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Mapping Collaborative Social Networks, Organizational Citizenship Behavior, and School Leadership Support: A Descriptive Analysis of Secondary School Teachers' Perceptions

Ambreen Sikandar¹ Ghulam Muhammad Malik² Abdul Majeed Khan³

¹ MPhil Scholar, Institute of Education, University of Sargodha, Sargodha, Punjab, Pakistan.

² Institute of Education, University of Sargodha, Sargodha, Punjab, Pakistan.

³ Institute of Education, University of Sargodha, Sargodha, Punjab, Pakistan.

Correspondence Author: ambreengchs@gmail.com

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ABSTRACT

In the field of education, collaborative working and supportive school leadership have been identified as key elements in effective teaching and enhanced organizational performance (Coleman, 1988; Organ, 1994). This study focused on teachers' perceptions of their organizational citizenship behavior (OCB) and school leadership support (SLS) in public and private schools in District Sargodha, in light of Collaborative Social Networks (CSNs) among secondary school teachers in District Sargodha, Punjab, Pakistan. A quantitative descriptive research design was used for this study, and 460 participants were selected through a stratified random sampling technique. A structured questionnaire comprising three measures of Collaborative Social Networks, Organizational Citizenship Behavior, and School Leadership Support was used for data collection. Results showed that teachers had positive perceptions of their schools' use of both Organizational Citizenship Behavior (OCB) and School Leadership Support (SLS), with high scores. Collaborative Social Networks, on the other hand, were perceived at a moderate level, indicating that while collaborative practices in knowledge sharing, teamwork, and professional interaction were seen, there is still a great deal that could be done to further strengthen the structured collaboration and increase participation in professional networks. Overall, the study highlights the importance of fostering collaborative school cultures and supportive leadership environments to enhance teachers' professional engagement and organizational effectiveness.



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Introduction

The world has experienced a significant shift in education in the wake of fast development in technology, globalization, educational reform, and the expectations of teachers' professional duties. Nowadays, the role of the teacher is not restricted to knowledge transfer but also encompasses a facilitator of learning, a partner, a collaborator, a mentor and an active member of the institution. Greater focus has therefore been placed on organizational behaviors that go beyond the formal role of the teacher and that are related to school effectiveness generally.

Teachers' Organizational Citizenship Behavior (OCB) are discretionary and voluntary behaviors that teachers engage in are not formally rewarded but does contribute to the functioning of the organization. These behaviors involve the individual willingly helping colleagues, giving advice to new teachers, involvement in extracurricular activities, supporting school programs, safeguarding resources of the organization, and positively contributing to the development of the organization. These behaviors are voluntary and promote positive school culture, deepen relationships and enhance learning outcomes. Organizational Citizenship Behavior has increased in recognition as a way of showing that effective schools rely not only on the skills of the teacher but also on the effort that goes beyond the scope of the contract.

Collaboration helps teachers feel less isolated and allows for reflective discussion, peer mentoring and group learning. (Kelchtermans, 2006) Collaborative interactions help teachers to have access to multiple viewpoints, enhance their teaching methods and foster positive working relationships with their colleagues based on trust and support. In such collaborative settings, teachers are willing to engage in activities that will benefit their peers and the whole school. It has therefore been assumed

that collaborative professional relationships are a key organizational asset to building positive school culture and to maintaining ongoing school improvement.

Collaborative social networks alone, however, might not be enough to foster meaningful and long-lasting organizational citizenship behavior, even in light of the known benefits of teacher collaboration. Teachers' willingness to participate in voluntary organizational work is greatly affected by the organizational setting in which collaboration is taking place. School Leadership Support is one of the key variables that have been identified as being largely instrumental to successful collaboration and organizational commitment among the various organizational factors. School leaders provide support for professional collaboration, including provision of resources, recognition of teacher contributions, support for professional learning, and fostering positive organizational cultures (Carpenter, 2015).

School Leadership Support includes the provision of instructional support, emotional support, teaching resources, professional development, participative decision-making, and recognition of teachers' voluntary contributions. Trust, shared vision, and collaborative problem-solving are promoted by leadership behaviors that can make the environment in which teachers work feel valued and motivate them to work beyond their role requirements. In contrast, schools with low levels of leadership support tend to have poorer levels of collaboration, less commitment to the school, and lower levels of voluntary organizational behaviors in the school when they have opportunities for collaboration.

In Pakistan, especially in Punjab, educational reform has become more and more focused on instructional leadership, teacher development, and joint working. The government has made efforts to improve

educational quality by training school chiefs, improving school management and increasing professional development opportunities. However, in many secondary schools, challenges such as limited opportunities for collaboration, weak professional support, limited availability of resources, and traditional administrative systems that do not allow for meaningful collaboration are still present. (Somech & Oplatka, 2014) The role of collaborative social networks and school leadership in jointly contributing to teachers' organizational citizenship behavior is significant due to these contextual challenges.

Literature Review

Collaborative Social Networks in Education

The implementation of Collaborative Social Networks (CSNs) has gained increasing significance in the context of present-day education systems, as schools aim to raise instructional quality, school effectiveness and teacher professional development (Palacios-Marqués et al., 2021). The contemporary educational context demands that teachers have more than just their own classroom and immerse themselves in a community of professionals that involves sharing of knowledge, experiences and teaching-learning materials. (Brown & Poortman, 2018) Collaborative networks provide teachers with opportunities to share ideas, jointly address instructional issues and continually build their professional competencies. Such joint relations are not only important for teachers' life development but also for the development of institutions and education.

Collaborative Social Networks are organized and informal connections between professionals where teachers cross paths to share and learn from one another, and where they work together to solve educational issues (Moolenaar, 2012). The networks can be found in the school by means of

professional learning communities, departmental meetings, mentoring, or collaborative planning, or outside of the school through digital networks, professional networks, or online educational communities. (Trust et al., 2016) These professional interactions will help facilitate ongoing learning through teachers gaining access to a variety of teaching experiences and new teaching practices that are being developed by their peers (Glazer & Hannafin, 2006).

(Garcia-Martinez et al., 2022) As educational technology has increasingly become part of the school environment, the opportunities for collaboration have increased. Digital communication platforms allow teachers to engage in professional conversations beyond geographical limits, broaden access to instructional resources, new pedagogy and professional support. Online collaborative environments enable continuous professional learning to take place; teachers can create virtual communities to share lesson ideas, discuss issues, and work together to create solutions. (Chai & Kong, 2017) These technological advances have helped to shape collaborative learning into a vital component in teacher professional development in the 21st century (Güven & Gulbahar, 2020).

Teachers' Organizational Citizenship Behavior

(Somech & Oplatka, 2014) Teachers' Organizational Citizenship Behavior (OCB) is one of the most influential organizational constructs adopted in research on educational leadership and management (Hermanto et al., 2024). Organizational Citizenship Behavior (OCB) is one type of voluntary behavior by employees that is not formally sanctioned by the organization but can make a significant contribution to an organization's effectiveness (Emami et al., 2012). In educational contexts, it involves helping colleagues, mentoring new teachers,

actively engaging in school development efforts, volunteering for extra-curricular activities, and making contributions to the improvement of the school outside of the scope of one's job (Somech & Oplatka, 2014).

These days, educational establishments are aware of the fact that the success of the school relies not just on the formal job of the teacher but on his or her eagerness to give back to the organization in a selfless way (Johnson, 2020). Teachers who exhibit positive organizational citizenship behaviors foster cooperative cultures within schools by supporting group work, collegial cooperation, and mutual accountability (Somech & Oplatka, 2014). This creates better communication between employees, less conflict in the workplace and better relationships between employees, leading to better quality education (Ertürk, 2022).

Organ developed five overall components of Organizational Citizenship Behavior that are still well-recognized in organizational research: Altruism, Conscientiousness, Sportsmanship, Courtesy, and Civic Virtue (Nafei, 2015). Altruism is characterized as assistance that is willingly given to other colleagues who are having professional troubles (Dovidio & Penner, 2001). Conscientiousness is the extent to which employees go above and beyond the call of duty to ensure that the minimum standards of the organization are met, including being responsible, punctual and committed to high professional standards. Sportsmanship is about being able to maintain positive attitudes when things are difficult in the organization, and to keep unnecessary complaints at a minimum. (Chakraborty et al., 2025) In courtesy, the focus is on respectful communication and conflict prevention among members of an organization (Costello et al., 2011). Civic virtue is active engagement in the governance, decision-making and development of organizations. These dimensions work together to support the functioning of the organization, and to

contribute to sustainable school improvement (Oakes et al., 2000).

(Bogler & Berkovich, 2022) The research evidence is consistent that school organizational commitment, teacher collaboration, quality of instruction and school climate are linked to high levels of teachers' organizational citizenship behavior. Teachers who create cooperation and are willing to assist each other in the institution and actively engage in the development of the institution create an atmosphere for collaboration, continuous learning and professional cooperation. Thus, the concept of Organizational Citizenship Behavior is a crucial determinant of organizational effectiveness among educational institutions (Guangul, 2024).

Organizational Citizenship Behavior

The literature reviewed in the thesis reveals that there are several other complementary theories that explain the emergence of Teachers' Organizational Citizenship Behavior in educational organizations.

(Finkelstein, 2011) OCB theory argues that organizational citizenship behaviors are often undertaken by employees who go beyond their formal job requirements and are motivated by an intrinsic desire to engage in the organization's activities and contribute to its success. (Finkelstein, 2011) In schools, teachers voluntarily provide mentoring to fellow teachers, arrange school events, take part in committees, and offer extra support to teaching without expecting official recognition. These behaviors are discretionary and, when put together, enhance institutional effectiveness and reinforce organizational culture (Harvey et al., 2018).

(Rahman & Karim, 2022) Social Exchange Theory is an organizational citizenship behavior theory that is based on the reciprocity between the employee and the organization. In this view, teachers whose sense of organizational fairness, support,

trust, and appreciation inspire them to do a duty to return in kind by engaging in positive discretionary behaviors that benefit their school. Organizational contexts that support the teacher thus allow the teacher to go beyond the minimum requirements in professional work by making a voluntary contribution to the improvement of the organization.

(Forbes & McCartney, 2010) Social Capital Theory emphasizes the role that relationships, trust, co-operation and shared norms play in supporting collective organizational action. Interprofessional working relationships offer teachers many resources that can support knowledge sharing, support and further professional development. High social capital, in turn, boosts the collaborative culture that fosters organizational citizenship behavior across educational institutions. Finally, high social capital fosters high organizational citizenship behavior in the educational institutions' culture (Mahmud, 2025).

Organizational Support Theory suggests that workers form opinions about the importance that organizations place on their work and that they expect organizations to be concerned with their health (Kurtessis et al., 2017). The teachers who think that their organization is strong are more committed to and motivated by their organization, and more willing to engage in voluntary organizational activities. Likewise, (Mudd-Fegett & Mudd, 2024) Transformational Leadership Theory describes how inspirational leadership encourages staff to go beyond what is specified in their job descriptions by using trust, development and motivation to grasp shared organizational objectives (Pawar, 2016).

School Leadership Support

Another key organizational construct that influences professional behaviors of teachers and the effectiveness of educational institutions is School Leadership Support

(Goddard et al., 2015). Educational leaders are key in establishing collaborative school cultures, fostering professional development, distributing instructional resources and establishing organizational climates of trust and cooperation. (Mitchell, 2019) Effective leadership inspires teachers to be engaged in school improvement efforts and to create learning and organizational citizenship climates.

(Li et al., 2023) School Leadership Support is made up of multiple interlinked dimensions including instructional support, provision of resources, teacher professional development, emotional support, teacher recognition for work, and participative decision-making. Instructional leaders offer positive feedback, support curriculum planning and practice of reflective teaching. Resource support equips teachers with sufficient teaching materials, technological aids and equipment to carry out their work in an appropriate manner. (Darling-Hammond et al., 2017) Supportive leadership plays a significant role in shaping an organization's culture, with the ability to foster a shared vision, clear communication, collaborative problem solving and respect among the school's stakeholders (Subrahmanyam, 2025). Organizational commitment is elevated, and resistance to change in education is lowered through the recognition of teachers' voluntary contributions by leaders. Schools with supportive leadership tend to have a greater degree of teamwork, higher quality teaching, and higher levels of teacher engagement in school development work (Barrera-Pedemonte, 2016).

Research Gap

Although existing literature widely acknowledges the individual value of teacher collaboration and leadership support in encouraging Teachers' Organizational Citizenship Behavior (OCB), a significant research gap remains regarding their prevalence in secondary schools. Most

studies have investigated these variables independently, leaving a lack of empirical research exploring levels and perceptions regarding collaborative social networks, OCB, and school leadership support. In addition, empirical evidence and integrated theoretical models that combine Social Capital Theory, Social Network Theory, Social Exchange Theory and Transformational Leadership Theory are lacking and have not been contextualized within developing nations. In the secondary education sector of Punjab, Pakistan, secondary school teachers often work in isolated settings partly because of traditional administrative practices in schools, resource shortages and the absence of formal collaborative forums. This research directly fills the gaps in the literature by investigating the occurrence of Collaborative Social Networks, School Leadership Support, and Teachers' OCB among secondary school Teachers. It is also noted in the literature that the empirical evidence in developing countries is still limited. The majority of the knowledge from collaborative social networks and organizational citizenship behavior is from developed nations where the organizational structures, leadership and professional development are very different from those in developing nations. So, the applicability of these findings in educational institutes of Pakistan is yet to be determined.

Delimitations of the Study

Delimitations of this study are used to specify the boundaries and to ensure that the scope of the study is not too broad. Geographically speaking, the investigation was limited to the province of Punjab, Pakistan, specifically to secondary schools in seven tehsils of District Sargodha and hence cannot be generalized to other provinces or regions. The study covers only full-time or part-time teachers from secondary schools in recognized public and private schools by population. It does not include elementary, middle, college or university teachers, administrative personnel, principals, vice-principals,

supervisors or policymakers. The conceptual research is limited to the three variables, including Collaborative Social Networks, Teachers' Organizational Citizenship Behavior (OCB), and School Leadership Support. The scope of this enquiry excludes other factors that could potentially affect the teachers' instructional practice, including but not limited to: Teacher self-efficacy, Job satisfaction, Teacher workload, Organizational culture, and technological infrastructure. In terms of method, it is limited using a quantitative, cross-sectional survey design, which uses only self-reported data through structured questionnaires. It therefore does not use qualitative techniques like interviews, focus groups, or classroom observations, or investigate changes or causal relationships over time.

Ethical Considerations

The ethical principles were adhered to during the conduct of this research in order to protect the rights, safety and wellbeing of all involved. Prior to data collection, formal approval and permission were secured by the relevant school administrators. There was no pressure to participate in the survey, and respondents were explicitly given the option to drop out of the study at any time without being penalized. The main aim, scope and academic character of the research were explained to the teachers beforehand to ensure informed consent and fill-in the structured questionnaires. In addition, confidentiality and anonymity were carefully maintained; no personal identifying information was requested, and all data collection tools ensured anonymity of the respondents. All data collected was kept confidential and used only for academic research.

Objectives of the Study

This study aimed to accomplish the following:

1. To assess secondary school teachers' perceived levels of engagement in

Collaborative Social Networks (CSNs) across public and private schools in District Sargodha, Punjab.

2. To evaluate the extent of Teachers' Organizational Citizenship Behavior (OCB) exhibited in secondary schools within District Sargodha, Punjab.
3. To determine the level of School Leadership Support (SLS) perceived by secondary school teachers in District Sargodha, Punjab.

5. Methodology

Research Design

A quantitative research approach in the form of a cross-sectional survey was used in the study in order to investigate the perceptions of secondary school teachers regarding the study variables. A quantitative methodology was deemed suitable as it allows for the systematic assessment of constructs in the organization and the analysis of perceptions through standardized research procedures. The cross-sectional design enabled data to be gathered from the participants at one time, while investigating collaborative social networks, organizational citizenship behavior, and school leadership support in their natural organizational environment.

Population and Sampling

The target population were the secondary school teachers of both public and private schools in District Sargodha, Punjab, Pakistan. Secondary school teachers were targeted because they are at the heart of the system of education: instruction, professional interaction, and implementation of educational changes. The study was conducted in Punjab, as a result of its large secondary education system and the importance of understanding collaborative organizational process in the context of the secondary education system.

The target sample size for this quantitative study was established at 460 secondary and higher secondary school teachers across

District Sargodha, Punjab. The number of samples selected was based on providing adequate statistical power for conducting rigorous descriptive and inferential analyses such as regression and moderation modelling. The study adopted stratified random sampling as a sampling method to select an adequate sample from the public and private secondary school teachers. This is a probability sampling design, in which the school population was first classified into two broad strata, public schools and private schools. Participants were then randomly selected from each stratum of seven tehsils, Sargodha, Shahpur, Sahiwal, Silanwali, Bhalwal, Kot Momin and Bhera, to keep the sample balanced among school types and localities, and to avoid sampling bias.

Research Instrument

This study employed a structured and closed-ended survey questionnaire that used a 5-point Likert-type scale (Strongly Disagree (1) to Strongly Agree (5)). The instrument was specially designed to assess the perceptions of the teachers about the study variables in the context of secondary schools in Punjab. The items in the instrument were developed in collaboration with previously published and validated scales for educational leadership and organizational behavior literature to ensure construct validity and authenticity of the instrument's items to the theoretical models (e.g., Leithwood et al., 2020; Murtin et al., 2018; Ronfeldt et al., 2018). The questionnaire was divided into four main sections. Demographic Information was gathered with respect to the background information of respondents such as gender, age, academic qualification, professional qualification, teaching experience, school type (public vs private), residential area (urban vs rural) and teaching designation (SST vs SSE) in Section A. For Collaborative Social Networks (CSN), 10 items were used in Section B to capture teachers' professional communication, collaborative work, and sharing of resources and knowledge. For the

Teachers' Organizational Citizenship Behavior (OCB) variable, teachers completed 10 items that assessed the extent to which teachers engaged in the following behaviors: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. School Leadership Support (SLS) was measured in Section D by 10 items that measured the instructional support, provision of resources, motivation,

professional development opportunities, and supportive school climate that school leaders provide.

Structure of the Research Instrument

Table 1 below provides details on the breakdown of questionnaire items, variables, variable types, dimensions and measurement scales:

Table 1: *Structure and Composition of the Research Instrument*

Variable	Key Dimensions Measured	No. of Items	Scale Type
Collaborative Social Networks (CSN)	Collaborative communication, teamwork, resource exchange, knowledge sharing, and professional interaction	10	5-Point Likert Scale
Teachers' Organizational Citizenship Behavior (OCB)	Altruism, conscientiousness, sportsmanship, courtesy, civic virtue, and voluntary peer assistance	10	5-Point Likert Scale
School Leadership Support (SLS)	Administrative support, resource provision, motivation, professional development, and collaborative culture	10	5-Point Likert Scale

The research instrument contains 30 items in total, equally spread across the three constructs, as indicated in Table 1 below. Items for each variable are operationalized as 10 items on a standard 5-point Likert scale. The variable (CSN) captures collaborative professional behaviors; the variable (OCB) measures voluntary extra-role behaviors; and the moderating variable (SLS) captures perceived organizational and leadership support.

Validity and Reliability of the Instrument

A number of steps were taken to ensure the validity of the research instrument. The content validity of the questionnaire was verified through a pre-test using academics who specialized in the field of education, and they ensured that the items were clear,

relevant, and consistent with the objectives of the study. Face validity was achieved by ensuring that the language used was understandable for secondary school teachers. The items were developed based on existing and validated measurement scales to establish construct validity. In order to verify the reliability (internal consistency) of the instrument, Cronbach's alpha (α) values were calculated for each construct based on the data collected. All three scales demonstrated high to excellent levels of internal consistency (the reliability coefficient of $\alpha \geq .70$ is considered acceptable; $\alpha \geq .80$ denotes good reliability, and $\alpha \geq .90$ shows excellent reliability). The reliability values of the three subscales of the questionnaire are shown in the table below:

Table 2: Cronbach's Alpha Reliability Analysis of the Study Variables

Variable / Scale	Number of Items	Cronbach's Alpha (α)	Level of Reliability
Collaborative Social Networks (CSN)	10	.920	Excellent
School Leadership Support (SLS)	10	.828	Good
Teachers' Organizational Citizenship Behavior (OCB)	10	.869	Good

Cronbach's alpha values for each scale with 10 items have been reported in Table 2. The reliability of the scale was excellent, with $\alpha=.920$ for Collaborative Social Networks (CSN). The School Leadership Support (SLS) scale and the Teachers' Organizational Citizenship Behavior (OCB) scale both had good internal consistency, with $\alpha=.828$ and $\alpha=.869$, respectively. All coefficients were determined to be well above the .70 limit, thereby showing the statistical reliability of the tool being used and its applicability in measuring the desired constructs amongst the secondary school teachers of Punjab.

Data Collection Process

The data collection process was systematically designed and carried out. Data was collected from secondary school teachers of District Sargodha, Punjab, within a span of 3 to 4 weeks. Prior to the commencement of the data collection process, appropriate permission and administrative approval were obtained from the principal and administrators of public/private secondary schools participating in the study. The participating teachers were apprised about the objectives, scope, and academic purposes of this research through a brief briefing, and their involvement was entirely voluntary and confidential. The questionnaire was structured and validated prior to being made available online via Google Forms. The selected secondary schools were then contacted personally and through their WhatsApp groups and email via direct links from the survey. The digital form was presented with clear instructions at the beginning on how to complete the items on Collaborative Social Networks (CSN),

Teachers' Organizational Citizenship Behavior (OCB) and School Leadership Support (SLS), which all measured the 5-point Likert scale items. Follow-up reminders were sent throughout the collection window to increase the response rate and complete data submission. Ethical procedures were followed to the letter, and no personally identifying information (PII) was gathered to respect the anonymity of the respondents (such as names or particular information about the identity of the school). 460 completed and usable responses were successfully collected across seven tehsils of District Sargodha (Sargodha, Shahpur, Sahiwal, Silanwali, Bhalwal, Kot Momin and Bhera). Once gathered, the raw response data were downloaded, coded, and entered into the Statistical Package for the Social Sciences (SPSS) for subsequent descriptive and inferential data analysis.

Findings and Results

The following are the findings and results of the study:

Demographic Profile

Demographic characteristics of the 460 secondary school teachers who participated in the study are presented. As far as geographical distribution is concerned, Sargodha (160, 34.8%), Shahpur (80, 17.4%), Sahiwal (60, 13.0%) and (40, 8.7%) Silanwali, Bhalwal, Kot Momin and Bhera were selected. Of the total respondents, 256 (55.7%) were from public schools and 204 (44.3%) were from private schools. The sample comprised 240 (52.2%) male and 220 (47.8%) female teachers. In terms of locality, 318 (69.1%) teachers belonged to rural

schools, while 142 (30.9%) were from urban schools. As far as the designation is concerned, 243 (52.8%) were Secondary School Teachers (SSTs) while 217 (47.2%) were Senior Secondary Educators (SSEs).

Item-Wise Analysis of Teachers' Perceptions Regarding Collaborative Social Networks (CSN), Organizational Citizenship Behavior (OCB), and School Leadership Support (SLS)

The following is the item-wise analysis of teachers' perceptions regarding collaborative social networks (CSN), organizational citizenship behavior (OCB), and school leadership support (SLS):

Item-Wise Analysis of Teachers' Perceptions Regarding Collaborative Social Networks (CSN)

The following is the item-wise analysis of teachers' perceptions regarding collaborative social networks (CSN):

Table 3: Item-Wise Analysis of Teachers' Perceptions Regarding Collaborative Social Networks (CSN)

No	Description	SD %	D %	(SD+D) %	U %	A %	SA %	(A+SA) %	Mean	Standard Deviation	Level
Collaborative Social Networks (CSN)											
1	I frequently share teaching ideas with my colleagues.	2	16.3	18.3	31.7	36.5	13.5	50	3.43	.980	Moderate
2	I collaborate with other teachers to solve instructional problems.	1.1	18.5	19.6	33	35	12.4	47.4	3.39	.961	Moderate
3	I actively participate in professional discussions with colleagues.	0.9	18.5	19.4	32.8	33.7	14.1	47.8	3.42	.974	Moderate
4	I exchange teaching resources with peers.	1.1	19.8	20.9	30	35.9	13.3	49.2	3.40	.984	Moderate
5	I receive useful feedback from colleagues on my teaching.	0.9	17.4	18.3	35.9	34.6	11.3	45.9	3.38	.929	Moderate
6	I am involved in teamwork for lesson planning.	0.4	15	15.4	37.2	32.6	14.8	47.4	3.46	.934	Moderate
7	I engage in online professional communities.	1.7	13.9	15.6	43.3	31.7	9.3	41	3.33	.890	Moderate
8	I learn new teaching	0.7	16.1	16.8	35.9	36.3	11.1	47.4	3.41	.909	Moderate

	strategies through interaction with colleagues.										
9	My school encourages collaborative communication among teachers.	0.4	16.3	16.7	38.3	35.3	9.6	44.9	3.37	.883	Moderate
10	I regularly discuss student learning issues with colleagues.	1.1	19.3	20.4	29.6	32.8	17.2	50	3.46	1.023	Moderate
	Overall average Percentages and Mean scores	1.03	17.11	18.14	34.77	34.44	12.66	47.10	3.41	.947	Moderate

For the construct Collaborative Social Networks (CSN), descriptive statistics were computed from 10 survey questions measuring collaboration, communication, and professional interactions amongst secondary school teachers in the province of Punjab. On the whole, the mean value for the construct came out to be 3.41 (SD=0.95). Thus, moderate levels of collaboration amongst the teachers are evident. On average for all the survey questions, 47.10 per cent of people agreed with the statement (of which 34.44 per cent agreed, and 12.66 per cent strongly agreed), 18.14 percent disagree (1.03 per cent strongly disagreed and 17.11 per cent disagreed), and 34.77 per cent did not take any stance at all.

A closer look at the statements reveals significant trends in terms of peer cooperation, collaborative planning, and resource sharing. The percentage of respondents who agreed with the statement "I frequently exchange teaching ideas with my colleagues" was precisely half (50.0%), while 18.3% disagreed and 31.7% were unsure (M=3.43, SD=0.980). Concerning problem solving, 47.4% of the teachers agreed that they cooperate with their colleagues in solving instructional problems, but 19.6% disagreed, and 33.0% were uncertain (M=3.39, SD=0.961). In addition, 47.8% of the respondents agreed that they

are actively involved in professional discussions with their colleagues, while 19.4% disagreed and 32.8% were uncertain (M=3.42, SD=0.974). The tendencies in terms of resource sharing were quite similar; regarding the statement "I exchange teaching resources with peers," 49.2% agreed or strongly agreed, 20.9% disagreed, and 30.0% were uncertain (M=3.40, SD=0.984), demonstrating a moderate culture of exchanging instructional materials.

Instructional planning collaboration and student-related discussions became the two most favoured aspects of cooperation. More precisely, the questions "I participate in teamwork to prepare my lessons" (M=3.46, SD=0.934; 47.4% agree, 15.4% disagree, 37.2% neutral) and "I discuss student learning problems with my colleagues" (M=3.46, SD=1.023; 50% agree, 20.4% disagree, 29.6% neutral) were evaluated most favourably by teachers on the scale. Speaking about professional development, 47.4% of respondents confirmed that they obtain new teaching methods in the process of interaction with their colleagues (M=3.41, SD=0.909), whereas 16.8% of them disagreed and 35

However, structured feedback, digital networking, and institutional facilitation revealed relatively lower scores. The

statement, "I get helpful feedback about my teaching from colleagues", had a mean score of 3.38 (SD = 0.929), with an agreement of 45.9%, disagreement of 18.3%, and neutrality of 35.9%, implying that peer evaluation as a practice has not been fully established yet. In terms of institutional culture, 44.9% agreed that there is collaboration within the teaching community in their school, with 16.7% disagreeing and 38.3% being neutral (M = 3.37; SD = 0.883). Lastly, the least-scoring statement was "I

participate in online professional communities," with a mean of 3.33 (SD = 0.890), wherein 41.0% agreed, 15.6% disagreed, and 43.3% were neutral.

Item-Wise Analysis of Teachers' Perceptions Regarding Teachers' Organizational Citizenship Behavior (OCB)

The following is the item-wise analysis of teachers' perceptions regarding Teachers' Organizational Citizenship Behavior (OCB):

Table 4: *Item-Wise Analysis of Teachers' Perceptions Regarding Teachers' Organizational Citizenship Behavior (OCB)*

No	Description	SD %	D %	(SD+D) %	U %	A %	SA%	(A+SA) %	Mean	Standard deviation	Level
Teachers' Organizational Citizenship Behavior (OCB)											
1	I voluntarily assist colleagues with their work burdens when needed.	1.3	2.4	3.7	22	60.2	14.1	74.3	3.83	.740	High
2	I go beyond formal job duties to support school administrative functions.	0.4	5	5.4	22.2	59.3	13	72.3	3.80	.742	High
3	I willingly serve on voluntary school committees and task forces.	0.9	2.6	3.5	19.1	59.8	17.6	77.4	3.91	.737	High
4	I protect school resources and maintain high standards of civic virtue.	0.7	2.4	3.1	16.5	52.8	27.6	80.4	4.04	.771	High
5	I mentor new or struggling teachers without expecting financial rewards.	0.7	4.8	5.5	17.6	52.4	24.6	77	3.95	.819	High
6	I maintain a positive attitude and sportsmanship despite difficulties.	0.4	2.4	2.8	10.4	53.9	32.8	86.7	4.16	.736	High
7	I take proactive steps to prevent interpersonal conflicts with peers.	0.4	3.3	3.7	12.9	54.6	28.9	83.5	4.08	.762	High
8	I continuously stay updated and perform	1.1	4.3	5.4	15.4	49.8	29.3	79.1	4.02	.849	High

	duties beyond required standards.										
9	I introduce voluntary initiatives to enhance student well-being.	0	4.1	4.1	13.5	55.7	26.7	82.4	4.05	.752	High
10	I attend non-mandatory school functions and support institutional goals.	0.9	3.3	4.2	18	54.1	23.7	77.8	3.97	.791	High
Overall average Percentages and Mean scores		0.68	3.47	4.14	16.76	55.26	23.83	79.09	3.98	.770	High

Descriptive statistics were obtained for the construct "Teachers' Organizational Citizenship Behavior (OCB)" in relation to 10 questions that addressed the discretionary extra role behavior of teachers in Punjab's secondary schools. In general, the mean of the construct is 3.98 (SD = 0.77), suggesting a high degree of organizational citizenship behavior in Punjab's secondary schools. On average, in all the questions, the vast majority 79.09% of the respondents were either in agreement or strong agreement: 55.26% of respondents were in agreement, while 23.83% were in strong agreement) that they exhibited citizenship behaviors, while only 4.14% were in disagreement (0.68% in strong disagreement and 3.47% in disagreement) and 16.76% were neutral.

Analysis of individual items showed high involvement in interpersonal facilitation, sportsmanship, and institutional facilitation. The highest value of the scale item was "I maintain a positive attitude and sportsmanship despite difficulties" (M = 4.16, SD = 0.736) with 86.7% agreement and strong agreement, 10.4% neutral answers, and 2.8% disagreement. In relation to proactive conflict prevention, a high value was obtained for the scale item "I take proactive actions to prevent interpersonal conflicts with peers" (M = 4.08, SD = 0.762), with 83.5% agreement, 12.9% neutral answers, and 3.7% disagreement. Concerning student-centred voluntary actions, 82.4% of the teachers agreed to implement voluntary actions to improve the well-being of the

students (M = 4.05, SD = 0.752), without any strong disagreement and 4.1% disagreement

Conscientiousness and peer mentoring were also seen to exist at high levels among the participants. The statement "I protect school resources and uphold the high standards of civic virtue" had 80.4% agreement, 16.5% neutral and 3.1% disagreement (M=4.04, SD=0.771). Commitment to continuous self-improvement and dedication was also well reflected; the statement "I continuously keep myself updated and do my duties beyond required standards" got 79.1% agreement, 15.4% neutral and 5.4% disagreement (M=4.02, SD=0.849). Additionally, the statement "I attend non-compulsory school activities and work towards achieving institutional objectives" had 77.8% agreement from teachers, 18.0% neutral and 4.2% disagreement (M=3.97, SD=0.791). Peer mentorship behavior was also highly observed among the teachers; 77.0% agreed to mentor new teachers without demanding any financial compensation (M=3.95, SD=0

The scores for direct collegial assistance and additional administrative assistance were also found to be at very positive and high levels. The item "I am willing to participate in volunteer school committees and task forces" has a mean value of 3.91 (SD=0.737), where 77.4% responded positively and 19.1% remained neutral, whereas only 3.5% disagreed. The statement "I am ready to help my fellow teachers with their work burden when required" was agreed by 74.3%, neutral by 22.0%, and disagreed by 3.7% of

teachers ($M=3.83$, $SD=0.740$). Lastly, the lowest mean score was reported for broader administrative duties, which also had very high scores: "I exceed formal duties to help school administrative activities" was agreed by 72.3%, neutral by 22.2%, and disagreed by 5.4% of teachers ($M=3.80$, $SD=0.742$). These results prove that the secondary school teachers in Punjab display high levels of altruism, conscientiousness, courtesy,

sportsmanship, and civic virtue in their professional lives.

Item-Wise Analysis of Teachers' Perceptions Regarding School Leadership Support (SLS)

The following is the Item-Wise Analysis of Teachers' Perceptions Regarding School Leadership Support (SLS):

Table 5: Item-Wise Analysis of Teachers' Perceptions Regarding School Leadership Support (SLS)

No	Description	SD %	D %	(SD+D) %	U %	A %	SA%	(A+SA) %	Mean	Standard Deviation	Level
School Leadership Support (SLS)											
1	School leadership encourages collaboration among teachers.	0.9	6.7	7.6	17	55.9	19.6	75.5	3.87	.835	High
2	My school provides support for innovative teaching practices.	0.4	5.4	5.8	21.5	54.1	18.5	72.6	3.85	.797	High
3	School leaders appreciate and recognize innovative efforts.	1.3	4.1	5.4	15.7	61.3	17.6	78.9	3.9	.779	High
4	I receive encouragement from leadership to try new teaching methods.	0.4	3.5	3.9	20	58.7	17.4	76.1	3.89	.736	High
5	School leadership provides resources for teaching improvement.	2	5.7	7.7	9.6	57.8	25	82.8	3.98	.866	High
6	My school promotes a supportive and collaborative environment.	0.7	4.8	5.5	15	57.6	22	79.6	3.95	.787	High
7	Leadership facilitates professional development opportunities.	1.3	4.1	5.4	13.3	58	23.3	81.3	3.98	.805	High
8	I feel supported by school management in my teaching practices.	2.2	3	5.2	18.9	48.9	27	75.9	3.95	.881	High

9	School leadership motivates teachers to share ideas.	2	2.6	4.6	13	59.8	22.6	82.4	3.98	.799	High
10	The school environment supports experimentation in teaching.	2	5.4	7.4	17.8	54.3	20.4	74.7	3.86	.870	High
Overall average Percentages and Mean scores		1.12	4.53	5.65	16.18	56.64	21.54	78.18	3.92	.815	High

In order to analyze the perception of the School Leadership Support (SLS) construct, descriptive statistics have been calculated on ten survey items that have been developed to assess the views of secondary school teachers regarding administrative facilitation, resource provision, motivation, and instructional support in the province of Punjab. On average basis, the composite mean of the SLS construct is 3.92 (SD=0.815), which indicates a high level of perceived school leadership support. In total, of 10 items, the percentage of respondents who agree (56.64% agreed and 21.54% strongly agreed) with the statements is very high, i.e., 78.18%, whereas the percentage of respondents who disagreed (1.12% strongly disagreed and 4.53% disagreed) is only 5.65%.

The analysis of individual items shows high satisfaction regarding resource availability, idea sharing, and professional development. The highest mean value in the scale was scored equally by three items with the same score of 3.98: "The school leadership provides resources for teaching improvement" (SD=0.866; 82.8% agree, 7.7% disagree, 9.6% neutral); "The school leadership encourages teachers to share their ideas" (SD=0.799; 82.4% agree, 4.6% disagree, 13.0% neutral); and "The leadership provides opportunities for professional development" (SD=0.805; 81.3% agree, 5.4% disagree, 13.3% neutral). High levels of agreement indicate that the heads and the administrators of the schools provide

teaching materials and encourage teachers to develop professionally

Climate of the institution, management support, and appreciation of innovations were also assessed to be at high levels. In relation to the statement "My school creates an encouraging and cooperative environment," 79.6% agreed or strongly agreed, 15.0% were neutral, and 5.5% disagreed (M=3.95, SD=0.787). The same mean was also obtained for "I feel encouraged by the school management during my teaching activities" (M=3.95, SD=0.881), with 75.9% agreeing, 18.9% being neutral, and 5.2% disagreeing. Moreover, 78.9% of teachers agreed that there is appreciation of innovation on the part of school management (M=3.90, SD=0.779), while 15.7% were neutral and 5.4% disagreed, indicating the importance of

Innovative teaching methods, along with collaborative efforts, were positively rated as well. As for the response "I get encouragement from the leadership to use innovative teaching techniques," 76.1% of teachers showed their agreement, 20.0% stated neutrality, and only 3.9% disagreed (M=3.89, SD=0.736). Likewise, regarding the statement "School leadership promotes teacher collaboration," 75.5% of participants agreed with the statement, 17.0% were neutral, and 7.6% disagreed (M=3.87, SD=0.835). The question "The school setting allows experimentation with teaching methods" gave M=3.86 (SD=0.870), 74.7% answered positively, 17.8% neutrally, and

7.4% disagreed. Finally, "My school fosters innovative teaching practices" gave $M=3.85$ ($SD=0.797$; 7

In general, the findings of the descriptive study prove that there is always high School Leadership Support among teachers working in secondary schools in Punjab. School leaders can create collaborative environments, validate innovative ideas, provide teachers with instructional materials, and facilitate the process of professional development. The creation of such a climate will help to develop the professional skills of teachers and will give an organizational base for CSN and OCB in secondary schools.

Discussion

The current research study presents descriptive findings and gives an insight into the organizational and professional aspects of secondary education institutions in Punjab, Pakistan. This study aims to present a baseline understanding of Collaborative Social Networks (CSN), Teachers' Organizational Citizenship Behavior (OCB), and School Leadership Support (SLS) in secondary schools through the analysis of their perceptions of secondary school teachers. The descriptive results show that teachers' organizational citizenship behaviors are high in secondary schools. Teachers often do more than their contractual obligations to ensure the smooth operation of their educational institutions. These are additional roles seen in assisting other staff with work-related issues, mentoring less experienced staff, serving on non-compensated school committees, protecting institutional resources, and demonstrating sportsmanship and a positive attitude in the face of workplace difficulties. This common inclination to exhibit OCB also resonates with the recent empirical studies that have highlighted the crucial role of teachers' proactiveness and autonomy in sustaining the effectiveness of schools and their ongoing development (Choong & Ng,

2024; El Achi, 2025). Formal job descriptions often fail to sufficiently define the tasks necessary to run an effective school, and extra-role behaviors provide an important buffer in the maintenance of institutional stability and the establishment of a supportive school climate in educational contexts. In addition, empirical studies have also established that if teachers have high conscientiousness, civic virtue and altruistic supportive behaviors towards teachers, the overall school climate and institutional effectiveness are significantly higher (Adnan et al., 2023; Choong & Ng, 2024).

The descriptive evaluation also shows that the overall perception of School Leadership Support by secondary school teachers is high. When it comes to the school principal and administrator, teachers see them as supportive colleagues who are actively encouraging teachers, creating opportunities for teachers to build their professional skills, supplying teachers with necessary resources to teach, and affirming the creative work teachers are doing in the classroom. There is a growing trend in the region of school leaders adopting, in their own practice, instructional and transformational leadership practices that foster trust in the workplace and professional development. This is consistent with the current educational studies that emphasize the importance of leadership in fostering teachers' sense of security, esteem, and empowerment to pursue pedagogical improvements in enabling contexts (Kyambade et al., 2024; Zhang, 2025). If teachers' concerns are given due attention by the school administration, resources are allocated fairly, and teachers are encouraged to explore new ways of teaching, their organizational commitment and job satisfaction will be found to be higher (Khasawneh, 2023; Zhang, 2025). Teachers' perceptions were moderate with Collaborative Social Networks, whereas they were high for OCB and leadership support.

Some basic collaborative work among teachers, such as sharing resources and lesson plans, exchanging teaching aids, and discussing common issues and challenges with students, is occurring but is somewhat informal and inconsistent across schools. In particular, collaborative practices are less developed in the areas of being involved in digital professional learning networks and having structured, constructive feedback from others. This result is similar to what is common in international education literature, namely, that teacher collaboration is seen as positive, but formal structures for continuous collaboration between teachers are not always well established because of traditional administrative control, inflexible planning, and workload issues (El Achi, 2025; Richter et al., 2022). Moving from the current state of schools as sustainable learning community's entails proactively establishing institutional structures that support collaborative work and ensure efficient planning and formal professional learning communities, as noted by de Jong et al. (2025). These descriptive observations suggest that teachers in secondary schools in Punjab have a high level of voluntary commitment towards the schools; they are well supported by their administrators, but teacher collaboration in social networks still has a high level of potential to grow. Structured collaborative networks can be used to help connect individual teacher initiatives to collective school development, provided that teachers' voluntary organizational citizenship behaviors are properly supported within a system of collaborative interaction and robust administrative support.

Conclusion

This study offers some significant findings on the baseline status of Collaborative Social Networks, Teachers' Organizational Citizenship Behavior (OCB) and School Leadership Support in the organizational context of secondary schools in Punjab

(Pakistan). Overall, secondary school teachers exhibit high levels of commitment to their schools, have positive views of school administration, and possess an acceptable level of peer collaboration. Based on the findings, it can be concluded that the willingness of secondary school teachers to do extra-role behaviors voluntarily (beyond their contractual obligations) is high in the region. Teachers consistently exhibit conscientiousness, civic virtue, sportsmanship and altruistic support towards fellow teachers. Discretionary behaviors are a major factor in maintaining institutional stability, establishing a positive culture and ensuring the school's effective functioning. In terms of institutional administration, it is generally agreed that school leaders are good in both public and private schools. Principals and administrative staff develop high trust and provide key instructional support, teacher professional development, and acknowledge voluntary contributions. This positive leadership climate fosters a positive organizational climate that enables teachers and promotes professional involvement. Finally, collaborative practices such as sharing resources and co-planning lessons are underway amongst teachers in secondary schools, while networking amongst professionals is moderate but not as high as OCB and leadership support. School policies and leadership practices should be designed to foster the creation of formalized collaborative networks to maximize organizational effectiveness and to assure long-term educational improvement by leveraging informal peer interactions.

Recommendations

- The empirical results and the theoretical framework of this study suggest the following recommendations for educational policymakers, school administrators and teacher educators to improve the performance of organizations and the quality of secondary education:

- School principals and educational managers should create structured and formalized Professional Learning Communities (PLCs) within and between schools. In so doing, teacher collaboration, regular teacher feedback, co-planning lessons, and ongoing knowledge sharing will be institutionalized.
- Educational institutions need to develop specific leadership development initiatives based on transformational, distributed and instructional leadership styles.
- School leaders are encouraged to adopt participative management practices that involve teachers in administrative decision-making, school planning, and instructional policymaking. Empowering teachers in institutional governance fosters greater organizational commitment and reinforces voluntary citizenship behaviors.
- Given the lower engagement in online professional communities, educational administrators should establish digital resource-sharing platforms and virtual learning networks. Providing stable technological infrastructure and e-education training will enable teachers to collaborate beyond physical school boundaries.
- Pre-service and in-service teacher education institutions should incorporate modules on collaborative learning, team dynamics, educational leadership, and organizational citizenship behavior into their curricula.
- School management should create formal recognition systems to acknowledge teachers who demonstrate exceptional collaborative efforts and go above formal duties to support institutional goals.
- Equitable policies are needed to address the gaps in infrastructure and resources between the public and private sectors, and between rural and urban schools, so that all schools have equal access to

professional support, a requirement of educational policymakers.

Suggestions for Future Research

The directions that follow are offered as suggestions for future academic research that would further develop the results of this study and overcome its limitations:

- Future research should use a more longitudinal or time series design to investigate the change of collaborative social networks, leadership support, and teachers' organizational citizenship over time, in order to determine causal relationships.
- The study should be replicated across other levels of education (Primary, Middle, Higher Secondary, College and University) with other provinces and geographical regions to increase the generalizability of the results.
- Follow up research should use mixed methods, with qualitative methods, including semi-structured interviews, focus group discussions and classroom observations, to deepen and nuance the understanding of teachers' experiences of collaboration and leadership support.
- To further investigate the direct, mediating or moderating effect of individual and organizational variables like teacher self-efficacy, job satisfaction, organizational culture, psychological empowerment, workplace climate, teacher motivation, and workload on Teachers' OCB, additional individual and organizational variables should be included in future research models.
- Comparative analysis of public and private sectors, urban and rural contexts, or cross-cultural educational contexts should be performed to assess the difference between institutional contexts and professional networking and extra role behaviors.

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