

In the Eyes of Senior Educators: Understanding the Organizational Citizenship Behavior of the Generation Z Public School Teachers

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Abstract — As the educational landscape evolves with the influx of younger educators, understanding their unique contributions to school culture and community engagement becomes paramount. This Descriptive-phenomenological qualitative study explored the perceptions of senior educators regarding the Organizational Citizenship Behavior (OCB) exhibited by Generation Z (Gen Z) public school teachers. Through qualitative interviews, this research examined how senior educators assess the OCB of Gen Z public school teachers. Findings highlight the distinct values that drive Generation Z's OCB, revealing the strengths they bring to the educational environment. From the data gathered Gen Z public school teachers exemplify altruistic, conscientious, resilient, courteous, and participative behaviors. The researcher developed a theme entitled “Generation Z Public School Teachers’ Organizational Citizenship Behavior through the Lens of Senior Educators”. The theme resonates with the profound idea of unfolding the Organizational Citizenship Behavior of the Generation Z public school teachers. It highlights the need to foster dialogue among educational stakeholders to enhance intergenerational collaboration, improve organizational practices, and ultimately enrich the teaching profession in public schools.

Keywords: Generation Z Public School Teachers, Organizational Citizenship Behavior, Proficient Teachers, Senior Educators, Teacher Empowerment, Teacher Experiences.

I. INTRODUCTION

Teaching, as has been universally claimed, is the noblest of all professions. Teaching requires a combination of knowledge, skills, and a genuine passion for education. It also requires one to be adaptable, empathetic, and committed to the success and well-being of each student. The word “noblest” becomes an understatement, as many have considered the teaching profession as their vocation (Malik, 2024). Teachers, as the “noblest professionals” play a crucial role in shaping the minds of young individuals and preparing them for a successful future (Malik, 2024).

Their dedication to work is unmatched, as they tirelessly strive to educate, inspire, and support their students every day. It is through their unwavering commitment to teaching that students can learn, grow, and reach their full potential. Indeed, this teaching commitment has been considered as a positive behavior that impacts learning. Hence, teachers strive to build a strong base to support their career choice – Organizational

Citizenship Behavior (OCB). It was in 1998 when the concept of OCB was first introduced by Dennis Organ who highlighted its importance in fostering a positive organizational climate and enhancing organizational outcomes (De Geus et al., 2020).

Such organizational construct is alternatively called extra-role behavior or contextual performance. It has always been claimed that OCB goes beyond the scope of what is expected of an employee, such as volunteering for extra tasks, helping co-workers, being helpful to customers, and offering solutions to organizational problems (Yaakobi & Weisberg 2020); thus, it is beneficial for both organizations and employees, as it can improve employee morale, performance, and productivity (Sholihin et al., 2024). The five common dimensions of OCB include altruism, voluntary assistance offered to fellow members on organizationally relevant tasks; conscientiousness acts that go beyond the minimal role requirements of the organization; sportsmanship, willingness to tolerate inevitable inconveniences and less-than-ideal situations without complaining; courtesy, preventing work-related problems with others; and civic virtue, responsive, constructive involvement in the life of the organization (Hsieh et al., 2022). These are all necessary for effective organizations and enhancing the effectiveness of the organizations. Hence, we should give emphasis on the said behaviors.

Altruism is commonly defined as caring for the other, in other words, an act of helping each other. In a study by Erkubilay & Şentürk (2020), it was found that altruistic, along with peer support and leader support have a positive and significant effect on employee voice. In addition, research, according to Kay & Granfield (2022), demonstrates that altruism and volunteering, in particular, offer many benefits, including improved health. On the other hand, the OCB dimension of courtesy is referred to as behaviors aimed at avoiding making problems for coworkers. Courtesy and altruism together form the dimension of helping behavior.

Courtesy, oftentimes pointed to as workplace civility, is the respectful and courteous behavior exhibited by individuals toward their colleagues in the workplace. It involves treating others with dignity, showing appreciation for their contributions, and refraining from any behavior that may be perceived as rude, aggressive, or disrespectful and highlights constructive communication, which contributes to fostering positive relationships, increasing job satisfaction, and improving organizational outcomes (Liu et al., 2019). Another dimension of OCB is sportsmanship as defined by WeLearn (2023) refers to the act of abstaining from unnecessary complaints and criticism as a possible moderator of the effects of daily negative work events on daily work engagement and positive affect. In addition, Hassan et al. (2021) contended that sportsmanship is the good behavior of an individual who focuses on what is right rather than wrong in an organization, tolerating the inevitable inconveniences and demands of work without complaint. According to Fernandes et al. (2023), employees with high sportsmanship will not complain when others bother them.

For the workgroup to succeed, they will be willing to sacrifice their interests for the good of the workgroup. They maintain a positive attitude even when things do not go their way and do not offend others when their suggestions and ideas are not followed. Conversely, the dimension of conscientiousness refers to the ability to control one's self and adhere to a strict discipline so that one goes above and beyond the (bare bones) requirements for completing a task. When it comes to the workplace, this means going beyond showing up on time (WeLearn, 2023). This includes staying late to complete tasks, double-checking work for errors, and generally showing dedication to their job beyond the minimum requirements (Priya, 2023).

Lastly, civic virtue is about actively participating in the organization's decision-making processes, attending meetings, and being informed about the company's affairs. It is how an employee conducts himself or herself in an informal setting, such as during an event fundraiser that takes place outside normal business hours. In a business setting, participative encourages a sense of community, better job performance, and overall satisfaction (WeLearn, 2023). Employees who exhibit this behavior take an interest in the organization's well-being and contribute to its governance (Priya, 2023). OCB has some advantages including improved organizational performance, enhanced work environment, increased teamwork and collaboration, and building trust and loyalty (Stitz, 2024).

In contrast, there are also disadvantages including the potential for exploitation, unequal distribution of loads, lack of recognition, and the potential for boundary spanning (Johansson & Hart, 2023). Also, the unreasonable expectations decreased the authenticity of behaviors, the potential to distract day-to-day duties, and a sense of unhealthy competition. Overall, while there are clear advantages and disadvantages to promoting OCB, organizations need to be mindful of potential pitfalls and ensure that OCB is encouraged in a fair and supportive manner. Organizational Citizenship Behavior, according to Ahmadu and Don (2020), has attracted a lot of interest in the field of education because it may differentiate between actions when workers voluntarily go above and beyond the call of duty in different companies. The globalization process is causing a steady increase in the need for organizational effectiveness.

In the Philippines, there are documented accounts of teachers berating their students (Servillos, 2024), inappropriate behavior of teachers (Ronda, 2022), and cruel or inhuman treatment of pupils (Estrada, 2022). Additionally, absenteeism is a widespread problem among public school teachers in the Philippines, with several factors contributing to it, such as inadequate resources, poor organizational behavior and commitment, poor working conditions, and lack of support from school administrators (The International Academic Forum, 2024). This high rate of absenteeism, according to Chi (2023) can disrupt the learning process and negatively impact the quality of education provided to students. Also, it was highlighted in the report of Sadinás & Vadil (2024) that OCB is affected by the lack of teachers' commitment to professional development in the Philippines. The report noted that many teachers in the country do not engage in ongoing training and development opportunities to enhance their teaching skills and knowledge.

The new generation of teachers who are often part of the iGen or Generation Z (Gen Z) was branded as "innovative" due to their efficiency in using technology and their effective teaching strategies (Reyes et al., 2020). They value independence and entrepreneurial pursuits more likely to prioritize varied options to start their businesses rather than climb the corporate ladder. On the other hand, the senior educators who are most likely to be part of Baby Boomers and Generation X are described to be focused, disciplined, and have a strong work ethic. They are an entrepreneurial generation who are self-sufficient and work-life balance-focused (Indeed, 2024). Certainly, the distinctive characteristics of their generations left an impact on the field of education.

Teachers who engage in OCB are more likely to go above and beyond to help students succeed, collaborate with colleagues, and contribute to a positive school climate. Moreover, it shows that a sense of community and collaboration among educators can lead to better student outcomes and improved organizational performance. It can also lead to higher levels of student motivation, engagement, and academic achievement. Furthermore, OCB promotes social justice and equity in schools leading the teachers to create a more inclusive and equitable learning environment for all students (Flores & Bagwell, 2021). Hence, further studies should be made to fully understand its potential to create an effective and successful school community, lessen teacher ineffectiveness, and address the emerging challenges that hinder its possibility of becoming a trend. It inspired the researcher to venture within education, particularly OCB. This endeavor aims to understand the OCB of the Generation Z public school teachers in La Union Schools Division from the perspectives of senior educators.

II. METHODOLOGY

This study utilized qualitative research to delve into the experiences of senior educators with regard to the OCB of the Generation Z public school teachers, as it is adept at revealing the meanings individuals or groups attribute to social or human issues (Creswell, 2014). Its flexibility and focus on detailed descriptions acquired through evolving questions and interactions make it ideal for extracting the significance from the experiences of senior educators. In addition, this research adopted the basic qualitative design, defined by Merriam and Tisdell (2016) as a method to understand how individuals construct meaning from their experiences, focusing on collecting rich, descriptive data through interviews to explore the experiences of senior educators with regard to the OCB of the generation Z public school teachers. This approach enables a

deeper understanding of the said behavior. Following Giorgi's approach (2021), significant statements were extracted to identify abstract themes, ensuring systematic analysis that results in clear themes and enhances the generalizability of findings to educators in similar cultural contexts, ultimately offering a reliable understanding of senior educators' core experiences.

III. RESULTS AND DISCUSSION

Generation Z Public School Teachers' Organizational Citizenship Behavior through the Lens of Senior Educators

The researcher developed the Generation Z Public School Teachers' Organizational Citizenship Behavior through the Lens of Senior Educators (Figure 1) based on the themes identified in the study. This model visualizes the interconnected of the themes namely Altruistic Teachers, Conscientious Educators, Resilient Instructors, Courteous Lecturers, and Participative Trainers as a description for the Generation Z public school teachers.

The analysis of the OCB of the Generation Z public school teachers formed five main themes namely: Altruistic Teachers, Conscientious Educators, Resilient Instructors, Courteous Lecturers, and Participative Trainers. These themes were developed from the collective experiences of the senior educators who are working in the education sector particularly in the First District of La Union Schools Division for more than twenty-five years. Each theme encapsulates the OCB of the Generation Z public school teachers.

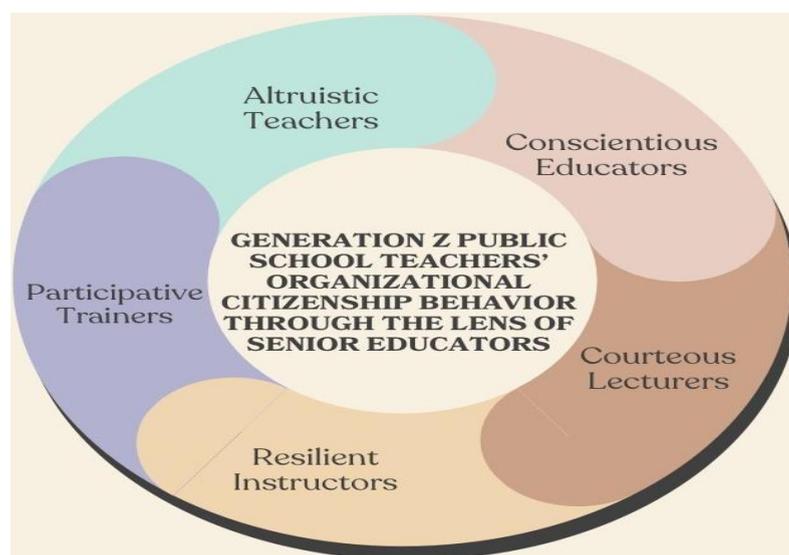


Figure 1. *Generation Z Public School Teachers' Organizational Citizenship Behavior through the Lens of Senior Educators*

The figure above is the Generation Z public school teachers' Organizational Citizenship Behavior through the lens of senior educators. The model resonates with the profound idea of understanding the Organizational Citizenship Behavior of the Generation Z public school teachers. These behaviors emphasize their capacity to become altruistic teachers, conscientious educators, resilient instructors, courteous lecturers, and participative trainers. It empowers them as an educator with the task of providing quality education. Based on the perspectives of senior educators, the Generation Z public school teachers possess positive behaviors such as altruistic, conscientious, resilient, courteous, and participative.

It leads the researcher to craft a model leading to "Generation Z Public School Teachers' Organizational Citizenship Behavior through the Lens of Senior Educators". The interconnectedness of these behaviors serves as an empowerment for the Generation Z public school teachers to continue their chosen profession and in the exercise of their duties as teachers, become their moral compass to contribute to the betterment of the

organization. These positive behaviors need to be sustained, reinforced, and merited as it is a life-long journey of utilizing the benefits of OCB. Because of these positive behaviors, the Generation Z public school teachers were seen by the senior educators as committed professionals. They continue to strive guided by the principles of OCB, indeed empowered.

The main theme incorporates a dynamic play between the characteristics of Generation Z public school teachers, along with the understanding of their OCB. Senior educators engaging in self-reflection and introspection identify the characteristics of OCB. This introspective process lays the foundation for understanding the OCB of Generation Z public school teachers, enabling educators to empower their qualities and characteristics as teachers. As public-school teachers continue to deliver quality education, a solid foundation should be built to sustain the demanding needs of the said profession. Altruistic, conscientious, resilient, courteous, and participative are characteristics that will surely enhance and endure their growth as an educator.

Hence, we should understand the OCB of Generation Z public school teachers and carefully utilize its capacity to empower quality teachers. Through the lens of senior educators, understanding the OCB of Generation Z public school teachers becomes evident through five distinct themes encapsulating their experiences. The theme: Altruistic Teachers is written around the theme “Generation Z Public School Teachers’ Organizational Citizenship Behavior through the Lens of Senior Educators” which underscores the importance of initiative, volunteerism, and helpfulness among colleagues while the theme Conscientious Educators which is next to it centers on the quality of doing the task or duty well and judiciously. On the other hand, the theme of Resilient Instructors is seen beside “Conscientious Educators” which delves into being able to deal with situations that do not go as planned – or negative surprises – and to not demonstrate negative behavior when that happens. The theme Courteous Lecturers comes next which emphasizes being polite, respectful, and considerate in interactions with colleagues, superiors, and subordinates.

Finally, the theme Participative Trainers is written after those four which highlights the overall support of school affairs, creating a sense of community and camaraderie within the organization. These themes that emerged were further analyzed leading to the essence of Understanding the Organizational Citizenship Behavior of Generation Z Public School Teachers. Together, these themes serve as a comprehensive narrative, understanding the OCB of the Generation Z public school teachers eventually empowering them to provide quality education through consistency in becoming altruistic, conscientious, resilient, courteous, and participative. In an era where educational demands are high and resources may be limited, teachers who exhibit OCB contribute to a supportive network that encourages innovation and resilience. By sharing ideas, mentoring one another, and participating in collaborative decision-making, educators create a dynamic learning environment that enhances both teaching quality and student outcomes.

Altruistic Teachers

As public-school teachers continue to walk through the bustling hallways of their respective schools, they tend to encounter stories of how colleagues come together to support one another. This sense of community is not merely a backdrop to our daily routines; it embodies the essence of altruism – the selfless concern for the well-being of others. Altruism extends beyond individual acts; it manifests through organized community efforts that embody our collective values. Initiatives such as charity drives, volunteer opportunities, and peer mentoring programs remind us of our responsibility to use our strengths to help others. Participating in these activities not only benefits those in need but also fosters a sense of purpose within ourselves.

It reinforces the idea that we are part of something larger than our individual experiences and that our contributions can create a meaningful impact. Moreover, altruism encourages teachers to step outside of their own experiences and consider the feelings and needs of others. This cultivation of empathy is essential not

only for personal relationships but also for creating an inclusive school climate where everybody feels valued. Acts of kindness, such as helping a colleague with paperwork or volunteering for school events, strengthen bonds among teachers, making the school a more welcoming and safer place for everyone (Sager, 2024).

Helping the Organization to Utilize Technology

In an increasingly digital world, the integration of technology into education has become a paramount concern for educators. As classrooms evolve, the demand for teachers to not only adapt to new tools but also assist their colleagues in navigating these changes has grown (Alieto et al., 2024). The collaborative nature of teaching inherently fosters a community, where sharing knowledge and resources can significantly enhance the educational experience. Teachers helping their colleagues in using technology is not merely a trend; it is a necessary evolution that can lead to improved pedagogical strategies, enriched student engagement, and a more cohesive learning environment. According to Hennessy et al. (2022), one of the most compelling benefits of teachers supporting one another in the use of technology is the promotion of diverse teaching methods.

Participant 1 mentioned that Generation Z public school teachers “*have the initiative to do the tasks related with the use of technology*” like Power Point presentations, invitations, etc.) They “*volunteer to help us enhance our programs through technology integration*” like visuals, designs, and others. According to Gallardo and Guevara (2024), as teachers engage in collaborative efforts to integrate technology, they become well-versed in addressing common challenges that arise from its use. Technical difficulties, maintenance issues, and the ever-present concern of digital equity can be mitigated through the collective knowledge of a community of educators. For instance, a teacher who has successfully navigated issues with online learning platforms can share troubleshooting tips with peers, thereby reducing frustration and enhancing the overall effectiveness of tech tools.

Sharing resources and solutions not only streamlines the implementation of technology but also builds resilience among educators facing similar obstacles. The idea of teachers helping their colleagues navigate the complexities of technology is more than an educational necessity; it embodies the spirit of collaboration, innovation, and continuous improvement that is essential in today’s classrooms (Sathasevam, 2024). By harnessing the collective skills of educators, schools can foster an environment where technology is not simply an add-on but an integral part of the learning process. As educators support one another in this digital age, they not only enhance their own professional development but also commit to providing a richer, more meaningful educational experience for their students. In this interconnected journey, technology becomes a bridge to collaboration, ensuring that the future of education is both bright and inclusive.

Promoting Cooperation

In the dynamic environment of a school, cooperation among colleagues is not merely beneficial; it is essential for fostering an atmosphere of mutual respect, support, and productivity (Sarong, 2024). As educators strive to create an enriching experience for their students, promoting a collaborative culture among staff can significantly enhance both teaching quality and student success. At its core, cooperation among colleagues in a school is about working together towards common goals: enhancing student learning and well-being. When educators collaborate, they pool their diverse skills and perspectives, resulting in innovative teaching practices and improved problem-solving capacities. For instance, teamwork can lead to the sharing of resources such as lesson plans, teaching materials, and classroom strategies, ultimately benefiting students.

Participant 3 stated that “*they offer their help*” especially when it comes to the use of ICT (referring to the Gen z public school teachers). They “*show initiative*” if they can see you having a hard time doing your job. Participant 6 included that “*they are reliable.*” They “*always extend their help*” when the activity involves the use of technology. According to Zengilowski et al. (2023), cooperation fosters a sense of community and belonging among educators.

In an environment where colleagues feel supported and valued, they are more likely to engage in open communication, share challenges, and celebrate achievements collectively. This sense of camaraderie can be particularly vital in challenging times, such as during curriculum changes or crises, where a cohesive team can provide the support needed to navigate uncertainties successfully. Promoting cooperation among colleagues in a school is not just an ideal; it is a fundamental aspect of creating a thriving educational environment (De Jong & Admiraal, 2022). By recognizing the importance of collaboration, addressing the challenges that may arise, and implementing strategic approaches to foster cooperative relationships, educators can enhance not only their professional experiences but also the overall learning outcomes for their students. According to DiYES International School (2023), a school that prioritizes cooperation lays the groundwork for a dynamic and supportive community, one that inspires educators and students alike to work together towards a brighter future.

Conscientious Educators

Conscientiousness is a critical trait for teachers, significantly impacting their effectiveness and the learning environment (Fütterer et al., 2023). This personality characteristic encompasses qualities such as diligence, responsibility, organization, and a strong work ethic. Teachers who exhibit conscientiousness tend to be more prepared, setting high standards for themselves and their students. Their attention to detail allows them to create structured lesson plans, effectively manage classroom dynamics, and assess student progress thoroughly. Furthermore, conscientious teachers model perseverance and dedication, inspiring students to adopt similar attitudes toward their work and responsibilities.

Additionally, conscientiousness contributes to building positive relationships with colleagues. Such teachers are typically reliable, follow through on commitments, and demonstrate a genuine investment in their colleagues' success which fosters a supportive learning environment. A keen eye for detail allows conscientious individuals to avoid errors and produce high-quality work. They tend to check their work and prepare thoroughly. This trait involves the ability to regulate one's impulses and stay on task.

Showing Commitment

Commitment in teaching begins with a deep-seated passion for educating others. It involves recognizing the privilege that comes with influencing the lives of students. According to Woodcock et al. (2022), a committed teacher actively engages in their professional development, continuously seeking ways to enhance their teaching methods and adapt to the diverse learning needs of their students. This commitment is reflected in the hours spent preparing lessons, researching new pedagogical strategies, and developing inclusive curricula that cater to all abilities and backgrounds. Moreover, commitment extends beyond instructional responsibilities.

Participant 2 cited that the Generation Z public school teachers nowadays is very "*diligent in doing their tasks*". They are also active, often show leadership, and are "*very committed to work*". They usually "*do non-teaching tasks like coaching*". Participant 2 added that most of them are "*committed*". Participant 4 also included that they are "*committed to work fast and easy*". They are very "*independent in doing their work*". They are "*doing the work that is asked of them*". Very obedient. Supporting those claims, Participant 6 mentioned that they are "*committed and dedicated to their work*". "*They participate in other activities outside the school*" (outreach program, tree planting, etc.). Lastly, Participant 7 said that they "*often display initiative*". If they can see you having a hard time, "*they help you do your job*". For example, selling in the canteen. "*They enroll in graduate schools*" to assist the school in providing quality education.

Showing commitment in teaching is fundamental to nurturing success in students and shaping the future of society. According to MacKenzie (2024), committed teacher inspires, advocates, and champions the cause of education with passion and purpose. Through building relationships, committing to professional growth, promoting equity and inclusivity, and influencing colleagues and the community, teachers can leave an indelible mark on the lives of their students. As we embrace our roles as educators, let us remember that our commitment is not only to impart knowledge but also to empower the next generation to become thoughtful,

compassionate, and engaged citizens. In this commitment lies the true essence of teaching – a legacy of growth, understanding, and hope for a brighter future.

Transforming the Work Environment

In the ever-evolving landscape of education, the role of teachers has transcended beyond mere purveyors of knowledge; they have become change agents and visionaries within their schools (Francisco, 2023). The transformation of the work environment in educational institutions is not merely a byproduct of organizational restructuring or policy changes but is significantly influenced by teachers who are pioneering innovative practices aimed at enhancing student learning, fostering collaboration, and creating a more inclusive community. According to Will (2023), beyond the classroom, teachers are reimagining the professional work environment for their colleagues as well. Recognizing that their own success is intertwined with the growth of their peers, many teachers are taking the initiative to create collaborative professional development opportunities. For instance, the establishment of teacher-led learning communities allows educators to share resources, best practices, and innovative strategies that can improve instruction and support student learning.

Participant 5 said that the Generation Z public school teachers are “*innovative and enthusiastic*”. They “*go beyond service*” willing to extend their time and effort whenever it is needed. They “*introduce modern innovations*” that could give a positive result to the institution. “*They work hard; they participate in outside school activities*” to hone their skills as a teacher. They are very committed.

The work environment in schools is being transformed by the tireless efforts of dedicated teachers who are not only redefining their roles but also reshaping the educational landscape (Will, 2023). Through the creation of collaborative spaces, empowerment of student agency, the promotion of professional development, and advocacy for inclusivity, these educators are generating a ripple effect that benefits students, colleagues, and the community at large. As schools continue to evolve, it is essential to recognize and support the transformative work of teachers, who are at the heart of creating educational environments that inspire, engage, and prepare the next generation for the challenges of the future. Their influence serves as a beacon of hope in the ongoing pursuit of excellence in education.

Resilient Instructors

According to Paller and Quirap (2024), resiliency among teachers is a crucial aspect of a collaborative and positive educational environment. Just as athletes embody respect, fairness, and graciousness in competition, teachers can reflect these values in their interactions with colleagues. Demonstrating resiliency means fostering an atmosphere where mutual support prevails over rivalry. When teachers celebrate each other’s successes, offer constructive feedback, and collaborate on projects, they create a community that thrives on shared goals and collective achievements (Nadeem, 2024). This spirit not only enhances professional relationships but also sets a powerful example for students, teaching them the importance of teamwork and respect in all facets of life.

Ultimately, embodying resiliency among colleagues promotes a culture of growth, resilience, and mutual appreciation within the educational setting. It can be interpreted that Generation Z public school teachers possess such a characteristic – *resiliency*.

Emphasizing Diversity and Inclusivity

In today’s rapidly changing educational landscape, the importance of diversity and inclusivity among teacher colleagues cannot be overstated. With classrooms becoming increasingly multicultural and diverse, the composition of teachers should mirror that diversity to create an environment that is not only conducive to learning but also reflects the real world. The benefits of diversity and inclusivity extend beyond students to the teachers themselves, fostering a more supportive and collaborative professional community (Dari, 2024).

An inclusive faculty environment promotes mutual respect and understanding, alleviating feelings of isolation that can sometimes accompany being a minority in the workplace. Teachers who feel supported by their colleagues are more likely to stay motivated and committed to their profession, reducing turnover rates, which is a significant challenge in education.

Participant 6 revealed that the Generation Z public school teachers are “*adaptable and emphasize diversity and inclusion*”. They are “*socially conscious*”, they love socialization. The importance of diversity and inclusivity among teacher colleagues is profound and multifaceted. A diverse faculty enhances teaching practices, fosters student engagement, and builds a supportive community among educators. As schools increasingly represent a tapestry of cultures and backgrounds, it is imperative that faculties adopt a similar ethos.

According to Roldán et al. (2021), the benefits of diversity are not merely statistical; they have the potential to transform educational spaces into environments where all students can thrive. To achieve this aim, educational institutions must prioritize hiring and cultivating diverse and inclusive teacher teams, recognizing that such an approach ultimately leads to a richer, more equitable learning experience for all students. Embracing diversity and inclusivity within teacher colleagues is not simply a moral imperative; it is a pathway to educational excellence.

Highlighting Optimism

In the rapidly evolving landscape of education, the role of teachers extends far beyond the classroom. Teachers are not only responsible for imparting knowledge and facilitating learning; they also serve as pillars of support and encouragement for one another. As educators continually face challenges such as curriculum changes, testing pressures, and the diverse needs of students, fostering a sense of optimism among colleagues becomes essential. According to Pathak and Lata (2019), optimism is a powerful psychological trait that can enhance resilience, motivation, and adaptability. In the context of education, an optimistic mindset among teachers can lead to significant positive outcomes.

Participant 8 shared that the Generation Z public school teachers are very “*energetic and enthusiastic*”. They are “*very positive when it comes to teaching*”. Fostering optimism among teacher colleagues is not merely a desirable attribute; it is an essential component of a thriving educational environment (Budiongan, 2024). When teachers approach their work with a hopeful mindset, they contribute to a culture of collaboration and support, ultimately enhancing student successes. By nurturing optimism through open communication, recognition of achievements, professional development, positive mindfulness, and exemplary leadership, educators can create a community that uplifts and motivates one another. In this way, the journey of teaching becomes a shared path towards a brighter future, one filled with opportunities for growth, learning, and achievement for both educators and students alike.

Courteous Lecturers

Courtesy among teachers in a school setting is vital for fostering a collaborative and supportive work environment (Chiriac & Thornberg, 2023). When educators demonstrate respect and kindness towards one another, it creates a culture of trust and open communication, which can enhance teamwork and improve the overall educational experience for students. Simple gestures, such as acknowledging a colleague's contributions, offering encouragement, or actively listening during discussions, can strengthen professional relationships. Moreover, a courteous atmosphere helps reduce stress and conflict, allowing teachers to focus on their shared mission: nurturing and educating students. By modeling courtesy, teachers not only set a standard for their colleagues but also for their students, instilling values of respect and kindness within the classroom.

Ultimately, courtesy among teachers contributes to a more positive school culture, leading to better educational outcomes and a more fulfilling work experience for all involved (Jpiersol, 2022). According to

Jiang et al. (2022), in high-pressure environments like schools, where stress and demands can be significant, courtesy acts as a buffer, reducing tension and conflict. It encourages open dialogue and constructive feedback, which can lead to professional growth and improvement in teaching practices. Ultimately, cultivating courtesy among teachers not only enhances workplace morale but also contributes to a more effective and nurturing educational experience for students, creating a cycle of respect that benefits the entire school community.

Being Respectful to Colleagues

In the complex and dynamic world of education, the interactions between teachers can have profound effects on both the individuals involved and the students they serve. Respecting colleagues is not just a nicety; it is an essential component of creating a healthy, collaborative, and effective educational environment. When teachers cultivate a culture of respect among themselves, they enhance their professional relationships, improve student outcomes, and contribute to a more supportive school atmosphere (De Jong et al., 2022). According to Osias and Ladica (2024), respect among teacher colleagues lays the groundwork for professionalism within a school. When teachers treat each other with courtesy and consideration, it fosters an environment where everyone feels valued and empowered.

Participant 7 made mention about the Generation Z public school teachers who are “*energetic and courteous*”. They are also “*very responsive*”. Respect among teacher colleagues is vital for fostering a thriving educational environment (Culdaz, 2023). It enhances professionalism, creates supportive networks, and positively impacts student learning. By committing to a culture of respect, educators not only enrich their own professional lives but also set a powerful example for their students. As the cornerstone of a successful educational community, mutual respect has the potential to transform not just classrooms, but entire schools, paving the way for a brighter future in education.

Participative Trainers

Participation among teachers is fundamental to fostering a nurturing and democratic school environment. Teachers who embody the value participative demonstrate a commitment to ethical principles, social responsibility, and active participation in their communities. They serve as role models for students, instilling values such as support, participation, and involvement. By engaging in activities – like community service, advocacy for educational equity, and encouraging student voice – teachers help cultivate responsible citizenship in their students. This not only enhances the learning experience but also empowers young individuals to become active and informed members of society.

In essence, being participative displayed by teachers contributes significantly to building a more just and inclusive future, reinforcing the idea that education extends beyond academic achievement to encompass the development of character and community engagement (Huot et al., 2024). Teachers also model being participative by partaking in school governance, advocating for equitable policies, and involving students in community service projects. They inspire students to take part in discussions about current events, encouraging critical thinking and the importance of informed citizenship. Additionally, teachers often facilitate projects that connect classroom learning to real-world issues, helping students understand their role in a democratic society. According to Sadinis and Vadil (2024), through these actions, teachers not only contribute to the moral and ethical development of their students but also cultivate a sense of community and civic responsibility that extends beyond the school walls.

Supporting School Programs and Initiatives

Teachers are the backbone of any educational institution, guiding students not only through academic curricula but also in their personal growth and development. Their influence extends far beyond the classroom as they play a pivotal role in supporting school programs and initiatives that enrich the educational experience. Supporting school programs and initiatives requires collaboration among educators, administrators, and

support staff. Teachers play a crucial role in fostering teamwork by bringing their unique perspectives, skills, and experiences to the table. They often serve as the bridge between the administration's vision and the students' needs, helping to align program objectives with day-to-day realities in the classroom.

Participant 1 mentioned that the Generation Z public school teachers are very “*committed to doing their school responsibilities*”. They “*participate in school programs even if they are not assigned to do that*”. Participant 2 added that they *actively “support school activities”* by involving the PTA, eventually building healthy relationships with them as our stakeholders. Participant 3 reinforced the claims saying that they are “*actively joining school programs*” and they always volunteer (emcee, design of tarpaulin, etc.). Teachers are essential to the success of school programs and initiatives, bringing passion, dedication, and expertise to their collaborative efforts (Budiongan & Corpuz, 2024).

Their commitment to student success enhances both academic and personal growth, creating an environment where students can thrive. By fostering teamwork, advocating for change, and modeling lifelong learning, teachers not only contribute to educational initiatives but also shape the future of their students and communities. As such, school administrators and policymakers must acknowledge and support the critical role that teachers play in enriching school programs, ensuring that educators are empowered to continue making a meaningful impact on their students' lives. In partnership with dedicated teachers, schools can cultivate a dynamic and supportive environment that benefits everyone involved.

IV. CONCLUSIONS

The results of this study emphasize the OCB exhibited by Generation Z public school teachers. This behavior offers meaningful opportunities to leverage their strengths and empower these educators. By promoting the mentioned behaviors namely altruistic, conscientious, resilient, courteous, and participative, teachers can cultivate a holistic educational culture that is essential for delivering quality education. Insights reflect the perspectives of experienced educators on the importance of empowering Generation Z public school teachers through OCB.

Based on the findings of the study, it is concluded that senior educators emphasized the behaviors namely altruistic, conscientious, resilient, courteous, and participative as a description of the OCB of the Generation Z public school teachers.

V. RECOMMENDATIONS

In light of the findings and conclusions, the following recommendations were offered: 1. The future researchers should conduct a study impact of establish structured mentorship programs to the OCB of Generation Z teachers and experienced educators. 2. A study considering the implementation of tailored professional development workshops that focus on both teaching skills and soft skills relevant to OCB should be conducted to enhance Generation Z teachers' engagement in OCB activities. 3. Future researches should be made venturing on creating formal feedback channels where Generation Z teachers can express their experiences and ideas to empower these educators, promote transparency, and demonstrate that their insights are valued. 4. Parallel studies should be crafted focusing on developing recognition programs that specifically acknowledge and reward OCB among teachers to motivate and reinforce desirable behaviors within the school culture. 5. Upcoming researches should give emphasis on encouraging the involvement of Generation Z teachers in school decision-making processes, particularly those that pertain to organizational culture and educational practices to foster a sense of ownership and belonging among this demographic. 6. Related endeavors should concentrate in promoting policies and practices that support work-life balance for all

teachers, particularly for Generation Z educators to enhance job satisfaction and foster pro-social behaviors that are characteristics of OCB. 7. Other related researchers should craft outputs in fostering an environment of inter-generational collaboration through cross-generational team projects and professional learning communities to enable Generation Z teachers to learn from the experiences of senior educators. 8. A future study should be conducted focusing on the research gaps that this study has opened particularly on the use of other methodologies and set of participants

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