



## Ethical Climate, School Culture, Individual Work Performance: A Path Model on Organizational Citizenship Behavior among Public School Teachers

Bong L. Baja<sup>1</sup>, Eugenio S. Guhao Jr.<sup>2</sup>

<sup>1,2</sup>University of Mindanao Professional Schools, Matina, Davao City, Philippines

### ABSTRACT

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This study aimed to determine the best-fit path model of organizational citizenship behavior among public school teachers in Region XI of the Philippines, as influenced by ethical climate and school culture, and individual work performance using a non-experimental descriptive-correlational research design and Path Model Analysis. A sampling frame of 405 public secondary school teachers was prepared using stratified random sampling. Levels of the variables were assessed using mean and standard deviation. Relationships and their respective directions were assessed using Pearson's *r*. SEM through path model analysis was undertaken to examine predictive relationships. Results of the study showed that ethical climate were at a very high level, the two variables namely: school culture, and individual work performance were at a high level and Organizational Citizenship Behavior was at a very high level for the endogenous variable. The correlations of organizational citizenship behavior and school culture, and of individual work performance and organizational citizenship behavior were significant. Ethical climate and organizational citizenship behavior had a weak or no correlation and were not significantly correlated. It was also revealed that the best-fit path model was model 3. This best-fit Model 3 did not include all relationships as statistically significant particularly ethical climate does not influence organizational citizenship behavior, and individual work performance does not influence school culture. Additionally, school culture and individual work performance are critical when considering the implementation of positive organizational citizenship behavior. The results from this study are expected to promote the education sector and enhance educational theory and practice.

### KEYWORDS:

Organizational Commitment  
Institutional Environment  
Teacher Productivity  
Educational Management,  
Workplace Ethics

### 1. INTRODUCTION

Teachers significantly impact students' academic growth and personal development. Their impact goes beyond the classroom, as measured by their Organizational Citizenship Behavior (Cardona, Valencia, & Hernández, 2023). Additionally, voluntary behaviors, such as helping staff and participating in school functions and other activities, help build the school community (Efendi, & Daud, 2025). Teachers face challenges including a lack of OCB-enabling resources and supports, large student loads, poor professional

**Corresponding Author: Bong L. Baja**

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growth opportunities, increasing administrative demands coupled with decreasing salary and increasing demands and expectations, which limit their OCB (Soelton, 2023). Role ambiguity and conflict, coupled with the resultant stress and emotional exhaustion, further diminish teachers' willingness to undertake additional role duties (Bardach, 2024). These challenges adversely affect the ethical climate of the school and the culture and performance of teachers (Fadhlurrahman, 2024).

Organizational support is a critical enabler of teachers' willingness to undertake OCB. Offering teachers supports and recognizing their contributions espoused in Voluntary Role Behaviors (Kao, Cho, & Kao, 2023). Perceived organizational support and OCB have a positive correlation; the former increases the latter. Conversely, a lack of supports and recognition has an adverse impact on OCB

## **Bong L. Baja et al, Ethical Climate, School Culture, Individual Work Performance: A Path Model on Organizational Citizenship Behavior among Public School Teachers**

(Karmila, et.al, 2024). Organizational support in schools helps teachers cope with the demands of increasing professional pressures and fosters OCB (OECD, 2022).

Many studies have found important associations between ethical climate and OCB. Gordani, Saadattalab, and Khajavi (2022) found a significant positive association between a positive ethical climate and OCB in teachers, meaning that teachers who recognize a stronger ethical climate are more likely to perform OCB. An example of OCB is voluntarily helping colleagues (Bolino et.al, 2022). In the same vein, Sun et al. (2024) found that the school organizational climate had a significant and positive predictive role in teachers' OCB, meaning that if the climate in the school is ethical and supportive, it may lead teachers to extend their responsibilities even more. On the other hand, these findings also explain a negative correlation. In an ethical climate that is less supportive, teachers will perceive a lower level of OCB, meaning that teachers in a less ethical, less supportive climate will be less likely to perform helping behaviors, collaborative behaviors, and other positive behaviors that are beyond their role and that benefit the organization (Rojas, & Guhao 2022; Cheng & Hu, 2022).

Similarly, correlations also exist between School Culture and OCB. Praharti et al. (2023) noted a positive correlation between school culture and teachers' OCB, showing that supportive school cultures based on teamwork, respect, and shared values encourage voluntary behavior by teachers beyond the scope of their duties. Likewise, Lañojan and Genuba (2025) noted that teachers are more inclined to exhibit OCB through cooperation and initiative and by performing extra-role behavior when they perceive a supportive and positive school culture. Conversely, school cultures that are unsupportive or weak result in a negative correlation, as a lack of trust and shared purpose may diminish teachers' disposition to perform behaviors that are beyond the call of their duties and are beneficial to the school (Aypay, 2025). Therefore, a supportive school culture facilitates OCB, while a weak school culture can be a barrier to the performance of OCB (Praharti et al., 2023; Lañojan and Genuba, 2025).

Additionally, a number of studies report positive correlations between Individual Work Performance and Organizational Citizenship Behavior. Pasaribu et al. (2022) noted a positive correlation between OCB and employees' performance, showing that voluntary behaviors that extend beyond an employee's formal responsibilities positively affect said employee's performance. Similarly, Dewani and Swatantra (2024) noted that helping behaviors and cooperation, coupled with organizational commitment, positively affect employees' performance. In this regard, employees who eschew their formal responsibilities are likely to enhance the performance of the organization (Lu & Chen, 2024). A negative correlation, on the other hand, exists in the

case of lower levels of OCB and work performance (Hermanto & Srimulyani, 2022).

Handayani & Rahardja, (2022) People who engage less with coworkers or are reluctant to go the extra mile of workplace discretionary behaviors will see a decline in their performance. There exists a positive correlation between OCB and individual performance, while a negative correlation exists between OCB and individual performance (Pasaribu et al., 2022; Dewani & Swatantra, 2024).

This study primarily anchored on OCB theory by Presthus, (1958), which refers to employees' voluntary conduct that extends beyond their prescribed role expectations and positively impacts the organization. OCB consists of, for instance, helping coworkers, being proactive, volunteering to take part in organizational events, and having a good attitude that improves the workplace. In the context of education, teachers who exhibit OCB enhance schools' success through dedication, commitment, and engagement that go above and beyond their assigned tasks. The theory helps explain how the interaction between ethical climate, culture, and work performance impacts the level of organizational citizenship behavior required of an individual to perform acts that are beneficial to the institution (Hallinger & Walker, 2022). On the negative spectrum, inadequate organizational support, weak culture, and poor work climate, as well as adverse working conditions, may diminish teachers' OCB, leading to poor school and organizational performance (Graham, 2022; Tsai et al., 2022).

In addition, one of the main explanatory theories in the study is Social Exchange Theory (SET) by Blau (1964). According to SET, social interactions are reciprocal. Employees who feel the organization is supportive, trusting, and fair, and who feel recognized, express it by developing positive attitudes and behaviors. SET also indicates that teachers will express OCB (Organizational Citizenship Behavior) through a positive school culture and a strong organization; this is especially the case if a positive ethical climate prevails.

This is also supported by Ajzen's (1985) Theory of Planned Behavior, where the attitudes of individuals, along with the norms that guide behavior and their levels of perceived control, determine the intentions to engage in the behavior and the actual behavior. In the context of TPB, the OCB of teachers will be evident when they enjoy a good relationship with their colleagues and their managers, and when they have a positive professional attitude and feel able to go beyond their regular duties. This also explains the teachers' intentions to support the organization's culture, create a positive ethical climate, and assist with school improvement.

Like other theories, Harry Stack Sullivan's Interpersonal Theory acknowledges the part that social connections and interactions play in constructing an individual's actions. The theory does have a positive outlook

toward impactful relationships, as they foster trust and promote cooperation, resulting in mutual comprehension, which is a necessity in educational institutions. Good interpersonal relationships among staff, administrators, and teachers in a school can enable the school to grow and improve its culture, develop the performance of its individual staff members, and build a positive ethical climate (Wahyudi, 2022). This promotes both the performance of teachers at work and their engagement in OCB. The combination of OCB Theory, Social Exchange Theory, the Theory of Planned Behavior, and Interpersonal Theory provides a substantial perspective to investigate Organizational Citizenship Behavior that is influenced by an ethical climate, and whose performance is defined by school culture and individual work performance among public school teachers

This study seeks to explore the impact of, and answer the degree of, the regression paths of the unobservable latent variables and their corresponding observed variables.

This study aims to identify the best-fit path model of organizational citizenship behavior among public secondary teachers in all large and mega public schools in DepEd Region XI. It introduces the research objective to measure the ethical climate as represented by the levels of caring, law and code, rules, instrumental, independence, efficacy, self-interest, social responsibility and service; to evaluate the levels of professional collaboration, affiliative collegiality, and self-determination or efficacy; to evaluate the levels of task performance, contextual performance, and counterproductive work behavior; and to evaluate the levels of civic virtue, courtesy, sportsmanship, altruism, and conscientiousness. Lastly, it aims to measure the levels of school culture.

This study also aims to measure the correlations and relationships of ethical climate and organizational citizenship behavior; school culture and organizational citizenship behavior; individual work performance and organizational citizenship behavior of teachers in public schools.

The final goal of this study was to determine the best-fit model of OCB among teachers in school settings. This study hypothesized that there is no relation between Ethical Climate and Organizational Citizenship Behavior, School Culture and Organizational Citizenship Behavior, and Individual Work Performance and Organizational Citizenship Behavior among teachers at a public school. Additionally, this study hypothesized that there is no best-fit path model on Organizational Citizenship Behavior among teachers at a public school.

## **II. METHODOLOGY**

This study used a descriptive-correlational design with Structural Equation Modeling (SEM) and path analysis. Because non-experimental research does not control or manipulate variations, it is helpful to describe the association among exogenous and endogenous variables (Manalo et al.,

2024). Descriptive-correlational research strives to tell the story about the variables and the relationship between the variables, but should not be the basis of attributing cause (Erni, & Diola, 2026). The descriptive-correlational design was used to assess the levels of ethos in the public secondary school teaching population as well as school culture and personal work and OCB and to evaluate the relationships among all the variables (Marsh et.al, 2021). In addition, SEM with path analysis helped to examine the relationships of both the observed and the unobserved variables (Moshagen, 2024).

The best-fit path model of OCB among public secondary school teachers was determined using SEM. SEM allows the examination of multiple levels of latent and observed variables and assesses both direct and indirect relationships in the model (Moshagen, 2024). Evaluation of model fit was performed using multiple Goodness-of-Fit Indices. Specifically, it was necessary for the Chi-square divided by degrees of freedom (CMIN/DF) to be less than or equal to 2.00 with a p-value greater than 0.05. Furthermore, the Tucker-Lewis Index (TLI), Comparative Fit Index (CFI), Goodness-of-Fit Index (GFI), and Normed Fit Index (NFI) were expected to be greater than 0.95.

The Root Mean Square Error of Approximation (RMSEA) must have a value less than or equal to 0.05, and the Probability of Close Fit (PCLOSE) must have a value exceeding 0.05, to indicate an appropriate model fit.

The study employed a stratified random sampling was used to build a sample for the study. It is a kind of sampling method based on the concept of stratifying the population into subpopulations or strata which ensures an adequate sample of every part of the population. The use of this sampling method helped to get a representative sample of the teaching staff from public secondary schools making the finding generalizable (Creswell & Creswell, 2018; Etikan & Bala, 2017).

Department of Education (DepEd) Region XI was the study site. The locations of the participating schools, both representing rural and urban areas, helped explain the study. The study allowed the department to develop an understanding of ethical climate, school culture, individual work performance, and organizational citizenship behavior. This understanding aided the purposeful enhancement of the professional learning of public secondary school teachers.

This study includes 405 public secondary school teachers selected from a subset of public secondary schools in the Department of Education (DepEd) Region XI. To obtain the sample size, numerical data from DepEd Region XI was used, and a total population of 19,648 secondary teachers was recorded: 14,521 junior high school teachers and 5,163 senior high school teachers. The sample size calculator from Raosoft calculated a total sample of 405 respondents using the confidence level of 95 percent, the margin of error of 5 percent and response distribution of 50

# Bong L. Baja et al, Ethical Climate, School Culture, Individual Work Performance: A Path Model on Organizational Citizenship Behavior among Public School Teachers

percent. Those teachers were sampled making sure they met the criteria to be included in the sample and provided the proper data for the test of hypotheses.

The study used several modified and adapted questionnaires to evaluate ethical climate, school culture, individual performance, and organizational citizenship behavior. Questionnaires based on Kumar and Thomas (2020) were used to evaluate caring, law and code, rules, instrumental, independence, efficiency, self-interest, service, and social responsibility. Gruenert (2015) was used to evaluate collaborative leadership, teacher collaboration, professional development, collegial relationships, unity of purpose, and collaborative planning. An adapted version of Koopmans et al. (2014) was used to evaluate performance, contextual behavior, and counterproductive behavior. Organizational citizenship behavior was evaluated using an adapted version of Habeeb (2019).

Four internal experts from the University of Mindanao Professional Schools and one external expert validated and reviewed the adapted tools. Based on Daunert and Seel (2021), the tools were evaluated for precision and relevance. Once the tools were revised, they were subjected to a pilot study to evaluate validity, reliability, and consistency. The tools were deemed appropriate because they all achieved adequate reliability after measuring Cronbach's alpha above .80.

Survey questionnaires employed a five-point Likert scale. The scores were interpreted in a consistent manner. Very High was defined as 4.20 to 5.00, High was 3.40 to 4.19, Moderate as 2.60 to 3.39, Low as 1.80 to 2.59 and Very Low was 1.00 to 1.79. The scores corresponded to response options of 5, Strongly Agree (SA), 4, Agree (A), 3, Moderately Agree (MA), 2, Disagree (D) and 1, Strongly Disagree (SD).

Five expert validators assessed the research instruments and gave an average validation rating of 4.48, indicating Very High, a strong level of content validity and instrument appropriateness for the study. Prior to the final data collection, the instruments were subjected to the pilot test to establish their reliability and internal consistency. From the testing done to establish reliability, the instruments demonstrated acceptable to excellent internal consistency.

The ethical climate scored a Cronbach's alpha of .848; school culture scored a Cronbach's alpha of .843; individual work performance scored a Cronbach's alpha of .795; and organizational citizenship behavior scored a Cronbach's alpha of .857. From these results, the validity and reliability of the instruments were established for the study to be conducted.

Before data collection, the author obtained approval from the University of Mindanao Professional Schools and the DepEd Region XI. Once approval was gained, permission letters were sent to the Schools Division Superintendents and school heads of the chosen public secondary schools. The

survey instruments were subjected to expert validation and a pilot test to build their content validity and reliability. Upon approval, the questionnaires were distributed to the chosen responders that fulfilled the inclusion criteria. Respondents were free to leave the study at any point in time. After the collection of the completed questionnaires, the responses were inputted into a system and were organized, checked for accuracy, and analyzed in line with established norms. The researcher was able to interpret the findings and was able to construct the best-fit model of Organizational Citizenship Behavior among public secondary school teachers.

## III. RESULTS

### Ethical Climate

**Table 1: Level of Ethical Climate**

| Indicator             | SD           | Mean        | D.E.             |
|-----------------------|--------------|-------------|------------------|
| Caring                | 0.447        | 4.60        | Very High        |
| Law and Code          | 0.499        | 4.05        | High             |
| Rules                 | 0.502        | 4.55        | Very High        |
| Instrumental          | 0.564        | 4.06        | High             |
| Efficiency            | 0.462        | 4.21        | Very High        |
| Self-Interest         | 0.558        | 4.21        | Very High        |
| Service               | 0.482        | 4.22        | Very High        |
| Social Responsibility | 0.459        | 4.16        | High             |
| <b>Overall</b>        | <b>0.348</b> | <b>4.26</b> | <b>Very High</b> |

### School Culture

**Table 2: Level of School Culture**

| Indicators                  | SD           | Mean        | D.E.        |
|-----------------------------|--------------|-------------|-------------|
| Professional Collaboration  | 0.570        | 4.17        | High        |
| Affiliative Collegiality    | 0.578        | 4.31        | Very High   |
| Self-Determination/Efficacy | 0.620        | 4.03        | High        |
| <b>Overall</b>              | <b>0.496</b> | <b>4.17</b> | <b>High</b> |

### Individual Work Performance

**Table 3: Level of Individual Work Performance**

| Indicators                      | SD           | Mean        | D.E.        |
|---------------------------------|--------------|-------------|-------------|
| Task Performance                | 0.667        | 4.13        | High        |
| Contextual Performance          | 0.542        | 3.92        | High        |
| Counterproductive Work Behavior | 0.537        | 4.02        | High        |
| <b>Overall</b>                  | <b>0.492</b> | <b>4.02</b> | <b>High</b> |

# Bong L. Baja et al, Ethical Climate, School Culture, Individual Work Performance: A Path Model on Organizational Citizenship Behavior among Public School Teachers

## Organizational Citizenship Behavior

Table 4: Level of Organizational Citizenship Behavior

| Indicators        | SD           | Mean        | D.E.             |
|-------------------|--------------|-------------|------------------|
| Conscientiousness | 0.587        | 4.44        | Very High        |
| Sportsmanship     | 0.661        | 4.04        | High             |
| Civic Virtue      | 0.583        | 4.48        | Very High        |
| Courtesy          | 0.581        | 4.56        | Very High        |
| Altruism          | 0.602        | 4.68        | Very High        |
| <b>Overall</b>    | <b>0.374</b> | <b>4.44</b> | <b>Very High</b> |

## Correlation between Significance on Ethical Climate and Organizational Citizenship Behavior

Table 5: Significance on the Relationship between Levels of Ethical Climate and OCB

| Ethical Climate              | Organizational Citizenship Behavior |                  |                  |                  |                  |                 |
|------------------------------|-------------------------------------|------------------|------------------|------------------|------------------|-----------------|
|                              | Conscientiousness                   | Sportsmanship    | Civic Virtue     | Courtesy         | Altruism         | Overall         |
| <b>Caring</b>                | .055<br>(0.269)                     | .059<br>(0.237)  | -.002<br>(0.965) | -.017<br>(0.728) | -.002<br>(0.974) | .032<br>(0.532) |
| <b>Law and Code</b>          | .033<br>(0.508)                     | .070<br>(0.162)  | .005<br>(0.924)  | .011<br>(0.828)  | -.016<br>(0.745) | .035<br>(0.478) |
| <b>Rules</b>                 | .056<br>(0.257)                     | .065<br>(0.194)  | .012<br>(0.817)  | -.005<br>(0.916) | .007<br>(0.892)  | .045<br>(0.363) |
| <b>Instrumental</b>          | .068<br>(0.169)                     | .073<br>(0.141)  | .059<br>(0.239)  | .067<br>(0.178)  | .015<br>(0.761)  | .092<br>(0.065) |
| <b>Efficiency</b>            | .045<br>(0.365)                     | .068<br>(0.171)  | .008<br>(0.879)  | -.015<br>(0.767) | .029<br>(0.558)  | .046<br>(0.356) |
| <b>Self-Interest</b>         | .074<br>(0.138)                     | .054<br>(0.280)  | .032<br>(0.524)  | .059<br>(0.234)  | -.039<br>(0.432) | .058<br>(0.244) |
| <b>Service</b>               | .038<br>(0.443)                     | .055<br>(0.270)  | .011<br>(0.828)  | -.007<br>(0.886) | .023<br>(0.639)  | .041<br>(0.416) |
| <b>Social Responsibility</b> | -.007<br>(0.892)                    | -.001<br>(0.981) | .014<br>(0.784)  | .020<br>(0.694)  | .008<br>(0.865)  | .002<br>(0.963) |
| <b>Overall</b>               | .067<br>(0.181)                     | .079<br>(0.111)  | .021<br>(0.667)  | .023<br>(0.641)  | .003<br>(0.947)  | .065<br>(0.195) |

\*Significant at 0.05 significance level.

## Correlation between Significance on School Culture and Organizational Citizenship Behavior

Table 6: Significance on the Relationship between Levels of School Culture and OCB

| School Culture                     | Organizational Citizenship Behavior |                  |                  |                  |                  |                  |
|------------------------------------|-------------------------------------|------------------|------------------|------------------|------------------|------------------|
|                                    | Conscientiousness                   | Sportsmanship    | Civic Virtue     | Courtesy         | Altruism         | Overall          |
| <b>Professional Collaboration</b>  | .057<br>(0.249)                     | .073<br>(0.141)  | .067<br>(0.176)  | .065<br>(0.195)  | .027<br>(0.594)  | .093<br>(0.062)  |
| <b>Affiliative</b>                 | .058<br>(0.242)                     | .107*<br>(0.031) | .098*<br>(0.049) | .089<br>(0.074)  | .017<br>(0.726)  | .120*<br>(0.016) |
| <b>Self-Determination/Efficacy</b> | .152*<br>(0.002)                    | .053<br>(0.291)  | .160*<br>(0.001) | .159*<br>(0.001) | -.063<br>(0.207) | .145*<br>(0.003) |
| <b>Overall</b>                     | .108*<br>(0.029)                    | .092<br>(0.065)  | .131*<br>(0.008) | .126*<br>(0.011) | -.009<br>(0.849) | .143*<br>(0.004) |

\*Significant at 0.05 significance level.

## Correlation between Significance on Individual Work Performance and Organizational Citizenship Behavior

Table 7: Significance on the Relationship between Levels of Individual Work Performance and Organizational Citizenship Behavior

| Individual Work Performance            | Organizational Citizenship Behavior |                  |                  |                  |                  |                  |
|----------------------------------------|-------------------------------------|------------------|------------------|------------------|------------------|------------------|
|                                        | Conscientiousness                   | Sportsmanship    | Civic Virtue     | Courtesy         | Altruism         | Overall          |
| <b>Task Performance</b>                | .084<br>(0.092)                     | .131*<br>(0.008) | .137*<br>(0.006) | .149*<br>(0.003) | -.016<br>(0.749) | .156*<br>(0.002) |
| <b>Contextual Performance</b>          | .045<br>(0.365)                     | .112*<br>(0.024) | .062<br>(0.211)  | .063<br>(0.208)  | .017<br>(0.732)  | .098*<br>(0.049) |
| <b>Counterproductive Work Behavior</b> | .053<br>(0.287)                     | .105*<br>(0.034) | .089<br>(0.074)  | .103*<br>(0.038) | -.004<br>(0.942) | .112*<br>(0.024) |
| <b>Overall</b>                         | .074<br>(0.135)                     | .139*<br>(0.005) | .118*<br>(0.018) | .129*<br>(0.010) | -.002<br>(0.963) | .147*<br>(0.003) |

\*Significant at 0.05 significance level.

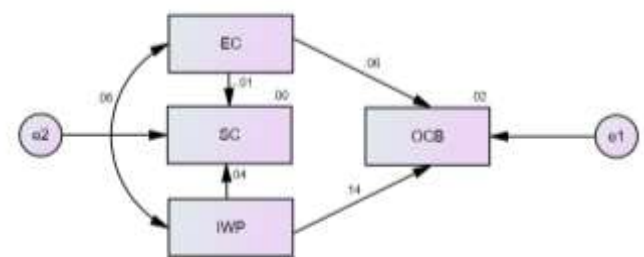


Figure 1. Path Analysis Model 1 in Standardized Solution

Legend: EC – Ethical Climate

SC – School Culture

IWP – Individual Work Performance

OCB – Organizational Citizenship Behavior

## Goodness-of-Fit of Generated Model 1

Table 8: Goodness of Fit Measures of Path Analysis Model 1

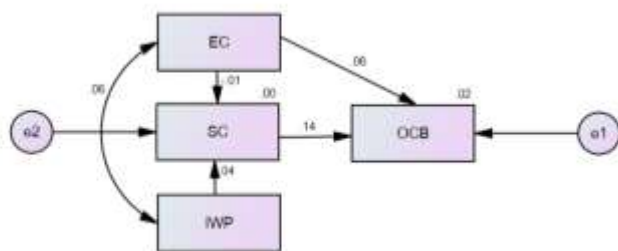
| INDEX   | CRITERION     | MODEL FIT VALUE |
|---------|---------------|-----------------|
| P-Close | > 0.05        | .037            |
| CMIN/DF | 0 < value < 2 | 7.814           |
| P-value | > 0.05        | .005            |
| GFI     | > 0.95        | .991            |
| CFI     | > 0.95        | .517            |
| NFI     | > 0.95        | .612            |
| TLI     | > 0.95        | -1.896          |

**Bong L. Baja et al, Ethical Climate, School Culture, Individual Work Performance: A Path Model on Organizational Citizenship Behavior among Public School Teachers**

|              |                  |             |
|--------------|------------------|-------------|
| <b>RMSEA</b> | <b>&lt; 0.05</b> | <b>.130</b> |
|--------------|------------------|-------------|

Legend:

|               |   |                               |
|---------------|---|-------------------------------|
| CMIN/DF       | - | Chi-Square/Degrees of Freedom |
| NFI           | - | Normed Fit Index              |
| TLI           | - | Tucker-Lewis Index            |
| CFI           | - | Comparative Fit Index         |
| GFI           | - | Goodness of Fit Index         |
| RMSEA         | - | Root Means Square of Error    |
| Approximation |   |                               |
| Pclose        | - | P of Close Fit                |
| P-value       | - | Probability Level             |



**Figure 2. Path Analysis Model 2 in Standardized Solution**

Legend: EC – Ethical Climate

SC – School Culture

IWP – Individual Work Performance

OCB – Organizational Citizenship Behavior

**Goodness-of-Fit of Generated Model 2**

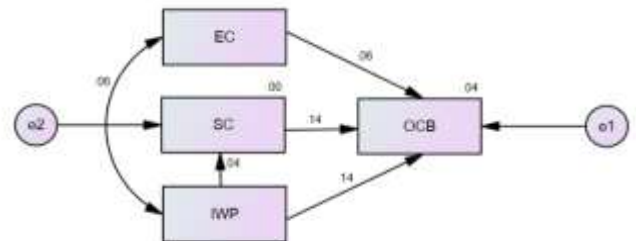
**Table 9: Goodness of Fit Measures of Path Analysis Model 2**

| INDEX          | CRITERION                  | MODEL FIT VALUE |
|----------------|----------------------------|-----------------|
| <b>P-Close</b> | <b>&gt; 0.05</b>           | <b>.035</b>     |
| <b>CMIN/DF</b> | <b>0 &lt; value &lt; 2</b> | <b>7.949</b>    |
| <b>P-value</b> | <b>&gt; 0.05</b>           | <b>.005</b>     |
| <b>GFI</b>     | <b>&gt; 0.95</b>           | <b>.990</b>     |
| <b>CFI</b>     | <b>&gt; 0.95</b>           | <b>.508</b>     |
| <b>NFI</b>     | <b>&gt; 0.95</b>           | <b>.605</b>     |
| <b>TLI</b>     | <b>&gt; 0.95</b>           | <b>-1.953</b>   |
| <b>RMSEA</b>   | <b>&lt; 0.05</b>           | <b>.131</b>     |

Legend:

|         |   |                               |
|---------|---|-------------------------------|
| CMIN/DF | - | Chi-Square/Degrees of Freedom |
|---------|---|-------------------------------|

|               |   |                            |
|---------------|---|----------------------------|
| NFI           | - | Normed Fit Index           |
| TLI           | - | Tucker-Lewis Index         |
| CFI           | - | Comparative Fit Index      |
| GFI           | - | Goodness of Fit Index      |
| RMSEA         | - | Root Means Square of Error |
| Approximation |   |                            |
| Pclose        | - | P of Close Fit             |
| P-value       | - | Probability Level          |



**Figure 3. Path Analysis Model 3 in Standardized Solution**

Legend: EC – Ethical Climate

SC – School Culture

IWP – Individual Work Performance

OCB – Organizational Citizenship Behavior

**Goodness-of-Fit of Generated Model 3**

**Table 10: Goodness of Fit Measures of Path Analysis Model 3**

| INDEX          | CRITERION                  | MODEL FIT VALUE |
|----------------|----------------------------|-----------------|
| <b>P-Close</b> | <b>&gt; 0.05</b>           | <b>.949</b>     |
| <b>CMIN/DF</b> | <b>0 &lt; value &lt; 2</b> | <b>.011</b>     |
| <b>P-value</b> | <b>&gt; 0.05</b>           | <b>.916</b>     |
| <b>GFI</b>     | <b>&gt; 0.95</b>           | <b>1.000</b>    |
| <b>CFI</b>     | <b>&gt; 0.95</b>           | <b>1.000</b>    |
| <b>NFI</b>     | <b>&gt; 0.95</b>           | <b>.999</b>     |
| <b>TLI</b>     | <b>&gt; 0.95</b>           | <b>1.420</b>    |
| <b>RMSEA</b>   | <b>&lt; 0.05</b>           | <b>.000</b>     |

Legend:

|         |   |                               |
|---------|---|-------------------------------|
| CMIN/DF | - | Chi-Square/Degrees of Freedom |
|---------|---|-------------------------------|

|         |   |                                          |
|---------|---|------------------------------------------|
| NFI     | - | Normed Fit Index                         |
| TLI     | - | Tucker-Lewis Index                       |
| CFI     | - | Comparative Fit Index                    |
| GFI     | - | Goodness of Fit Index                    |
| RMSEA   | - | Root Means Square of Error Approximation |
| Pclose  | - | P of Close Fit                           |
| P-value | - | Probability Level                        |

#### **IV. DISCUSSION**

##### **Level of Ethical Climate**

Presented in Table 1 demonstrates the broad overall level of the ethical climate is very high, with a mean of 4.26 and an SD of 0.348 of the dimensions measured, the mean of the rating of Caring is 4.60, which means very high. This means that the school environment has established and maintained concern, empathy, and supporting one another, and the teachers and stakeholders have this concern too. The mean rating of Rules was 4.55, which also means very high. This means that there is strict adherence to the school policies, guidelines, and institutional protocols. The mean rating of Service was 4.22, which also means very high, while the mean rating of Self-Interest was also 4.21, which also means very high. This suggests that teachers maintain professionalism and balance in their personal motivations. The mean ratings of Social Responsibility was 4.16, which means high, while Code and Law and Instrumental had ratings of 4.06 and 4.05, respectively, which also means high. This means there is a focus and concern for the teacher's role and their practical goals, which are less dominant. Lastly, Law and Code had the lowest rating of 4.05, which means high, suggesting that while legal and ethical norms are recognized, they are the least expressed among the rest.

Most elements of the ethical climate were rated highly in the very high overall responses from public-school teachers. The findings further show that public secondary schools' ethical climates are characterized by positive interpersonal relationships, adherence to regulations, and a commitment to service. Teachers place great importance on the concerns of others, including adherence to regulations, thereby promoting a culture where ethical conduct is the norm. In the caring dimension, they highlighted the imperative to act in students' and the public's best interests, as well as in the school's best interests.

With respect to rules, respondents noted that compliance with school regulations and procedures, and sticking to the book, are critical ethical concerns. The results showed that teachers' sense of rightness in the school is synonymous with efficiency. In addition, teachers experience a heightened sense of responsibility to fulfill the requirements of their profession in an efficient manner. The results indicate that embedding daily professional duties with ethical practices results in an orderly, accountable, and effective school.

The high rating of responses to social responsibility and contributory and self-interest further show that teachers ground their personal and professional conduct in activities and concerns that fortify the core goals of the institution and community. This is evident in their emphasis on serving the best interests of students and the community, avoiding the misuse of school resources, and serving their own interests. Teachers showed that they are service-oriented because they evaluated how their decisions influenced students and stakeholders and showed concern for students and stakeholders.

Although law and code received the least notable ranking and remained at a higher level, this implies a high observance level for teachers who follow professional and legal standards and for considering whether their decisions would violate the law or policy. This area still needs improvement. It is likely that school leaders will sustain the emphasis on teachers' awareness and commitment to applying professional, legal, and institutional standards to build and sustain a strong ethical climate.

The findings of this study are congruent to the study of the Gamliel and Shapira-Lishchinsky (2026), who found that schools with caring and formal ethical climates encourage positive teacher behavior, strengthen organizational citizenship behavior, and enhance motivation and effective school functioning. Likewise, Çayak and Eskici (2023), in their study, stated that teachers who perceive a strong ethical climate show greater accountability and organizational commitment. These studies corroborate this study's findings in that caring and adherence to rules and professional responsibility are elements of a positive and functioning school (Phetsombat & Na-Na 2023).

Moreover, ethical climate dimensions of laws and rules and efficiency, in the study by Ferrando and Guhao (2024), also influenced teacher engagement and organizational effectiveness in schools. In addition, Çayak and Eskici (2023) stated that educational environments of integrity, accountability, fairness and responsibility to the welfare and interests of stakeholders are ethically conducive.

As with Waruwu (2025), a positive ethical climate builds teacher satisfaction and engagement. There is a greater sense of responsibility and shared values towards the school community. Commitment and performance also increase. Following these positive trends, Gamliel and Shapira-Lishchinsky (2026) noted that teachers tend to increase as well their commitment and collaboration, and modify their behavior in order to better serve students and other stakeholders, in an ethical climate that is caring and characterized by service. Commitments to the above indicated studies reinforce the same findings as the present study and serve to emphasize to school administrators the need to maintain a strong ethical climate. Positive teacher conduct and effective functioning of the school will be enhanced by the caring climate, adherence to ethical and legal

## **Bong L. Baja et al, Ethical Climate, School Culture, Individual Work Performance: A Path Model on Organizational Citizenship Behavior among Public School Teachers**

norms, optimal work practices, social responsibility, and service.

### **Level of School Culture**

Presented in Table 2 indicates that the overall school culture is high, evidenced by a mean of 4.17 and a standard deviation of 0.496 of these dimensions, affiliative collegiality was the highest of the indicators, at 4.31. This suggests the school environment is characterized by a connectedness of colleagues, where people feel that their relationships in the workplace are characterized by mutual respect and by supportive and caring colleagues. High scores were also reported for professional collaboration 4.17 indicating teachers work together and in partnership to support one another in the achievement of educational goals; and self-determination/efficacy 4.03, indicating the confidence of teachers in the workplace to independently carry out their responsibilities.

School culture suggests a highly relational and cooperative environment focused on constructive social behaviors and interactions, collaboration, and development of self. Regarding affiliative collegiality, teachers showed the most engagement by sharing and celebrating school value stories, followed by supporting and valuing the sharing of new ideas by students and colleagues. These findings reveal that positive relationships and shared values are key attributes that define the school environment.

These findings indicate that trust, friendship, and a feeling of belonging run deep within the school community, and develop an environment in which communicating with and engaging respectfully with others is easier. Regarding professional collaboration, teachers showed a great deal of commitment to teamwork by planning and developing the school schedule as a team, instead of working individually. This reveals that collaboration is a major part of school activities because it aids the development of new ideas, joint responsibility, and enhances professional development. The findings indicate that an improvement in collaboration will enhance teachers' ability to jointly confront the challenges facing the school and achieve the overall goals of the institution.

Currently, self-determination and efficacy capture the fact that teachers have a lot of autonomy over their practice, especially in the way they choose to find and address issues rather than placing blame on others. This also shows that they identify the importance of the interrelation that is present between team members (Savariz & Magallanes, 2024). This reflects an environment that is both accountable and self-directed. These findings combined show that the school has a great deal of social cohesion and partnership that empowers teachers, which, in turn, positively impacts the teachers and the school (Erdem & Kaya, 2024).

As stated by Pangilinan and Vadil (2024), the affiliation and collaboration that exist between members of

the school community shape and define school culture. This is evident in the present study as teachers celebrate school values, offer support for the innovation of new ideas, school planning, and working together toward school goals (Liu et.al, 2021). Cejas and Guhao (2023) state that a supportive, empowering school climate and culture is the byproduct of collegiality and autonomy of teachers.

Lakkaraju et al. (2024) also reported that positive relationships, collaboration, and teacher efficacy are important for organizational commitment and job satisfaction and school performance. From this perspective, public secondary school teachers tend to have a positive and collaborative school culture, particularly strengths in affiliative collegiality, professional collaboration, and self-determination and self-efficacy (Williams & Anderson 2021). These findings have critical implications for school leaders. Given these positive school practices, it is necessary to maintain and enhance these positive beliefs and practices to sustain a culture of respect, collaboration, and teacher empowerment.

### **Level of Individual Work Performance**

Presented in Table 3 indicates that the level of performance of individual work is high, with a mean of 4.02 and a standard deviation of 0.492 of the indicators, task performance was the highest, at a mean of 4.13. This rating indicates high task performance. High task performance is demonstrating the core duties of a job through meeting the job's requirements and accomplishing the instructional and administrative responsibilities a jobholder is required to undertake. Negative work behaviors such as negligence, absenteeism, and other acts that are harmful to the organization are infrequent, and thus, teachers are shown to be disciplined and possess professionalism toward the institution. Contextual performance registered the mean of 3.92 though this is still rated high, and indicates that teachers fulfill their core duties, even though there is potential for teachers to increase their voluntary efforts and engage in more acts that are outside the requirements of their job, but enhance the social and psychological environment of the school.

The performance of public secondary school teachers at the individual level shows strong and consistent performance in fulfilling their professional duties and responsibilities. It shows voluntary effort in accomplishing tasks, participatory behavior, and responsible behavior at work. In performance of duties, most of the teachers exhibited task performance by focusing on the results they had to achieve at their work, while ensuring that the work was planned optimally. This demonstrates that teachers are eager to achieve their duties effectively and efficiently in order to realize the aspirations of the profession.

In the context of performance, the most apparent performance of teachers was their active participation in work

meetings as well as in continuing to improve their knowledge of work. These findings show that teachers perform acts beyond their formal duties and provisions by participating in the activities of the school and the profession, and as a result, these acts enhance organizational citizenship behavior and continued improvement. The findings show that teachers fulfilling activities beyond their formally assigned duties enhance cooperation, continued professionalism and the functioning of the school.

Finally, in regard to undesirable behavior at work, emphasis is placed on discussing the positive aspects of work with colleagues and focusing on the important matters of work. These demonstrate a sense of professionalism, discipline and a positive work ethic showing that teachers are unlikely to engage in behaviors that will negatively impact the work or the relationships in school. This shows that responsible behavior is critical to a positive professional relationship and a productive school environment.

These results illustrate a workforce that is dependable, responsible, and committed, who are focused on fulfilling their job duties with a positive and productive attitude in the workplace. The results show that the high individual work performance contributes to reaching the school goals. However, the authors note that the teachers' overall work performance could be enhanced if there was more support for teachers' voluntary participation, professional learning, and contribution to the school beyond what is expected of them.

These findings are congruent with Reig-Botella et al. (2024), who described task performance as the fulfilment of core job duties. Contextual performance describes the behaviors that impact the social and organizational environment of the workplace. The authors' task and contextual performance frame illustrates that teachers achieved their job requirements and participated in the organization and activities of the school, while also striving to improve their professionalism (Een Rohaeni, & Aulia 2024).

Carias et al. (2023) referenced positive workplace behaviors and the absence of negative behaviors as illustrations of professionalism and positive citizenship. The teachers' involvement in positive workplace behaviors and constructive communication and attention to important work-related matters reflects the authors' focus (Koopmans et al., 2021). Also, Reig-Botella et al. (2024) commented on employees who demonstrate task performance, active organizational citizenship, and responsible workplace behaviors, and their impact on performance and success of the organization.

These supporting studies show that public secondary teachers continue to perform individual work at a high level. Work performance encompasses competence, professionalism, collaboration, and responsibility. Further, the results indicate that school managers should sustain the

high level of task performance of their teachers and create chances for better contextual contributions and continuous professional development. These efforts will enhance the effectiveness of individual teachers and the collective teachers' ability to enhance the school and the organization.

### **Level of Organizational Citizenship Behavior**

Presented in Table 4 shows that the overall level of organizational citizenship behavior is very high, with a mean of 4.44 and a standard deviation of 0.374 of the behaviors, Altruism was rated the highest, with a mean of 4.68, indicating a very high level of behavior, and indicating that teachers are consistently exhibiting a high level of organizational citizenship behavior, by helping their colleagues with their work-related issues, by assisting them in carrying their workload, and by helping them in other work-related issues, and in the process, showing a high level of organizational citizenship behavior.

Moreover, a very high levels of Courtesy with a mean of 4.56 were also reported, indicating that teachers conduct themselves in a polite manner and show courtesy to all members of the school, especially by informing of, or at least consulting with, members of the school before carrying out any work-related activities that may impact them. Civic Virtue was also reported at a very high level with a mean of 4.48, indicating active participation by teachers in the activities of the school and the community, by attending meetings and appropriately participating in governance and providing community service. In this case, Conscientiousness was also reported at a very high level with a mean of 4.44, indicating that teachers uphold organizational citizenship behavior by adhering to the rules of the organization, and by employing organizational citizenship behavior in a High level manner, even in the absence of supervision.

The level of sportsmanship was reported to be the lowest, although it was still considered a high level of behavior with a mean of 4.04, indicating that teachers maintain a positive disposition in the workplace and refrain from complaining about the shortcomings of the institutional environment.

Public Secondary-level Teachers demonstrate a very high levels of OCB. These include helpfulness, respect, involvement, and self-discipline. Further, teachers perceived themselves as the most conscientious employees at their respective schools. They considered themselves particularly responsible and dependable and committed to their professional duties. Sportsmanship was witnessed in teachers' efforts to develop a constructive workplace atmosphere by focusing on their work and supporting the school's efforts while positively suggesting possible areas for improvement.

These behaviors reveal that teachers maintain a positive and proactive approach while dealing with work-related pressures. Teachers encompass high levels of civic virtue. They actively involved themselves in school activities

beyond the call of their duties. This included attendance at internal functions of the school and important meetings that they were not required to attend. The research reveals a positive attitude toward the school's work and a commitment to the school's success, as shown by attendance at extra-curricular activities.

Respect for the rights of others in the workplace and consideration of the impact of actions on colleagues' ability to do their job demonstrated courtesy and helped create a culture of mutual respect and harmony. Altruism was the strongest dimension. Teachers aided their colleagues when problems related to work arose and showed a willingness to assist when the need arose. Mutual aid and altruism are deeply entrenched in the school's professional culture.

This survey describes a caring and collaborative professional culture. The results also show that, in addition to completing their job descriptions, employees are highly committed to offering aid to their colleagues and actively engaging in school-related activities. Podsakoff, (2022) describes the results whereby the behaviors surveyed may also contribute to improving the effectiveness of the school, building relationships within the workplace, and fostering teamwork.

It is indicated here that these results are derived from some of the existing theories and models of organizational behavior. According to Choong, Yuen-Onn, and Ng Lee-Peng (2024), trust, collaboration, and supportive relationships build teachers' OCB, especially with regard to Team Work and Positive Professional Interactions and Helping Behavior. Wonda (2024), in the same regard, highlighted that through excellent job performance, responsible behavior, and commitment, employees positively impact Organizational Citizenship Behavior. This is somewhat reflected in the survey results through teachers' conscientious behavior and participation in school activities (Kartiko, et. al, 2023).

Khairunnisa and Halida (2024) stated and add to the literature by acknowledging the role of altruism, courtesy, conscientiousness, and civic virtue in building stable institutions and in creating a collaborative work atmosphere. This corroborates the current results, with teachers engaging in a number of helping behaviors on and off campus and being respectful to coworkers. This also means that making opportunities for cooperation and participation stronger will most likely sustain the high level of organizational citizenship behavior (OCB) among teachers.

Almas (2023) stated that sportsmanship, under the appropriate circumstances, can create a constructive workplace and a place free of destructive conflict, as it leads employees to focus on work activities of value and maintain a positive mentality despite the barrier. Similar to what has been said, teachers demonstrated an array of productive work behaviors and constructive support for school initiatives. In short, these findings indicate that the public high school

teachers in the study have an extremely high level of organizational citizenship behavior that is reflected in a high level of conscientiousness, sportsmanship, and civic virtue, combined with courtesy and altruism, all of which are essential for the operationalization of a collaborative, productive, and high impact educational system (Jang et al., 2024). The findings indicate to school administrators that a good environment of participation and collaboration should be sustained and enhanced to sustain and strengthen positive citizenship behaviors (Puspitasari & Rahmawati, 2023).

### **Correlation between Significance on Ethical Climate and Organizational Citizenship Behavior**

The relationships among the elements of the ethical climate and organizational citizenship behavior also showed correlations between the elements of caring, law and code, rules, instrumental, efficiency, self-interest, service, and social responsibility ranging from .003 to .079 with all obtained p-values greater than the level of 0.05. Overall, the correlation of Ethical Climate with OCB was found to be  $r = .065$ ,  $p = .195$  indicating the absence of a significant relationship.

From the results of this study, the demonstration of the organizational citizenship behavior of conscientiousness, sportsmanship, civic virtuousness, politeness and altruism by the teachers was not dependent upon their perception of the ethical climate. No matter how teachers perceived the ethical climate, especially the dimension of caring, law and code, rules, and an instrumental orientation, their willingness to show 'extra role' behavior was largely unchanged.

Positive workplace behaviors such as assisting colleagues, participating in school activities, and maintaining order and harmony in the school were observed in teachers regardless of the school's ethical environment. This suggests that the professional ethics of teachers have deepened to the extent that they consider serving others and improving the quality of school system an important part of their work. The results also indicate that although the dimension of instrumentalism has the highest correlation within the overall dimension of organizational citizenship behavior  $r = .092$ ,  $p = .065$ , the correlation is still not significant and thus support the finding of this study that the ethical climate does not impact the organizational citizenship behavior of teachers.

The findings reported here resonate with those of Choong and Ng (2024). Specifically, they demonstrated that self-efficacy, trust in colleagues, and collective efficacy influence teachers' organizational citizenship behavior. It may be that voluntary workplace behavior is more attributable to personal and interpersonal characteristics than to characteristics of the organization. Similarly, Todorović and Jovanović (2024) pointed out that personality, well-being, conscientiousness, and commitment influence teachers' organizational citizenship behavior, and that

## **Bong L. Baja et al, Ethical Climate, School Culture, Individual Work Performance: A Path Model on Organizational Citizenship Behavior among Public School Teachers**

behaviors may be deeply rooted in personal and individual characteristics.

Öz & Meriç (2026) noted that organizational identification is a prevailing predictor of teachers' organizational citizenship behavior. These researchers noted that teachers who strongly identify with and are loyal to their profession and institution spontaneously provide support and engaged in citizenship behaviors, despite the environment (Sheedy et al., 2021). The findings of this study provide support and confirm the notion that organizational citizenship behavior is attributable to professional and role identification rather than to ethical climate (Yusnita & Yulianti, 2021).

It seems teachers have made organizational citizenship behavior a part of their regular practice; such behaviors have become a normal part of their professional activities. A number of teachers aid colleagues, participate in all school activities, and offer their time and effort to improve the organization without any reward. This is a clear indication of a high level of responsibility and commitment to the profession and goal of improving the standards of the educational service. Sun et al. (2024) noted that teaching efficacy and positive dispositions or personality are some of the personal characteristics that sustain organizational citizenship behaviors among teachers.

The findings showed public secondary teachers still engage in high levels of organizational citizenship behavior. Participants' perceptions of school ethical climates were found to have no influence. This reflects that behaviors and actions that go beyond the boundaries of a teacher's formal duties may be more reflective of professional commitment, personal disposition, and interpersonal professional relationships, as well as their identification with their profession, rather than the ethical climate of the school.

### **Correlation between Significance on School Culture and Organizational Citizenship Behavior**

The results from Table 6 on school culture and organizational citizenship behavior will be examined at a significance level of 0.05. The aggregate  $r$ -value is .143 with a  $p$ -value of 0.004. The results show that there is a positive relationship between the level of school culture and the level of organizational citizenship behavior that is significant.

The results also showed that indicators of School Culture and the individual components of professional collaboration, affiliative collegiality, and self-determination/efficacy showed significant relationships with Organizational Citizenship Behavior. Overall, the relationship between School Culture and OCB was found to be  $r = .143$ ,  $p = .004$ , and was found to be significant at the 0.05 level. This showed that both School Culture and Organizational Citizenship Behavior had a weak positive relationship.

Regarding the sub-domains, self-determination/efficacy and civic virtue had the highest

correlation value at  $r = .160$ ,  $p = .001$ , indicating that as the teachers' professional self-efficacy and competence increased, it was highly likely that the teachers would be more engaged and supportive of the school. The results further indicated that to the extent of self-efficacy of a teacher, school culture encourages teachers to develop citizenship. From our study, elements of professional collaboration, affiliative collegiality, and self-determination/efficacy provide a supportive condition for school culture within which teachers are motivated to invest more effort in school activities that fall beyond their prescribed duties.

Most of the existing studies show that presence of school culture plays a definitive role in creating a context within which employees are motivated to develop citizenship behaviors. The results of the present study are also in line with the study reported by Hoy and Miskel, 2021, who have explained that within school culture, the presence of shared norms, values and belief would create a sense of belonging, and collective responsibility which naturally leads to development of citizenship behaviors.

As with Leithwood (2021), in educational organizations, positive cultures of trust, collegiality, and empowerment drive voluntary contributions. Teachers will feel more compelled to go above and beyond for the organization if they feel connected and appreciated.

Moreover, the analysis shows that school culture serves as a vital base that sustains and develops positive work behaviors, which is also supported by Gruenert & Whitaker (2015) who found that the most evident signs of citizenship behaviors in the public school system are in cultures of unity, respect, and growth. Likewise, the present study showed that if school culture is strong enough, it has the potential to create the social and psychological climate that inspires teachers to express their professional support in active and voluntary ways.

Therefore, what the findings show is that school leaders need to step up their collaborative efforts, as well as their positive collegial relationships and teacher empowerment.

### **Correlation between Significance on Individual Work Performance and Organizational Citizenship Behavior**

Table 7 show and analyzes the interaction at  $p = 0.05$  between individual work performance and organizational citizenship behavior. The  $r$ -value is .147 and is accompanied by a  $p$ -value of 0.003. From these findings, one can conclude that there is a positive relationship between the level of individual work performance and OCB.

The relationship between Individual Work Performance and Organizational Citizenship Behavior is positive and weak  $r = .147$ ,  $p = .003$ , and this relationship is significant beyond the level of .05. Teachers with higher Individual Work Performance are more likely to exhibit Organizational Citizenship behaviors. Task Performance and

Organizational Citizenship Behavior also share a positive and weak relationship  $r = .156, p = .002$ . This means that teachers who are successful in completing their allocated Tasks and Responsibilities are more likely to engage in people-oriented and discretionary behaviors to help the School Organization. This shows that there is a positive relationship between fulfilling one's Tasks and Citizenship behaviors.

Chu et al. (2024) expanding on these findings, state that proficiency in doing one's work-related Tasks is positively related to a sense of overall responsibility, engagement, and commitment to the organization. This is also reinforced by Koopmans et al., (2021), when they state that in a school setting, doing one's work well is a clear indication of a teacher's professionalism, commitment, and drive to do more to support the school.

Furthermore, individual work performance is a determinant of positive organizational citizenship behavior. This is also documented in Rizaie et al. (2023), where high and consistent work performance of public servants is linked with the display of organizational citizenship behaviors, as both derive from a commitment and responsibility perspective. This, therefore, confirms inclusivity in going the extra mile for the organization and willingness to perform one's role, both of which are professional behaviors.

The strong relationships reported in the study for task performance and sportsmanship  $r = .131, p = .008$ , civic virtue  $r = .137, p = .006$ , and courtesy  $r = .149, p = .003$  further reinforce the likelihood of teachers displaying positive attitudes, engaging in citizenship behaviors, and building social capital in the workplace, as long as they execute their tasks. This, therefore, adds that professional commitment creates a caring and supportive environment for all.

The correlational relationships for contextual performance and general Organizational Citizenship Behavior  $r = .098, p = .049$  and for counterproductive work behavior and general Organizational Citizenship Behavior  $r = .112, p = .024$  further emphasize that satisfaction with work performance by teachers influences citizenship behaviors. While the relationships may be regarded as weak, the presence of these relationships speaks volumes to the preponderance of work behavior on the overall work behavior and citizenship commitment of teachers.

The results show that teachers exhibiting high levels of individual work performance are likely to show organizational citizenship behaviors. This shows that, in the performance of duties, professionalism, and positively enhancing the workplace, there is a relationship with voluntary activities that benefit colleagues and the institution. The results show that school administrators may promote organizational citizenship behavior by improving work performance and professional development and by providing opportunities for teachers to contribute beyond their formal obligations.

### **Best-Fit Path Model**

The Best-fit path model was constructed using several goodness-of-fit indices to see how well the model represented the observed data. The P-Close value was expected to be greater than 0.05 to indicate model fit. The CMIN/DF value was expected to be greater than 0 and less than 2, while its corresponding p-value was expected to be greater than 0.05. In addition, the GFI, CFI, NFI, and TLI were expected to be greater than 0.95 to reflect excellent fit to the model. Finally, the RMSEA was expected to be less than 0.05 to indicate a small discrepancy between the hypothesized and the observed model. A model is considered acceptable and best fitting when all the criterion values are satisfied.

### **Goodness-of-Fit of Generated Model 1**

*Generated Model 1.* Figure 2 illustrates that Ethical Climate has a direct and non-significant effect on Organizational Citizenship Behavior  $r = .065, p = 0.195$ . This means that having a school climate of ethical norms and standards does not lead to an increase in the voluntary behavior of teachers. While an ethical climate does foster proper behavior and helps teachers with their professional decision-making, other factors influence teachers' willingness to be helpful, polite, and to participate beyond the limits of their job description.

In contrast, School Culture shows a significant positive direct effect on Organizational Citizenship Behavior  $r = .143, p = 0.004$ . This means that a school culture of collaboration, collegiality, and supportive relationships stimulates teachers to engage in behaviors for the good of the school that are beyond the limits of their employed duty. This is supported by Lañojan (2025), who found that culture, collaboration, affiliative collegiality, and self-determination dimensions of school culture significantly influenced teachers' organizational citizenship behavior.

Likewise, Lañojan & Genuba (2025) highlighted that a positive and supportive school culture enhances teachers' voluntary engagement and collaboration to foster improvements in the school. School Culture also positively and significantly influences Individual Work Performance, indicating that teachers' work is positively affected by supportive and collaborative leadership, as well as opportunities for professional growth (Wang & Hall, N 2021). This is supported by Saavedra and Paglinawan (2025), who found that positive school cultures enhance teacher work performance and satisfaction and also improve the goals of the organization.

This suggests that culture may be an important segment of school improvement, as a positive school culture may lead to improved teacher work performance and initiatives beyond their job requirements. The creation of collaborative work environments, relationships, and

## Bong L. Baja et al, Ethical Climate, School Culture, Individual Work Performance: A Path Model on Organizational Citizenship Behavior among Public School Teachers

engagement opportunities may potentially draw out a teacher's positive workplace behaviors.

Furthermore, of all the studied factors, Individual Work Performance has a direct effect that is the most significant and positive on Organizational Citizenship Behavior  $r = .147$ ,  $p = .003$ . This means that teachers who show competence and seriousness in performing their work may, on their own account, strengthen their colleagues and contribute to the success of the organization through citizenship behavior. This may be explained by the study of Wonda (2024), which indicated that the more employees excel in their work, the stronger their conscientiousness and engagement maturity are toward the organization and its goals.

According to Dumlao and Valdez (2025), professional commitment and engagement of teachers lead to altruistic behavior and the development of other school citizenship behaviors, which foster a positive school climate. Ethical climate and school culture, therefore, positively and significantly influence employees' professionalism through Individual Work Performance, which, in turn, positively affects Organizational Citizenship Behavior.

This result corroborates Waruwu (2025), who pointed out that constructive organizational surroundings enhance professional commitment and performance, and, as a result, constructive organizational outcomes and behaviors. In this respect, improving organizational surroundings may not result in the enhancement of Organizational Citizenship Behaviors. However, such surroundings, when they enhance teachers' performance and professional engagement, are more likely to foster voluntary behaviors.

Presented in Table 8 the goodness-of-fit indices that assess the structural model in describing the relationships of variables: EC, SC, IWP, and OCB. According to the results, GFI was found to be .991, thereby exceeding the recommended value of .95, indicating that the model accounts for a very high level of variance, and hence a good fit to the covariance structure implied.

The other goodness-of-fit indices did not yield the required values. CFI was found to be .517, NFI was found to be .612, and TLI was found to be  $-1.896$ , all of which were way below the recommended value of 0.95. The value of CMIN/DF was found to be 7.814, which is far beyond the recommended range of 0 to 2, and RMSEA was found to be .130 which was also far beyond the recommended range of  $< 0.05$ . Both P-value which was found to be .005 and P-Close which was found to be .037 also indicated that the fit of the model was not adequate.

Thus, the GFI value confirmed that the model was adequate to fit the data, but not with respect to other baselines. The hypothesized relationships in the model also support the expected relationship among the variables. The current configuration of the model may not capture the complexity of the relationships. Therefore, the addition of some of the other

key variables and/or relationships that capture different dimensions of the model and of the relationships to the current configuration may help achieve a better statistical fit (Kline, 2023).

The threshold for consideration of goodness-of-fit in this context indicates a necessity for caution in interpreting the model, even with the majority of the individual paths being significant. The different fit indices indicate that the relationships in the model are substantial and are important, but do not capture the entire context of the relationships among the variables. Therefore, the refinement of the model may be required to capture a more accurate, more refined, and more parsimonious set of observations for explaining Organizational Citizenship Behavior.

Nonetheless, the position of the significant path coefficients may be interpreted and explained as they remain theoretically meaningful. This retains the model as a suitable foundation for understanding both the direct and the indirect relationships among the variables, where School Culture and Individual Work Performance are dominant in the explanation for OCB. As far as Ethical Climate is concerned, the dominant theme is its influence on performance and not on citizenship outcomes (Podsakoff et al., 2021).

Therefore, Model 1 indicates that for public secondary school teachers, OCB is primarily related to Culture and the Performance of individual teachers, rather than Ethical Climate in isolation. The model suggests that through the enhancement of School Culture and the performance of teachers, positively enhanced citizenship behaviors may be pursued.

### Goodness-of-Fit of Generated Model 2

*Generated Model 2.* Figure 3 shows that Ethical Climate has a significant effect, though somewhat indirect, on influencing Organizational Citizenship Behavior  $r = .065$ ,  $p = 0.195$ . Ethical Climate thus confirms that the assumption of ethical values and norms in a school's ethical climate does not motivate employees to perform acts such as helping their colleagues or volunteering to support school activities or maintain good morale toward the school. Even so, teachers who perceive the Climate as strongly caring, rule-bound, or service-focused do not encourage the display of citizenship behavior.

On the other hand, employees positively perceive Ethical Climate and consequently Individual Work Performance  $r = .065$ ,  $p = 0.195$ . Ethical Climate thus confirms that a school's clear ethical focus motivates teachers to fulfill their professional duties and maintain good standards. It therefore follows that Ethical Climate may be more impactful in shaping teachers' professional behavior than in influencing Organizational Citizenship Behavior.

Finally, School Culture maintains a direct positive influence on OCB  $r = .143$ ,  $p = 0.004$ . Culture also confirms that voluntary citizenship behavior is positively driven by a

## Bong L. Baja et al, Ethical Climate, School Culture, Individual Work Performance: A Path Model on Organizational Citizenship Behavior among Public School Teachers

work environment characterized by trust, mutual support, and self-determination.

School Culture also has a strong positive direct influence on Individual Work Performance, revealing that the presence of a fit and supportive Culture encourages educators to carry out their duties with passion and excellence. An empowering culture helps formalize collaboration and strengthen collegial relationships and empowerment of teachers, all of which may positively affect work performance and organizational citizenship behavior.

Once more, Individual Work Performance shows that it is the most important direct predictor of Organizational Citizenship Behavior  $r = .147$ ,  $p = 0.003$ . Setting high performance standards for virtue, rule-abiding behavior, and refraining from counterproductive practices are positively associated with altruism, courtesy, and conscientiousness among teachers. Therefore, improving the quality of performance of one's assigned tasks results in a widening of the scope of engagement in the school community.

The implication is that when OCB is encouraged, activities that are carried out voluntarily should not be the sole focus. Teachers' performance of their tasks, maintaining conduct, and developing professionalism are some of the factors that may create an environment that motivates employees to fulfill their responsibilities beyond the expectations of the institution (Pueblo, 2025).

As presented in Table 9, the values for Model 2's goodness-of-fit measures are similar to those for Model 1. The GFI is 0.990, which is greater than the accepted threshold of 0.95, indicating that the model captures the observed covariance structure and the relationships in the data very effectively.

The remaining fit indices, however, are not satisfactory. CMIN/DF is 7.949 and, therefore, is greater than the acceptable range of 0 to 2. CFI and NFI are 0.508 and 0.605, respectively; TLI is  $-1.953$ , and RMSEA is greater than 0.05, being 0.131. The P-value is 0.005 and the P-Close is 0.035, both of which are less than 0.05, demonstrating a lack of fit according to absolute terms.

The results, therefore, provide strong support for the theoretical pathways that are included in the model and demonstrate the need for further refinement. It appears that Model 2 provides good information on important relationships among the model variables. However, the overall statistics for the model fall short of what is expected, indicating that the model should be construed with caution, and further refinement and revision would be warranted to better represent all the important relationships that exist in the model.

This shows that Model 2 shares the same primary conclusion as Model 1: OCB is primarily defined as the intersection of School Culture and Individual Work Performance. Ethical Climate also supports this by strengthening the overall quality. This consistency across

model specifications demonstrates that, for public school teachers, relationships and the quality of their work are important aspects of their School Culture and Individual Work Performance. Ethical Climate and work performance are important factors that motivate these teachers to provide Extra-Role Performance (Lavy, S. 2019).

Additionally, the similar results of Model 1 and Model 2 support the argument that the structural relationships are not disrupted by minor changes to model specifications, thus increasing the faith that can be placed in the results of the analysis. When School Culture and Individual Work Performance are the most important factors, even when model structures are changed, it strengthens the contextual understanding of OCB in the school setting (Hair et al., 2022).

This is further justified in the Structural Equation Modeling literature, in which it is mentioned that model stability results in higher levels of confidence in the causal relationships and sustainability of the constructs that are being researched (Kline, 2023). This means that the continued importance and significance of School Culture and Individual Work Performance provide a greater contextual understanding of OCB for public secondary school teachers, especially considering the limitations and other challenges posed by some of the model fit indices.

### Goodness-of-Fit of Generated Model 3

*Generated Model 3.* Figure 3 shows that the direct path from Ethical Climate to Organizational Citizenship Behavior is eliminated, consistent with our previous findings  $r = .065$ ,  $p = 0.195$  that the ethical climate and the ethical rules and values have no significant direct impact on OCB. In this case, Ethical Climate is only an antecedent of performance and has a positive direct impact on Individual Work Performance. This suggests that a caring, compliant, service-oriented, and integrity-based climate is essential for professionalism and helps to ensure adherence to standards, enhancing teachers' work performance and enabling them to fulfill their duties and responsibilities.

This suggests that the impact of the ethical climate on OCB is indirect rather than direct. Therefore, strengthening ethical and professional standards in order to improve teachers' performance may be more productive in the long term, since it is expected that OCB will increase.

Finally, School Culture is the most important factor in the model, and it has a positive direct impact on OCB  $r = .143$ ,  $p = 0.004$ . This demonstrates that a culture of collaborative professionalism and self-determination is highly effective in promoting voluntary engagement. Teachers are spontaneously motivated to engage in acts of altruism and courtesy when they experience trust and respect and have professional autonomy.

School Culture also has a positive direct effect on Individual Work Performance. This means that the presence of a supportive and empowering culture enhances positivity

## Bong L. Baja et al, Ethical Climate, School Culture, Individual Work Performance: A Path Model on Organizational Citizenship Behavior among Public School Teachers

and improves individual dedication, work quality, and work efficiency in teachers' performance of their roles. Such strengthening of relationships, collaboration, and teacher empowerment may also improve work performance and OCB.

Individual Work Performance is the relationship's strongest and most proximal predictor of OCB ( $r = .147$ ,  $p = 0.003$ ), and this relationship demonstrates that teachers who perform their roles efficiently, without corruption, and with counsel meet work requirements of a higher standard and also extend their work beyond the formal requirements. This relationship demonstrates that commitment and professionalism in work performance is intertwined with a greater sense of community and service.

As such, improving teachers' work performance may be considered an important means of improving OCB. Professional Development, Performance Support, and Teacher Competency Improvement Systems may create effective task performance, as well as greater support for colleagues and the school.

Ethical Climate and School Culture have major indirect effects on OCB through Individual Work Performance. Ethical Climate forms citizenship behavior by forming the criteria that enhance performance. School Culture forms relationships, and it also enhances performance, which means that Individual Work Performance is the main variable that transforms situational conditions into unrestrained help for the school (Shua, 2023).

This means that OCB cannot be attributed directly to the school's ethical climate. Rather, the results assert that ethical climate and school culture gain importance when they enrich teachers' skills, effectiveness, and commitment. This means that, to enhance positive citizenship behaviors among teachers, it is of utmost importance to address the conditions of organizations and individual work performance (Shao, 2023).

Presented in Table 10 the goodness-of-fit measurements and states that Model 3 provides the best fit and meets all the statistical requirements. The GFI is greater than 0.95; so are the CFI and the NFI, all of which are 1.000. The TLI is greater than 0.95 and requires only an adequate fit, rather than an excellent fit. The RMSEA is 0.000 and is well below the standard of less than 0.05. The Model CMIN/DF is well within the range of 0 to 2 at 0.011. The P-value (.916) and P-Clouse (.949) are above 0.05 and confirm that the model covariance structure fits the observed data.

Based on these results, Model 3 appears to fit the data and the relationships contained therein better than the other models. The path from Ethical Climate to OCB was found to be non-significant and was removed from the model. The pathways through Individual Work Performance were retained. Model 3 shows the relationships between workplace and teacher conditions and OCB.

The excellent fit indices suggest that the relationships proposed in Model 3 correspond well with the observed relationships. This model the relationships of interest between Ethical Climate, School Culture, Individual Work Performance, and OCB. From a pragmatic perspective, the model offers school administrators a reference for prioritization of the factors that are most relevant to the citizenship behaviors of teachers.

In summary, Model 3 shows that, among the factors specified, School Culture and Individual Work Performance are the most direct and most significant, while Ethical Climate is an indirect influence. Overall, the excellent goodness-of-fit results affirm that Model 3 is the best structural representation of the relationships among Ethical Climate, School Culture, Individual Work Performance, and OCB among public secondary school teachers. This suggests that, in comparison to Ethical Climate, focusing on the culture of the school and the performance of teachers is likely to have a more significant impact on the presence of OCB (Martin & Cullen 2021).

Model 3 explains how school culture, work performance, and ethics all relate to and impact citizenship behavior at work. It shows how school culture and work performance impact citizenship behavior directly, while ethics indirectly impact citizenship behavior via work performance. It indicates how public school teachers' citizenship behavior is strongly related to supportive work cultures and high work performance.

In the context of work, ethical standards act as quality assurance and responsible work standards (Wang & Hall, 2021). This assertion is reinforced by studies that show both the context of the organization and the individual's work performance capacity consistently predict citizenship behavior more than ethical standards, particularly citizenship behavior of supporting the educational culture at work (Rizaie et al. (2023).

Model 3 indicates that school leaders should concentrate on developing school work cultures that are based on collaboration and professional work performance to expressly develop citizenship behavior. However, it is crucial to maintain an ethical work environment too, since citizenship behavior is more strongly related to supportive cultures and professional work performance when ethics are congruent with work performance. For this reason, Model 3 provides an operationalized framework for developing school-based interventions to enhance the work environment, and to develop teachers' potential to perform beyond their work obligations (Schneider et al., 2022).

## V. CONCLUSION

This study aimed to identify the best-fit path model of organizational citizenship behavior of public secondary school teachers in Region XI with regard to the ethical climate, school culture, and teachers' individual work

performance. The results indicated that ethical climate was assessed at a very high level, while school culture, individual work performance, and organizational citizenship behavior were all rated at a high level among public secondary school teachers. The correlations of the variables also indicated that there were significant relationships between school culture and individual work performance toward organizational citizenship behavior, while there was a weak relationship between ethical climate and organizational citizenship behavior that was also not significant. The path analysis also indicated that school culture and individual work performance were the most important predictors of organizational citizenship behavior, and therefore, Model 3 was the best-fit path model. From the overall results of the study, it may be concluded that the voluntary and extra-role behaviors of teachers are more related to the school environment, which includes the quality of the school and teachers' work performance, rather than the climate of ethics.

The analysis partially substantiated the theories underpinning the theoretical framework. The relationships between school culture and individual work performance and organizational citizenship behavior substantiate the Theory of Planned Behavior, which argues that behavior is circumscribed by attitudes, norms, perceived control, and behavioral intention (Ajzen, 2002). In the case of schools, an exemplary work environment and performance may invoke teachers' readiness and inclination to carry out tasks and activities beyond their regular job duties. The analysis also substantiates Sullivan's Interpersonal Theory, which posits that the quality of relationships and adjustment in a given social environment is defined by the quality of relationships (Sullivan, 1953). A positive school culture encourages Organizational Citizenship Behavior beyond the call of duty. This is consistent with the perspective of the analysis. The weak and non-significant relationship between Ethical Climate and Organizational Citizenship Behavior suggests that the analysis does not substantiate the expectation that the presence of ethical climate would automatically result in voluntary Organizational Citizenship Behavior. Therefore, the analysis substantiates theories to a certain extent, particularly because school culture and individual work performance tend to have a greater influence on the ethical climate of a school.

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## **VII. DISCLOSURE**

The conflict of interest was a concern. This study was conducted not because the researcher wanted it but because it was crucial and relevant to the institutions and beneficial to any individuals. It significantly influenced them to be productive, committed, and dedicated individuals.

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