

Teachers' citizenship behaviour as determinant of students' academic performance in North-Central, Nigeria

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ABSTRACT

This study examined teachers' citizenship behaviour as determinant of students' academic performance in North-central, Nigeria. The study adopted a descriptive research design of correlation type with a population of 2114 Principals, and 5728 Vice Principals in North-central, Nigeria. The target population comprised 977 principals and 2454 vice principals in the sampled States. Random sampling technique was used to select three (Kwara, Kogi & Nassarawa) out of the entire six states in the geopolitical zone. Proportional sample technique was used to select 598 participants as respondents of the study. Relevant data were collected for the study through the questionnaire tagged "Teachers' Citizenship Behaviour Questionnaire (TCBQ)". The findings of the study revealed that teachers' citizenship behaviour influences students' academic performance in North-central, Nigeria. Based on the findings of the study, it was recommended among others that the school administrators should expose their staff to the importance of TCB towards enhancing students' academic performance. Also, government should organize trainings, workshops, seminars and conferences for the supervisors, principals and teachers of schools on TCB to serve as a motivational strategy for effective service delivery.

KEYWORDS

Citizenship behaviour, teacher, students, academic performance

RÉSUMÉ

Cette étude a examiné le comportement citoyen des enseignants en tant que déterminant de la performance académique des étudiants dans le centre-nord du Nigeria. L'étude a adopté un modèle de recherche descriptif de type corrélation avec une population de 2114 directeurs et

5728 vice-directeurs dans le centre-nord du Nigeria. La population cible comprenait 977 directeurs d'école et 2 454 directeurs adjoints dans les États échantillonnés. La technique d'échantillonnage aléatoire a été utilisée pour sélectionner trois (Kwara, Kogi et Nassarawa) des six États de la zone géopolitique. La technique de l'échantillon proportionnel a été utilisée pour sélectionner 598 participants comme répondants de l'étude. Les données pertinentes ont été collectées pour l'étude par le biais du questionnaire intitulé "Teachers' Citizenship Behaviour Questionnaire (TCBQ)". Les résultats de l'étude ont révélé que le comportement citoyen des enseignants influence les performances académiques des élèves dans le centre-nord du Nigeria. Sur la base des résultats de l'étude, il a été recommandé, entre autres, que les administrateurs des écoles sensibilisent leur personnel à l'importance de la RCT pour améliorer les résultats scolaires des élèves. Le gouvernement devrait également organiser des formations, des ateliers, des séminaires et des conférences pour les superviseurs, les directeurs et les enseignants des écoles sur le TCB afin de servir de stratégie de motivation pour une prestation de services efficace.

MOTS-CLÉS

Comportement citoyen, enseignant, élèves, performances scolaires

INTRODUCTION

The significance of education to human being cannot be overemphasized as it remains a vital instrument for sustainable development of any nation. Education is being given special attention because it transmits the social, cultural, political and economic fabric of the society (Burns & Carpenter, 2018; Campbell Pickford & Joy, 2016; Qadach, Schechter & Da'as, 2020). Irrespective of the natural endowment a nation is endowed with without the requisite educational capacity, the skills necessary to harness them would be lacking and therefore, the structure or system of such a society is bound to have defects because education is the determinant of technological, political and socio-economic growth and development of the nation and globe at large (Dipaola, Tarter, & Hoy, 2017; Fasasi, 2011; Hoy & Miskel, 2015).

Teacher's behaviour is accompanied with feeling of hope, generosity, respect, and joy becomes effective in adapting and improving the conduct of aberrant students who have had previous bad records (Borgas, 2020; Wallace, 2014). Conversely, teacher's negative conduct such as: referring the rude and undisciplined students to school principal, sending them out of class and overlooking students' serious difficulties had an undesired effect on the students' performance and could be a source of their failure (Anfajaya & Rahayu, 2020; Teeples, 2020). Arguably, when specific aspects of student-teacher relationship and interaction are respected, teachers have an adjustable conduct and avoid rigid and inflexible methods which make the students accept them as a friend and companion. Additionally, interactive communication of values between teacher and students indicates teacher demonstrating citizenship behaviour (Crowley, 2013). This relates to behaviour such as punctuality, helping other teachers, volunteering for things that are not required, making innovative suggestions to improve the institution, not complaining about trivial matters, responding promptly to correspondence and not wasting time. This kind of behaviour supports task performance and improves a social and psychological work environment that will eventually aid students' performance (Donglong et al., 2020; Oplatka, 2019).

However, recent researches have shown that there are modern ways through which secondary education can achieve effectiveness and improve students' academic achievement (Alizadeh et al., 2012; Dipaola et al., 2017; Gnanarajan, Kengatharan, & Velnampy, 2020; Podsakoff & Mackenzie, 1994). Therefore, the construct that has been identified is teachers'

behaviour. It is against this background that the current study intends to examine teachers' citizenship behaviour as determinant of students' academic performance in North-central, Nigeria.

LITERATURE REVIEW

Researchers (e.g. Alizadeh et al., 2012; Borman, 2014; Burns & Carpenter, 2018; Khalid & Ali, 2005; Podsakoff & Mackenzie, 1994) have observed that OCB can be conceptualized into five dimensions (altruism, civic virtue, conscientiousness, courtesy, and sportsmanship). Five dimensions of organizational citizenship behaviour were developed by Organ (1997) in his initial thoughts on organizational citizenship behaviour when a coworker exhibited altruism by assisting him with the operation of an unfamiliar piece of machinery equipment. This single act of altruism inspired Organ to explore the concept of organizational citizenship later in his academic career and, consequently, Organ's efforts have served to encourage further research on the subject throughout the world, and in other disciplines, such as education. Interestingly enough, political participation is very much a part of organizational dynamics. Volunteering to serve on a school improvement team, attending parent-teacher association meetings, and contributing to the dialogue of departmental meetings are some of the many ways that teachers may exhibit civic virtue (Djaelani, Sanusi, & Trianmanto, 2020).

There is little consensus among scholars in terms of the dimensions of organizational citizenship behaviour. Earlier research by Smith, Organ and Near (1983) proposed only two dimensions of organizational citizenship behavior (e.g. altruism and compliance). Another effort by Williams and Anderson (1991) recognized helping individuals and helping the organization as the two primary dimensions of organizational citizenship. Tschannen-Moran, Parish and Dipaola (2006) opined that organizational citizenship behaviour when applied to schools is a one-dimensional construct. Tschannen-Moran et al. (2006) argued that the definition and measurement of behavioural dimensions are critical to understanding organizational citizenship behaviour in schools. Multiple dimensions of organizational citizenship behaviour have the potential to confuse our understanding of the subject when applied to schools. While Williams and Anderson (1991) noted that organizational citizenship has two dimensions: individual benefit and organization benefit, even though Tschannen-Moran et al. (2006) do not separate the constructs. Both scholars contend that organizational citizenship behavior is a one-dimensional construct when applied to elementary and secondary education. That is to say, a benefit to the individual is a benefit to the organization and vice-versa.

Bawuah (2016) suggests five specific categories of discretionary behaviour and explains how each helps to improve efficiency in the school organization towards improving secondary school students' performance. Benevolence is voluntary behaviour that includes helping new colleagues and liberally giving time to others concerning school task or a problem. It refers to taking time out of one's own schedule to give assistance to someone who needs it. According to Dipaola and Hoy (2005), altruism is typically directed toward other individuals, but contributes to group efficiency by enhancing individuals' performance. In school, altruism among teachers may come in the form of helping a fellow teacher run a software application, form a lesson notes to aid his colleagues' performance, encouraging students to ensure studying for a test, or completing a homework assignment. Patriotism is a genuine dedication to an organization, as well as respect for the rules of the organization beyond the organization's requirements. A conscientious person voluntarily takes on extra responsibilities, is punctual, places importance on detail and quality of tasks, and generally goes beyond the normal call of duty. It was argued by Yilmaz and Tasdan (2019) that conscientiousness was a construct that is

common in educational institutions and, especially, schools. Some examples Yilmaz and Tasdan (2019) gave were that some teachers teach their students on week days after work and at weekends without being paid; some teachers voluntarily help with administrative affairs at schools although such a task is not a part of their job specification. Conscientious students are expected to attend class and group studies regularly and punctually, work on assignments as soon as they are given, and be willing to take on additional class work to enhance class learning as well as efficiency of both an individual and the group (Qadachi et al., 2020).

Sportsmanship involves the willingness to tolerate the inevitable inconveniences and impositions of work without complaining and this is a common issue among students. A student may be booed when he/she tries to provide an answer to a question but land on a wrong node (Bawuah, 2016). Yilmaz and Tasdan (2019) found a positive relationship between sportsmanship and students' academic achievement. Also, research shows that members with good sportsmanship maintained a positive mindset and abstains from exhibiting bad feelings when their suggestions are rejected or when they are made to endure minor inconveniences imposed by others. A student who engages in high levels of sportsmanship might refrain from complaining about fellow students who do not fully contribute to team projects (Donglong et al., 2020).

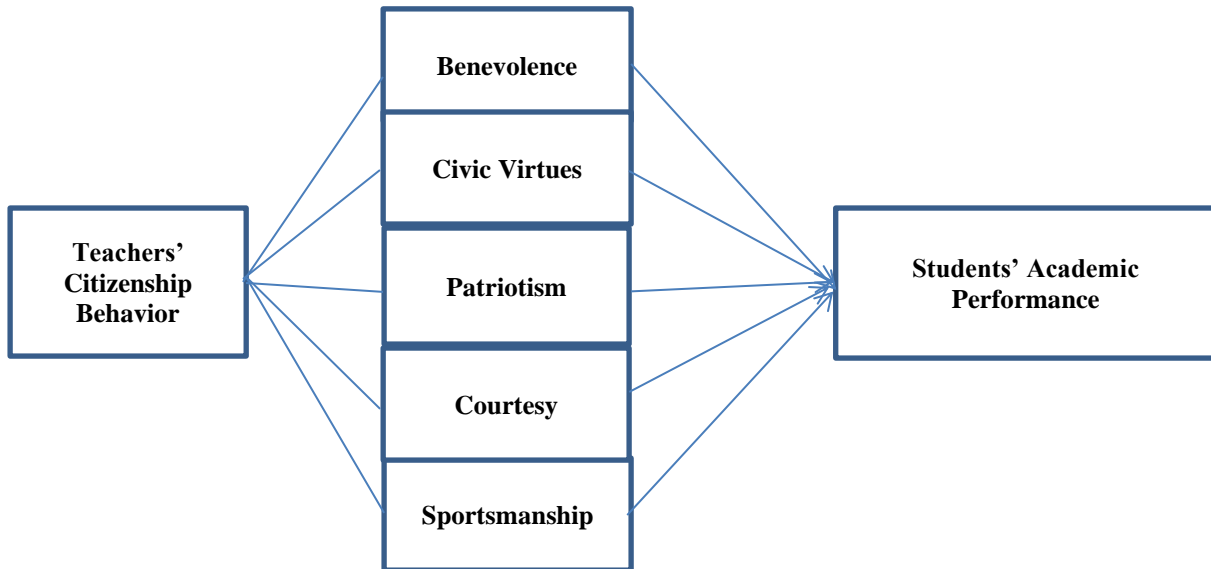
Courtesy encompasses engaging in actions that help to prevent work-related problems with others from occurring (Podsakoff & MacKenzie, 1994), performing thoughtful or considerate gestures toward others before taking action that would affect their work (Organ, 1997). Courteous acts include prior notices, reminders, and communicating appropriate information to members so that they would not be caught by surprise for any school events. The teacher may display courtesy by notifying fellow students when they will not be able to attend a particular lesson, study session, or team meeting, or by informing team members before making drastic changes to portions of a team assignment for which they are responsible. Courtesy helps to prevent problems and facilitates constructive use of time (Bawuah, 2016; Borgas, 2020; Teeple, 2020).

Civic virtue means having a thorough knowledge of things happening in the school organization with, for example, certain interest in new developments, work methods and school policies and self-improvement efforts (Podsakoff, MacKenzie, & Hui, 2014). This passionate commitment to the school organization, according to Bawuah (2016), includes attending meetings or taking functions that are optional or voluntary in nature, seeking ways to improve the way the school operates, or monitoring the school's environment for opportunities or threats. In schools, teachers exert extra effort and are willing to try innovative approaches; administrators are able to devote more resources and energy to teaching-related issues rather than routine management and monitoring; teachers, administrators and students are more likely to engage in cooperative activities like helping colleagues and promoting behaviour that is good for the collective development and socialization of the school. In addition to these general positive outcomes of teachers' citizenship behaviours, Bandura (1997) found that behaviour can also have more direct influence on student's learning. Thus, teachers' citizenship behaviour should promote more responsibility, persistence, and resilience in teaching; all of which should lead to higher student's performance.

Dipaola and Hoy (2005) found a support for their hypothesis relating organizational citizenship of faculty to students' achievement. A significant and positive correlation was found between teachers' citizenship behaviour of the school and the student's achievement of the schools for both reading and mathematics. This indicates that the greater the amount of teachers' citizenship behaviour in a school, the higher the level of student's achievement. Yilmaz and Tasdan (2019) assessed whether there were significant differences between teachers' perceptions of teachers' citizenship behaviour according to gender, seniority and field of study. They found no significant differences between primary school teachers'

organizational citizenship perceptions in terms of gender. In view of the foregoing, therefore, the current study proposes five dimensions of teachers’ citizenship behavior (benevolence, civic virtues, patriotism, courtesy and sportsmanship) as predictors of students’ academic performance in North Central, Nigeria. The conceptual framework of the study is given below:

FIGURE 1



Conceptual framework of the study is given below

METHODOLOGY

The population of this study consists of 2114 principals and 5728 vice principals in the entire secondary schools in the North-central Nigeria. The target population comprised 977 principals and 2,454 vice principals in the sampled States. Random sampling technique was used to select three (Kwara, Kogi, & Nassarawa) out of the entire six states in the geopolitical zone. Proportional sample technique was used to select 598 teachers as participants of the study. An instrument tagged “Teachers’ Citizenship Behaviour Questionnaire (TCBQ)” was adapted from the study conducted by Yilmaz and Tasdan (2019) to collect relevant data from the respondents.

The adapted instrument was given four s lecturers in the Department of Educational Management, Faculty of Education, University of Ilorin, Ilorin and three experts in the field of test, measurement and evaluation for the purpose of face, content and construct validity. Also, the reliability of the instrument was ascertained through a pilot study conducted that yielded a reliability coefficient of 0.89. Additionally, Students’ Academic Performance Profoma (SAPP) was used to collect students’ results in the West African Examination Council (WAEC). The data gathered for the study were analyzed using Statistical Package for Social Sciences (SPSS).

RESULTS

Ho₁: There is no significant relationship between the level of teachers’ act of benevolence and students’ academic performance in public senior secondary schools in North-central, Nigeria.

Result in Table 1 showed that the calculated r- value of .054 and the p-value (0.294) were found greater than the significance level at (0.05). Thus, the hypothesis was sustained.

This result therefore suggests that there is no significant relationship between teachers' act of benevolence and students' academic performance in public senior secondary schools in North-central, Nigeria.

TABLE 1

Relationship between the act of benevolence and students' academic performance

Variable	N	Mean	SD	Df	Cal.r-value	p-value	Decision
Teacher's act of Benevolence	598	12.49	3.33	379	-.054	.294	H₀₁: Accepted
Academic Performance	598	50.82	14.79				

H₀₂: There is no significant relationship between the level of teachers' civic virtues and students' academic performance in public senior secondary schools in North-central, Nigeria.

TABLE 2

Relationship between civic virtues and students' academic performance

Variable	N	Mean	SD	Df	Cal.r-value	p-value	Decision
Civic Virtues	598	16.46	2.65	379	.096	.062	H₀₂: accepted
Academic Performance	598	50.82	14.79				

As shown in Table 2, the calculated r- value of .096 and the p-value (0.062) were found greater than the significance level at (0.05). Thus, the stated null hypothesis was upheld. This result therefore suggests that there is no significant relationship between the level of teachers' civic virtues and students' academic performance in public senior secondary schools in North-central, Nigeria.

H₀₃: There is no significant relationship between the level of teachers' patriotism and students' academic performance in public senior secondary schools in North-central, Nigeria.

TABLE 3

Relationship between patriotism and students' academic performance

Variable	N	Mean	SD	Df	Cal.r-value	p-value	Decision
Teachers' Patriotism	598	16.78	2.61	379	.153	.003	H₀₃: rejected
Academic Performance	598	50.82	14.79				

Table 3 showed the calculated r- value of .153 and the p-value (0.003) were found less than the significance level at (0.05). Thus, the stated null hypothesis was rejected. This result therefore suggests that there is a significant relationship between the level of teachers' patriotism and students' academic performance in public senior secondary schools in North-central, Nigeria.

H₀₄: There is no significant relationship between the level of teachers' courtesy and students' academic performance in public senior secondary schools in North-central, Nigeria.

TABLE 4
Relationship between courtesy and students' academic performance

Variable	N	Mean	SD	Df	Cal.r-value	p-value	Decision
Teachers' Courtesy	598	16.13	2.86	379	.152	.003	H₀₄: rejected
Academic Performance	598	50.82	14.79				

Result in Table 4 indicated that the calculated r- value of .152 and the p-value (0.003) were found less than the significance level at (0.05). Thus, the stated null hypothesis was rejected. This result therefore suggests that there is a significant relationship between the level of teachers' courtesy and students' academic performance in public senior secondary schools in North-central, Nigeria.

H₀₅: There is no significant relationship between the level of teachers' sportsmanship and students' academic performance in public senior secondary schools in North-central, Nigeria.

TABLE 5
Relationship between sportsmanship and students' academic performance

Variable	N	Mean	SD	Df	Cal.r-value	p-value	Decision
Teachers' Sportsmanship	598	16.93	3.06	379	.153	.003	H₀₅: rejected
Academic Performance	598	50.82	14.79				

Result in Table 5 showed the calculated r- value of .153 and the p-value (0.003) were found less than the significance level at (0.05). Thus, the stated null hypothesis was rejected. This result therefore suggests that there is a significant relationship between the level of teachers' sportsmanship and students' academic performance in public senior secondary schools in North-central, Nigeria.

DISCUSSION

The findings revealed that there is no significant relationship between teachers' act of benevolence and students' academic performance in public senior secondary schools in North-central, Nigeria ($r = -0.054$, $p > 0.05$). The finding is consistent with the study of Khalid et al. (2010) who found negative relationship between benevolence and students' success. The current finding is in tandem with the study of Dipaola and Hoy (2005) who found weak relationship between act of benevolence and students' engagement.

Secondly, there is no significant relationship between teachers' civic virtues and students' academic performance in public senior secondary schools in North-central, Nigeria ($r = 0.096$, $p > 0.05$). Thus, the hypothesis is upheld. Even though, civic virtue is not significantly related to students' academic performance, logically, contribution of an individual in a school organization is unlikely to be significantly related to school effectiveness and improve on

students' academic performance if certain civic responsibilities are not performed by the teachers to ginger students. The foregoing finding is in consonance with the work of Borman (2014) who found that active participation in a school improvement team, attending parent-teacher association meetings without prior notice, and making an acute and genuine contribution to the dialogue of department meetings are some of the numerous ways that teachers may display but that does not translate to success of students in classroom setting. Podsakoff in his research found that civic virtue means having a thorough knowledge of things happening in the school organization with sincere mind to contribute to the progress and development of such an organization. For instance, low interest in new developments, work methods and school policies as well as self-improvement efforts may weaken success. Bawuah (2016) found that attending meetings or functions that are optional or voluntary in nature, seeking ways to improve the way the school operates, or monitoring the school's environment for opportunities or threats dampens both teachers and students' morale when they are often involved. A student may show civic virtue by supporting school-related functions or participating in and/or helping to organize extracurricular activities but such student may end up performing below expectation during examination.

Thirdly, there is a significant relationship between teachers' patriotism and students' academic performance in public senior secondary schools in North-central, Nigeria ($r = 0.153$, $p < 0.05$). This means the hypothesis was rejected. It indicated that there is a correlation between patriotism and students' academic performance in North-central, Nigeria. This finding is in line with the work of Podsakoff, MacKenzie and Paine (2000) who concluded that personality characteristics, patriotism, in particular, has been found to have a strong relationship with the general compliance component of TCB. Similarly, Organ and Ryan (1995) established that personality dimensions are predictors of students' academic performance when compared to attitudinal predictors. Task characteristics such as feedback and inherent satisfaction are found to be significantly related to benevolence, courtesy, patriotism, sportsmanship, and civic virtue. Thus, positive relationship was found between both task feedback and inherent satisfaction and teachers' citizenship behaviour. In the same vein, Burns and Carpenter (2018) concluded that patriotism, contributes to the group and individual's effectiveness. They explained further those teachers display the act citizenship behaviour through participating in school activities, mentoring teachers, serving on committees, sponsoring clubs, providing others with advance notice, passing on accurate information and many other numerous examples of behavior that outstrip the contractual obligations set forth by schools. This behavior considerably increases in a functioning school when healthy organizations display a strong sense of culture and positive climate. The act of being patriot to the school organization can only make all the above explanation realistic. Therefore, patriotism is a strong predictor of students' academic performance.

Fourthly, there is a significant relationship between the level of teachers' courtesy and students' academic performance in public senior secondary schools in North-central, Nigeria ($r = 0.152$, $p < 0.05$). Thus, the stated null hypothesis was rejected. Which means that courtesy is significantly related to students' academic performance in north-central, Nigeria. This finding agrees with Dipaola and Hoy (2005) who discovered that among the five OCB dimensions correlated with students' academic achievement, only teachers' benevolence and courtesy were significant predictors of students' academic achievement. Burn and Carpenter (2018) argued that courtesy helps to prevent aggressive or destructive behaviour and maximizes the use of time by all involved in the organization. Courtesy encompasses engaging in actions that help to prevent work-related problems with others from occurring (Podsakoff & MacKenzie, 1994). Courteous acts include: prior notices, reminders, and communicating appropriate information to members so that they would not be caught by surprise for any school events. Courtesy helps to prevent problems and facilitates constructive use of time (Bawuah, 2016). In actual sense,

engaging in an act that could prevent work related problem in the school organization will bring about cooperation and as a result, there will be progress and development in such school. When this happens, students benefit a lot and this is reflected in their performance.

Lastly, there is a significant relationship between teachers' sportsmanship and students' academic performance in public senior secondary schools in North-central, Nigeria ($r = 0.153$, $p < 0.05$). Thus, the stated null hypothesis was rejected. This finding corroborates with the study conducted by Yilmaz and Tasdan (2019) who established that positive thinking improves students' academic achievement. Bawuah (2016) described sportsmanship as an act of not complaining in case of problems. Sportsmanship involves the readiness to tolerate the inconveniences and impositions related to work without complaining. In the same vein, a teacher with high degree of sportsmanship will not complain when his associate is not active enough in a group work assigned to them. The benefit of this is that, the subordinates will learn the act of sportsmanship from a teacher that displayed it and hence, equip them to be more active when group assignment is allocated to them with another group.

CONCLUSION AND RECOMMENDATIONS

It can be said that teachers' citizenship behaviour is an instrument through which the effectiveness can be achieved in secondary schools, which will in turn bring about excellent performance among senior secondary school students in North-central Nigeria. Based on the findings of the study, the following recommendations were made:

1. There is a need for teachers to be enthusiastically committed to work, be friendly and accommodating to the students, other colleagues at school and the parents/guidance of students and be resourceful.
2. Teachers should display a high level of teachers' citizenship behaviour by being dynamic in line with the trends in educational system.
3. The management of the school should create encouraging environment for the teachers and the students through timely motivational activities conducted by school administrators.
4. There is a need for the government at Federal, State and Local Government levels to organize trainings, workshops, seminars, and conferences for the supervisors, principals and teachers of public secondary schools on the importance of teachers' citizenship behaviour.
5. Emphasis should be laid on developing and nurturing positive culture of professionalism through progressive and instructional leadership demonstrated by school leaders.

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