

Knowledge Management, Performance and Spirituality: A Causal Model on Organizational Citizenship Behavior of Teachers in Sectarian Private Schools

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Abstract

The study aims to determine a best fit model for organizational citizenship behavior as influenced by knowledge management, teaching performance, and faculty spirituality. A non-experimental quantitative research design employing descriptive, predictive and structural equation model to randomly selected 405 sectarian private school teachers in Davao Region. The collected data from an adapted survey questionnaire were analyzed using mean, pearson product moment correlation co-efficient, multiple linear regression and causal modeling. The study found out that the level of knowledge management, teaching performance, faculty spirituality and organizational citizenship behavior were described as very high which were always manifested among the sectarian private school teachers. Further, there is a strong significant correlation between knowledge management and organizational citizenship behavior; teaching performance and organizational citizenship behavior; and faculty spirituality and organizational citizenship behavior as the p values of all the measures is lower than the significant alpha value. In addition, the result shows a significant influence of the three exogenous variables namely; knowledge management, teaching performance, and faculty spirituality towards the endogenous variable which is the organizational citizenship behavior. Furthermore, Model 3 satisfied the goodness of all criteria signifying the best fit model for organizational citizenship behavior. This implies that teachers with high level of conscientiousness and altruism of organizational citizenship behavior will contribute positively to the overall performance of the organization.

Keywords: Knowledge management; teaching performance; faculty spirituality; organizational citizenship behavior; SEM; sectarian private school teachers; Philippines

1. Introduction

Challenges and difficulties often arise between and among teachers and the school organization leading to bad organizational citizenship behavior (Na-Nan et al., 2020). Teachers who participate in excessive organizational citizenship behavior may have detrimental effects like elevated stress and burnout (Novitasari et al., 2020). Moreso, teachers decrease their organizational citizenship behavior because their resources are drained by their experience (De Clercq & Belausteguigoitia, 2020). Further, teachers may speak up and share their thoughts, facts, and opinions at times, or they may choose to keep quiet (Borkowski & Meese, 2020). Occupational stress due to world crises strongly associated with undesirable organizational

outcomes and reduced organizational citizenship behavior (Perez, 2023). Further, organizational citizenship behavior though unenforceable by the organization, promotes the effective functioning of the organization through the discretionary individual behavior of employees and contributes to the organization in many ways (Habeeb, 2019). Similarly, organizational citizenship behavior of teachers can reduce their absenteeism and increase job satisfaction and loyalty (Azam & Kumar, 2019) and help teachers work effectively in classroom scenarios (De Geus et al., 2020). Thus, organizational citizenship behavior helps in enhancing productivity and facilitates organizations' ability to compete regardless of limited resources (Na-Nan et al., 2020).

The dimensions of knowledge management such as knowledge sharing and knowledge storage have significant positive correlation with organizational citizenship behavior (Jahanian & Goreshy, 2018). Teachers' organizational citizenship behavior is significantly improved by knowledge management (Mustofa & Nugroho, 2022). Teachers experience a greater sense of ownership and autonomy when they are empowered through application and information sharing, which improves their organizational citizenship behavior (Lavy, 2019). However, teachers' sharing of knowledge may be more strongly influenced by other organizational and individual characteristics, such as organizational commitment and work satisfaction (Hidayat & Patras, 2022). Several studies have found a positive relationship between teachers' organizational citizenship behavior and teaching performance (Arib, 2021; Ali et al., 2021). In the context of education, teachers who exhibit higher levels of organizational citizenship behavior tend to demonstrate better performance in the classroom. Further, organizational citizenship behavior teachers deal with increased collaboration between and among other teachers, proactive support in solving problems for others changes the attitude and social atmosphere of the organization as a whole and improves overall teaching performance (Khuzaini, Zainul, & Zamrudi, 2019).

The positive effects of embracing spirituality at work for improving teachers' wellness, organizational citizenship behavior and commitment, thus growing organization performance (Mas-Machuca, Marimon & Mabašić, 2020). It has been demonstrated a strong correlation between teachers' organizational citizenship behaviors and spirituality (Al-Mahdy, Emam, & Hassan, 2022). This relationship suggests that teachers who experience a spiritual element in their profession are more likely to demonstrate civic virtue, sportsmanship, generosity, conscientiousness, and sportsmanship. Additionally, individual values and beliefs influence professional behavior in educational contexts is the association between faculty spirituality and organizational civic behavior (Arcadio, Diola, & Obice, 2023; Bibi, Siddique, & Davis, 2021). Teachers' perceptions of workplace spirituality have been found to positively correlate with an increase in their organizational citizenship behavior (Garg, 2020). This implies that creating a work atmosphere that is spiritually uplifting can result in increased organizational citizenship behavior among teachers. The significance of fostering a supportive and spiritually conducive environment within educational institutions is shown by the positive link found between workplace spirituality and organizational citizenship behavior (Djaelani, Sanusi, & Triatmanto, 2021; Utami et al., 2021).

This study is anchored on Job Crafting Theory of Berg, Dutton, Wrzesniewski, & Baker (2013) which suggest that knowledge management, performance and spirituality have some degree to do with organizational citizenship behavior. This theory emphasize how teachers in private non-sectarian schools can find spiritual fulfillment through their work by crafting their jobs to align with their personal beliefs and values. Furthermore, this study is anchored on the Spirituality and Meaningful Work Theory of Rosso, Dekas & Wrzesniewski (2010). This theory suggests that individuals who find meaning and purpose in their work are more likely to experience a sense of spiritual fulfillment. Teachers who view their work as a calling or vocation may be more likely to approach their teaching with a sense of passion and commitment, and to be more effective in their roles as educators. Moreover, this study is also anchored on Affective Event Theory of Weiss and Cropanzano (1996) that teachers can express their desire for caring and having compassion to others, experiencing inner consciousness in the pursuit of meaningful work, that enables transcendence, so it

can be said that the employees have a positive experience while in the workplace. Positive experience will make the teachers work with pleasure and even do other positive things that exceed their obligations in the school. These teachers experiencing spirituality in workplace voluntarily increase organizational citizenship behavior.

Presented in Figure 1 is the conceptual paradigm showing the relationship of all the variables in the study. Knowledge management with four indicators namely: organizational memory, knowledge sharing, knowledge absorption, and knowledge receptivity (Wang, Ahmed & Rafiq, 2008). Teaching performance with three indicators namely: planning, development, and result (Moreno-Murcia, Torregrosa & Pedreo, 2015). Spirituality with four indicators which are cura personalis, transcendence, temperance, and humility (Cecero & Prout, 2014). Moreover, the endogenous variable in this study is organizational citizenship behavior with five indicators namely: conscientiousness, sportsmanship, civic virtue, courtesy, and altruism (Habeeb, 2019).

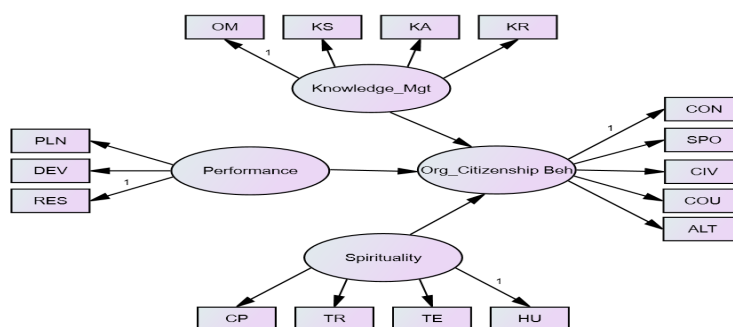


Figure 1. Conceptual Framework of the Study

Considering the above context, the researcher would like to propose a study with the three exogenous variables for organizational citizenship behavior namely: knowledge management, teaching performance, and faculty spirituality. These variables were widely explored individually thus the thrust of this research is to come up with a model that explicitly shows the interrelationship of the variables. Moreover, there is an urgency to conduct this study to provide a causal model which help organizations to design an intricate plan on improving the organizational citizenship behavior among teachers. The study aims to investigate a causal model on organizational citizenship behavior as influenced by knowledge management, teaching performance, and spirituality among sectarian private school teachers in the Davao Region during the third quarter of 2023-2034. Specifically, the study aims to assess the level of knowledge management in terms of organizational memory, knowledge sharing, knowledge absorption, and knowledge receptivity. The second is to ascertain the level of teaching performance in terms of planning, development, and results. The third is to describe the level of faculty spirituality in terms of cura personalis, transcendence, temperance, and humility.

The fourth is to determine the level of organizational citizenship behavior in terms of altruism, civic virtue, conscientiousness, courtesy, and sportsmanship. Fifth is to determine the significant relationship between knowledge management and organizational citizenship behavior, teaching performance and organizational citizenship behavior, and faculty spirituality and organizational citizenship behavior. Sixth, is to determine the combined significant influence of knowledge management, teaching performance and faculty spirituality on organizational citizenship behavior Lastly, is to determine the best fit model of organizational citizenship behavior among sectarian private school teachers. The null hypotheses were tested at 0.05 level of significance, which states that there is no significant relationship between knowledge management and

organizational citizenship behavior, teaching performance and organizational citizenship behavior, there is no combined significant influence of knowledge management, teaching performance and faculty spirituality on organizational citizenship behavior; and, there is no best fit model of organizational citizenship behavior among sectarian private school teachers. The global significance of this study includes a substantial contribution to the existing literature on knowledge management, teaching performance, faculty spirituality, and another relevant perspective on organizational citizenship behavior. Furthermore, it contributes to the overall effectiveness and respond to the sustainable development goal number four which is quality education. Good citizens are those who go above and beyond what is expected of them and take it upon themselves to make sure that work is done properly. School institutions want their teachers to act as good citizens because this can lead to increased productivity and profitability and are looking out for their best interests. Additionally, good citizenship can improve morale and create a positive environment.

Consequently, the social value of this study enlightens teachers to be aware and practice organizational citizenship behavior to achieve greater satisfaction in their teaching. They also have a sense of pride in their work and are more likely to gain career advancement opportunities. Moreover, this study would like to respond to the sustainable development goal four which is quality education. Finally, school benefit from having good citizen teachers because they are seen as being more responsible, and reliable and are more likely to stay for a longer period. This study is deemed beneficial to the following: Department of Education officials may include in their policies the importance of spirituality in teaching; sectarian school principals may emphasize the importance of knowledge management in the institution; private secondary school teachers may have their teaching illuminated with competence in their performance and abreast spirituality in every class they have; and the future researchers, may this study will serve as their motivation to endeavor other variables that explain the complexity of the relationship on organizational citizenship behavior.

2. Method

The respondents of the study were taken from 21 sectarian private basic education in Region XI. Only 405 respondents were requested to participate in the study which confirms to Raosoft sample size calculator to 651 total population size. A stratified random sampling was employed in the study to ensure the proper selection of respondents. It is widely used in surveys coming from the word “strata” (Tafalla, Usero & Hacar, 2021). The respondents of the study were junior high school teachers teaching from grade 7 to grade 12. They were selected with the assistance of the school principals/directors. The study did not include teachers from grades 1 to 6, non-teaching personnel, and school administrators as well as teachers with administrative tasks. The participation in the study is completely voluntary, if the selected respondents feel any discomfort or have mental reservations about their participation, they can freely withdraw from the study. The researcher utilized an adapted original downloaded questionnaires from Wang, Ahmed, and Rafiq (2008) for knowledge management; Murcia, Torregosa, and Pedreño (2015) for teaching performance; Cecero and Prout (2013) for faculty spirituality; and Habeeb (2019) for organizational citizenship behavior. Although the questionnaires were already used in various studies, all were modified for contextualization and validated by a pool of research experts from the institution which gathered a validation rating of 4.61. Thirty private school teachers were requested to participate in the pilot testing for the reliability of the questionnaire and obtained Cronbach alpha values of 0.91, 0.96, 0.97 and 0.95 respectively.

This study used a 5-point Likert scale for the respondents to manifest their degree of agreement and disagreement on the modified statements (Taherdoost, 2019). The questionnaire is centered on knowledge management, teaching performance, faculty spirituality, and organizational citizenship behavior with the identified indicators. Moreover, to evaluate, the scoring guide for endogenous and exogenous latent variable analysis of the responses was categorized into five levels. The scale is as follows; 4.20-5.00 which means very high with a descriptive interpretation of being always manifested; 3.40-4.19 which means high with a

descriptive interpretation of being oftentimes manifested; 2.60-3.39 which means moderate with a descriptive interpretation of the variable of being sometimes manifested; 1.80-2.59 which means low with a descriptive interpretation of being seldom manifested; and 1.00-1.79 which means very low with a descriptive interpretation of being never manifested. This study is a non-experimental quantitative research design utilizing the causal effect technique. Quantitative research design is an inquiry of social or human concerns based on testing the theory composed of variables and determining the correlative generalization (Creswell & Creswell, 2018). According to Ramachandiran and Dhanapal (2018), the most suitable research design for acknowledging people's perceptions is through quantitative study. To add, Mishra and Alok (2022) explained that a descriptive method can be conducted through a survey to find out the respondents' views. Relatedly, the purpose of the causal method is to come up with a basis for what affects a certain variable (Miller & Ross, 2020).

To formally conduct the study, the researcher requested permission from the school head through a letter signed by the researcher, the adviser, and the Dean of Professional Schools. The assistance of the school principals sought to identify the respondents, to whom consent was asked. A separate letter for the respondents were provided to the chosen respondents to participate in the study. Alongside with the letter is a copy of the modified questionnaire and the Informed Consent Form which was signed by the respondents. They were given one month to complete the survey without making use of their official time. The principal of the schools was requested to ensure the accomplishment of the modified questionnaire. As soon as the data becomes available, responses were encoded and the researcher employed Mean to describe the level of knowledge management, teaching performance, faculty spirituality, and organizational citizenship behavior of sectarian private school teachers. Pearson r was used to determine the significant relationship between knowledge management and organizational citizenship behavior, teaching performance and organizational citizenship behavior, and faculty spirituality and organizational citizenship behavior.

The cross-tabulation analysis to further understand the data about the three exogenous variables: knowledge management, teaching performance, and faculty spirituality, thus, determining the relationship of the variables and their indicators which can best predict the organizational citizenship behavior of private school teachers. Correlatively, this is a quantitative study that employs the Structural Equation Model one of the most widely used research models (Ringle et al., 2020). The results of the survey questionnaires were analyzed to find the best-fit model for the organizational citizenship behavior of private school teachers in the Davao Region. As a standard procedure of the University of Mindanao, after the validation of the questionnaire, an endorsement was secured from the Office of the Dean of the Professional Schools to conduct the study. The validated survey questionnaire to collect data was only administered after securing the certificate of approval from the University of Mindanao Ethics Review Committee; UMEREC – 2024 – 078. A pilot test was conducted to ensure the reliability of the questionnaire before proceeding to the real conduct of the study.

3. Results and Discussions

In this section, the data collected from the sectarian private school teachers on knowledge management, teaching performance, faculty spirituality and organizational citizenship behavior are presented.

3.1. Level of Knowledge Management

Shown in Table 1 is the level of knowledge management as describe in terms of *knowledge sharing*, *knowledge absorption*, *knowledge receptivity*, and *organizational memory*. The overall mean of 4.37 was obtained which is describe as very high and standard deviation of 0.45. This means that the level of

knowledge management is always manifested as homogenously responded among the sectarian private school teachers. Moreso, it was found out that *knowledge sharing* among the four indicators achieved the highest mean of 4.48 or very high and standard deviation of 0.51 while *organizational memory* obtained the lowest mean of 4.25 or very high and standard deviation of 0.62. The result presented that knowledge management among the sectarian private school teachers is very high which is always manifested. This implies that teachers have a system to capture and store ideas and knowledge. Teachers also have an avenue to share knowledge and learn from each other. Further, teachers can easily speak out new ideas and could evaluate new information regardless of who comes up with the idea. Additionally, sectarian private schools provide teachers with information communication technology facilities that facilitates the process of capturing, storing, and retrieving knowledge and ideas. These facilities have systems to codify and categorize ideas in a format that is easier to save for future use.

Table 1: Level of Knowledge Management

Indicators	SD	Mean	Descriptive Level
Knowledge Sharing	0.51	4.48	Very High
Knowledge Absorption	0.57	4.39	Very High
Knowledge Receptivity	0.55	4.35	Very High
Organizational Memory	0.62	4.25	Very High
Overall	0.45	4.37	Very High

The very high descriptive levels on every indicator of knowledge management implies that sectarian private school teachers in Region XI always manifest knowledge sharing, knowledge absorption, knowledge receptivity and organizational memory. This is coherent with the findings of Purwanto et al. (2020) that knowledge management helps educational institutions improve their ability to collect and distribute information and knowledge, apply it to solve numerous problems. Moreover, this result connived with the study of Martins et al., (2019) posited that gaining a competitive edge requires making regular and effective use of knowledge, utilizing all of the knowledge that exists inside an organization is ensured by investing in knowledge management. In addition to this result, the very high descriptive levels knowledge absorption and organizational memory alongside knowledge sharing and receptivity greatly contribute to knowledge management. The very high-level description supports the claim of Nonaka et al. (2019) on the importance of how organizations ensure control over the knowledge creation, storage, sharing, conversion, using, and losing to convert it into assets, sustain their competitive advantages, and establish their long-term survival. Moreover, the result affirms the various studies of Yildiz et al. (2021); Sjödin, Frishammar & Thorgren (2019) that knowledge absorption is effective in engaging with knowledge and determine if they ultimately be successful at absorbing the new knowledge.

3.2. Level of Teaching Performance

Presented in Table 2 is the level of teaching performance as describe in terms of *result, development, and planning*. The overall mean of 4.52 was obtained which is describe as very high and standard deviation of 0.41. This means that the level of teaching performance is always manifested as homogenously responded among the sectarian private school teachers. Moreso, it was found out that *result* among the three indicators achieved the highest mean of 4.56 or very high and standard deviation of 0.45. The second highest mean is

development with 4.51 mean or very high and 0.45 standard deviation while *planning* obtained the lowest mean of 4.50 or very high and standard deviation of 0.51.

Table 2: Level of Teaching Performance

Indicators	SD	Mean	Descriptive Level
Results	0.45	4.56	Very High
Development	0.45	4.51	Very High
Planning	0.51	4.50	Very High
Overall	0.41	4.52	Very High

The result shown that teaching performance among the sectarian private school teachers is very high which is always manifested. This implies that teachers informed their learners of the competencies which are expected to acquire, used instructional materials that facilitates learning, provide with scientific information that allow learners to gain a better and deeper understanding of the lesson. Moreover, teachers design the content of the subject to promote the acquisition of the learning competencies and apply an assessment criterion of the activities as established in the subject's curriculum. The very high descriptive levels on every indicator of teaching performance implies that sectarian private school teachers in Region XI always manifest planning, development and result in their profession. The result connived with the study of Gómez and Valdés (2019) that teacher carries out a given responsibility in compliance with predetermined standards and successfully complete a task by taking appropriate action. Further, the result is congruent with the study of Mahaputra and Saputra (2021) which posited that a teacher must not only be able to captivate the class with his or her engaging style of instruction, but also manage time and other responsibilities assigned to them outside of the classroom. Additionally, this result is parallel with the study of Kusumaningrum, Sumarsono and Gunawan (2019) which claims that teachers must enforce classroom discipline and ethics, inspiring students, facilitating student interaction, and keeping a healthy relationship with the school's administration and parents. The result confirms with the study of Wolomasi, Asaloei, and Werang (2019), that teachers' actions that support the organizational, social, and psychological environment in which the goals of the organization are pursued and add to the technical core of professional ethics, a commitment to one's work, and support and collaboration among educators.

3.3. Level of Faculty Spirituality

Presented in Table 3 is the level of faculty spirituality as describe in terms of *transcendence*, *cura personalis*, *humility*, and *temperance*. The overall mean of 4.50 was obtained which is describe as very high and standard deviation of 0.40. This means that the level of faculty spirituality is always manifested as homogenously responded among the sectarian private school teachers. Further, it was found out that *transcendence* among the four indicators achieved the highest mean of 4.62 or very high and standard deviation of 0.44. While *temperance* on the other hand, obtained the lowest mean of 4.42 or very high and standard deviation of 0.51. The result shown that spirituality among the sectarian private school teachers is very high which is always manifested. This implies that teachers speak positively about God as a higher power. Believing in an absolute or faith commitment as intellectually meaningful or worthwhile. Encourage their student to explore different approaches to religious questions. Believe that religious and spiritual ideas are integral in their teaching and can easily respond to religious questions if their students ask them. Further,

the teachers are confident in demonstrating self-knowledge in regard to their teaching practices, and emotionally expressive and transmit joy for learning to their students.

Table 3: Level of Faculty Spirituality

Indicators	SD	Mean	Descriptive Level
Transcendence	0.44	4.62	Very High
Cura Personalis	0.49	4.49	Very High
Humility	0.50	4.45	Very High
Temperance	0.51	4.42	Very High
Overall	0.40	4.50	Very High

The research findings confirm with the studies of Singh and Singh (2022) and Khan et al. (2022) that spirituality which permeate in school foster trust and reduce individual perceptions of danger while generating a beneficial role by promoting the development of important teaching principles that are essential to raising teacher effectiveness and raising student achievement. Moreover, the result support with the study of Chirico et al. (2020) which postulates that a person's spirituality is defined by how they actively engage with the Holy and become close to God. Consequently, the result confirms with the study of Gunawan and Adha (2021) which posited that a teacher may explain a specific spirituality's practices, attitudes, experiences, socio-historical context, and conceptualizations to the learners. Similarly, the result is consonance with the claim of Shavkatovna (2021) that spirituality has the potential to improve education thus teachers and students encounter transcendent circles and challenges and become resonant with the mysteries of existence and the soul when they draw from their own spiritual depths and engage on a spiritual level. Further, the result is parallel with the study of Lal, Tharyan and Tharyan (2020) which mentioned that spirituality can assist educators in determining if they have discovered a way to use their teaching to bridge the gap between the world's pressing need for education and their own ability and delight.

3.3. Level of Organizational Citizenship Behavior

Displayed in Table 4 is the level of organizational citizenship behavior as describe in terms of *courtesy*, *altruism*, *civic virtue*, *sportsmanship* and *conscientiousness*. The overall mean of 4.53 was obtained which is describe as very high and standard deviation of 0.43. This means that the level of organizational citizenship behavior is always manifested as homogenously responded among the sectarian private school teachers. Moreso, it was found out that *courtesy* among the five indicators achieved the highest mean of 4.59 or very high and standard deviation of 0.44. While *conscientiousness* on the other hand, obtained the lowest mean of 4.44 or very high and standard deviation of 0.62. The result shown that organizational citizenship behavior among the sectarian private school teachers is very high which is always manifested. This implies that teachers are mindful of their professional behavior, support each other's right, and caring towards their school principal, colleagues and students. Furthermore, they help other teachers who have heavy work load, help orient new teachers with the school processes and practices, willingly help each other to resolve any

school related concerns. Teachers. attend meetings, seminars, fora and symposiums that help the school's image and keep up with school announcements and memoranda.

Table 4: Level of Organizational Citizenship Behavior

Indicators	SD	Mean	Descriptive Level
Courtesy	0.51	4.59	Very High
Altruism	0.55	4.58	Very High
Civic Virtue	0.46	4.58	Very High
Sportsmanship	0.50	4.45	Very High
Conscientiousness	0.62	4.44	Very High
Overall	0.43	4.53	Very High

The research finding is congruence with the studies of Ridwan, Mulyani and Ali (2020) and Grego-Planer (2019) that teachers organizational citizenship behavior is very helpful and vital to highlight organizational success. Where teachers can quickly boost the efficacy of organizational activities but is neither directly nor officially recognized in a formal work system. In the same manner, the result supports with the study of Soelton (2023) which postulates that exhibiting organizational citizenship behavior will outperform other organizations in terms of performance. Additionally, the result affirms the study of Khan et al. (2020) which proposed that an individual exhibiting positive behavior in organizational citizenship behavior will take additional steps to assist others and improve the overall performance. Furthermore, the result affirms the study of Pham, Tuckova and Jabbour (2019) that teachers organizational citizenship behavior is a personal contribution to going above and beyond the requirements of job duties. Similarly, the result connived with the study of Arar and Abu Nasra (2019) which mentioned that teachers' actions that fall under the category of extra duties and are not formally assigned or assigned by the school are included in organizational citizenship behavior. Consequently, the result affirms with the study of Bogler and Somech (2021) which posited that this behavior of teachers is associated with their willingness to participate freely, as this is a personal decision rather than something that is mandated by job descriptions or position requirements, which are explicitly stated in contracts with the school.

3.4. Significance on the Relationship between Knowledge Management and Organizational Citizenship Behavior among Sectarian Private School Teachers in Davao Region

Shown in Table 5 is the result of the significance on the relationship between knowledge management and organizational citizenship behavior among sectarian private school teachers in Davao Region. As displayed in the hypothesis, the relationship was tested at 0.05 level of significance. The overall p-value of less than 0.05 and r-value of .629 which demonstrates a positive moderate correlation between knowledge management and organizational citizenship behavior. This result indicates the rejection of the null hypothesis. More specifically, the result show that all four indicators of knowledge management have significant relationship with *conscientiousness*, as the p-values are less than 0.05 and total r-value is .473; *sportsmanship* with r-value of .544; *civic virtue* with r-value of .503; *courtesy* with r-value of .491; and *altruism* with r-value of .526. As shown in Table 5, all indicators of each variable are related. Thus, there is a favorable relationship between knowledge management and organizational citizenship behavior. This result is also supported by the finding of Mustofa and Nugroho (2022) that Teachers are more likely to display behaviors that go above and beyond the call of duty and are advantageous to the school as a whole when they are able to share knowledge, learn from one another, and apply that knowledge in their work. Teachers' OCB

is significantly improved by knowledge management.

Table 5: *Significance on the Relationship between Knowledge Management and Organizational Citizenship Behavior among Sectarian Private School Teachers in Davao Region*

Knowledge Management	Organizational Citizenship Behavior					
	Conscientiousness	Sportsmanship	Civic Virtue	Courtesy	Altruism	Overall
Organizational Memory	.395**	.429**	.445**	.378**	.390**	.504**
	.000	.000	.000	.000	.000	.000
Knowledge Sharing	.375**	.444**	.373**	.433**	.456**	.516**
	.000	.000	.000	.000	.000	.000
Knowledge Absorption	.353**	.399**	.384**	.349**	.375**	.460**
	.000	.000	.000	.000	.000	.000
Knowledge Receptivity	.397**	.479**	.408**	.424**	.477**	.542**
	.000	.000	.000	.000	.000	.000
Overall	.473**	.544**	.503**	.491**	.526**	.629**
	.000	.000	.000	.000	.000	.000

3.5. *Significance on the Relationship between Teaching Performance and Organizational Citizenship Behavior among Sectarian Private School Teachers in Davao Region*

Shown in Table 6 is the result of the significance on the relationship between teaching performance and organizational citizenship behavior among sectarian private school teachers in Davao Region. As displayed in the hypothesis, the relationship was tested at 0.05 level of significance. The overall p-value of less than 0.05 and r-value of .677 which demonstrates a positive moderate correlation between teaching performance and organizational citizenship behavior. This result indicates the rejection of the null hypothesis. More specifically, the result show that all three indicators of teaching performance have significant relationship with *conscientiousness*, as the p-values are less than 0.05 and total r-value is .525; *sportsmanship* with total r-value of .580; *civic virtue* with total r-value of .544; *courtesy* with total r-value of .537; and *altruism* with total r-value of .547. As shown in Table 6, all indicators of each variable are related. Thus, there is a favorable relationship between teaching performance and organizational citizenship behavior. This result is congruence with the study of Khuzaini, Zainul and Zamrudi (2019) which revealed that organizational citizenship behavior teachers deal with increased collaboration between and among other teachers, proactive support in solving problems for others, and willingness to participate and participate in organizational activities and meetings. It changes the attitude and social atmosphere of the organization as a whole and improves overall teaching performance. Further, the result confirms with the studies of Arib (2021) and Ali et al. (2021) found a positive relationship between teachers' OCB and teaching performance. In the context of education, teachers who exhibit higher levels of OCB tend to demonstrate better performance in the classroom.

Table 6: *Significance on the Relationship between Teaching Performance and Organizational Citizenship Behavior among Sectarian Private School Teachers in Davao Region*

Teaching Performance	Organizational Citizenship Behavior					
	Conscientiousness	Sportsmanship	Civic Virtue	Courtesy	Altruism	Overall
Planning	.419** .000	.417** .000	.394** .000	.383** .000	.401** .000	.501** .000
Development	.464** .000	.545** .000	.509** .000	.506** .000	.516** .000	.628** .000
Results	.484** .000	.553** .000	.518** .000	.513** .000	.510** .000	.638** .000
Overall	.525** .000	.580** .000	.544** .000	.537** .000	.547** .000	.677** .000

3.6. *Significance on the Relationship between Faculty Spirituality and Organizational Citizenship Behavior among Sectarian Private School Teachers in Davao Region*

Shown in Table 7 is the result of the significance on the relationship between faculty spirituality and organizational citizenship behavior among sectarian private school teachers in Davao Region. As displayed in the hypothesis, the relationship was tested at 0.05 level of significance. The overall p-value of less than 0.05 and r-value of .754 which demonstrates a positive strong correlation between faculty spirituality and organizational citizenship behavior. This result indicates the rejection of the null hypothesis. More specifically, the result show that all four indicators of faculty spirituality have significant relationship with *conscientiousness*, as the p-values are less than 0.05 and total r-value is .561; *sportsmanship* with total r-value of .680; *civic virtue* with total r-value of .581; *courtesy* with total r-value of .621; and *altruism* with total r-value of .602. As shown in Table 7, all indicators of each variable are related. Thus, there is a favorable strong relationship between faculty spirituality and organizational citizenship behavior. This result is also supported by the finding of Al-Mahdy, Emam and Hassan (2022) which suggests that instructors who experience a spiritual element in their profession are more likely to demonstrate civic virtue, sportsmanship, generosity, conscientiousness, and sportsmanship. There is a strong correlation between teachers' organizational citizenship behaviors and spirituality, which includes qualities like transcendence, meaningful work, compassion, and mindfulness. Moreso, the result is congruent with the findings of Arcadio, Diola and Obice (2023) and Bibi, Siddique Davis (2021) that individual values and beliefs influence professional behavior in educational contexts is the association between faculty spirituality and organizational civic behavior.

Table 7: *Significance on the Relationship between Faculty Spirituality and Organizational Citizenship Behavior among Sectarian Private School Teachers in Davao Region*

Faculty Spirituality	Organizational Citizenship Behavior

	Conscienti ousness	Sports manship	Civic Virtue	Courtesy	Altruism	Overall
Cura Personalis	.472**	.603**	.489**	.492**	.498**	.632**
	.000	.000	.000	.000	.000	.000
Transcendence	.379**	.474**	.459**	.460**	.454**	.549**
	.000	.000	.000	.000	.000	.000
Temperance	.475**	.560**	.471**	.520**	.499**	.626**
	.000	.000	.000	.000	.000	.000
Humility	.501**	.579**	.481**	.554**	.514**	.653**
	.000	.000	.000	.000	.000	.000
Overall	.561**	.680**	.581**	.621**	.602**	.754**
	.000	.000	.000	.000	.000	.000

3.7. Significance on the Influence of Exogenous Variables on Organizational Citizenship Behavior among Sectarian School Teachers in Davao Region

Presented in Table 8 is the significance on the influence of knowledge management, teaching performance, and faculty spirituality on the organizational citizenship behavior among sectarian private school teachers in Davao Region with an overall combined significant influenced of less than 0.05 level of significance. This implies that the three exogenous variables significantly influenced the endogenous variable resulting to the rejection of the null hypothesis. Moreover, the R^2 of .598 signifies that 59.8 percent of the variation in organizational citizenship behavior is explained by the predictor variables, knowledge management, teaching performance, and faculty spirituality. This means that 41.2 percent of the variation could be attributed to other factors aside from these three variables. The presentation revealed that the standard coefficient of faculty spirituality has the highest beta value of .531. It indicates that faculty spirituality has the greatest influence on the organizational citizenship behavior among sectarian private school teachers in Davao Region compared to knowledge management with beta value of .159, and teaching performance with beta value of .144.

Table 8: Significance on the Influence of Exogenous Variables on Organizational Citizenship Behavior among Sectarian School Teachers in the Davao Region

<i>Organizational Citizenship Behavior</i>				
(Variables)	<i>B</i>	β	<i>t</i>	<i>Sig.</i>
Constant	.621		3.982	.000
Knowledge Management	.150	.159	3.466	.001
Teaching Performance	.150	.144	2.670	.008

Faculty Spirituality	.572	.531	10.245	.000
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R .773

R² .598

ΔR .595

F 213.579

ρ .000

This result is in alignment with the findings of Jahanian and Goreshy (2018) the dimensions of knowledge management, knowledge sharing, knowledge utilization knowledge storage, and organizational citizenship behavior and a significant positive correlation. The result affirms with the study of De Geus et al. (2020) which posited that organizational citizenship behavior can help teachers work effectively in classroom scenarios. Further, the result connives with the study of Mas-Machuca, Marimon and Mabašić (2020) on the positive effects of embracing spirituality at work for improving employee wellness, job performance, finding meaning at work, organizational commitment, and well-being, thus growing organization performance.

3.8. Generated Structural Models

This part analyzes the interrelationships among the variables in the study. Three models were generated to obtain the best fit model of organizational citizenship behavior among sectarian private school teachers. The models were assessed against the given fit indices and served as basis to accept or reject the model.

Table 10: Summary of Goodness of Fit Measures of the Five Generated Models

Model	P-value (>0.05)	CMIN / DF (0<value<2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	10.490	.782	.760	.743	.715	.148	.000
2	.000	5.624	.878	.886	.865	.861	.103	.000
5	.152	1.219	.980	.996	.980	.995	.022	.995

Legend: CMIN/DF – Chi Square/Degrees of Freedom

GFI – Goodness of Fit Index

RMSEA – Root Mean Square of Error Approximation

NFI – Normed Fit Index

TLI – Tucker-Lewis Index

CFI – Comparative Fit Index

Generated Structural Model 1 presented the direct relationship between the endogenous and exogenous variables. As shown in Appendix L, Table 9, the results show that faculty spirituality is strongly represented by its factors, with the highest beta values (.716) followed by teaching performance (beta = .188) and knowledge management (beta = .155). Table 10 shows that exogenous variables, knowledge management, teaching performance and faculty spirituality predict organizational citizenship behavior having a P-value of .000. However, Table 10, goodness of fit results, reveals that the model fit values were not within the range of the indices criteria as shown by CMIN/DF > 2, GFI, CFI, NFI, TLI < 0.95, and RMSEA > 0.05 with a P- Close < 0.05. This means that the model does not fit with the data.

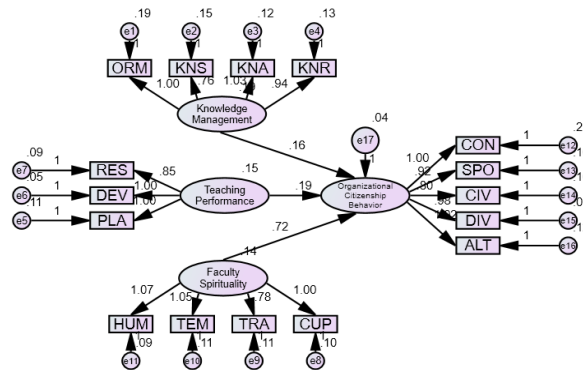


Figure 2: Generated Structural Model 1

Generated Structural Model 2 displayed the variance between the exogenous variables namely; knowledge management, teaching performance and faculty spirituality and the causal associations of exogenous and endogenous variables. As shown in Appendix L, Table 9, data show that faculty spirituality is strongly represented by its factors, with the highest beta values (1.196) followed by knowledge management (beta = .394) and teaching performance (beta = -.554). Meanwhile, Table 10 shows that the exogenous variable significantly influence the organizational citizenship behavior of teachers having a P-value of >0.05. Also, the goodness of fit results revealed that the values were not within the range of the indices criteria as shown by CMIN/DF > 2, GFI, CFI, NFI, TLI < 0.95, and RMSEA > 0.05 with a P- Close < 0.05. This means that the model shows a very poor fit.

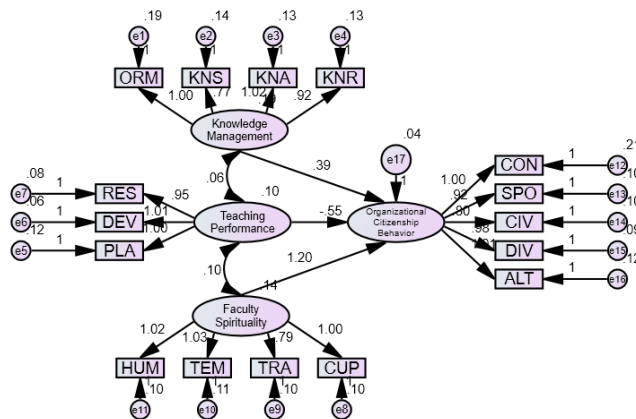
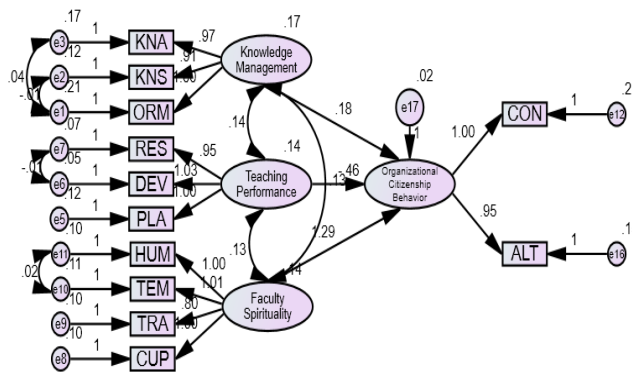


Figure 3: Generated Structural Model 2

3.9. Best Fit Model of Organizational Citizenship Behavior

Figure 2 expounds the standard estimates of Generated Model 5. Model 5 shows the interrelationships of the latent exogenous variables namely; knowledge management, teaching performance and faculty spirituality and its direct causal relationship with the latent endogenous variable, organizational citizenship behavior among sectarian private school teachers. As observed in model 5, the best fit model, knowledge management, teaching performance and faculty spirituality are exogenous variables that have direct causal relationship on organizational citizenship behavior. The model also revealed the interconnectedness of these three exogenous variables. Knowledge management had a direct relationship with teaching performance and faculty spirituality. Moreover, faculty spirituality also had direct relationship with knowledge management and teaching performance. Moreover, as shown in Figure 2, three out of four indicators of knowledge management, namely; knowledge absorption, knowledge sensitivity and organizational memory, remained significant predictors of organizational citizenship behavior. While teaching performance maintained its three indicators, namely; result, development and planning, were found to affect organizational citizenship behavior. Furthermore, the faculty spirituality maintained all its four indicators, namely; humility, temperance, transcendence and cura personalis, that significantly affect organizational citizenship behavior. Based on the result, it can be deduced that the organizational citizenship behavior among the sectarian private school teachers in Region XI was best anchored on knowledge management which was measured in terms of knowledge absorption, knowledge sensitivity and organizational memory; teaching performance in terms of planning, development and result; and faculty spirituality in terms of humility, temperance, transcendence and cura personalis.



Legend:

KNA- knowledge absorption
 KNS- knowledge sharing
 ORM- organizational memory
 RES- result

DEV- development
 PLA- planning
 HUM- humility
 TEM- temperance

TRA- transcendence
 CUP- cura personalis
 CON- conscientiousness
 ALT- altruism

Figure 2: Best Fit Model in Standard Solution

Furthermore, the generated structural model 5 shows a direct causal link of the exogenous variable with the endogenous variable. The endogenous variable organizational citizenship behavior is measured in terms of courtesy, altruism, civic virtue, sportsmanship and conscientiousness. However, the model displayed only two out of its five indicators that remained viable organizational citizenship behavior as a construct, namely; altruism and conscientiousness. The indicator knowledge receptivity of knowledge management; courtesy, civic virtue and sportsmanship of organizational citizenship behavior were trimmed since their beta values and p-value did not obtain the desired values. The direct causal link of knowledge management, teaching performance and faculty spirituality towards organizational citizenship behavior among sectarian private school teachers in Davao Region corroborates the research outcomes revealed by Lavy (2019) that teachers experience a greater sense of ownership and autonomy when they are empowered through application and information sharing, which improves their organizational citizenship behavior. Nonetheless, Hidayat and Patras (2022) posited that there isn't always a strong correlation between teachers' knowledge-sharing practices and organizational learning cultures. Teachers' sharing of knowledge may be more strongly influenced by other organizational and individual characteristics, such as organizational commitment and work satisfaction.

Consequently, teachers with strong OCB are more likely to go above and beyond their basic job duties to support their students, colleagues, and the school as a whole. However, in the study of Novitasari et al. (2020) issued a warning, stating that instructors who participate in excessive OCB may have detrimental effects like elevated stress and burnout. It seems that there is an ideal amount of OCB at which educators are inspired to go above and beyond without sacrificing their personal health. Furthermore, workplace spirituality acts as a catalyst for motivation, pushing educators to go above and beyond the call of duty. Teachers' perceptions of workplace spirituality have been found to positively correlate with an increase in their organizational citizenship behavior. The study of Garg (2020) affirms that work atmosphere that is spiritually uplifting can result in increased OCB among teachers, which will ultimately be advantageous to the company as a whole. Moreover, Djaelani, Sanusi and Triatmanto (2021) and the findings of Utami et al. (2021) the significance of fostering a supportive and spiritually conducive environment within educational institutions is shown by the positive link found between workplace spirituality and OCB.

On the other hand, Table 11 reveals the result of the goodness of fit measures, of Generated Model 5. As can be seen in the results, all model fit values have successfully met the criteria set by each index; CMIN/DF < 2, GFI, CFI, NFI, TLI 0. >95, and RMSEA <0.05 with a P- Close >0.05. The result is in alignment with the criteria set by Arbuckle and Wothke (1999) emphasizing the CMIN/DF should be less than 2, and Tucker-Lewis Index (TLI), Comparative Fit Index (CFI), Normed Fit Index (NFI), and Goodness of Fit Index (GFI) should be more than 0.95. Moreover, the RMEA and PCLOSE values are supported by Browne and Sugawara (1996) indicating 0.01, 0.05 and 0.08 as excellent, good, and mediocre fit respectively, with a P-Close that is greater than 0.05. The model fit for organizational citizenship behavior is aligned with the Job Crafting Theory of Dutton and Wrzesniewski (2001) that knowledge management, performance, and spirituality have some degree to do with organizational citizenship behavior. Further, Spirituality and Meaningful Work Theory of Rosso, Dekas and Wrzesniewski (2010) emphasize that that individuals who find meaning and purpose in their work are more likely to experience a sense of spiritual fulfillment. Teachers who view their work as a calling or vocation may be more likely to approach their teaching with a sense of passion and commitment, and to be more effective in their roles as educators, thereby increasing their sense of meaningfulness and engagement at work.

The result of the study is also anchored on affective event theory of Weiss and Cropanzano (1996) that teachers can express their desire for caring and having compassion to others, experiencing inner consciousness in the pursuit of meaningful work, that enables transcendence, so it can be said that the employees have a positive experience while in the workplace. Positive experience will make the teachers work with pleasure and even do other positive things that exceed their obligations in the school. These teachers experiencing spirituality in workplace voluntarily increase organizational citizenship behavior.

As reflected in Table 8 showed the direct and indirect effects of the latent endogenous variables to the latent exogenous variable. Faculty spirituality shows the highest beta value of 0.531, which indicates that it has the greatest impact on the organizational citizenship behavior among sectarian private schools. In addition, knowledge management shows a beta value of 0.159, and teaching performance with .144, indicating an influence towards the organizational citizenship behavior of teachers. Meanwhile, displayed on Table 8 the regression weights exhibited by the influence between latent variables and between measured and latent variables. The paths presented in model obtained a p-value of less than 0.01. However, the path between teaching performance and organizational citizenship behavior has a marginal p-value of 0.008, which falls close to the specified p-value of 0.01. This indicates that faculty spirituality and knowledge management greatly contributed to organizational citizenship behavior among sectarian private schools.

4. Conclusions and Recommendation

Based on the findings of the present study, the following conclusions were formulated: firstly, the level of knowledge management is very high which was derived from the four domains namely knowledge absorption, knowledge sharing, knowledge receptivity and organizational memory; the level of teaching performance is very high which obtain from planning, development and result; the level of faculty spirituality is very high which comes from cura personalis, transcendence, temperance and humility; lastly, the level of organizational citizenship behavior among sectarian private school teachers in Davao Region is very high which obtained from altruism, civic virtue, conscientiousness, courtesy, and sportsmanship. Moreover, there was a significant relationship between knowledge management and organizational citizenship behavior; teaching performance and organizational citizenship behavior; and faculty spirituality and organizational citizenship behavior leading to the rejection of null hypotheses. Further, there is a combined significant influence of the three exogenous variables on organizational citizenship behavior with faculty spirituality as the predictor. Moreso, Model 5 is the best fit model on organizational citizenship behavior among the sectarian private school teachers in Davao Region which confirms the set criteria for structural equation model. Finally, the findings of the study clearly support the Job Crafting Theory which emphasizes on the direct causal relationship of knowledge management, performance, and spirituality have some degree to do with organizational citizenship behavior. The result also supports the Spirituality and Meaningful Work theory suggesting that individuals who find meaning and purpose in their work are more likely to experience a sense of spiritual fulfillment. Thus, teachers who view their work as a calling or vocation may be more likely to approach their teaching with a sense of passion and commitment. Also, the present study supports the Affective Event Theory that teachers can express their desire for caring and having compassion to others, experiencing inner consciousness in the pursuit of meaningful work, that enables transcendence, so it can be said that the employees have a positive experience while in the workplace.

In the light of the findings and formulated conclusions of the present study, the following recommendations are generated: first, may this study will help the school administrators to establish a program that allow teachers to share knowledge and information with their co-teachers and other stakeholders of the institution. Use information technology to access a wide range of external information and knowledge and encourage teachers to be part of a network that share knowledge with other organizations/schools. Evaluating ideas based on their merits, no matter who comes up with the ideas and assess new ideas rapidly on a regular basis. Secondly, may the present study be a basis for teachers to attend meetings, seminars, fora and symposiums and functions that help the school's image. The teachers may keep abreast of changes in the school, read and keep up with school announcements and memoranda. Further, teachers may be mindful of their professional behavior, support each other's right and may be more caring towards their school principal, colleagues and students. The teachers may be willing to help each other to resolve any school related concerns. Lastly, the future researchers may utilize the present study to explore other variables that have a

direct or indirect causal effect of organizational citizenship behavior such as organizational commitment, work values, self-efficacy, and other variables that are not covered to the present study. They may also employ other research designs like as mixed method to further understand the construct of organizational citizenship behavior of teachers may it be sequential explanatory or confirmatory studies.

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