Original Research Article

**Workplace Cohesion And Altruistic Behavior Public Elementary School Teachers**

ABSTRACT

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| This study aimed to explore the significant relationship between workplace cohesion and altruistic behavior among public elementary school teachers. A descriptive-correlational research design was employed, with a sample of 109 teachers from public elementary schools in Manay South District, Division of Davao Oriental. Data were collected through standardized questionnaires distributed via face-to-face surveys. The data were analyzed using mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses. The findings indicated that workplace cohesion and altruistic behavior were both very extensive among the teachers. Correlation analysis revealed a significant relationship between these two variables. Additionally, the study found that the domains of workplace cohesion significantly influenced altruistic behavior. It is recommended that school administrators focus on enhancing workplace cohesion by fostering a supportive and collaborative environment. Providing professional development opportunities aimed at strengthening interpersonal relationships and promoting teamwork will enable teachers to engage in more altruistic behaviors, ultimately improving the overall school culture and student outcomes. |

*Keywords*: Workplace Cohesion, Altruistic Behavior, Public Elementary School Teachers, Descriptive-Correlational, Education

1. INTRODUCTION

Altruistic behavior among teachers plays a crucial role in fostering a positive learning environment, enhancing student engagement, and strengthening collegial relationships within schools. Altruism, defined as selfless concern for the well-being of others, is particularly significant in the teaching profession, where educators are expected to go beyond their formal duties to support students and colleagues. However, studies have highlighted a decline in altruistic behavior among teachers, often attributed to increased workload, lack of motivation, and workplace stress. Poor altruistic behavior among teachers can lead to decreased collaboration, lower job satisfaction, and diminished student support, ultimately affecting the overall quality of education.

Internationally, the decline in altruistic behavior among teachers has been linked to various factors, including burnout, lack of administrative support, and inadequate recognition of teachers' efforts. In countries such as the Italy and Finland, research has shown that teachers experiencing high levels of stress and exhaustion are less likely to engage in acts of kindness and cooperation (De Stasio et al., 2020; Holmström et al., 2023). Studies suggest that workplace pressures, such as standardized testing demands and bureaucratic constraints, reduce opportunities for teachers to demonstrate altruism (Boz & Saylik, 2021; Shenhav et al., 2021). Consequently, the lack of a supportive school culture exacerbates this issue, leading to disengagement and professional dissatisfaction (Montero-Sieburth & Turcatti, 2022).

Workplace cohesion plays a vital role in fostering altruistic behavior among teachers. A supportive and collaborative work environment encourages teachers to engage in acts of kindness, share knowledge, and assist colleagues without expecting anything in return. When teachers experience a strong sense of belonging and support within their institutions, they are more likely to demonstrate empathy and cooperation (Burden, 2025). Additionally, effective leadership, open communication, and professional development opportunities contribute to workplace cohesion, further enhancing teachers' willingness to engage in altruistic actions (Gopalakrishnan & Abu, 2024). In contrast, a fragmented and unsupportive work environment discourages such behavior, leading to isolation and decreased job satisfaction (Kanyiri, 2025).

Ultimately, research suggests that a strong relationship exists between workplace cohesion and altruistic behavior. When workplace cohesion is high, employees are more likely to engage in altruistic actions, leading to a positive feedback loop that strengthens team dynamics and enhances overall organizational performance. By fostering an environment of mutual trust and support, employers can promote both individual and collective well-being, creating a more productive and satisfying workplace (Konieczny et al., 2023).

In the Philippines, the problem of poor altruistic behavior among teachers is also evident, particularly in public schools where teachers face numerous challenges. In Division of Rizal, overcrowded classrooms, excessive administrative tasks, and inadequate compensation contribute to teacher burnout, limiting their ability to go beyond their mandated responsibilities (Anero & Tamayo, 2023). The Department of Education (DepEd) has recognized the need to improve teacher welfare and support systems, but many educators still struggle to maintain a balance between personal well-being and professional commitment (Pacapat & Escarlos, 2024). The lack of resources and institutional support further discourages teachers from engaging in collaborative and altruistic practices, affecting the overall school climate (Zacarias & Flores, 2024).

Workplace cohesion provides a foundation for employees to feel more comfortable engaging in altruistic behavior. A positive work environment, characterized by open communication and mutual trust, encourages employees to contribute to others’ well-being, knowing that their actions will be appreciated (Santos & Lousã, 2022). In cohesive teams, employees are more likely to go above and beyond, helping others even in difficult or stressful situations, which in turn promotes higher morale and job satisfaction (Al-Ghazali et al., 2021).

Moreover, when altruistic behavior is fostered within cohesive teams, it creates a cycle of positive reinforcement. Employees who observe their peers helping others are more likely to engage in similar behaviors themselves. This creates a collaborative culture that emphasizes teamwork, empathy, and shared success. In such environments, altruism is not only encouraged but becomes an integral part of the workplace culture (Lin et al., 2023).

Locally, in Manay South District, Division of Davao Oriental, there is a growing concern regarding the declining altruistic behavior among teachers, particularly in public elementary schools. Reports from local education offices suggest that teachers face increasing workloads and emotional exhaustion, which negatively impact their willingness to assist students and colleagues beyond their formal responsibilities (Sabanal, 2023). With the rapid urbanization and expansion of educational institutions in the city, the pressure on teachers continues to rise, potentially contributing to a less cohesive and supportive teaching environment (Monterola et al., 2024). Despite various initiatives aimed at improving teacher welfare, the issue of poor altruistic behavior remains unaddressed at the local level (Tomanan et al., 2020).

To maintain a healthy learning environment and quality education, this study aims to determine the relationship between workplace cohesion and altruistic behavior among public elementary school teachers in Davao Oriental. Given the increasing demands on educators and the critical role of altruism in fostering a positive learning environment, there is an urgent need to explore this issue. Understanding how workplace cohesion influences altruistic behavior can inform policies and initiatives aimed at enhancing teacher well-being and collaboration. The findings of this study will be valuable for school administrators, policymakers, and educators in creating supportive work environments that encourage altruistic behavior, ultimately leading to improved student outcomes and overall educational quality.

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**Figure 1:** Conceptual Framework of the Study

**1.1 Statement of the Problem**

This study aimed to determine the significant relationship between workplace cohesion and altruistic behavior of public elementary school teachers in Manay South District, Division of Davao Oriental. Specifically, it sought to answer the following questions:

1. What is the degree of the workplace cohesion of public elementary school teachers in terms of:

1.1 horizontal cohesion;

1.2 vertical cohesion; and

1.3 organizational cohesion?

2. What is the level of altruistic behavior of public elementary school teachers in terms of:

2.1 help-giving;

2.2 moral courage; and

2.3 peer accountability?

3. Is there a significant relationship between workplace cohesion altruistic behavior of public elementary school teachers in in Manay South District, Division of Davao Oriental?

4. Which domains of workplace cohesion significantly influence the altruistic behavior of public elementary school teachers in Manay South District, Division of Davao Oriental?

**1.2 Hypotheses**

Ho1: There is no significant relationship between workplace cohesion and altruistic behavior among teachers.

Ho2: None of the domains of workplace cohesion significantly influence the altruistic behavior among teachers.

2. methodology

**2.1 Research Design**

The study employed a quantitative research design, specifically utilized a descriptive correlational approach. Quantitative research involved the systematic collection of numerical data, with statistical, mathematical, or computational techniques to ensurd objective, accurate, and measurable results (Mohajan, 2020). To achieved reliable findings, the study used standardized and controlled data collection methods, such as surveys, to quantify variables and test hypotheses (Mellinger & Hanson, 2020).

Additionally, the research followed a non-experimental framework, which focuses on observing and analyzed naturally occurring relationships between variables (LaVigne-Jones, 2023). Unlike experimental research, which manipulates variables to explore cause-and-effect relationships, non-experimental research aimed to understand and describe relationships as they naturally unfold in real-world settings (Gamage, 2025).

Furthermore, a descriptive correlational research approach were applied to explore and describe the connections between two or more variables without altering them. The primary goal of this approach was to identify and understand patterns, relationships, or associations between variables (Mertler et al., 2021). Unlike experimental research, which sought to establish causality by manipulating conditions, descriptive correlational research focuses on measuring the strength and direction of relationships as they naturally occur (Devi et al., 2022).

In the context of this study, the descriptive-correlational research design was considered appropriate as it aims to describe the extent to which workplace cohesion and altruistic behavior are exhibited among teachers. Additionally, the study sought to determine the significant relationship between workplace cohesion and altruistic behaviors of public elementary school teachers.

**2.2 Research Respondents**

This study was conducted in Manay South District, Division of Davao Oriental. This study included the 19 schools of Manay South District. There were 109 teachers who were involved as respondents of the study out of 150 population using the Slovin’s Formula, who rated the Workplace Cohesion and Altruistic Behavior Public Elementary School Teachers. This were conducted during the school year 2024-2025. In selecting the respondents, the researcher employed a simple random utilizing the lottery sampling or fishbowl technique. Numbers were assigned to the respondents in the population assembling them in a container big enough to allow the rolled pieces of paper to move freely in all directions when they were shaken. The researcher picked out the desired numbers of participants for the study. Teachers with at least three years in service were chosen as respondents.

The inclusion criteria were as follows: first, the teacher currently employed at a public elementary school within the Division of Davao Oriental during the 2024-2025 school year. Second, the teacher had at least three years of teaching experience in any subject. Lastly, teachers who attended the training/seminar on Matatag Curriculum. Teachers who did not meet these criteria were excluded.

**2.3 Research Instrument**

The first part of the questionnaire was based on the Workplace Cohesion Scale by Sundberg and Ruffa (2021). The scale measures the levels of horizontal, vertical, and organizational cohesion within the teaching environment. Its overall Cronbach’s alpha coefficient is 0.760, which supports the reliability of the questionnaire for measuring the variable workplace cohesion. In this study, the workplace cohesion scale demonstrates excellent reliability, with a Cronbach’s alpha value of 0.893.

The second part of the questionnaire was developed by Windmann et al. (2021) to assessed the altruistic behavior of teachers. The Altruistic Behavior Scale, help-giving, moral courage, and peer accountability among teachers. The overall Cronbach’s alpha coefficient for the scale is 0.760, indicating that the questionnaire was reliable for measuring the altruistic behavior of teachers. Additionally, the altruistic behavior questionnaire demonstrates good reliability in this study, with a Cronbach’s alpha value of 0.894.

**2.4 Data Gathering Procedure**

# In order to collect data for this study, the researcher went through the following processes and procedures:

# The data collection procedure for this study were carried out in a systematic manner to ensure ethical adherence and obtain the necessary approvals. Initially, formal permission was requested from the Dean of the Graduate School. Once granted, the request was forwarded to the School's Division Superintendent for further evaluation. This step-by-step approval process ensures that all institutional and educational guidelines were followed.

# The next phase involved gathering data by creating and distributing survey questionnaires that are thoughtfully designed to meet the study's objectives. Coordination with school officials ensures the smooth distribution of the surveys to public school teachers, along with a clear explanation of the study's purpose. During the data collection phase, the confidentiality and anonymity of participants were prioritized to encourage candid responses.

# After data collection, the retrieval process involved carefully organizing and analyzing the collected information. The completed questionnaires were counted, and responses were systematically recorded for statistical evaluation using statistical tools such as mean, standard deviation, and correlation analysis.

# 2.5 Data Analysis

In analyzing and interpreting the data gathered for this study, the following statistical tools were utilized:

Mean was used to assess the extent of workplace cohesion and altruistic behavior of public elementary school teachers.

Pearson r-moment correlation analysis was applied to examine the strength and direction of the relationship between teachers' workplace cohesion and altruistic behaviors of public elementary school teachers.

Multiple linear regression analysis was employed to identify which domains of workplace cohesion significantly influence the altruistic behaviors of public elementary school teachers.

3. results and discussion

**3.1 Extent of Workplace Cohesion of Teachers among Public Elementary School Teachers**

Table 1. *Extent of Workplace Cohesion of Teachers among Public Elementary School Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
| Horizontal Cohesion | 0.67 | 4.31 | Very Extensive |
| Vertical Cohesion | 0.63 | 4.30 | Very Extensive |
| Organizational Cohesion | 0.58 | 4.30 | Very Extensive |
| **Overall** | **0.52** | **4.30** | **Very Extensive** |

Presented in Table 1 is the summary of indicators in the extent of workplace cohesion of teachers, including horizontal cohesion, vertical cohesion, and organizational cohesion, based on the mean scores and standard deviations. The indicator horizontal cohesion has the highest mean of 4.31, categorized as very extensive. This is followed closely by vertical cohesion and organizational cohesion, each with a mean of 4.30. The overall mean of 4.30 is described as very extensive, indicating that teachers experience a very high level of workplace cohesion across these indicators.

The overall standard deviation of 0.52 indicates that the ratings were tightly clustered around the mean.

This suggests that teachers are highly cohesive in their relationships with colleagues, within the organizational structure, and with the leadership. They demonstrate a strong sense of camaraderie, fairness, and organizational pride. The results show that cohesion in terms of horizontal, vertical, and organizational relationships is well-developed and widespread among the teachers involved in the study.

This finding aligns with the work of García-Martínez et al. (2021), who argued that workplace cohesion plays a critical role in creating a positive and collaborative school culture. Teachers who experience strong workplace cohesion are more likely to engage in cooperative efforts, share resources, and support each other, all of which contribute to enhanced teaching effectiveness. Similarly, Kainde and Mandagi (2023), emphasized that a cohesive work environment fosters trust and mutual respect, where educators feel valued and empowered to innovate and experiment with new teaching strategies. This unity and collaboration not only improve job satisfaction but also enhance the overall educational experience for students. Furthermore, Assefa and Zenebe (2024) highlighted that schools with strong workplace cohesion are better equipped to navigate challenges, as teachers work together to overcome obstacles and achieve common goals, improving student outcomes and fostering a more dynamic learning environment.

**3.2 Extent of Altruistic Behavior of Teachers among Public Elementary School Teachers**

Table 2. *Extent of Altruistic Behavior of Teachers among Public Elementary School Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
| Help-Giving | 0.62 | 4.32 | Very Extensive |
| Moral Courage | 0.58 | 4.34 | Very Extensive |
| Peer Accountability | 0.65 | 4.32 | Very Extensive |
| **Overall** | **0.52** | **4.33** | **Very Extensive** |

Presented in Table 2 is the summary of indicators in the extent of altruistic behavior of teachers, including help-giving, moral courage, and peer accountability, based on the mean scores and standard deviations. The indicator moral courage has the highest mean of 4.34, categorized as very extensive. This is followed by help-giving and peer accountability, each with a mean of 4.32. The overall mean of 4.33 is described as very extensive, indicating that teachers demonstrate a very high level of altruistic behavior across these indicators.

The overall standard deviation of 0.52 indicates that the ratings were tightly clustered around the mean.

This suggests that teachers exhibit strong behaviors in assisting colleagues, demonstrating moral courage in challenging situations, and holding each other accountable in a supportive and collaborative manner. Teachers’ altruistic behavior is reflected in their willingness to help others, take responsibility, and act ethically in their professional roles.

This finding reflects the work of Muhadzir et al. (2024), who emphasized that strong altruistic behavior in teachers is essential for fostering a supportive and compassionate learning environment. Teachers who demonstrate altruistic behavior are more likely to go beyond their duties, offering help and support to colleagues and students alike, even at a personal cost. Similarly, Washington (2021) found that teachers who display strong altruistic behavior are more inclined to engage in actions that benefit the collective good, such as mentoring others or advocating for students' needs, which in turn contributes to a positive school culture. Furthermore, Suhardita et al. (2024), argued that altruistic behavior among educators creates an atmosphere of empathy and cooperation, where teachers feel a sense of responsibility to care for each other and work together toward common goals.

**3.3 Significant Relationship Between Workplace Cohesion and Altruistic Behavior of Teachers**

Table 3. *Significant Relationship Between Workplace Cohesion and Altruistic Behavior of Teachers*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **SD** | **R** | **R²** | **Degree of Relationship** | **p-value** | **Decision** |
| Workplace Cohesion | 4.30 | 0.52 |  |  |  |  |  |
|  |  |  | 0.60 | 0.36 | High | 0.000 | Reject Ho1 |
| Altruistic Behavior | 4.33 | 0.52 |  |  |  |  |  |

Presented in Table 3 is the correlation analysis between workplace cohesion and altruistic behavior among teachers. The relationship between workplace cohesion and altruistic behavior has a correlation coefficient of 0.60 with a p-value of 0.000, which is less than the 0.05 significance level. This indicates a high and statistically significant positive relationship between workplace cohesion and altruistic behavior. The R² value of 0.36 suggests that approximately 36% of the variation in altruistic behavior can be explained by workplace cohesion. Given that the p-value is less than 0.05, the null hypothesis (Ho1) is rejected, supporting the claim that workplace cohesion is significantly related to altruistic behavior.

This suggests that teachers who experience a high level of workplace cohesion are more likely to demonstrate altruistic behaviors, such as help-giving, moral courage, and peer accountability. Teachers who feel a strong sense of camaraderie, support, and organizational unity within their work environment tend to engage in more selfless and ethically driven actions. This positive relationship underscores the importance of fostering a cohesive work environment, as it can enhance the willingness of educators to contribute to the well-being of their colleagues and students.

This finding corresponds with the research by Paganin et al. (2023), who highlighted the strong relationship between workplace cohesion and altruistic behavior among teachers. Their study found that teachers who experience strong workplace cohesion, including positive relationships with colleagues and school leadership, are more likely to engage in altruistic behaviors, such as supporting their peers and contributing to a collaborative school environment. Similarly, Makirimani and Naicker (2025), emphasized that workplace cohesion enhances teachers’ sense of belonging and responsibility, which in turn promotes altruistic actions like mentoring new teachers and helping students outside of formal classroom settings. Furthermore, Rajoo (2020) observed that when teachers feel cohesive in their workplace, they are more inclined to work together, share resources, and support one another, creating a nurturing environment that benefits both teachers and students.

**3.4. Domains of the Workplace Cohesion that Significantly Influence Altruistic Behavior of Public Elementary School Teachers**

**Table 4.** *Domains of the Workplace Cohesion that Significantly Influence Altruistic Behavior of Public Elementary School Teachers*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domains** | **B** | **BE** | **Beta** | **t-stat** | **p-value** | **Decision** |
| Constant | 2.80 | 0.60 |  | 4.30 | 0.000 | Significant |
| Horizontal Cohesion | 0.72 | 0.50 | 0.60 | 2.35 | 0.000 | Significant |
| VerticalCohesion | 0.70 | 0.47 | 0.57 | 2.32 | 0.000 | Significant |
| OrganizationCohesion | 0.75 | 0.44 | 0.52 | 2.30 | 0.000 | Significant |
|  |  |  |  |  |  |  |
| **Regression Model** |
| Altruistic Behavior=2.80 + 0.72 (Functional Consumption + 0.70 (Critical Consumption) + 0.75 (Functional Prosumption)  |
| R=0.62; R²=0.384; F=52.34; p-value=0.000 |

Presented in Table 4 is the regression analysis of how different domains of workplace cohesion—horizontal cohesion, vertical cohesion, and organizational cohesion significantly influence altruistic behavior among public elementary school teachers. The regression model reveals that all three domains positively contribute to altruistic behavior. Specifically, horizontal cohesion (Beta of 0.60) has the strongest influence, followed by vertical cohesion (Beta of 0.57) and organizational cohesion (Beta of 0.52). The t-statistics for each domain (2.35 for horizontal cohesion, 2.32 for vertical cohesion, and 2.30 for organizational cohesion) and the p-values (all 0.000) confirm that these influences are statistically significant.

The regression equation, altruistic behavior = 2.80 + 0.72 (horizontal cohesion) + 0.70 (vertical cohesion) + 0.75 (organizational cohesion), reveals that the overall model explains 38.4% of the variance in altruistic behavior (R² = 0.384).

Additionally, the model's F-value of 52.34 and its p-value of 0.000 indicate that the model is statistically significant.

In conclusion, these results highlight that the domains of workplace cohesion, particularly horizontal cohesion, vertical cohesion, and organizational cohesion, play a crucial role in influencing the altruistic behavior of teachers. Teachers who experience a high degree of cohesion in these areas are more likely to engage in altruistic actions, such as helping colleagues, demonstrating moral courage, and promoting accountability. Fostering a cohesive work environment can thus enhance teachers' altruistic behaviors, contributing to a positive and supportive school culture.

This finding is consistent with the research of Jena (2022), who emphasized the significant role of workplace cohesion in influencing altruistic behavior among teachers. Their study found that various domains of workplace cohesion, including horizontal and organizational cohesion, positively influence the extent to which teachers engage in altruistic behaviors, such as helping colleagues and supporting students outside the classroom. Similarly, research by Fang and Yu (2023), demonstrated that teachers who experience strong workplace cohesion are more likely to exhibit altruistic behaviors, which foster a supportive and collaborative school culture. Additionally, the work of Abdolmaleki and Ghanbari (2021), highlighted that domains of workplace cohesion, particularly organizational cohesion, significantly influence teachers' willingness to engage in selfless acts, thereby enhancing the overall work environment and student outcomes.

**5. CONCLUSIONS**

Based on the findings of the study, the following conclusions were formulated:

Firstly, the extent of workplace cohesion among teachers is always observed, with teachers demonstrating strong engagement in horizontal cohesion, vertical cohesion, and organizational cohesion. This indicates that teachers consistently foster a collaborative, supportive work environment, enhancing communication and cooperation within the school.

Secondly, the extent of altruistic behavior among teachers is always observed, with teachers showing strong involvement in help-giving, moral courage, and peer accountability. These findings suggest that teachers are consistently committed to supporting their colleagues, promoting fairness, and standing up for what is right, which contributes to a positive and ethical school culture.

Thirdly, a significant relationship between workplace cohesion and altruistic behavior is observed. This indicates that a cohesive and supportive work environment encourages teachers to engage in altruistic behaviors, creating a culture of mutual support and collaboration among colleagues.

Finally, the domains of workplace cohesion significantly influence altruistic behavior. This highlights the importance of fostering a cohesive and supportive school culture, where teachers are more likely to exhibit altruistic behaviors such as helping colleagues, demonstrating moral courage, and holding each other accountable for their actions.

The findings of this study on the influence of workplace cohesion on altruistic behavior among teachers are consistent with Social Exchange Theory, Organizational Support Theory, and Self-Determination Theory.

Social Exchange Theory, proposed by Homans (1958), as cited by Wallenburg and Handfield (2022), emphasizes that individuals engage in behaviors based on the anticipated benefits they will receive from their social interactions. In the context of workplace cohesion, this theory suggests that teachers are more likely to engage in altruistic behaviors when they perceive the workplace as supportive and rewarding. When workplace cohesion is high, teachers are more likely to view their colleagues as a source of mutual support and are, therefore, more motivated to contribute selflessly to the well-being of their peers. This creates a reciprocal dynamic where teachers support one another, strengthening overall cohesion and fostering a collaborative work environment.

Moreover, Organizational Support Theory, proposed by Eisenberger et al. (2020), posits that teachers' perceptions of organizational support influence their behavior and attitudes toward the workplace. In a cohesive educational environment, teachers who feel valued and supported by their school and colleagues are more likely to engage in altruistic behaviors, such as helping others without expecting immediate personal gain. This theory aligns with the concept of workplace cohesion, suggesting that when teachers feel that their efforts are appreciated and that their school cares about their well-being, they are more inclined to contribute to the collective success of the teaching team. Altruistic actions become a natural extension of this supportive school culture, which enhances both individual and team performance.

Finally, Self-Determination Theory, developed by Ryan and Deci (2024), focuses on intrinsic motivation and the satisfaction of three basic psychological needs: autonomy, competence, and relatedness. In a cohesive workplace, teachers' need for relatedness is often fulfilled, leading them to engage in altruistic behaviors. This theory suggests that when teachers feel connected to their colleagues and have a sense of belonging within the team, they are more motivated to help others, not for external rewards but due to intrinsic satisfaction. As teachers' basic needs are met in a cohesive and supportive work environment, they are more likely to engage in behaviors that promote the well-being of others, fostering a collaborative and productive school culture.

**6. RECOMMENDATIONS**

Based on the findings and conclusions of this study, the following recommendations were proposed:

Firstly, considering that teachers demonstrate very extensive workplace cohesion, it is recommended that school administrators continue to foster and promote collaborative environments within schools. Administrators may organize team-building activities, workshops, and professional learning communities to further strengthen horizontal, vertical, and organizational cohesion among teachers. Encouraging peer mentoring and collaborative teaching initiatives could also support a culture of shared responsibility and mutual support, enhancing the overall effectiveness of the teaching team. Teachers should actively engage in these collaborative opportunities to strengthen relationships with colleagues and improve teamwork. Furthermore, teachers may also consider adopting a more inclusive and supportive approach to workplace communication, ensuring that all team members feel valued and respected.

Secondly, given that altruistic behavior among teachers is very extensive, it is recommended that administrators create programs that acknowledge and celebrate teachers' altruistic efforts, such as help-giving, moral courage, and peer accountability. Recognizing and rewarding these behaviors can further encourage teachers to engage in such actions, fostering a positive and ethical school environment. Additionally, providing professional development opportunities that focus on developing moral courage and peer accountability may help teachers navigate complex situations and uphold strong ethical standards. Teachers should strive to model altruistic behavior in their daily practices by offering support to colleagues, being vocal in advocating for ethical issues, and maintaining fairness and equity in their interactions. Teachers may also benefit from seeking out training on how to handle challenging ethical situations in the classroom and workplace.

Thirdly, considering the significant relationship between workplace cohesion and altruistic behavior, it is recommended that administrators prioritize initiatives that promote a supportive and cohesive work environment. This can include fostering open communication, providing opportunities for teachers to collaborate across departments, and encouraging a sense of community. A collaborative school culture will likely enhance teachers' willingness to engage in altruistic behaviors, ultimately benefiting the entire educational ecosystem. Teachers should actively participate in creating a more open and supportive school culture by offering constructive feedback and collaborating on school-wide initiatives. By nurturing these relationships, teachers can create a more positive and motivating environment for both colleagues and students.

Finally, given the influence of workplace cohesion on altruistic behavior, it is recommended that administrators implement programs that enhance the specific domains of workplace cohesion, such as strengthening organizational cohesion and increasing opportunities for vertical cohesion between teachers and school leadership. These initiatives can encourage a more supportive work culture, where teachers feel empowered to demonstrate altruistic behaviors. Teachers should take advantage of professional development opportunities to further build connections with leadership and colleagues, promoting a unified approach to school goals. By enhancing organizational cohesion, teachers can feel more engaged and motivated to contribute to the school’s success and culture.

Future researchers may explore how other factors, such as teacher autonomy, school climate, and leadership styles, influence the relationship between workplace cohesion and altruistic behavior. They may also investigate how these factors impact long-term teacher satisfaction and student outcomes, providing a deeper understanding of how workplace dynamics shape educational environments

Consent (where ever applicable)

This research was conducted in full compliance with ethical standards to protect the safety, dignity, and well-being of all participants. Before beginning data collection, the researcher secured the necessary approvals, including endorsement from the Dean of the Graduate School at Rizal Memorial Colleges and ethical clearance from the institution’s Ethics Review Committee. The study adhered to the ethical framework established by Pregoner et al. (2025), ensuring alignment with current protocols for research involving human subjects in educational contexts. Participation was entirely voluntary, with participants fully informed about the study’s purpose, scope, and their right to decline or withdraw at any time without any negative consequences. Informed consent was obtained to confirm their understanding and agreement to participate. To ensure privacy, no personally identifying information was collected, and all responses remained confidential. The data collected were used solely for academic purposes. These measures guaranteed that the research was conducted with transparency, ethical rigor, and professional accountability.

Disclaimer (Artificial Intelligence)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

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