JRSR
JOURNAL OF REGIONAL STUDIES REVIEW

RESEARCH ARTICLE   JOURNAL OF REGIONAL STUDIES REVIEW (JRSR)

Teachers' Organizational Citizenship Behavior as a Predictor of Organizational Success in the Educational Context of Pakistan

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Abstract: Organizational success in educational bodies depends not only on structural assets and administrative policies but also on teachers' discretionary behaviors that facilitate institutional functioning. The current study examined teachers' organizational citizenship behavior as a predictor of organizational success in public secondary schools of District Mardan, Khyber Pakhtunkhwa, Pakistan. A quantitative research design was employed to answer the research question posed concerning the extent of the relationship between teachers' OCB and organizational success. Based on stratified random sampling, a sample of 335 teachers from 118 schools was selected through Krejcie and Morgan table. Data were collected using a structured questionnaire consisting of 30 items measured on a five-point Likert scale, covering all the dimensions of OCB and organizational success indicators. Descriptive statistics, Pearson correlation, and multiple regression analysis were employed to analyze the data. The findings revealed that teachers demonstrated moderately high levels of OCB, with altruism and conscientiousness showing the highest mean scores. The result of the correlation analysis confirmed the existence of a positive substantial correlation between OCB and organizational success. Regression results further showed that altruism and conscientiousness were the two components that significantly predicted organizational success, whereas courtesy and civic virtue did not demonstrate significant predictive effects. The study concludes that teachers' voluntary behaviors play an exceptional role in enhancing institutional effectiveness. Strengthening collaborative culture, encouraging teacher participation in decision-making, and promoting professional commitment may further improve organizational success in public secondary schools.

Keywords: Organizational Citizenship Behavior, Organizational Success, Secondary Schools, Teacher Behavior, Educational Management, Pakistan

Introduction

Education is widely recognized as the foundation of socioeconomic growth and sustainable development (Hanushek & Woessmann, 2015; UNESCO, 2021). Education enables people to build the knowledge, attitudes, skills, and competencies to develop themselves and the society (Adnan, Ali, & Khan, 2023). For institutions to be effective, educational organizations must develop policies, utilize resources and build infrastructures, but most importantly, they must develop their people i.e, teachers, and promote their productivity, collaboration, and engagement. The success of educational institutions evidenced by improved learner achievement, effective management and conducive learning environment, is directly related to the

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willingness and ability of teachers and staff to go beyond the call of duty (Lavy, 2019). Therefore, understanding the mechanisms that drive organizational effectiveness in education is essential for promoting sustainable school success, particularly in resource-constrained contexts such as public secondary schools in District Mardan, Khyber Pakhtunkhwa, Pakistan.

The success of an organization in the education sector results from structural, managerial, and human behavioral factors (Lavy, 2019). Although the curriculum guidelines, funding, and administrative control affect an organization, teacher discretionary effort impacts school outcome the most (Podsakoff, MacKenzie, Paine, & Bachrach, 2000). Teachers exercising discretion in positive behaviors toward their colleagues, students and the school fosters an organizational climate of collaboration, encouragement, and increased productivity (Quraishi, Aziz, & Vaughan, 2018). Such behaviors promote the effective functioning of schools, improving student success, employee morale, and school overall performance (Thurayah, Murni, & Widodo, 2020). The most important of these factors is the OCB of teachers, which, together with the formal functions of teachers, determines the success of an organization, filling the gap between espoused theory and theory in use.

Teachers' OCB involves voluntary activities that transcend specific role obligations and bring about a constructive change in the school setting (Quraishi et al., 2018). These acts encompass a wide range of behaviors including altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. Such behaviors foster a collaborative environment, alleviate interpersonal conflicts, and improve the productivity of the whole organization (Lie, Agustina, Susanti, Basriani, & Sudirman, 2022). In the case of public secondary schools in Pakistan, teacher involvement in OCB can be crucial in attaining the schools' goals due to challenges such as scarcity of resources, large teacher-student ratio, and less administrative support (Abdullah, 2020). Even though the relationship between teachers' OCB and the success of the organization has been studied in other contexts, there is little empirical evidence on this relationship in the context of public secondary schools in District Mardan, which has a number of public schools with varying levels of teacher involvement and school performance.

Problem Statement

Public secondary schools in District Mardan face persistent challenges such as low student achievement, limited teacher motivation, and weak institutional effectiveness. Numerous structural reforms and policy framework have been implemented, however, the human aspect, more particularly teachers' discretionary contributions beyond formal job requirements remains overlooked and not given the enough attention (Lavy, 2019). Teachers' Organizational Citizenship Behavior (OCB) is Altruism, Conscientiousness, Sportsmanship, Courtesy, and Civic Virtue. It is recognized as one of the most influential factors in the success of any organization, including the education system.

Nonetheless, most studies on OCB in the education sector have focused on developed economies, private educational institutions, and to some extent, international schools, which leaves a significant gap in understanding its influence within public secondary schools in Pakistan (Quraishi et al., 2018). Little research has focused on the differential impacts of the various dimensions of OCB in achieving organizational success in public schools in District Mardan. Without such context-specific knowledge, it becomes increasingly difficult for educational administrators and decision makers to formulate targeted interventions aimed at enhancing teacher cooperation, engagement, and overall school effectiveness.

Thus, it is important to explore the impact of teachers' Organizational Citizenship Behavior and its dimensions on the success of public secondary schools in District Mardan. This will help us to further understand the dynamics of teacher behavior, and offer valuable strategies to optimize the effectiveness and quality of education in public secondary schools in Pakistan.

Research Objectives

1. To assess the level of teachers' Organizational Citizenship Behavior across its dimensions (altruism, conscientiousness, sportsmanship, courtesy, and civic virtue) in public secondary schools of District Mardan.
2. To examine the relationship between teachers' OCB and organizational success in the educational sector.
3. To identify the specific dimensions of teachers' OCB that most significantly predict organizational success in public secondary schools.

Research Questions

1. What is the current level of teachers' Organizational Citizenship Behavior (OCB) across its dimensions (altruism, conscientiousness, sportsmanship, courtesy, and civic virtue) in public secondary schools of Pakistan?
2. What is the nature of the relationship between teachers' OCB and organizational success in the educational sector?
3. Which dimensions of teachers' OCB most significantly predict organizational success in public secondary schools?

Null Hypotheses

H_{01}: There is no significant relationship between teachers' overall Organizational Citizenship Behavior (OCB) and organizational success in public secondary schools of district Mardan.

H_{02}: None of the dimensions of teachers' OCB (altruism, conscientiousness, sportsmanship, courtesy, and civic virtue) significantly predict organizational success in the public secondary schools of district Mardan.

Literature Review

Theoretical Framework of Organizational Citizenship Behavior

According to Organ (1988) as cited in Mumtaz (2023), Organizational Citizenship Behavior (OCB) is the voluntary and discretionary behavior of employees that is not part of their formal job description, but contributes to the organization's success. Research on OCB has examined a number of components, some of which include altruism, conscientiousness, sportsmanship, courtesy, and civic virtue, which all display different levels of positive involvement with the organization (Podsakoff et al., 2000). Altruism refers to helping a co-worker without expecting anything in return. Conscientiousness is extending efforts and working beyond the minimum required. Sportsmanship is about being tolerant of a situation and not complaining, courtesy refers to the polite and respectful behavior toward other people, and civic virtue involves being active in the organization's governance and development.

This is especially true in the education sector. Schools are primarily human-oriented and the behavior of each teacher, impacts students, the culture of the institution, and the efficiency of the administrator (LePine et al., 2002; Somech & Oplatka, 2018). Discretionary teacher behavior, such as mentoring, voluntary curriculum development, and extracurricular teaching often help to implement a policy and improve the performance of the organization.

Teachers' OCB and Educational Effectiveness

Research evidence demonstrates the importance of teachers' OCB in the degree of effectiveness of the school. Ali et al., (2025) mentions teachers who display OCB create environments that foster collaboration among the staff, improve the quality of teaching, and enhance the academic success of the students. Yaghoubi et al. (2019) further illustrates that teacher altruism and teacher conscientiousness statistically significantly and positively correlates with organizational commitment and academic achievement, thereby reinforcing OCB as a vehicle of success of the institution. In the public school system, teacher's voluntary service and efforts

are the most important source in providing education and safeguarding the learning environment (Niqab, 2015; Bogler & Somech, 2019).

Dimensions of Teachers' OCB and Organizational Outcomes

The multifaceted dimension of OCB provides an avenue to examine how such behavior impacts the effectiveness of the school:

Altruism: Teachers' willingness to extend their assistance to other teachers is not a formal obligation. This promotes team spirit among the staff, reduces the strain of the workload, and improves overall operational efficiency of the school.

Conscientiousness: Teachers that go beyond the minimum expectation such as, design extra lesson aid, and volunteer to attend training and workshops improve the overall staff productivity of the institution (Podsakoff et al., 2009).

Sportsmanship: Positivity exhibited by teachers regardless of the situation helps to reduce conflicts and improve the positive spirit of the institution (Somech & Oplatka, 2018).

Courtesy: Respectful communication with peers, students, and administrators fosters a work environment free of friction (Bogler & Somech, 2019).

Civic Virtue: Participation in the management of the school, including the administration and the formulation of policies and the provision of feedback, serves management by participation and fosters sustainability in the organization in the long run (Farh et al., 2004; Sun et al., 2020).

OCB and the Public Secondary Schools in Pakistan

Public secondary schools in Pakistan have structural and functional difficulties, such as a high number of students per teacher, a lack of resources, and problems with the clarity of the managerial function (UNESCO, 2020; UNESCO, 2024). These problems make the importance of teachers' discretionary behavior even greater. OCB fosters collaboration, proactive behavior, and a positive working environment. The absence of research on the predictive relationship of teachers OCB and the achievement of organizational goals in Pakistan schools is a significant problem. The present state of research is largely concerned with private schools and higher education, leaving a significant gap in the knowledge of public school policymakers and administrators.

Success in Organizational Structures of Educational Institutions

According to Hallinger & Heck (2010), success in the organizational structures of educational institutions can be identified through various criteria such as effective processes of administration, academic performance of students, satisfaction of staff, and positive school climate. Teacher participation is an essential factor in the above-mentioned criteria of the success of school organization structures, and her participation is defined as behavior beyond role expectations. For instance, the participation of school teachers in the design of the curriculum, mentorship, and the school extracurricular activities program, is an indication of the social involvement of teachers in the school, and is an example of the positive impact of OCB on the effectiveness of an organization (Sun et al., 2020; OECD, 2023).

OCB Research Evidence, the Organization Success Predictor

Research outside the borders of the country proves that OCB is a predictor of organizational success. More than a decade ago, Podsakoff et al. (2009), identified that OCB has a positive impact on organizational performance, employee productivity, employee retention, and customer satisfaction. Teacher OCB was found to be a positive predictor of school effectiveness and a contributor to the success of a school (Nguni et al, 2006). Among the few available studies in Pakistan is the study by Ali & others, which is the only study is

believe to study, teacher OCB over school outcomes. However, this study is criticized for the absence of the systematic approach to study the teachers OCB over the school outcomes, negatively affecting the context of the study. (Ali et al., 2025).

Theoretical Framework

This study is based on Organizational Citizenship Behavior Theory (Organ, 1988) and fits the framework that views teachers' OCB as a positive predictor of success to an organization. The framework defines OCB through its five dimensions and associated these with measurable outcomes of a school, thus presenting a framework for empirical study. This means the study framework will foster a clear linkage of the objectives, questions, and hypotheses of the study, to the theory and provide a practice that may be implemented by education administrators.

Conceptual Framework

The conceptual framework for this study, which is based on Organizational Citizenship Behavior Theory, considers teachers' OCB as the independent variable and organizational success as the dependent variable. The framework defines OCB through its five dimensions (altruism, conscientiousness, sportsmanship, courtesy, civic virtue) and posits direct pathways from each dimension to organizational outcomes like academic achievement, satisfaction of teachers, and productivity of the organization. This framework is aligned with the research objectives and motivates the study to assess the overall predictive capacity of OCB and the dimensions that disproportionately contribute to success to an organization in public secondary schools of District Mardan.
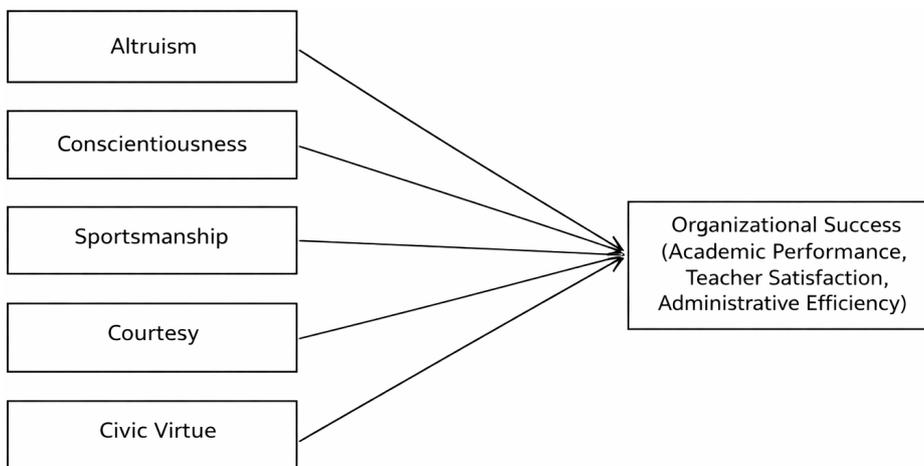
Research Methodology

Research Design

A quantitative correlational research design was used to examine the stated relationship between teachers' Organizational Citizenship Behavior (OCB) and organizational success in public secondary schools of District Mardan, Khyber Pakhtunkhwa, Pakistan. The design was used to gather structured data to measure and determine the extent of the relationship between OCB dimensions (altruism, conscientiousness, sportsmanship, courtesy, and civic virtue) and the organizational success to validate the conceptual framework of the study Creswell & Creswell, 2018).

Population

All public sector secondary school teachers (male and female) from both urban and rural areas of District Mardan constituted the population of the study. According to the Department of Elementary and Secondary Education (E&SED), Khyber Pakhtunkhwa's Annual Statistics Report (2017-2018), the district has a total of 2,644 teachers across 167 secondary-level schools.

Table 1

Division	Boys School	Girls School	Male Teacher	Female Teacher
Urban	11	05	273	109
Rural	76	75	1357	905
TOTAL	167		2644	

Source: Annual Statistics Report (2017-2018)

Sampling Technique and Sample Size

In consideration of the current of nature of the population, stratified random sampling technique was employed for the selection of teachers (male & female) and schools (urban & rural). While the sample size was computed based on the Krejcie & Morgan (1970) table. For the population of 2,644 teachers, the required sample was 335 teachers, and for the number of schools to be included in the study, 118 was the figure. On average, 3 to 4 respondents were selected from each sampled school to ensure representativeness. Below is the stratification across divisions and genders in table 2.

Table 2

Division	Boys School	Girls School	Male Teacher	Female Teacher
Urban	08	03	34	14
Rural	54	53	172	115
TOTAL	118		335	

Source: Krejcie & Morgan (1970) table

Instrumentation

For this study a structured 05 points Likert scale questionnaire comprised of 30 validated and properly pilot tested items was used. The questionnaire was based on two variables, organizational citizenship behavior and organizational success. After the instruments' validation by the experts the number of items according to the dimensions were: (Alturism = 5; Conscientiousness = 5; Sportsmanship = 4; Courtesy = 4; Civic Virtue = 4) and organizational success (8). The tool was developed to target both the discretionary behaviors of teachers and their resultant effect on organizational outcomes, ensuring connectivity with the study's objectives and conceptual framework.

Pilot Study

In order to evaluate the questionnaire's reliability, validity, and overall clarity, a pilot study was conducted with 30 teachers from schools outside of the target sample. Participants provided feedback on the items, the response format, and overall length of the questionnaire. Adjustments were made to enhance clarity and resonance with the teachers of District Mardan.

Reliability and Validity

Reliability was assessed by measuring internal consistency of the questionnaire using Cronbach's Alpha coefficient. A coefficient of 0.70 was deemed acceptable across the organizational citizenship behavior dimensions and measures of organizational success. Content Validity was established with the assistance of educational psychologists and senior administrators who were knowledgeable of the public secondary school system in Pakistan. These steps guaranteed the instrument's reliability and validity for research.

Method of Data Collection

Considering all the relevant ethical concerns, the data was collected by the researcher himself.

Data Analysis and Results

Analyses of the data were conducted using both descriptive (mean, standard deviation, and frequency distributions were used to determine the level of OCB of the teachers across the different dimensions) and inferential statistics (Pearson's r correlation as a method of determining the relationship of OCB and organizational success, and multiple regression analysis to establish which of the OCB dimensions are predictors of organizational success).

Descriptive Analysis of Objective 1

To assess the level of teachers' Organizational Citizenship Behavior (OCB) across its dimensions (altruism, conscientiousness, sportsmanship, courtesy, and civic virtue) in public secondary schools of District Mardan.

The study first examined the overall levels of teachers' OCB across its five dimensions: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. The below table 3 demonstrates the descriptive statistics.

Table 3

Descriptive Statistics of Teachers' OCB Dimensions (n = 335)

OCB Dimension	Mean	SD	Interpretation
Altruism	4.12	0.52	High
Conscientiousness	4.25	0.48	High
Sportsmanship	3.68	0.61	Moderate
Courtesy	3.75	0.57	Moderate
Civic Virtue	3.60	0.65	Moderate
Overall OCB	3.88	0.51	Moderately High

The table values indicate that teachers showed high levels of altruism and conscientiousness, reflecting a willingness to support colleagues and go beyond their job requirements. However, the areas of sportsmanship, courtesy, and civic virtue, received only moderate scores, indicating that some facets of OCB are not as demonstratively present. This could indicate complaints, reduced involvement in the governance of the school, or a lack of interpersonal regard among personnel, which could have a detrimental effect on the organizational climate as a whole.

Descriptive Analysis of Organizational Success

Student outcomes, teacher satisfaction, and administrative efficiency were the measures of organizational success.

Table 4

Descriptive Statistics of Organizational Success (n = 335)

Indicator	Mean	SD	Interpretation
Academic Performance	3.85	0.55	Moderate-High
Teacher Satisfaction	3.70	0.60	Moderate
Administrative Efficiency	3.50	0.63	Moderate
Overall Organizational Success	3.68	0.56	Moderate

Although schools have performed reasonably well academically, teacher satisfaction and administrative effectiveness still need improvement, suggesting that OCB dimensions which scored lower (for instance, civic virtue and sportsmanship) may be working negatively.

Inferential Analysis of Objective 2

To examine the relationship between teachers' OCB and organizational success in the educational sector.

Pearson's r correlation analysis was conducted to examine the relationship between overall OCB, its dimensions, and organizational success. Results are summarized in Table 5.

Table 5

Pearson's r Correlation between OCB Dimensions and Organizational Success (n=335)

OCB Dimension	Correlation (r)	Significance (p)	Interpretation
Altruism	0.42	<0.01	Moderate Positive
Conscientiousness	0.48	<0.01	Moderate Positive
Sportsmanship	0.28	<0.05	Weak Positive
Courtesy	0.25	<0.05	Weak Positive
Civic Virtue	0.19	0.08	Not Significant
Overall OCB	0.45	<0.01	Moderate Positive

This study establishes that there is an overall moderate positive correlation between OCB and organizational success. Altruism and conscientiousness have the strongest relationships, while civic virtue appears to have no relationship at all. This indicates that teachers may participate, rather infrequently, in governance and policy activities. This could in turn negatively impact the organizational effectiveness.

Inferential Analysis of Objective 3

To identify the specific dimensions of teachers' OCB that most significantly predict organizational success in public secondary schools.

Multiple regression analysis was conducted to determine which dimensions of teachers' OCB significantly predict organizational success. The regression model is presented in Table 6.

Table 6

Multiple Regression Analysis Predicting Organizational Success

Predictor	B	SE B	Beta	t	P
Altruism	0.31	0.07	0.28	4.43	<0.01
Conscientiousness	0.36	0.08	0.32	4.50	<0.01
Sportsmanship	0.12	0.06	0.10	1.95	0.05
Courtesy	0.09	0.05	0.08	1.80	0.07
Civic Virtue	0.06	0.05	0.05	1.20	0.23
$R^2 = 0.41$, $F(5,329) = 45.72$, $p < 0.001$					

The findings show that out of the five dimensions, only Altruism, and Conscientiousness have a significant positive effect on the success of the organization, while Sportsmanship only has a slight positive effect. From the schools sampled, it was found that Courtesy and Civic Virtue have no predictive power on the success of the organization. It can be inferred that even though teachers help colleagues and do their jobs, their involvement in the decision-making process and the calmness in the organization might be underused, which could be a hurdle to the organization's success.

Findings and Implications

1. Civic Virtue was the lowest scoring of the dimensions of OCB and was not a significant predictor of success, signaling a lack of teacher involvement in school governance.
2. Courtesy and sportsmanship had weak to moderate positive impacts, indicating possible interpersonal friction or conflicts within the schools

3. The moderate success of the organization suggests that the high levels of altruism and conscientiousness are not being matched in other areas of OCB, which are being underutilized and are restricting the school's effectiveness.

4. The findings suggest that while teachers' discretionary effort improves the school's outputs, the lack of engagement, collaboration, and involvement in the organization may limit the school's organizational success. Interventions focusing on enhancing civic virtue, sportsmanship, and courtesy among teachers could further strengthen organizational performance in District Mardan's public secondary schools.

Discussion

This study aimed to determine the extent to which Organizational Citizenship Behavior (OCB) by teachers predicts the success of organizations in public secondary schools in District Mardan, Khyber Pakhtunkhwa, Pakistan. The results give evidence to show that the voluntary behavior of teachers is significant in promoting the effectiveness of the organization (Somech & Oplatka, 2018; Bogler & Somech, 2019). The results of the study indicate that the average level of teachers' OCB is Moderately High, with strong scores in altruism, as well as in conscientiousness, whereas, sportsmanship, courtesy, and civic virtue were recorded at the intermediate level.

The results also indicate that teachers in public secondary schools are willing to assist coworkers, and are willing to help coworkers do work that they are not officially required to do. The high level of altruism and high level of conscientiousness are indicative of the fact that a lot of teachers are willing to voluntarily help their coworkers and help in the preparation of teaching aids, and also help in the preparation of aids. This Voluntary Behavior of teachers is in the school and is consistent with the study of Podsakoff et al (2000), where he says that this behavior significantly contributes to the organization positively and to the level of cooperation of the employees. This behavior in the school and in the organization causes the teachers to work better and increases the effectiveness of the organization (Organ, Podsakoff, & MacKenzie, 2020).

Yet, the findings also showed moderate instances of sportsmanship, courtesy, and civic virtue. This shows that while teachers are generally supportive and responsible, it is possible that they are not equally involved in organizational participative decision-making and tolerance of the detriments of the workplace. The Lack of civic virtue may indicate that teachers are less involved in the governance of the school, policy formulation, and the strategic plans of the institutions. This is consistent with previous research that argues that teachers in highly centralized bureaucratic systems have very little leeway to direct their participation in the decision-making circle (Hallinger & Heck, 2010; Liu & Hallinger, 2018). Such institution-wide decision-making voids can erode teachers' stake, or sense of, and interest in the development of the institution.

The correlational analysis confirmed the positive association of teachers' OCB with the success of the school. The greatest associations with success were OCB altruism and OCB conscientiousness, suggesting that helping and functional commitment complimentary to one's professional obligation is instrumental in elevating the performance of the school. These findings are consistent with previous works that note the voluntary engagement of teachers as a significant part in revitalizing school culture, promoting collaborative efforts, and improving the academic performance (Nguni et al., 2006; Bogler & Somech, 2019). Schools are most likely to achieve their set educational objectives, when teachers extend their support to one another and exhibit a sense of responsibility beyond their assigned duties.

Regression analysis indicates that of all personality traits, altruism, and conscientiousness stand out as the best predictors for success within any organization. The study concluded that collaborative and committed behavior(s) are key to determining the effectiveness of schools. The teaching profession is unique, as it is one of the few that allows employees to both observe and participate in the activities of their colleagues. Those who volunteer to assist other teachers and provide teaching materials to their peers are unquestionably diligent, and this type of behavior helps to forge a positive work climate that drives improvement in both the morale and productivity of the organization. Previous studies have also reported

similar findings where teacher commitment and collaborative behavior were key factors in determining the effectiveness of a school (Runhaar, Sanders, & Konermann, 2019).

In this study, however, civic virtue and courtesy were not identified as predictors for success within an organization. This study has found that teacher engagement in the governance of the school or in the formal discussions of the organization does not have a direct impact on the functioning of the organizations involved in the study. Teachers' civic engagement does not result in any improvements in the organization for which they work. This is primarily due to the fact that, in most public secondary schools, they operate on a centralized decision-making system. Therefore, while teachers are actively involved in civic engagement, their involvement does not lead to improvements in the organization (Liu & Bellibas, 2018; Hallinger, Liu, & Piyaman, 2019).

The role of sportsmanship in organizational success was small, which is quite interesting. This means that while having a sportsmanship attitude in stressful situations is a good thing, it is probably not as strong a factor in organizational success as more active behaviors, like assisting others or showing commitment. The relatively low sportsmanship scores also indicate that some of the teachers may be experiencing some level of dissatisfaction or stress, which may affect the overall climate of the school (Collie, Shapka, & Perry, 2018). The contribution of teachers' OCB to organizational success is quite clear in the findings of the study. However, in the context of the Mardan District public secondary schools, some behavioral dimensions are still in their infancy. Improving the school culture of collaboration will help to improve the effectiveness of the organization. This can be done by allowing teachers more involvement in the decision-making process and improving the relationships between staff (Somech & Oplatka, 2018; Bogler & Somech, 2019).

Conclusion

This paper focused on measuring Organizational Citizenship Behavior of Teachers and how it contributes to the success of an organization, specifically, the success of public secondary schools of District Mardan, Khyber Pakhtunkhwa. Most of the teachers have a moderately high OCB which is most prominent in the areas of OCB altruism and OCB conscientiousness. These behaviors add to the success of the organization and promote collaboration, OCB dedication, and OCB professionalism in schools.

Results have shown that Teachers' OCB and organizational success have a positive correlation. This means that the behaviors that go above and beyond what are required of an employee, or are part of a formal job description, positively affect the efficiency of the organization. Concerning the five dimensions of OCB, the two strongest predictors of organizational success are OCB altruism and OCB conscientiousness. This shows how crucial the presence of dedicated and supportive teachers is to the attainment of goals set by the institutions.

The research proposed that there are limitations to OCB civic virtue, courtesy, and sportsmanship. These dimensions have shown a relatively low correlation with organizational success. Teacher participation in governance and the collaboration within a teaching unit loses a number of engaged teachers and may need further development. The overall result of the study is that by enhancing the OCB of teachers, the success of the organization may be attained and the overall educational system will be influenced positively.

Recommendations

In light of the findings of the study, following are the recommendations:
- **Participatory Decision-making:** School administrators may be encouraged to construct a framework for developing civic virtue and civic integration, so as to enrich the civic development of the participating teachers.
- **Job-related Training:** Workshops and other forms of professional training may be organized to encourage positive relations and collaboration among teachers.

- **School Culture:** An increase in the spirit of altruism and organizational citizenship can be achieved by the school administration creating an environment of cooperation, collaboration, and shared responsibilities among teachers.
- **Organizational Citizenship Behavior (OCB):** It is suggested that educational administrators recognize and reward teachers whose OCB behavior (helping other teachers and voluntarily doing work for the progress of the school) is exemplary.
- **Organizational Climate:** School administrators should try to reduce workplace conflicts and stress to increase the level of sportsmanship and goodwill of staff members.

Future Research Directions

Future studies may expand this research by adding schools in other regions of Pakistan to increase generalizability. Researchers may also look into teachers' OCB in private schools or higher education institutions to see how organizational dynamics differ across the various levels of education. Alongside examining how teachers' OCB evolves over time and its role in the enduring outcomes for the organization, longitudinal studies will most certainly have an impact in the future organizational realm. For example, upcoming studies may consider other factors such as leadership style, teacher motivation, and organizational culture as potential mediating or moderating factors in the OCB and organizational success nexus.

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