooperating with co-workers, helping learners in times of need and have initiative to help others are some influences of productive teacher. (IDI_P6)*

The statement of the participants implies that teachers' collaborative strategy imposes a harmonious environment for the premises. It also contributes to the students' academic achievement.

The implication of the study is supported by Aakriti (2020). He stated in his study that teachers collaborate in a variety of ways when they communicate with their colleagues to share ideas and resources, discuss student learning, and team up for joint activities and the development of new knowledge. In this approach, instructors may co-create and deepen their learning in order to present their students with high-quality learning experiences. In addition to supporting the instructional function of teachers, cooperation plays a crucial role in fostering connections among them so that they feel like members of a professional community and get personal satisfaction from their job.

Reflective Teaching. Reflective instruction enables you to comprehend how to accomplish each component of a superior future more effectively. In a world where teaching standards are predicated on student results, the ability to reflect on classroom activities may seem to be a luxury that few instructors can afford.

For me, sometimes my work productivity depends on how the people that surround me treat me. If they will show positive attitude, I will also be responsive to them.

The participants' statements imply that the productivity of instructors relies on the people around them, and that they will respond or react depending on their attitudes toward one another.

The implication of the study is supported by Brookfield (2018). He emphasizes that when instructors participate in reflective teaching, they devote time to evaluating their own teaching practices, analyzing their curricular decisions, considering student input, and adjusting enhance student belonging and learning. This procedure comprises information collection, data analysis, and future planning. Before, during, and after teaching a course, reflective teaching entails assessing one's core views about teaching and learning and their conformity with real classroom practice.

Joint Display of Quantitative and Qualitative Data

Pro-Social Behavior forms an axiological implication that the study implied that Prosocial conduct is selfless. Mutualism occurs when prosocial behavior benefits both parties. Altruism occurs when prosocial behavior costs the offender. Pure and impure compassion are contrasted. Altruism means "helping others" Altruistic motivation is compassionate prosocial behavior. Impure altruism is prosocial conduct driven by self-interest. Altruism involves both behavioral and motivational components. Hence, in qualitative findings revealed the results from table 8 Teachers Views on Productivity of Teachers. emerged an essential theme such as: "Teacher Collaboration" described the following ideas such as: "It is by cooperating with my co-workers, helping my students in their learning needs, and sharing my personal resources to other who are in need. To have an initiative to help and assist other and being sensitive to the feelings of others is also very influential attitude. (IDI_P1)" "Through cooperating with co-workers, helping learners in times of need and have initiative to help others are some influences of productive teacher. (IDI_P6)" Has merged the from the quantitative data on "Proactive" was satisfied during the merging/ Converging of the data integration.

Prosocial Behavior obtained three (3) indicators such as proactive, reactive, and altruism. All these items under these indicators were high. Meanwhile, in quantitative phase revealed the results from table 1 on the level "of Pro-Social Behavior in terms of "Proactive" described the following items include: Item 5 "actively supervise my students who are having a difficult time in my lectures", Item 6 "an active participant in all school programs", and Item 7 "participate actively in all school competitions". These items got the mean score of (4.10), (4.11), and (4.27).

Moreover, on the aspect of **Organizational Citizenship Behavior** forms an axiological implication that the study implied that teachers provide their colleagues opportunity to exhibit their own work in the classroom. According to the findings of the research, the level of collegiality among teachers has a significant bearing on factors such as teachers' professional growth and development, their level of job satisfaction, their level of organizational and professional dedication, the quality of their schools, and the achievement of their students. Thus, the qualitative data revealed the results from table 8 Teachers Views on Productivity of Teachers emerged an

essential theme such as: "Work Productivity" described the following ideas such as: "Work productivity means a teacher has a positive attitude and good communication skills. I believe that focusing on my different tasks, high average of strength and availability of teaching material will be of great help for me more productive. (IDI_P1)", "A productive teacher is being well educated in every aspect of his/her profession. A productive teacher renders a good service to his/her colleagues without asking what will be in return. (IDI_P5)", and "As a teacher, in enhancing my work productivity, I must enhance my attitude of being initiative in all aspect of my teaching career. Through this, there will be a good harmony between my colleagues and the people that surrounds me. (FGD1). Has merged the from the quantitative data on ""Collegial Behavior" was satisfied during the merging/ Converging of the data integration.

Organizational Citizenship Behavior obtained four (4) indicators such as: Autocratic Behavior, Custodial Behavior, Supportive Behavior, and Collegial Behavior. All items under these indicators were high. Thus, the quantitative findings revealed the results from table 2.4 on the level "of Organizational Citizenship Behavior in terms of "Collegial Behavior" described the following items include: Item 1 "always provide my colleagues good feedback on their work on a frequent basis", Item 2 "constantly give my colleagues opportunity to exhibit their work", Item 3 "always give my colleagues to give them opportunity to express themselves", Item 4 "am always clapping and applauding for my colleagues for their success", and Item 5 "When a student has an almost invariably poor test result, I always offer the assistance necessary to do better the following time". Hence, all these items received the categorical mean value of (4.44), (4.53), (4.50), and (4.42), (4.48).

Furthermore, **Teachers' Work Productivity** revealed the axiological implication that teachers are working to improve their professional abilities to better prepare themselves for their employment. According to this theory, productivity is defined as the contribution that a teacher makes to the learning of their students, as opposed to the total amount of learning that a student can acquire. The quantity of work (or output) that is completed by an employee within a certain length of time is referred to as that employee's productivity. It is crucial for a manager to know how long it takes their team to accomplish the various operations, as well as whether there are any bottlenecks or diversions in the process. Hence, the qualitative findings revealed from From table 8 Teachers Views on Productivity of Teachers emerged an essential theme such as: "Teacher Productivity" described the following ideas such as: "A teacher must be goal-oriented, positive minded, time-bounded, and good communication skills will be a great help to enhance work productivity. (IDI_P1)" "It defined a measure of performance that compares the number of services produced or output with the number of inputs used to produce services. For me, to be able to say that I am productive, I believe being ready and knowledgeable enough on every lesson or being prepared in every class discussion can produce a positive outcome. (IDI_P2)", and "Work productivity means the effective commitment of the teacher in doing his or her job. Even teaching is not an easy job, a productive teacher performs well no matter how hectic the schedules are specially in doing paper works and abrupt reports. (IDI_P3)" Has merged the from the quantitative data on ""Productivity" was satisfied during the merging/ Converging of the data integration.

Meanwhile, **Teachers' Work Productivity** obtained three (3) indicators Job Satisfaction, Absenteeism, and Productivity. All items under these indicators were very high. Thus, it revealed the results from table 3.4 on the level of Teachers' Engagement in terms of "Teacher's Social Engagement" described the following items include: Item 3 "I understand when my coworkers

discuss their health problems with me", and Item 5 "I participated socially in all the school's activities". These statements obtained the mean value of 3.97 and 3.99.

Table 9
Joint Display of Quantitative and Qualitative Data

Aspect or Focal Point	Quantitative Findings	Qualitative Findings	Nature of Integration	Axiological Implication
Pro-Social Behavior	From table 1 on the level "of **Pro-Social Behavior** in terms of "***Proactive"*** described the following items include: **Item 5** "actively supervise my students who are having a difficult time in my lectures", **Item 6** "an active participant in all school programs", and **Item 7** "participate actively in all school competitions". These items got the mean score of (4.10), (4.11), (4.27).	From table 8 Teachers Views on Productivity of Teachers. emerged an essential theme such as: **"Teacher Collaboration"** described the following ideas such as: *"It is by cooperating with my co-workers, helping my students in their learning needs, and sharing my personal resources to other who are in need. To have an initiative to help and assist other and being sensitive to the feelings of others is also very influential attitude. (IDI_P1)"* *"Through cooperating with co-workers, helping learners in times of need and have initiative to help others are some influences of productive teacher. (IDI_P6)"* Has merged the from the quantitative data on "Proactive" was satisfied during the merging/ Converging of the data integration.	**Merging/ Converging**	The study implied that Prosocial conduct is selfless. Mutualism occurs when prosocial behavior benefits both parties. Altruism occurs when prosocial behavior costs the offender. Pure and impure compassion are contrasted. Altruism means "helping others" Altruistic motivation is compassionate prosocial behavior. Impure altruism is prosocial conduct driven by self-interest. Altruism involves both behavioral and motivational components.
Organizational Citizenship Behavior	From table 2.4 on the level "of **Organizational Citizenship Behavior** in terms of	From table 8 Teachers Views on Productivity of Teachers emerged an essential	**Merging/ Converging**	The study implied that teachers provide their colleagues

"*Collegial Behavior"* described the following items include:	theme such as: **"Work Productivity"** described the following ideas such as:		opportunity to exhibit their own work in the classroom. According to the findings of the research, the level of collegiality among teachers has a significant bearing on factors such as teachers' professional growth and development, their level of job satisfaction, their level of organizational and professional dedication, the quality of their schools, and the achievement of their students.
Item 1 "always provide my colleagues good feedback on their work on a frequent basis",	"Work productivity means a teacher has a positive attitude and good communication skills. I believe that focusing on my different tasks, high average of strength and availability of teaching material will be of great help for me more productive. (IDI_P1)",		
Item 2 "constantly give my colleagues opportunity to exhibit their work",			
Item 3 "always give my colleagues to give them opportunity to express themselves",	"A productive teacher is being well educated in every aspect of his/her profession. A productive teacher renders a good service to his/her colleagues without asking what will be in return. (IDI_P5)", and		
Item 4 "am always clapping and applauding for my colleagues for their success", and			
Item 5 "When a student has an almost invariably poor test result, I always offer the assistance necessary to do better the following time".	"As a teacher, in enhancing my work productivity, I must enhance my attitude of being initiative in all aspect of my teaching career. Through this, there will be a good harmony between my colleagues and the people that surrounds me. (FGD1)"		
Hence, all these items received the categorical mean value of (4.44), (4.53), (4.50), and (4.42), (4.48).	Has merged the from the quantitative data on ""Collegial Behavior" was satisfied during the merging/ Converging of the data integration.		

| Teachers' Work Productivity | From table 3.3 on the level "of **Teachers' Work Productivity** in terms of "*Productivity*" described the following items include:

Item 1 "I hone my professional abilities in preparation for my job",

Item 2 "I work to improve my professional standing to get a promotion",

Item 3 "I strive to improve my ethical standards for the benefit of my coworkers",

Item 4 "I work to improve my ethics in order to earn the respect of my students", and

Item 5 "I continue to develop my professional abilities to provide excellent instruction to my students".

Thus, these items obtained the same categorical mean score of 4.50 with the same descriptions of "Strongly Agree". | From table 8 Teachers Views on Productivity of Teachers emerged an essential theme such as: **"Teacher Productivity"** described the following ideas such as:

"*A teacher must be goal-oriented, positive minded, time-bounded, and good communication skills will be a great help to enhance work productivity. (IDI_P1)"*

"It defined a measure of performance that compares the number of services produced or output with the number of inputs used to produce services. For me, to be able to say that I am productive, I believe being ready and knowledgeable enough on every lesson or being prepared in every class discussion can produce a positive outcome. (IDI_P2)", and

"*Work productivity means the effective commitment of the teacher in doing his or her job. Even teaching is not an easy job, a productive teacher performs well no matter how hectic the schedules are specially in doing paper works and abrupt reports. (IDI_P3)"* | **Merging/ Converging** | The study implied that teachers are working to improve their professional abilities in order to better prepare themselves for their employment. According to this theory, productivity is defined as the contribution that a teacher makes to the learning of their students, as opposed to the total amount of learning that a student is able to acquire. The quantity of work (or output) that is completed by an employee within a certain length of time is referred to as that employee's productivity. It is crucial for a manager to know how long it takes their team to accomplish the various operations, as well as whether or not there are any bottlenecks or diversions in the process. |

		Has merged the from the quantitative data on ""Productivity" was satisfied during the merging/ Converging of the data integration.		

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