



The Influence of Faculty Members' Resiliency and Organizational Citizenship Behavior as Predictors of Teaching Performance

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Abstract

The main thrust of the study was to determine the faculty member's resiliency, organizational citizenship behavior (OCB) as well as its sub-variables as predictors of teaching performance during the S.Y. 2022-2023. The Questionnaire was modified through exploratory factor analysis with Cronbach Alpha of 0.97. This instrument was used in the study, and the data were analyzed and interpreted using the mean and multiple regression analysis through Statistical Package for the Social Sciences (SPSS) software version 26. The instruments were applied to 199 randomly selected faculty members of Bohol Island State University through stratified random sampling from the different colleges of the six campuses. It was found that faculty members' resiliency and OCB are predictors of teaching performance. It was further revealed that interaction and conscientiousness of the respondents significantly and positively predict teaching performance. Consequently, it is concluded that the resiliency and OCB affect the teaching performance of the faculty members.

Keywords: faculty Members, organizational citizenship behavior, resiliency, teaching performance

Introduction

The faculty members in an educational institution are its most valuable resource. Resiliency and organizational citizenship behavior (OCB) are normally considered essential factors to make a successful educational institution. As such, understanding their attitudes toward their work is important since it is a crucial role in producing high-quality teaching performance. This teaching performance and mentioned variables merge into one continuum that cannot be isolated. These ideas are connected, and one may have an impact on the other.

It is believed that faculty members with higher levels of resiliency were better able to manage life stress and maintain their health when faced with such challenging situations, whereas those with lower levels of resilience struggled with mental distress (Elisei, et al., 2023)[13]. It is also noted that OCB has a great impact on its resiliency toward productivity, effectiveness, and efficiency.

In the current situation in educational institutions, the unprecedented changes brought by the COVID-19 pandemic affected the feelings and attitude of the faculty towards work (Hamili, 2022)[15]. Also, the demands of workloads and ancillary functions added and resulted in a high level of stress and burnout and decrease confidence to spend their entire careers in the institution (Zamarro, et al., 2021)[27]. Hence, the resiliency in these challenging situations and the positive OCB to work may help an institution to continually function amidst the challenges encountered.

These situations prompted the researcher to undertake this study to determine the BISU faculty members' resiliency and OCB and its relation to their teaching performance. The administrators may use the study's findings as a basis for designing action plans to enhance the faculty members' behavior towards work and the institution.

Literature Background

Due to the abrupt changes brought about by the COVID-19 pandemic, many faculty were challenged to adapt to the new trends in the educational system. These new trends may be associated with faculty members' resiliency, and sense of organizational citizenship behavior (OCB) on their job and teaching performance. Even before the pandemic, teaching was a high-stress profession. CNN (2015) supported this claim that out of 200 faculty respondents, 23% of them mentioned that the source of their stress is their job. Some of them said that it is because of poor management of the company and the demands of endless deadlines of their workload and ancillary functions that caused them to experience burnout (Blando, 2019)[3]. Meanwhile, the COVID-19 crisis had exacerbated faculty levels of stress and burnout. According to Zamarro et al (2021) [22] survey results, faculty confidence in their ability to spend their entire careers in the classroom decreased during the pandemic. The likelihood that the faculty will leave their current situation or their line of work within the next five years rose, from an average of 24% in March 2020 to 30% in March 2021. 42% of faculty reported that they had thought about resigning or retiring from their current position in the previous year in March 2021.

In this post-pandemic time, these high demands of workloads, ancillary functions, and effects of COVID-19 in education are some identified stressors that are manifested in the faculty's resiliency to continue what has been started despite the challenges. In Norman Garnezy's Theory of Resilience (1991)[12], resilience is the quality to recover and maintain acceptable behavior despite emotional suffering and is not about being fearless in difficulty. Even those faculty who come back and do anything to recover who initially retreated when faced with tragedy are still considered resilient.

Buckley (2018)[5] showed that like a muscle, resilience has to be fed and exercised. It must grow and take breaks as necessary. The Organization Health Psychologists Limited introduced seven resilience frameworks namely; vision, determination, interaction, relationship, problem-solving,

organization, and self-confidence. Also, interpreted this vision as the crucial first step, and the faculty North Star, it is when they are having a clear vision of who they are and what they want to accomplish. Hence, it is powerful when they stare back and ask themselves what they are doing to realize their vision. In times of crisis, they need to be able to move in a pre-defined direction. Determination is the critical component of the resilient framework. It is one of the things that help faculty to finish what they have started. It is finding the outcomes or things a person is determined to change to realize their dream. Thus, employees with high determination in achieving their goals make the organization realize its vision.

However, the faculty's relationship with others is also a very important aspect in building a resilient environment, for, without positive relationships with others, they can't realize any aspect of the vision. Helping others in achieving their vision without an expectation of the return of favor strengthens and builds a relationship, interactions strengthen relationships and this in turn builds resilience. Some of these connections are what the faculty rely on to get through difficult times. When helping someone or vice versa, the interactions work as the water and fertilizer that help a relationship grow.

In an institution, the problem is always present. The only thing that faculty can better understand a larger problem is to seek a solution by breaking it down into smaller and more manageable problems. Plugging away with a determination to resolve an issue helps them to get to the solution. This also gives them the self-confidence to persevere and solve problems. Also, organization of mind is very important in formulating solutions. Chaos and unwanted stress are brought on by an unplanned and disorganized mind. Therefore, it is important to think about what needs to be done, what preparation needs to be made, and what precursor activities need to be completed first to solve such a problem.

Positive behavior of the faculty is also one of the factors that could help the problem of the institution. Probably, such behaviors are not required as specific job descriptions but based on personal choice (Addai et al, 2019)[1]. The institution cannot survive

without faculty behaving as good citizens by engaging in positive behaviors. Boakye, et al (2022)[4], supported that resilience exerts a significant impact on organizational citizenship behavior. This linkage may be partly due to prevailing organizational circumstances.

Homans' Social Exchange Theory, on the other hand, explained organizational citizenship behavior. Homans claims that OCB is a phenomenon that is crucial to helping faculty members become more motivated to go above and beyond the scope of their official work duties. This is also true of Carter's (2010) [6] study, which incorporates the social exchange theory, the idea of psychological contracts, and an organizational behavior approach. According to the theory, social interactions primarily involve the exchange of social and economic resources. The principle of reciprocity, which states that people who get benefits from another person should feel bound to repay them, is a fundamental tenet of social trade. The reciprocity standard is essential in relationships because it sustains continuing responsibility fulfillment and, by extension, the relationship itself.

Additionally, according to the thesis put forth by Angelo Kinicki and Robert Kreitner in 2007 [15], OCB and dedication are the core of an institution since they have an impact on its productivity, effectiveness, and efficiency. When delivering the "best value" services to the institution and the community at large, these criteria mirror the attitudes and behaviors of the faculty members. To achieve its aims and objectives, faculty members must work together for the organization to be successful and effective. According to Aristotle's theory, it is recognized that every faculty contributes their interests, needs, and desires to the workplace so that the institution will achieve a successful performance.

In Castro & Ruiz's (2004)[8] study, organizational factors are motivated by self-interest and look to fulfill both their personal needs and wants as well as those of the organization. Inevitably, personal interests may occasionally diverge from those of the business, regardless of how committed an individual is to achieving organizational goals and objectives. This situation gives rise to

several definitions of organizational citizenship. The most likely employees to engage in corporate citizenship behaviors are those who feel that rewards are distributed fairly within the company and who are most dedicated to it.

Five dimensions of OCB are most frequently identified to wit: (1) Altruism. It is also called helping behavior. It reflects wilful helping specific faculty with an organizationally relevant task or problem. (2.) Conscientiousness. It refers to a faculty to be being punctual, having attendance better than the group norm, and judiciously following institutional rules, regulations, and procedures. (3.) Courtesy. The faculty here is mindful and respectful of other faculty members' rights. (4.) Sportsmanship. It refers to avoiding complaints, petty grievances, gossiping, and falsely magnifying problems. (5.) Civic virtue. It is the involvement that the faculty shows in the political life of the organization (Munchinsky, 2007)[17].

Employers who are viewed as fair by their workforce and who reward positive behavior in them benefit from having a more civically engaged workforce. Additionally, organizations that are known for treating their workers with respect and compassion tend to profit from having workers who are good citizens. Managers can encourage organizational citizenship by selecting people with positive attitudes and personalities, treating them in a fair and considerate manner, helping them see how they can contribute, enabling them to learn and cope with workplace challenges, and most importantly applying their knowledge of human behavior in many ways. By understanding what caused people to behave as they do, managers can exercise leadership to achieve positive outcomes.

Ali et.al, (2021) [2] study, stated that there was a positive and statistically significant correlation between teachers' OCB and Teaching Performance. Conscientiousness, altruism, citizenship, virtue, generosity, and respect are components of OCB that are significant to performance. Meanwhile, organizational commitment is one of the antecedents of organizational citizenship behavior. Planer (2019) [19] assessed the level of correlation between the

various dimensions of organizational commitment and organizational citizenship behavior in public and private organizations in Poland. This study confirmed its assumptions that this commitment has a positive impact on the manifestation of organizational citizenship behavior regardless of the place of employment or regardless of the type of organization in which employment is undertaken. Indeed, the results confirmed that the increased involvement leads to enhance manifestations of citizenship behavior.

The degree to which faculty members identify with the institution and actively want to maintain their participation is known as an organizational commitment or loyalty. It is a measurement of the faculty members' willingness to put forth effort in the completion of their tasks as well as their goals to work for the school, much like a strong magnetic force drawing two metallic objects together. A personal value known as organizational commitment is characterized by a strong belief in and acceptance of the organization's ideals and aims, a readiness to put forth a significant amount of effort on its behalf, and a strong desire to keep membership in the organization.

One of the theories that anchored organizational commitment as one of the antecedents of OCB is the Employee Commitment Theory of Meyer and Herscovitch (2001) which indicates that employees' commitment reflects employees' belief that it is a moral obligation to remain in an organization. They opined that though this belief developed over time, it is a force that binds an individual to engage in an action that would sustain his/her continued involvement in the organization.

In addition, Abraham Maslow's Hierarchy on Human Needs Theory (1943) showed that the person will become more motivated and committed to act if the following needs will be satisfied. These needs are arranged in a hierarchy of prepotency. These are physiological, security, belongingness, esteem, and self-actualization. It is also supported by the Alliance of Concerned Teachers (ACT) which stated one of the reasons why faculty members are less motivated and committed to remaining in their job is that their current pay is not enough to

cope with the rising prices of goods and services.

Kadtong, et al (2017)[14], said that employees who were satisfied with their job were also productive. Furthermore, if teachers were committed to their job, they develop and maintain a high level of teaching performance. Studies have shown that there was a moderate correlation between employees' teaching performance and level of commitment which shows that a high level of commitment greatly contributes to successful employee performance. This also holds in the study of Yawman and Rainu (2020) [21] where they concluded that on organizational commitment, a positive environment or climate increases employee commitment and vice versa. Social Exchange Theory, Employee Commitment Theory, and Maslow's hierarchy of needs corroborate the claims. Such findings clearly showed that if there is a positive environment and all of the employees' needs are satisfied then, it would bring a high level of commitment toward their job. Envisions organizational dedication as "giving all of yourself while at work" in a nutshell. This includes making good use of time, paying attention to details, putting forth the extra effort, accepting change, working cooperatively with others, developing oneself, honoring others' trust, taking pride in one's ability, seeking progress, and being able to count on dependable assistance.

These aforementioned readings and the absence of a study on the faculty members' teaching performance at Bohol Island State University in relation to their resiliency in the workplace, organizational citizenship behavior, and teaching engagement spurred the researcher to fill the gap of information. Further, the administrators may use the study's findings as a basis for designing action plans to enhance the faculty members' attitudes towards work and the organization.

Purpose of the Study

This study was to determine the faculty member's level of teaching performance and its relation to their resiliency in the workplace and organizational citizenship behavior at Bohol Island State University during the school year 2022-2023. The findings of the study will be the basis for

the proposed enhancement program. Specifically it sought to answer the following:

1. What is the teaching performance of the faculty members based on the IPCR result in A.Y. 2021-2022?
2. Are resiliency and OCB and their sub-dimensions significant predictors of teaching performance?

Statement of Null Hypothesis

The resiliency and OCB and their sub-variables are not predictors of teaching performance.

Methodology

The correlational survey research design was employed in this study. The researcher gathered primary data including the teaching performance evaluation rating from each of the respondents as the basis for determining their resiliency and organizational citizenship behavior toward the institution and sought the relationship among these variables.

This study was conducted in the six campuses of the Bohol Island State University located in different strategic sites in Bohol, namely: Balilihan Campus-Magsija Balilihan; Bilar Campus-Zamora, Bilar; Calape Campus-San Isidro, Calape; Candijay Campus-Cogtong, Candijay; Clarin Campus-Poblacion, Clarin; and Main Campus-Carlos P. Garcia, Tagbilaran City. This study was participated by all faculty members per employment status per campus of Bohol Island State University. The faculty members were those with temporary and permanent positions who were engaged in classroom activities including those with designated positions like deans, and campus directors of the university holding administrative positions. These faculty members also perform other functions in the university like research, extension, or production.

Instruments

The questionnaire was having four parts with informed consent from the respondents. Part 1 was the modified Resilience Questionnaire adapted from Nicholson McBride (2017) [20] based on Organization Health Psychologists Limited Framework. This constitutes seven domains

namely: vision, determination, interaction, relationship, problem-solving, organization, and self-confidence. Parts 2 and 3 were based on the Organizational Citizenship Behavior and Organizational Commitment Questionnaire of Castolo (2007) [8] and Allen and Meyer (1990) which was based on the study of Organ (1998) and Munchinsky (2003) [17] on OCB and, Kinicki (2007)[15] on Organizational Commitment. Organ (1998) and Muchinsky (2003) [17] identified five dimensions of OCB: altruism, conscientiousness, courtesy, sportsmanship, and civic virtue.

Overall, the questionnaire contained 100 statements or questions. It was rated by the respondents based on the 4-point Likert scale with the following descriptions: 4 – strongly agree, 3- moderately agree, 2- slightly-agree, and 1- disagree. To test the functionality of this modified researcher-made questionnaire, the draft was checked by the adviser and other experts who are knowledgeable on research for face validity, after which it was pilot-tested to the faculty members who were not included in the study with the same characteristics as the identified respondents. The responses to each item were analyzed. Then, the corrected and pilot-tested questionnaire was finalized. The reliability of the questionnaire was determined using Cronbach's Alpha with a coefficient of 0.97. Multiple regression was the tool used using Statistical Package for the Social Sciences (SPSS) software version 26.

Results and Discussion

Faculty Members Teaching Performance

The faculty members' teaching performance is dispersed highly at a very satisfactory level. This implies that most of the faculty members in the university were proficient in the field of teaching. Faculty members' performance here often exceeds expectations. They display a high level of competency-related skills, abilities, initiatives, and productivity, exceeding requirements in many of the areas of teaching requires. As observed, none of them has an unsatisfactory and poor performance.

Relationship Between Faculty Members' Teaching Performance and Level of Resiliency

The data was further assessed to ascertain the influence of each area of resiliency on teaching performance. It was also shown in the table, that the interaction significantly and positively affects teaching performance. Hence, it was supported that as these variables increase the teaching performance of the faculty members increases as well. However, vision, determination, relationship, problem-solving, organization, and self-confidence insignificantly affect the teaching performance of the faculty members. This affirms the study of Chen and Lee (2022)[10] that faculty members' resilience matters as a buffering and boosting effect between job-driving factors and teaching performance.

Further, it is supported by the Social Exchange Theory of George Homans (1958), which was further studied by Carter (2010) [6], that predicts that employees will respond, in kind, to the treatment they receive from the organization. It was proposed, therefore, that organizations can influence the attitudes, behavior, and performance of employees by attending to the relationships that develop between employees and the organization.

Relationship between Faculty Members' Teaching Performance and Level of Organizational Citizenship Behavior (OCB)

The result shows also in detail the result that the $H_{01.3}$ is rejected since the p -value < 0.05 which is 0.000. This indicates that OCB is one of the predictors of the

teaching performance of the faculty members. As the data was further assessed to ascertain the influence of each area of the OCB on teaching performance. It resulted that only conscientiousness significantly and positively affects teaching performance. Hence, it was supported that as these variables increase the teaching performance of the faculty members increases as well.

However, altruism, courtesy, sportsmanship, civic virtue, and commitment insignificantly affect the teaching performance of the faculty members. This result is supported by Ali et.al, (2021)[2] study that there was a positive and statistically significant correlation between teachers' OCB and Teaching Performance. Conscientiousness, altruism, citizenship, virtue, generosity, and respect are components of OCB that are significant to performance.

CONCLUSION

The interaction between their workplace, conscientiousness and commitment of the respondents predicted the teaching performance of the faculty members. Consequently, the resiliency and OCB have bearing to their teaching performance. Therefore, the faculty members are encouraged to participate in the implementation of an enhancement program that will be provided by the school administrators for the improvement of their resiliency and OCB. Also, the future researchers may investigate further faculty members' level of resiliency and level of OCB in relation to students' performance.

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