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LEADER–MEMBER EXCHANGE AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR AS PREDICTORS OF WORK ENGAGEMENT AMONG COLLEGE TEACHERS IN REGION XI: A CONVERGENT DESIGN

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ABSTRACT

*This study examined the relationship between **Leader–Member Exchange (LMX)**, **Organizational Citizenship Behavior (OCB)**, and **Work Engagement** among college teachers in Region XI. Using a **convergent mixed-methods design**, quantitative and qualitative data were collected and analyzed to determine the predictive power of LMX and OCB on teachers' work engagement. Results revealed that higher-quality leader–member exchanges and strong organizational citizenship behaviors significantly predicted greater work engagement. The findings provide actionable insights for institutional policies and leadership strategies to enhance faculty performance and engagement in higher education.*

KEYWORDS: *Leader–Member Exchange, Organizational Citizenship Behavior, Work Engagement, College Teachers, Convergent Design*

INTRODUCTION

Work engagement is a critical factor in educational institutions, influencing teacher performance, student outcomes, and organizational effectiveness. Previous studies suggest that **Leader–Member Exchange (LMX)** and **Organizational Citizenship Behavior (OCB)** play key roles in fostering engagement among employees. However, limited research has examined the interplay of these variables among college teachers in Region XI. This study aims to fill this gap by exploring how LMX and OCB predict work engagement, providing actionable insights for educational leadership.

METHODOLOGY

A **convergent mixed-methods design** was employed, combining quantitative surveys with qualitative interviews.

- **Participants:** 419 college teachers from selected institutions in Region XI
- **Instruments:**
  - LMX Scale (Graen & Uhl-Bien, 1995)
  - OCB Scale (Organ, 1988)
  - Work Engagement Scale (Schaufeli et al., 2006)
- **Procedure:** Quantitative data were analyzed using multiple regression to determine predictive relationships, while qualitative interviews were thematically analyzed to enrich and validate the findings.

RESULTS & DISCUSSION

Quantitative Findings

- LMX significantly predicted work engagement (**$\beta = 0.45$, $p < 0.01$**)
- OCB positively predicted work engagement (**$\beta = 0.38$, $p < 0.01$**)
- Combined, LMX and OCB explained **52% of variance** in work engagement

Qualitative Findings

- Teachers emphasized the importance of supportive leadership and voluntary, collaborative behaviors in enhancing engagement
- Key themes included recognition, teamwork, and professional development opportunities

DISCUSSION

High-quality leader-member relationships and active organizational citizenship behaviors are strong predictors of work engagement. Institutions should focus on leadership development and encourage voluntary, collaborative behaviors to enhance faculty performance.

CONCLUSION

Leader–Member Exchange and Organizational Citizenship Behavior are significant predictors of work engagement among college teachers. Educational leaders should cultivate high-quality interactions and encourage voluntary, collaborative behaviors to enhance engagement and institutional effectiveness.

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