Research Article | **Open Access Journal**

Exploring Secondary School Teachers' Citizenship Behavior

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Abstract: This study was aimed to explore the teachers' citizenship behavior at secondary school level in district Sahiwal, Punjab, Pakistan. The study was descriptive and quantitative by nature. The population of the study was 1144 secondary school teachers of the district Sahiwal. A two-stage random sampling technique was used for the sample selection process. The sample comprised 192 male and female teachers at secondary schools. Teachers' citizenship behavior questionnaire (TCBQ) was developed to collect the data. The research instrument was pilot tested to ensure validity and reliability. Descriptive and inferential statistical analysis techniques were applied to analyse the data. The results revealed that teachers had high level of organizational citizenship behavior at secondary school level. On the basis of major findings, it was recommended that teachers should develop their citizenship behavior in order to achieve educational goals in school settings.

Keywords: Secondary School Teachers, Citizenship Behavior, Sahiwal, Education, Students

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Introduction

Teacher citizenship behavior in secondary schools is a dynamic and evolving area of educational research that has gained increasing attention in the last decade. It is seen as a crucial factor in developing the education system. Teachers, as role models, positively influence students' progress and provide guidance in recognizing life goals. Parents globally expect the teachers to contribute to their children's effective citizen development. Teachers play a fundamental role in improving students' learning styles, competencies and overall learning quality (Fang & Yu, 2023). According to Erdogan et al. (2022), teachers' citizenship behavior has a constructive impact on school success. These valued behaviors enhance social and psychological settings within the organization, contributing to effective performance (Schwabsky, 2014). They also assist in increasing organizational proficiency, efficiency and success (Shrestha & Bhattarai, 2022).

Organizational citizenship behavior is seen as a vital aspect of the teaching profession, with teachers playing a central role in achieving educational goals (Bahrami & Harandi, 2019). Teachers are recognized as agents of change, directly influencing the success of schools (Elstad et al., 2023). Their commitment is crucial for the progress of the educational system. Teachers are not just bound by their formal job descriptions; they willingly go above and contribute to successful changes in schools. Abdullahi et al. (2020) emphasize that schools cannot fully anticipate all the behaviors needed to achieve their goals through formal job descriptions alone. Teachers' citizenship behaviors are seen as beneficial for the overall improvement of the educational system.

Teachers engage in organizational citizenship behavior within school settings to reach educational goals. This involves going beyond their assigned duties, performing extra-role behaviors for the success of the institute. Organizational citizenship behavior plays a significant role in improving job performance and increasing organizational outputs (Özdem, 2012). When teachers voluntarily perform these behaviors beyond their responsibilities, it has a substantial impact on the organization's output, leading to enhanced overall performance (Ali et al., 2021).

Teacher citizenship behavior plays a constructive role for the development of school culture and the learning environment. when teachers engage in citizenship activities, then create a welcoming and supportive environment in institution. Participation of teachers in citizenship activities, generate cooperation, trust and encouragement, which develop a sense of relationship and well-being of the students. The emotional and academic health of the students are developed through the ideal educational setting and positive school culture. It is stated that, teachers influence the school progress, we can easily examine this phenomenon through the citizenship behavior model (Triningsih et al., 2023).

Moreover, the drive of this study, explore the teacher citizenship behavior in secondary school level, various educational backgrounds show that the results of teacher citizenship development focus on the experiences and expressions. The potential influence of teacher citizenship behavior consists of school culture, teamwork and educational outcomes as a whole (Arinnandya & Hukama, 2018). Furthermore, it is connected from the earlier studies and provide a detail concept about the special factors that develop citizenship behavior between secondary school teachers. The significant importance of this study to offer valuable direction for the students, teachers, policy makers and school leaders to enhance the learning environment of secondary schools.

Factors of Teachers' Citizenship Behavior (TCB)

Teacher citizenship behavior improves the overall well-being of the students and the whole school community. Numerous factors and contexts support, explain or effect teacher citizenship behavior. Below are some significant factors:

1. **Organizational Citizenship Behavior (OCB):** This framework, commonly used in organizational psychology, outlines dimensions of citizenship behavior, including civic virtue, selflessness, carefulness, courtesy and sportsmanship. In a school setting, teachers' citizenship behavior can resonate with these dimensions (Pickford & Joy, 2016).
2. **Job Satisfaction (JS):** When teachers feel satisfied with their jobs, they are more inclined to engage in citizenship behavior. Higher job satisfaction leads to a positive work atmosphere, encouraging teachers to willingly support the school community.
3. **Perceived Organizational Support (POS):** The teachers perceive that support from the school organization impacts their citizenship behavior. When teachers believe that the school recognizes their contributions and cares for their well-being, they are more motivated to participate in activities outside their official responsibilities.

Significance

The study of teacher citizenship behavior is significant for educational advancement in secondary schools. It is essential for promoting positive and inclusive school environment, leading to enhanced student morale, well-being and overall satisfaction within the school community. Teacher citizenship behavior can effectively contribute to advancing inclusive education. The findings of this study help them to recognize the perception of secondary school teachers about citizenship behavior. It also shows the effective and strategic implementation of citizenship behavior among staff members which contribute to secondary school teachers' work output. The educational experts get insight into the significance of citizenship behavior in educational institutions at the secondary level. This signifies a teacher's role in contributing to the development and shaping of the educational framework. Education systems in schools continue to develop, promoting, understanding and endorsing teacher citizenship behavior remains a vital and evolving area for research and practice in education.

Research Objectives

▸ To explore the teachers' citizenship behavior at secondary level in public sector schools of district Sahiwal.
▸ To compare difference in teachers' citizenship behavior on the basis of their demographic information.

Research Questions

▸ What are the teachers organizational citizenship behavior at secondary school level?
▸ What are the teachers job satisfaction at secondary school level?
▸ What are the teachers perceived organizational support at secondary school level?
▸ Is there a difference in teachers' citizenship behavior on the basis of their gender, school location, academic qualifications, professional qualification, experience of teaching and age ranges?

Literature Review

The concept of teachers' citizenship behavior is improved in secondary education over the previous ten years. It is supporting a positive school climate, mentoring, participating in school events and lending a hand to coworkers. These actions support a cooperative and productive learning environment. They improve overall academic achievement even though they are not formally recognized (Belogolovsky & Somech, 2010). The organizational citizenship behavior (OCB) theory of organizational psychology serves as the foundation for teacher citizenship behavior (Ali & Waqar, 2013).

It is stated that, the Sari (2019) looked into the citizenship behavior of teachers at secondary schools in Indonesia. Sari's study observed into a number of aspects of this conduct and how it affected student achievement and the school environment. In order to define and frame the idea and create the groundwork for future research, this task was essential. Ingersoll (2018) conducted study on the function of teacher leadership and how it affects school improvement in the United States. A key component of teacher citizenship behavior is teacher leadership, which is teachers taking on duties outside of the classroom, like serving on committees, mentoring colleagues and developing curricula. The significance of teachers serving as change agents in improving the general school climate was brought to light by Ingersoll's results.

An important report about teacher leadership in public schools was released by the National Centre for Education Statistics (NCES, 2019). It provided trends and statistical information about the leadership roles and behaviors of teachers in secondary school in the United States. The growing recognition of teacher leadership as an essential component of teacher citizenship behavior in the American educational system is explained in this paper. In his book *"The New Meaning of Educational Change,"* Michael Fullan (2016) talked about how the educational landscape is changing and how teachers must take on civic responsibilities in order to implement significant educational reforms. Fullan underlined how important it is for educators to actively participate in initiatives that raise educational standards and strengthen school communities.

Moreover, Darling-Hammond (2021) conducted a global study of teacher education techniques. Her study focused on global perspectives on the citizenship behavior of teachers and the role that teacher education plays in promoting active teacher participation. The significance of teacher education in developing educators who are involved in school development and community involvement was emphasized by Darling-Hammond's work. While there are many benefits to teacher citizenship conduct, there are also many difficulties and barriers. Kay et al. (2023) noted problems such time constraints, opposition to change and the need for administrative support. Since it clarifies how to create an atmosphere that encourages teacher citizenship behavior, addressing these issues is an important area of concentration in the literature.

Another crucial topic of study in this subject is evaluating the citizenship behavior of teachers. According to Choong and Ng (2022), a number of instruments and questionnaires have been developed to assess and gauge the civic engagement of teachers. The concept is advanced by these tools, which allow for methodical evaluation and assist in identifying areas that require improvement. The necessity of encouraging teacher citizenship conduct as part of larger educational reform projects has recently come to light in government studies and educational policy documents (NCES, 2019). Furthermore, the advent of technology has given educators additional chances to practice good citizenship outside of their local school environments by connecting with classmates and communities throughout the globe (Oplatka, 2009). Teacher citizenship conduct is still a crucial element in the ongoing development of secondary education.

Methodology

The study by nature was descriptive and quantitative. The population of the study was 1144 schoolteachers at secondary level. Two-stage random sampling technique was used for sample selection process. At the first stage, the researcher purposively selected twenty five percent public sector secondary schools. At the second stage, the researcher randomly selected three secondary school teachers from each school through simple random sampling technique. The sample was comprised of 192 (93 male and 99 female) teachers at secondary schools. Teachers' citizenship behavior questionnaire (TCBQ) was developed to collect the data. Research instrument was pilot tested to

ensure validity and reliability. Descriptive (mean and standard deviations) and inferential statistical analysis techniques (independent sample t-test, and one-way analysis of variance) were applied to analyze the data.

Results and Findings

Table 1

(Descriptive statistics) Teachers' Citizenship Behavior at Secondary Level in Public Sector Schools

Factors of TCB	Mean	SD
Organizational Citizenship Behavior	4.287	.439
Job Satisfaction	4.157	.412
Perceived Organizational Support	4.233	.467

The table presents key metrics for three TCB factors: OCB, JS and POS. The mean values indicate the average scores reported by respondents for each factor, with OCB at 4.287, JS at 4.157, and POS at 4.233. These means suggest a generally positive perception across all three factors. The standard deviation values provide insights into the variability or dispersion of responses around the mean. For OCB, the moderately low standard deviation of 0.439 shows a more consistent pattern of behavior among respondents. Similarly, JS and POS show low standard deviations of 0.412 and 0.467, respectively, suggesting a relatively homogeneous distribution of satisfaction and perceived support scores. Overall, the table offers a concise summary of the central tendency and variability within each organizational factor, providing valuable insights into the respondents' perceptions and behaviours.

Table 2

Differences in Teachers' Citizenship Behavior in Terms of Gender

Factors of TCB	Gender	N	Mean	SD	t	df	Sig.
OCB	Male	106	4.299	.437 .444	.411	190	.998
	Female	86	4.273				
JS	Male	106	4.155	.407 .421	-.070	190	.774
	Female	86	4.159				
POS	Male	106	4.212	.433 .507	-.684	190	.207
	Female	86	4.258				

The table provides a comparison of teachers' OCB, JS and POS based on gender. For OCB, male teachers (Mean = 4.299) and female teachers (Mean = 4.273) show a slight difference, but the t.test outcome (t = 0.411, df = 190, Sig. = 0.998) indicates that this variance is not statistically significant, suggesting that here is no significant disparity in OCB between male and female teachers. Similarly, for Job Satisfaction, the means for male (Mean = 4.155) and female (Mean = 4.159) teachers are very close, and the t-test (t = -0.070, df = 190, Sig. = 0.774) suggests no significant gender-based difference in job satisfaction. Regarding Perceived Organizational Support, although male teachers (Mean = 4.212) and female teachers (Mean = 4.258) exhibit some difference, the t.test outcome (t = -0.684, df = 190, Sig. = 0.207) indicates that this modification is not statistically significant, implying that here is no important gender-related distinction in perceived organizational support. Overall, the findings suggest a general absence of significant gender differences in teachers' OCB, JS and POS based on the provided statistical analyses.

Table 3

Differences in Teachers' Citizenship Behavior in Terms of School Location

Factors of TCB	School location	N	Mean	SD	t	df	Sig.
OCB	Urban	160	4.264	.454	-1.678	190	.267
	Rural	32	4.406	.334			
JS	Urban	160	4.160	.418	.253	190	.678
	Rural	32	4.140	.391			
POS	Urban	160	4.242	.475	.603	190	.752
	Rural	32	4.187	.430			

Table 3 presents a comparison of teachers' OCB, JS and POS based on the school location, distinguishing between urban and rural settings. For OCB, there is a difference in means among urban (Mean = 4.264) and rural (Mean = 4.406) teachers. However, the t.test outcome (t = -1.678, df = 190, Sig. = 0.267) suggests that this variance is not statistically significant, representing that there is no significant disparity in OCB among teachers in urban and rural schools. Similarly, for Job Satisfaction and Perceived Organizational Support, the means for urban and rural teachers are quite close, and the t-test results (JS: t = 0.253, df = 190, Sig. = 0.678; POS: t = 0.603, df = 190, Sig. = 0.752) indicate no significant differences in job satisfaction and POS based on school location. Moreover, the table suggests that, based on the provided statistical analyses, there are no significant differences in teachers' OCB, JS and POS between urban and rural school settings.

Table 4

One-way ANOVA on Teachers' Citizenship Behavior in Terms of Academic Qualification

Factors of TCB		Sum of squares	df	Mean square	F	Sig.
OCB	▶ Between Groups	10.308	9	1.145	.726	.684
	▶ Within Groups	286.942	182	1.577		
	▶ Total	297.250	191			
JS	▶ Between Groups	14.453	9	1.606	1.034	.415
	▶ Within Groups	282.797	182	1.554		
	▶ Total	297.250	191			
POS	▶ Between Groups	14.544	10	1.454	.931	.506
	▶ Within Groups	282.706	181	1.562		
	▶ Total	297.250	191			

Table 4 presents the results of a one-way analysis of variance (ANOVA) examining the impact of teachers' Academic Qualification on their OCB, JS and POS. For OCB, the analysis reveals that the variation between groups (Sum of squares = 10.308) and within groups (Sum of squares = 286.942) does not result in a statistically significant difference (F = 0.726, df = 9, 182, Sig. = 0.684). Similarly, for JS, the ANOVA indicates no significant difference between groups (Sum of squares = 14.453) and within groups (Sum of squares = 282.797), with an F-value of 1.034 (df = 9, 182, Sig. = 0.415). In the case of POS, the analysis shows no significant difference in means between academic qualification groups (Sum of squares = 14.544 within groups, Sum of squares = 282.706, F = 0.931, df = 10, 181, Sig. = 0.506). Overall, the non-significant F-values in all three factors suggest that there is no significant impact of teachers' academic qualifications on their OCB, JS and POS.

Table 5

One-way ANOVA on Teachers' Citizenship Behavior in Terms of Professional Qualification

Factors of TCB		Sum of squares	df	Mean square	F	Sig.
OCB	▶ Between Groups	1.920	9	.213	.843	.577
	▶ Within Groups	46.033	182	.253		
	▶ Total	47.953	191			
JS	▶ Between Groups	1.815	9	.202	.796	.621
	▶ Within Groups	46.138	182	.254		
	▶ Total	47.953	191			
POS	▶ Between Groups	2.417	10	.242	.961	.479
	▶ Within Groups	45.536	181	.252		
	▶ Total	47.953	191			

Table 5 displays the outcomes of a one-way analysis of variance (ANOVA) investigating the influence of teachers' Professional Qualification on their OCB, JS and POS. For OCB, the ANOVA reveals that the variance between groups (Sum of squares = 1.920) and within groups (Sum of squares = 46.033) does not result in a statistically significant difference (F = 0.843, df = 9, 182, Sig. = 0.577). Similarly, for JS, the analysis indicates no significant difference between

groups (Sum of squares = 1.815) and within groups (Sum of squares = 46.138), with an F-value of 0.796 (df = 9, 182, Sig. = 0.621). Regarding POS, the results show no dominant modification in means between professional qualification groups (Sum of squares = 2.417 within groups, Sum of squares = 45.536, F = 0.961, df = 10, 181, Sig. = 0.479). The non-significant F-values for all three factors suggest that there is no substantial impact of teachers' professional qualifications on their OCB, JS and POS based on the provided statistical analyses.

Table 6

One-way ANOVA on Teachers' Citizenship Behavior in Relations of Teaching Experience

Factors of TCB		Sum of squares	df	Mean square	F	Sig.
OCB	▶ Between Groups	5.941	9	.660	.825	.593
	▶ Within Groups	145.553	182	.800		
	▶ Total	151.495	191			
JS	▶ Between Groups	8.676	9	.964	1.228	.280
	▶ Within Groups	142.819	182	.785		
	▶ Total	151.495	191			
POS	▶ Between Groups	12.786	10	1.279	1.668	.091
	▶ Within Groups	138.709	181	.766		
	▶ Total	151.495	191			

Table 6 indicates the results of a one-way analysis of variance (ANOVA) investigating the impact of teachers' Teaching Experience on their OCB, JS and POS. For OCB, the ANOVA indicates that the variation between groups (Sum of squares = 5.941) and within groups (Sum of squares = 145.553) does not lead to a statistically significant difference (F = 0.825, df = 9, 182, Sig. = 0.593). Similarly, for JS, the analysis shows no significant difference between groups (Sum of squares = 8.676) and within groups (Sum of squares = 142.819), with an F-value of 1.228 (df = 9, 182, Sig. = 0.280). Regarding POS, the results reveal no significant difference in means between teaching experience groups (Sum of squares = 12.786 within groups, Sum of squares = 138.709, F = 1.668, df = 10, 181, Sig. = 0.091). The non-significant F-values for all three factors suggest that there is no substantial impact of teachers' teaching experience on their OCB, JS and POS based on the provided statistical analyses, though the latter factor shows a trend towards significance.

Table 7

One-way ANOVA on Teachers' Citizenship Behavior in Terms of Age

Factors of TCB		Sum of squares	df	Mean square	F	Sig.
OCB	▶ Between Groups	8.158	9	.906	1.079	.380
	▶ Within Groups	152.837	182	.840		
	▶ Total	160.995	191			
JS	▶ Between Groups	5.827	9	.647	.759	.654
	▶ Within Groups	155.168	182	.853		
	▶ Total	160.995	191			
POS	▶ Between Groups	9.383	10	.938	1.120	.349
	▶ Within Groups	151.612	181	.838		
	▶ Total	160.995	191			

Table 7 displays the outcomes of a one-way analysis of variance (ANOVA) investigating the influence of teachers' Age on their OCB, JS and POS. For OCB, the ANOVA reveals that the variation between age groups (Sum of squares = 8.158) and within groups (Sum of squares = 152.837) does not lead to a statistically significant difference (F = 1.079, df = 9, 182, Sig. = 0.380). Similarly, for JS, the analysis indicates no significant difference between age groups (Sum of squares = 5.827) and within groups (Sum of squares = 155.168), with an F-value of 0.759 (df = 9, 182, Sig. = 0.654). Regarding POS, the results reveal no significant difference in means between age groups (Sum of squares = 9.383 within groups, Sum of squares = 151.612, F = 1.120, df = 10, 181, Sig. = 0.349). The non-significant F-values for all three factors suggest that there is no substantial impact of teachers' age on their OCB, JS and POS based on the provided statistical analyses.

Discussions

Teacher citizenship behavior frequently includes taking on leadership responsibilities at the school (Oplatka, 2006). Teachers regularly work on groups, share experiences with colleagues and contribute to curriculum development (Ingersoll, 2018). This move toward educator leadership is critical for driving institute development efforts and certifying that instructive practices are constantly evolving to meet the needs of children.

The effects of teacher citizenship behavior on school culture and climate are significant. The current study supports the findings of Goçen and Sen's (2021) study, which emphasizes the importance of instructors actively engaging in citizenship activities in order to promote a pleasant and supportive school atmosphere. This involvement extends beyond the classroom, fostering a sense of belonging and trust among students, teachers, and the larger school community. Sari's study (2019) emphasizes the importance of community participation in teacher citizenship behavior. Teachers are urged to include parents and community members in school events to develop a sense of belonging and support. This collaborative approach benefits not only the school but also the larger community by developing links between educational institutions and the neighbourhoods they serve. Challenges and limitations exist in the pursuit of teacher citizenship behavior. According to the literature, De Schaepmeester et al. (2022) identify challenges such as time restrictions, reluctance to change and the need for administrative support. Recognizing and resolving these problems is critical to building an atmosphere that promotes teacher citizenship.

The school community contribute the promoting and assessing teacher citizenship behavior for measuring (Davis et al., 2022). It is revealed from the literature, systematic assessment of teacher appointment in citizenship behavior and show the areas for improvement, numerous surveys and tools have been established for this purpose (Choong et al., 2020). The advancement of technology has increased the opportunity of teacher citizenship behavior, empowering teachers to engage beyond their instant school community (Shaheen et al., 2016). The worldwide educational communities and teachers can connect with each other, enhance the transformation of best practices and development of global perspective (Runhaar et al., 2013). Encouragement and support for students is an important feature of teacher citizenship. Teachers dynamically contribute to discussions associated to student well-being, curriculum development and school policies (Darling-Hammond, 2021). Equitable educational policies and student-centered practiced often lead to more their encouragement and support. The importance of development teacher citizenship behavior is increasingly recognized for Government reports and educational policy documents (Avci, 2016). The highlight that teachers are crucial change agents in the system of educational development and encourage their attentive contribution in reform efforts (National Center for Education Statistics, 2019). Teachers' engagement in citizenship behavior is important for professional development (Fullan, 2016). The teachers take on managerial roles and involve with the community, leadership training is important to prepare them with the knowledge and skills needed for their professional duties.

The study at hand signifies the importance of teacher citizenship behavior in secondary level schools, the need for continuous professional growth involves various dimensions, impacts and challenges. Teacher citizenship behavior remains a vital and dynamic part of exploration and practice in education, the role of teacher as educational leader adapt and evolves the education system (Quraishi & Aziz, 2018).

Conclusion

Teacher citizenship behavior in secondary schools signifies a dynamic and essential feature of modern education. It is offer to valuable insights for teachers, educational managers and policymakers to advancement of teachers' collaboration and engagement, finally enhancing the learning environment of secondary schools. The findings of the study were concluded that, all the study factors, organizational citizenship behavior, job satisfaction and perceived organizational support providing a valuable insight into the respondents' perceptions and behaviours. The study found that, there were no significant differences of (gender, school location, professional qualification, teaching experience and age) regarding insights about all the three study variables. Teachers' citizenship behavior plays a key role in constructing the quality of education, overall strength of the school communities and wellness of the students. Promoting and supportive teacher citizenship behavior is important for constructing a broad and bright future for secondary level education.

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