

# Impact of Teachers' Attitude Towards Academic Supervision on Organisational Citizenship Behavior among Secondary School Teachers

Monika Sharma, Jyoti Gupta \*

Lovely Professional University

\*Corresponding author E-mail: [jyoti.bhalla@lpu.co.in](mailto:jyoti.bhalla@lpu.co.in)

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## Abstract

The main aim of the present study was to find the impact of Teachers' attitude towards Academic supervision on Organizational Citizenship Behavior among secondary school teachers. The survey was conducted on N=1199 secondary school teachers of Haryana state of India. Teachers' Attitude towards Academic supervision scale [1] was used to assess the attitude of teachers towards academic supervision and Organisational Citizenship Behaviour [2] was used to assess the Organisational Citizenship Behaviour among the secondary school teachers. The scales were validated on the Indian population of secondary school teachers. The results confirmed that both scales were valid and reliable to be used on Indian population of secondary school teachers. Further, the results ascertained that a significant portion of teachers (32.86%) showed attitude towards academic supervision and a substantial percentage of the teachers showed moderate (49.62%) or high (28.44%) levels of organisational Citizenship Behaviour (OCB). Furthermore, male and female; rural and urban areas, government and private secondary school teachers and teachers with different years of teaching experience do not differ significantly with respect to their attitude of towards academic supervision and male/female, rural/urban and government/private secondary school teachers did not differ significantly with respect to their organisational citizenship behaviour, but a significant difference was found among the teachers with different years of teaching experiences. Furthermore, the results indicated that teachers' attitude towards academic supervision is not only statistically significant but also has a meaningful impact on the Organizational Citizenship Behaviour of the secondary school teachers.

**Keywords:** Teachers' Attitude; Academic Supervision; Organisational Citizenship Behaviour; Secondary School Teachers

## 1. Introduction

### 1.1. Academic supervision

Academic Supervision is the act of keeping an eye on someone while they work with the goal of helping them become better at their job. Additionally, it can be claimed that supervision entails monitoring a person's work while also making an effort to raise and extend the supervisee's professional standards. "Supervision in education," sometimes known as "instructional supervision," is a topic of scholarly discussion that dates back to the late 19th century in American education, when schools were becoming increasingly networked and organized at the height of the industrial revolution. In the early days, supervision was merely a task carried out by "superintendents" to better manage schools [3]. In the early years, supervision was only a task carried out by "superintendents" in order to better manage schools [3]. At the time, another method of "controlling" the teachers was through supervision. They were mostly forced to teach and perform tasks that the superintendents requested by the supervision. As a result, it was a bureaucratic process, and teachers naturally disliked their supervisors. [33] referred conflict between supervisors and teachers as a "private cold war." Whereas [4] claimed that teachers may become resistant to supervision as a result of the cumbersome and hierarchical structure of some supervisory practices. However, [5] documented that instructional supervision as a process that involves meeting with teachers, monitoring in classrooms, and spearheading initiatives to enhance instruction. They argued that instructional monitoring can help teachers perform their duties more effectively and enhance the learning environment for kids. The supervisor must look for sincere cooperation and concern, a positive and accepted attitude among the teachers, and motivation towards better processes and results in order to get the best results from supervision [6], [7]. Additionally, a number of studies asserted that the academic supervision only way to strengthen classroom practices, further contribute to students' academic performance, and increase teachers' teaching effectiveness [8 - 10] documented that professional supervision skills significantly impact the self-efficacy of the teachers. Supervision of the teaching and learning plays a very vital role and cannot be ignored as the findings reported strong correlation between supervision and school performance.

Teachers believe they have the authority to educate in the classroom, but the principal does not have the authority to judge their aptitude or knowledge [12]. Teachers think that there is no position of a supervisor in a school [11]. They assume that the educational system lacks

a supervisor and base their perspective on the argument that there is no funding for a supervisor position. Thus, supervisory system is open to doubt. [13] reported that teachers believed that the reason why teachers have a negative attitude toward supervision is because they fear that it will affect their yearly performance review as well. They consider supervision to be a form of summative evaluation that has no bearing on or ability to enhance their instruction. [1] reported that teachers showed moderate level of attitude towards supervision especially in the areas of “supervision as inspection than a collaborative process”, “teachers’ preference to be observed”, “consultation with their supervisor to get feedback to improve their teaching”, “fearing while being observed”, “preference level to be observed,” “spending quality time with supervisor to improve”, “feeling different being supervised and not supervised” and so on. This shows that teachers did not have positive attitude towards supervision. However, teachers did not think that the intention of supervision is to find faults and overall results showed that teachers think that supervision help the teachers to improve their teaching leaning process. [14] found a positive and significant direct effect of academic supervision on the commitment level of teachers and their teaching performance. They also have documented that teachers perceived academic supervision as supportive and helpful in enhancing their teaching performance. [15] reported that elementary school teachers showed high level of trust and positive attitude towards supervision by the principals. [16] found positive correlation between instructional supervision and teachers’ efficacy.

## 1.2. Organisational citizenship behaviour

A positive attitude towards academic supervision lead to enhance the organisational citizenship behaviour of the teachers. Organisational Citizenship Behaviour was defined by “individuals voluntarily extending contributions that are above and beyond their respective job duties, is regarded as a factor influencing an organisation’s effectiveness” [17]. “Organisational citizenship behaviour” comprised of three types of employees’ positive behaviour: (1) “Civic virtue suggests that employees should responsibly participate in the organisation’s political life”. (2) “Sportsmanship implies that employees should not complain but should instead contribute positive attitudes”. (3) “Courtesy means that employees should treat others with respect at all times” [18]. [18] theory on OCB derived from his belief that “job satisfaction affects ‘people’s willingness to help colleagues and work associates and their disposition to cooperate in varied and mundane forms to maintain organised structures that govern work.” The findings of [19] showed that supportive supervision positively correlated with all five dimensions viz. “Altruism”, “Conscientiousness”, “Sportsmanship”, “Civic Virtue” and “Courtesy” of OCB. [20] found a significant and positive influence of academic supervision on OCB through increased job satisfaction and teacher motivation [23] and [24] reported that the abusive supervision negatively correlated with OCB. [21] reported that academic supervision directly improved OCB. [22] and Wider (2022) found that OCB of the teachers has positive and significant impact of the supervisory support. The summary of the reviews is presented in the table 1.

**Table 1:** Summary of the Reviews Pertaining to Attitude of Teachers Towards Academic Supervision and Organisational Citizenship Behaviour

Author (Year)	Sample	Results
[8]	School teachers, Ghana	“Academic supervision strengthens classroom practices and teacher effectiveness, positively impacting student learning”.
[13]	School teachers	“Negative attitudes due to fear of impact on annual reviews; supervision perceived as summative rather than developmental”.
[5]	Secondary School Teachers	“Supervision involving meetings, classroom monitoring, and initiatives can enhance instruction and improve teacher attitudes”.
[4]	“Analysis of hierarchical supervisory structures in some systems”	“Teachers may resist supervision due to cumbersome and hierarchical approaches”
[6]	Secondary School Teachers, Nigeria	“Effective supervision requires cooperation, positive teacher attitudes, and motivation; it fosters a constructive environment”.
[7]	Secondary School Teachers, Malaysia	“Supervisory behaviors aligned with genuine concern and collaborative involvement were seen as motivating and beneficial by teachers”.
[12]	School teachers, Malaysia	“Teachers believe principals do not have authority to assess their aptitude; doubt the legitimacy of supervisory positions”.
[11]	Secondary school teachers, Malaysia	“Teachers assume the educational system lacks supervisory positions due to lack of funding; supervisory system seen as non-existent”.
[9]	Madrasah Aliyah teachers, Indonesia	“Strong correlation found between professional supervision skills and teacher self-efficacy; viewed positively by teachers”.
[1]	Secondary School Teachers, Malaysia	“Mixed feelings: moderate comfort with supervision but concerns related to inspection focus, fear of observation, and preference for collaborative feedback”.
[14]	School teachers, Indonesia	“Teachers perceive supervision as supportive and performance-enhancing; positive direct effects on commitment and effectiveness”.
[16]	School teachers, Philippines	“Instructional supervision—especially pre-observation feedback—rated excellent and strongly correlated with increased teacher efficacy”.
[15]	Elementary school teachers, Indonesia	“High levels of trust, confidence and positive attitudes toward principal-led supervision; perceptions explained ~69% supervision engagement”.
[19]	General organizational employees	Positive Supportive supervision linked to all OCB dimensions
[23]	Various organizational settings	Negative Abusive supervision reduces OCB
[24]	Organizational employees	Negative Abusive supervision reduces teacher engagement in OCB
[20]	Junior high School teachers	Significant and positive influence of academic supervision on OCB through increased job satisfaction and teacher motivation.
[22]	Teachers in public institutions	Positive Supervisory support significantly increases OCB
[21]	Academic staff	Positive Academic supervision directly improves OCB

Despite a growing body of literature emphasizing the vital role of academic supervision in enhancing the teaching effectiveness of the teachers and developing the positive organisational citizenship behaviour, a notable dearth of the studies found which specifically studying the attitude of teachers towards supervision and its impact on their organisational citizenship behaviour especially in India. Therefore, the present study aimed to analyse the impact of attitude of the teachers towards academic supervision on the organisational citizenship behaviour of the secondary school teachers.

### 1.3. Objectives of the study

- To study the levels of attitude of secondary school teachers towards academic supervision and organisational citizenship behaviour among secondary school teachers.
- To study the significant difference in teachers' attitude towards academic supervision and organisational citizenship behaviour w.r.t gender, locale, type of school and teaching experience.
- To study the impact of attitude of the teachers towards academic supervision on the organisational citizenship behaviour of the secondary school teachers.

### 1.4. Hypotheses of the study

- There will be significant difference in teachers' attitude towards academic supervision w.r.t gender, locale, type of school and teaching experience.
- There will be significant difference in organisational citizenship behaviour w.r.t gender, locale, type of school and teaching experience.
- There will be significant impact of attitude of the teachers towards academic supervision on the organisational citizenship behaviour of the secondary school teachers.

## 2. Method

### 2.1. Participants

The study was descriptive in nature, therefore, the present study used survey method to collect the data. As survey was considered as feasible way to collect data from broad population. The sample was selected with convenience sampling technique. The sample was composed of 1199 secondary school teachers from Haryana state of India. The sample consisted of male 411 (34.3%), female 788 (65.7%), rural 528 (44.0%), urban 671 (56%), government school teachers 433 (36.1%), private school teachers 766 (63.9%), less than 5 years of teaching experience were 475 (39.6%), 6-10 years was 457 (38.1%) and more than 10 years were 267 (22.3%). The distribution of the sample is presented in table 2.

**Table 2:** Distribution of the Sample

S. No.	Category	Sub-category	Frequency (N)	Percentage (%)
1	Gender	Male	411	34.3
		Female	788	65.7
2	Locale	Rural	528	44
		Urban	671	56
3	Type of School	Government	433	36.1
		Private	766	63.9
4	Teaching Experience	Less than 5 years	475	39.6
		6-10 years	457	38.1
		More than 10 years	267	22.3

### 2.2. Measures

#### 2.2.1. Teachers' attitude towards academic supervision scale [1]

Teachers' attitude towards academic supervision was measured by "Teachers' Attitude Toward Supervision" scale by [1]. The original scale has 17 items measuring the attitude of teachers towards supervision. The scale is a 5-point Likert-type scale: strongly disagree (SD), disagree (D), not sure (N), agree (A), and strongly agree (SA). The scale was adapted on the Indian population of secondary school teachers. The "IBM SPSS AMOS-22" software was used to perform a "Confirmatory Factor Analysis (CFA)" in order to evaluate the "construct validity" of the scale. During the first round of CFA, 4 items (i.e. Item 5 ("My behaviour toward teaching has changed"), Item 7 ("After being regularly supervised, I improve my classroom instruction and management"), Item 14 ("I learn new teaching techniques from my supervisor"), Item 15 ("Classroom observation allows me to think creatively to conduct the lesson")) were deleted as these items had poor factor loading. Then CFA was rerun on 13 items and the hypothesised model demonstrated a good fit with " $\chi^2/df=1.71$ , GFI=0.92, CFI=0.96, TLI= 0.95, RMSEA=0.06" and "SRMR" which settled at 0.04. The summary of model fit indices is given in the Table 3.

**Table 3:** Model Fit Indicators

Index	Model values	Threshold Values
Chi square/df	1.71	<3 [30]
Goodness of Fit index	0.92	$\geq 0.95$ [31]
Comparative Fit index	0.96	$\geq 0.95$ [32]
Incremental Fit index	0.95	$\geq 0.95$ [31]
Root Mean square error of approximation (RMSEA)	0.06	$\leq 0.08$ [32]
Standardised Root Mean square residual (SRMR)	0.04	$\leq 0.05$ [32]

#### 2.2.1.1. Reliability of the scale

Cronbach's alpha coefficient was used to examine the "internal consistency of the Teachers' Attitude towards Academic supervision scale." "Cronbach's alpha values" were 0.88 for the "Mode of Supervision" dimension, 0.86 for the "Contribution towards Professional Growth" and 0.70 for the "Reaction towards Academic Supervision", and 0.74 for the entire scale. Therefore, the Teachers' Attitude Toward Supervision" scale [1] was considered valid and reliable to be used on Indian population of secondary school teachers.

### 2.2.1.2. Levels of attitude towards academic supervision

The levels of attitude towards academic supervision were categorized by employing quartile method: a score  $< 42$  showed negative attitude, a score  $42 \leq \text{Score} < 46$  indicated neutral attitude and score  $\geq 46$  indicated positive attitude towards academic supervision.

### 2.2.2. Organisational citizenship behaviour [2]

The OCB scale is comprised of five dimensions viz. "Altruism", "Conscientiousness", "Sportsmanship", "Courtesy" and "Civic Virtue". The scale is of 5- point Likert scale ranging from (1) "Strongly Disagree" to (5) "Strongly Agree". The scale consists of twenty items among which Items- 7, 8, 19 were negatively worded items and were reverse coded while scoring. The scale was adapted on the Indian population of secondary school teachers. The 'IBM SPSS AMOS-22' software was used to perform a "Confirmatory Factor Analysis (CFA)" in order to evaluate the "construct validity" of the OCB scale. The hypothesised model yielded acceptable fit as indicated by multiple fit indices, such as " $\chi^2/df=2.92$ ,  $GFI=0.90$ ,  $CFI=0.92$ ,  $TLI=0.91$ ,  $RMSEA=0.048$ " and "SRMR" which settled at 0.04.

#### 2.2.2.1. Reliability of the scale

The "Internal consistency of the scale was measured by calculating Cronbach's alpha coefficient". The calculated score of Cronbach Alpha for Sportsmanship was (0.930), Courtesy (0.912), Altruism (0.932), Conscientiousness (0.949), and Civic Virtue (0.902) were the Cronbach Alpha values respectively. Therefore, the Organisational Citizenship Behaviour [2] was considered valid and reliable to be used on Indian population of secondary school teachers.

#### 2.2.2.2. Levels of organizational citizenship behavior

The levels of organizational citizenship behavior were categorized by employing quartile method: a score less than 89 showed low level of OCB, a score ( $89 \leq \text{Score} < 96$ ) greater than and equal to 89 but less than 96 indicated moderate level of OCB and a score greater than 96 showed high level of OCB.

## 3. Results

In order to measure the levels of attitude towards academic supervision and organisational citizenship behaviour levels among secondary school teachers, the descriptive statistics and percentages were computed and shown in table 4.

**Table 4:** Levels of Teachers' Attitude Towards Academic Supervision and Organisational Citizenship Behavior

Levels of teachers' attitude towards academic supervision among secondary school teachers		
Attitude	N	%
Negative Attitude	248	20.68
Neutral	557	46.45
Positive Attitude	394	32.86
Levels of Organisational citizenship behavior among secondary school teachers		
Level	N	%
Low level of OCB	263	21.93
Moderate level of OCB	595	49.62
High level of OCB	341	28.44

\*Note: OCB- Organisational Citizenship Behaviour.

Table 4 made it evident that 248 instructors (20.68%) had a negative attitude toward academic supervision, 557 teachers (46.45%) had a neutral attitude, and 394 teachers (32.86%) had a favourable attitude as well. Regarding organizational citizenship behavior (OCB), 341 teachers (28.44%) demonstrated high OCB, 595 teachers (49.62%) demonstrated moderate OCB, and 263 teachers (21.93%) demonstrated low OCB.

In order to test significant difference in teachers' attitude towards academic supervision and organisational citizenship behaviour w.r.t gender, locale, type of school, an independent sample t- test and for teaching experience One-way ANOVA was computed. The results have been reported in table 5.

**Table 5:** Summary of Group Comparison

Group	N	Teachers' attitude towards academic supervision			Organizational citizenship behavior		
		M	SD	SE	M	SD	SE
Male	411	43.93	4.33	0.21	92.86	8.46	0.42
Female	788	43.74	4.03	0.14	92.66	8.35	0.30
Rural	528	43.64	4.16	0.18	92.33	8.66	0.38
Urban	671	43.94	4.12	0.16	93.04	8.16	0.32
Government	433	43.94	3.96	0.19	92.67	8.00	0.38
Private	766	43.73	4.24	0.15	92.76	8.61	0.31
Less than 5 years	475	43.98	3.97	0.18	475	93.53	8.29
6-10 years	457	43.67	3.92	0.18	457	91.62	8.44
More than 10 years	267	43.72	4.77	0.29	267	93.21	8.30
T test	Group	Df	t value	p	Df	t value	p
	Gender		0.72	0.47		0.39	0.70
	Locale	1197	1.26	0.21	1197	1.47	0.14
	Type of School		0.82	0.41		0.19	0.85
One Way ANOVA Test	Teaching experience	Df	F value	p	Df	F value	p
		2	0.72	0.486	2	6.66**	0.00

\*\*significant at 0.01 level of confidence.

### 3.1. Group differences in teachers' attitude towards academic supervision

The results revealed that for gender, the t-value i.e.  $t=0.723$ ,  $df=1197$ ,  $p=0.470$  ( $p>0.05$ ), for locale,  $t=1.255$ ,  $df=1197$ ,  $p=0.210$  ( $p>0.05$ ), for type of institution,  $t=0.820$ ,  $df=1197$ ,  $p=0.413$  ( $p>0.05$ ) and in case of teaching experience,  $F(2,1196)=0.721$ ,  $p=0.486$  ( $p>0.05$ ). Therefore, the t values for gender, locale, type of school and F-value for teaching experience was not found to be significant at both 0.05 and 0.01 level of confidence. Meaning thereby that both male and female; rural and urban areas, government and private secondary school teachers and teachers with different years of teaching experience do not differ significantly with respect to their attitude of towards academic supervision.

### 3.2. Group differences in organisational citizenship behaviour

The results revealed that for gender, the t value i.e.  $t=0.392$ ,  $Df=1197$ ,  $p=0.695$  ( $p>0.05$ ), for locale,  $t=1.466$ ,  $Df=1197$ ,  $p=0.143$  ( $p>0.05$ ), for type of institution,  $t=0.186$ ,  $Df=1197$ ,  $p=0.852$  ( $p>0.05$ ), t values for gender, locale and type of institution was found to be not significant, however, in case of teaching experience,  $F(2,1196)=6.657$ ,  $p=0.00$  ( $p<0.01$ ), the F values was significant at 0.01 level of confidence. Meaning thereby that male/female, rural/urban and government/private secondary school teachers did not differ significantly with respect to their organisational citizenship behaviour, but a significant difference was found among the teachers with different years of teaching experiences.

Furthermore, in order to find the significant group differences, Scheffe Post Hoc Test (equal variance assumed) was employed. The results revealed that the mean difference of the pairs "5 years or below – 6-10 years" (93.53\*\*) and "6-10 years – more than 10 years" (1.590\*) came out to be significant at 0.01 and 0.05 levels respectively. To add to this, the mean score of the teachers with experience 5 years or below (93.53) was found to be higher than the teachers with 6-10 years of teaching experience. Further, the mean score of the teachers with experience more than 10 years (93.21) was found to be higher than the teachers with 6-10 years of experience (91.61).

To further test the impact of attitude of the teachers towards academic supervision on the organisational citizenship behaviour of the secondary school teachers, simple linear regression was computed. The obtained results have been inserted in the Table 6, Table 7 and Table 8.

**Table 6:** Model Summary for the Impact of Attitude of the Teachers Towards Academic Supervision on the Organisational Citizenship Behaviour

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.27	0.073	0.072	8.081

**Table 7:** Summary of ANOVA for the Regression Model Showing Impact of Attitude of the Teachers Towards Academic Supervision on the Organisational Citizenship Behaviour

	Sum of Squares	df	Mean Square	F	Sig.
Regression	6124.071	1	6124.071		
Residual	78172.376	1197	65.307	93.77**	0.00
Total	84296.447	1198			

\*\*Significant at 0.01 Level of Confidence.

**Table 8:** Coefficients for Regression Model Showing the Impact of Attitude of the Teachers Towards Academic Supervision on the Organisational Citizenship Behaviour

	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	68.795	2.483		27.71**	0.00
Attitude towards Academic Supervision Total	0.546	0.056	0.270	9.68**	0.00

\*\*Significant at 0.01 Level of Confidence.

The reported summary in the table 6 exhibited that the R value= 0.27 which showed weak but positive correlation between teachers' attitude towards academic supervision and organisational citizenship behaviour (OCB) among secondary school teachers.

Furthermore,  $R^2=0.073$  indicated that only 7.3% of the variance in organisational citizenship behaviour was explained by teachers' attitude towards academic supervision. Additionally, the ANOVA results reported in Table 7 revealed that  $F(1,1197)=93.77$ ,  $p<0.001$ , which highlighted that the regression model was statistically significant. Which confirmed that teachers' attitude towards academic supervision contributed to predict organisational citizenship behaviour (OCB) of the secondary school teachers. Furthermore, a close glance at the coefficient of regression model (Table 8) indicated that the unstandardized regression coefficient for teachers' attitude towards academic supervision, B = 0.270 showed that on increasing teachers' attitude towards academic supervision for 1 unit, the organisational citizenship behaviour (OCB) will increase only by 0.546 units. The following regression equation was obtained:

Organizational Citizenship Behaviour =  $68.795 + 0.546 \times (\text{Teachers' Attitude Towards Academic Supervision})$

Additionally, the standardized coefficient,  $\beta = 0.270$ , suggested a moderate and positive effect size (Cohen,1988). To add to this, the  $t = 9.68$ ,  $p<0.001$  clearly indicated that teachers' attitude towards academic supervision was a statistically significant predictor of OCB, however, low  $R^2$  suggested that teachers' attitude towards academic supervision accounted only a small percentage of variance in organizational citizenship behaviour of the secondary school teachers. Hence, the impact of attitude of the teachers towards academic supervision on the organisational citizenship behaviour of the secondary school teachers was statistically supported.

## 4. Discussion

The findings of the study show that a substantial proportion of teachers reported either neutral (46.45%) or negative (20.68%) attitudes toward academic supervision. This result is an indicator of a large population of teachers who do not fully support the current supervision practices. In India, this ambivalence may stem from historical systemic practices and cultural beliefs that link supervision to inspection, compliance by administration, and finding fault rather than providing pedagogical guidance. Other contributing factors include large class sizes, heavy workloads, poorly trained supervisors, a very hierarchical school environment, and past experiences with punitive supervision. As a result, these barriers to effective supervision may contribute to a perception among teachers that supervision is not a developmental process but instead a managerial process, thereby limiting its effectiveness and perpetuating neutral or negative cultural perceptions among teachers towards supervision as a whole. The secondary school teachers who showed receptive attitude (32.86%) towards academic

supervision indicates that there are teachers who take supervision in a positive way and consider it a constructively that feedback given by the supervisor helps them to improve their teaching and teachers feel at ease as they do not think that the goal of supervision is to identify faults among them. The result of the present study is in line with the findings of [15] who reported that elementary school teachers showed high level of trust and positive attitude towards supervision by the principals. Furthermore, [25] and [26] reported that how teacher motivation, morale, and professional development are strongly impacted by perceptions of the quality of supervision. Table 4 showed a significant proportion of the teachers had either a neutral (46.45%) or negative attitude (20.68%) toward academic supervision, and only 32.86% of respondents were clearly positive.

Similarly, levels of OCB showed considerable variations. A substantial percentage of the teachers showed moderate (49.62%) or high (28.44%) levels of organisational Citizenship Behaviour (OCB). This clearly shows that teachers willingly going above and beyond what is required of them in their jobs and contributing positively to the growth and development of their organisation. However, the 21.93% teachers still showed the low level of organisational citizenship behaviour. The possible reasons behind low OCB may be lack of recognition, poor supervisory practices, organisational climate etc. Therefore, in order to make these teachers an asset to the organisation, leaders should understand the reasons behind the weak OCB among teachers that limit their full contribution to the organisation. Further, the results of the present study showed that Teachers' Attitude Towards Academic Supervision is not only statistically significant but also has a meaningful impact on the Organizational Citizenship Behaviour of the secondary school teachers. Meaning thereby that if teachers have positive attitude towards academic supervision, it will strengthen their organisational citizenship behaviour, they will feel more connected with the organisation. The results of the present study enjoy support from the findings of [19], [22] found supervisory support have positive impact on the OCB of the teachers and [21] reported that academic supervision directly improves OCB. Further, the findings revealed higher level of OCB among teachers with 5 years or less of teaching experience as compared to those with 6–10 years of teaching experience. This may be due to the reason that early-career teachers tend to exhibit greater enthusiasm, idealism, and intrinsic motivation and commitment to their work. They may be more eager to contribute, build rapport with colleagues, and establish a positive image within their institutions.

In contrast, those in the mid-career range (6–10 years) may experience motivation declines, in addition to other barriers, such as workplace exhaustion and increased workload, which might inhibit their voluntary involvement in extra-role behaviours at the work.

Interestingly, teachers with over 10 years of experience show a resurgence in certain OCB dimensions, possibly reflecting their deeper institutional attachment, stability, and developed sense of responsibility—as also supported by [27]. Over time, experienced teachers may cultivate stronger professional identities and emotional bonds with their institutions, leading to a renewed commitment to supportive, citizenship-like behaviours. Thus, the variation in OCB across experience levels likely reflects a combination of motivational shifts, career stage dynamics, and emotional connection to the workplace, emphasizing that teachers' contributions beyond formal roles evolve meaningfully with time in service. To add to this, the study highlighted a statistically significant impact of attitude of the teachers towards academic supervision on the organisational citizenship behaviour of the secondary school teachers.

Although the relationship was statistically significant, the practical impact of teachers' attitudes towards supervision on their OCB was very small based on the effect size. As in educational and behavioural research, the organisational citizenship behaviour (OCB) is a complex construct influenced by multiple other factors including both environmental and personal context (e.g., school culture, leadership, intrinsic motivation, job satisfaction, interpersonal relationships, etc.). [28] showed that “school environment,” “competency level,” “empowerment,” and “team commitment” were important factors that predicted teachers' OCB. [29] documented that “job satisfaction” and “emotional commitment” predicted OCB of high school teachers

## 5. Conclusion

The results of the present study showed that a significant proportion of secondary school teachers showed receptive attitude towards academic supervision and, a substantial percentage of the teachers showed moderate (49.62%) or high (28.44%) levels of organisational Citizenship Behaviour (OCB). Further, the results vividly revealed a statistically significant impact of teachers' attitude towards academic supervision on the organisational citizenship behaviour of the secondary school teachers. The findings of the present study go in consonance with the existing literature which shows that positive attitude of teachers towards academic supervision it strengthens their organisational citizenship behaviour. Hence, the school administrators and policy makers should think of improving the supervisory practices, the supervision should be collaborative and non-punitive. This will not only enhance the engagement of the teachers but they will also contribute beyond their job duties to the development of the organisation.

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## Declarations

All authors declare that they have no conflicts of interest.

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