




UNLOCKING ACADEMIC EXCELLENCE: THE IMPACT OF ACADEMIC CITIZENSHIP BEHAVIOUR ON STUDENTS' PERFORMANCE IN HIGHER EDUCATION

Kainat Sadiq¹, Uzma Munawar² & Hina Munir³

¹M Phil. Scholar, Department of Education, The Women University Multan, Pakistan

²Assistant Professor Department of Education, The Women University Multan, Pakistan

³Assistant Professor, Department of Education, The Women University Multan, Pakistan

KEYWORDS	ABSTRACT
Citizenship Behavior, Education, Academic Environment, University Teachers	<p>This comprehensive study looks into complex dynamics of civic education, academic conduct, & performance among Multan University students. The study employs a quantitative research approach and focuses on sample of 200 MPhil & PhD students drawn from four universities, with data analysis conducted using SPSS. Study's overarching goals are to examine the impact of citizenship education on student moral & academic performance, explore relationship amid academic citizenship behavior & achievement, evaluate its role in refining engagement & motivation in higher education settings. Results reveal strong relationships amid elements examined, underscoring their interconnection & impact on students' academic efforts. Study found positive weak relationship amid teacher effectiveness & time management. The results give educators & policymakers, well understanding of complex interaction amid citizenship education and students' academic experiences at higher education level. Implications extend to improvement of education practices and interventions that promote conducive learning environment, eventually contributing to students' overall growth in the rapidly changing academic landscape.</p> 
ARTICLE HISTORY Date of Submission: 10-01-2024 Date of Acceptance: 04-02-2024 Date of Publication: 06-02-2024	
Corresponding Author	Uzma Munawar
Email:	uzma.munawar@wum.edu.pk
DOI	https://doi.org/10.53664/JSSD/03-01-2024-01-01-13

INTRODUCTION

In ever-changing world of higher education, students' roles have expanded beyond conventional limits of academic performance. Beyond the pursuit of grades and degrees, the modern education emphasizes active participation and good contributions to the academic community. The academic citizenship behavior, a comprehensive framework that captures students' proactive participation in the educational ecosystem, is at vanguard of this paradigm change (Albia, & Ming, 2023). The

most important of these is the existence of a significant influence relationship between academic citizenship behavior in its dimensions and cultural capital in its dimensions, with one of research's most important recommendations being to invest in nature of impact relationship amid academic citizenship behavior (Selim, 2022). ACB goes beyond traditional academic obligations to include things like active engagement in class discussions, collaborative learning efforts, peer support, and involvement in extracurricular activities. This overview will examine varied features of academic citizenship behavior and its tremendous influence on students' success at higher levels of schooling. This study discovers nuanced ways in which these behaviors create the learning environment, build collaborative connections among the peers, and contribute to the overall development of academic community members.

ACB has been connected to reduced mental retreat from higher education, decreased behavioral disengagement, and greater academic engagement. These advantages are mediated by students' psychological needs being met (or not being disappointed). Others, however, had uneven impacts on students' outcomes, with varying direct and indirect effects (Sicard, 2023). Given the dynamic difficulties that modern educational institutions confront, knowing and respecting the relevance of academic citizenship behavior is critical to unlocking students' potential and nurturing the vibrant academic culture. Students' readiness for new educational practices, with motivation influenced by mental programs, implementation dependent on university conditions (Lubsky, 2020). Transition to student-centered learning environments focuses the necessity of developing abilities outside of the academic curriculum. Thus, academic citizenship behavior develops as a notion that captures idea that students are more than just consumers of education; they are vital contributors to the larger academic community. Unique helps of direct parental involvement, student-teacher conflict, and instructional support offer insights for targeted interventions by school psychologists to enhance academic outcomes. (Bryce, 2019). Thus, ACB involves the wide range of actions that go beyond the traditional expectations of the academic accomplishment. At its heart, students actively shape the instructional environment.

Research Objectives

1. To investigate the impact of managerial skills & citizenship on academic success of students.
2. To determine the effect of the academic citizenship on the students' success at a higher level.

Research Questions

1. How do managerial skills of citizenship behaviors impact the academic success of students?
2. How does the academic citizenship behaviors affects the students' success at a higher level?
3. Does the school environment influence citizenship behavior of students at the higher level?

LITERATURE REVIEW

This study investigated the role of academic citizenship behavior (ACB) and its impact on students' performance at a higher level. It had three objectives: to investigate the impact of managerial skills of citizenship on students' academic success; and to determine the effect of academic citizenship on students' success at higher levels. It is also expected that the study addresses all three objectives and findings. Factually, student roles in higher education were generally limited to passively receiving

knowledge imparted by teachers. Still, modern educational philosophies see students as active participants in learning process. For purpose of research, several papers are studied to understand common stresses, stress trigger factors, and management strategies used by instructors and faculty members, as presented by diverse researchers. Consequently, several studies are used as references in this investigation.

Academic Citizenship Behaviors

Academic citizenship behavior refers to positive and responsible conduct of the individuals within academic community, including students, faculty, and staff. This behavior involves contributing to the overall well-being of the academic institution, fostering a positive academic environment, and engaging in activities that support the academic community. There is a growing body of literature on this topic, and here are some key works that be useful for understanding and exploring academic citizenship behavior. The most important of these is existence of a significant influence relationship between academic citizenship behavior in its dimensions and cultural capital in its dimensions, and one of most important recommendations made by the research is to invest in the nature of an impact relationship between academic citizenship behavior. They and cultural capital, in various aspects, are more comprehensive than investing them separately to increase cultural capital (Selim, 2022). The degree to which students are intellectually engaged makes a motivating backdrop that effects how they deal with academic obstacles and recover from failure. ACB is linked to reduced mental retreat from higher education, decreased behavioral disengagement, and increased academic engagement. These benefits are mediated by pupils' psychological needs being satisfied. Others, however, showed inconsistent consequences for students' results, with many direct & indirect effects (Sicard, 2023).

Instructional Strategies of Teachers

There is still space for it in poorer countries. When leaders use effective teaching approaches, employees go above and beyond their ordinary jobs. Moreover, instructors' self-efficacy acts as a mediator in the link between instructional leadership and employee performance. Results offered strong support for proposed theoretical framework. Underdeveloped countries will benefit from this descriptive research in terms of the leadership abilities and educational environments (Khan, 2023). The COVID-19 epidemic has forced closure of educational institutions throughout the world. These instructional methods can be useful in establishing the online teaching in higher education. There are teaching models at the start of school reopening, and instructors are still adjusting to the circumstances while deciding on techniques that will encourage students to return to face-to-face learning and use technology as a tool with other classroom resources. Utamajaya (2020) and Yang (2020). Students' readiness for new educational practices, with motivation influenced by mental programs, implementation dependent on university conditions (Lubsky, 2020). However, training early-career researchers in the teaching is valuable when developed and done using the evidence-based approaches.

The early career researchers who get teaching training report substantial improvements in their planned teaching tactics, course design, perceptions about instructors' and students' expertise, and self-efficacy for instruction (Khan, 2023). Insensitively, the student disengagement is rising issue in

higher education, with a sizable number of undergraduates dropping out in their first year. A short-duration evidence-based training on teaching can be successful in influencing participants' views (Ibrahim, 2020); Several studies have focused upon teacher education strategies such as classroom practice transformation, enhanced student performance, pedagogical subject knowledge, topic knowledge and communication skills, interpersonal skills, and outcome-based instructional design skills. ACB goes beyond traditional academic obligations to include things like active engagement in class discussions, collaborative learning efforts, peer support, and involvement in extracurricular activities. These findings indicate that future studies should concentrate upon the complete teacher preparation that includes classroom practice modifications, communication skills, understanding of pedagogical material, instructional design the skills and outcomes, topic competence, and social communication skills. Their performance has increased to standard vital for 21st-century training (Shidiq, 2022).

Teachers Academic Behavior

More experienced teachers had more positive perception of pupils, which influenced their opinions on graduation. Unsurprisingly, when students were reprimanded for the behavioral disturbances, teachers assessed them adversely. Similarly, when kids performed better academically, teachers viewed them more warmly. However, various subtleties were discovered based on student gender and race/ethnicity, indicating potentially substantial impact of instructor expectations on student results (Williams, 2020). All of factors influencing teachers' behavior are highly correlated with one another and with students' academic achievement, but there is a positive but weak relationship between two factors: rules, routine, and support, and negative behavior. There is a considerable relationship between the teacher behavior and student academic progress (Munir, 2020). However, beginning in the spring of 2020, outbreak of COVID-19 forced Chinese educational organization to close campuses and start teaching online. Research concludes with five fundamental conceptions for online education: relevance, importance, and purpose of online instructional design to student learning; efficient delivery of the online instructional content; Faculty and teaching assistants give necessary assistance to students; high-quality involvement to increase breadth & depth of student learning; and exigence plan to cope with unexpected problems linking online education platforms (Bao, 2020).

Students Social Behavior in Class

Students' social behavior in the classroom encompasses a wide variety of subjects, including social interactions, peer relationships, and influence of social dynamics on learning outcomes. Here are some important publications and academic sources that give insights into students' social behavior in the classroom: Attending courses was shown to be connected with students' daily activity habits. Importantly, students who attended sessions for longer periods of time experienced longer bouts of SB (Khan, 2023). To address issue that students were exposed to be having sedentary lifestyles than previously projected, efforts must be taken to prevent additional increases in the SB. Changing the academic environment, whether through physical education or educational breaks, has the ability to encourage a more active lifestyle. However, any solution requires extensive study to ensure that it combines intellectual endeavors with physical well-being (Chim, 2020). During primary and

secondary school, suicidal idealization (SI) grew in university students. We identified four types of life-course bullying victimization (BV) underlined connections with suicidal behavior. Persistent BV was linked with greater odds of all three suicide-related outcomes compared to the moderate and secondary school BV.

Both moderate and secondary school BV had a favorable correlation with SI. Additionally, there was a dose-response association (Wang, 2020). Moreover, nearly half of Mettu University students reported depressive symptoms, and one in every four reported a suicide thought, plan, or attempt. The current study indicated that the frequency of suicide among university students is greater than in other settings. Being female, inadequate social support, lifetime alcohol use, family history of suicide attempt, rural domicile, and less regular engagement in religious practice were revealed as independent predictors of suicide thoughts and attempts (Abdu, 2020). Still, various subtleties were discovered based on student gender and race/ethnicity, indicating possibly large impact of instructor expectations on student results. Students' primary sources of food safety information are family members and friends. It has been demonstrated that all forms of food safety education are effective. Current study shows that education gives information and inspires more appropriate food safety practices. The authors propose more inclusive food safety education for younger age groups (Marklinder, 2020).

Psychological Impact on Students

Academic citizenship behavior refers to the constructive and responsible actions of persons in the academic community, such as the students, teachers, and staff. Academic citizenship behavior may have substantial psychological influence on students, affecting their general well-being, academic experiences, and personal growth (Khan, 2023). The frequency of both the provisional and severe depression and anxiety disorders among Bangladeshi university students is extremely high and increasing. This study gives substantial information about the unfavorable impacts of university socio-cultural environment and the students' lifestyle characteristics on their psychological health (Hossain, 2019). They and cultural capital, in various aspects, are comprehensive than investing them separately to increase cultural capital. A study of the research over the last 30 years reveals that the psychological discomfort is a long-standing and contemporary issue impacting university students all around the world. Poorer academic performance and bad health habits are associated with students' distress, and these broader consequences underline the need for suitable policies and resources to help students during what is undoubtedly a difficult period. The responsibilities of the academic lifestyle are intrinsically stressful; nonetheless, feeling them uncomfortable is not needed and necessary.

Rather, an examination of relationships between university students' psychological characteristics psychological discomfort suggests that such characteristics may be perfect targets of intervention to ensure students are best suited to manage university pressures, and more emphasis should be paid to this area (Sharp, 2018). In this linking, university students are more likely to experience mental health difficulties. The COVID-19 epidemic, as well as the public health measures implemented to counteract it, had a significant psychological impact on the pupils. The mental health of university students should be closely monitored and evaluated during crisis, and universities should provide

the psychologically oriented services tailored to these conditions in order to reduce the emotional impact upon students (Ghazawy, 2021). Suicidal thoughts and attempts were shown to be strongly associated with psychological discomfort. Suicide ideation, suicide try, and physiological disorder are common among university students, while the frequency varies depending on the sociocultural environment. Thus, attention should be paid to the mental health needs of young people enrolling in higher education institutions, and more cross-cultural research is needed to better understand the cause of documented intersocietal disparities in the suicidal conduct and psychological distress (Eskin, 2016).

RESEARCH METHODOLOGY

This study employs a quantitative approach. To collect information, a questionnaire was delivered to the target demographic. A questionnaire was developed by evaluating and revising aspects and factors such as physical symptoms and stress management strategies. Likert scales are used in questionnaires. Developing self-reports Likert scales are an important part of current psychology. Furthermore, as methodological improvements continue, psychologists find it challenging to stay current on best practices. Measurement in psychology takes numerous forms, one of best techniques for many phenomena is the psychological Likert scale (Jebb, 2021). On a Likert scale, factors are scored from strongly agree to strongly disagree in descending order. The range was indicated 5 to 1. Mark 5 denotes strong agreement, Mark 1 shows significant disagreement, Mark 3 suggests hesitant, as seen in table.

Table 1 Likert Scale

Scoring of Data	SA	A	UD	DA	SDA
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Questionnaire Design

For quantitative survey, questions based on criteria aimed at understanding function of academic citizenship behavior and its influence on student achievement were utilized. These factors include instructors' instructional strategies, academic behaviors, students' social behavior in class, and the psychological effect on pupils. For demographic, there is part where gender, university, program is thus necessary.

Data Collection

The data were collected from the students of four different universities in the Multan district. These universities include the Women University Multan, Bahaudin Zakriya University Multan, Nawaz Shareef University Multan, and Emerson University Multan. The participants at these universities are M.Phil. And Ph.D. students. Therefore, a total of 200 samples were distributed among students of these four universities to get responses from all 200 participants. Thus, all the collected samples are usable.

Table 2 Sample Response

Description	Distributed	Response	Useable
-------------	-------------	----------	---------

Sample	200	200	200
--------	-----	-----	-----

Statistical analysis is created by implementing three types of analysis mean, standard deviation and chi-square Test. Arithmetic mean is sometimes referred to as an average. The mean is average of two or more values or readings. It is calculated as sum of all readings divided by the total number of readings. Standard deviation is a statistical study that shows how different several data readings are from mean. The mean and standard deviation are common measurements of central tendency and variability in data derived from the scale variables. If data is not normally distributed, some researchers opt to present median and quartiles instead. However, mean and standard deviation have valuable qualities can be meaningful even when data is not normally distributed (Lydersen, 2020). The chi-square test is a statistical process that determines the relationship between factors and variables. This test may be used to see if there is a relationship between factors and categorical data variables. It is useful for determining if a discrepancy between two categorical variables is due to chance or a link between them. The Chi-square test is a useful analytical technique that may reveal lot about nature of research data. It is effective statistic that allows researchers to evaluate hypotheses regarding variables recorded at nominal level. As with all inferential statistics, the most trustworthy findings are obtained when data are collected from randomly selected people sample sizes are large enough to create enough statistical power (Ahmed, 2022). Formula for calculating a Chi-Square is:

$$\chi^2 = \frac{\sum (O_i - E_i)^2}{E_i}$$

Whereas: Observed. E_i : Expected value. χ^2 : The cell Chi-square calculated value

The Chi-Square Test has some limitation for the application to find the Correlation between two variables or two factors. This test is only suitable for up to two variables. The chi square test revolves about null hypotheses. Null hypothesis defined as “There is no significant association between the variable and factors.

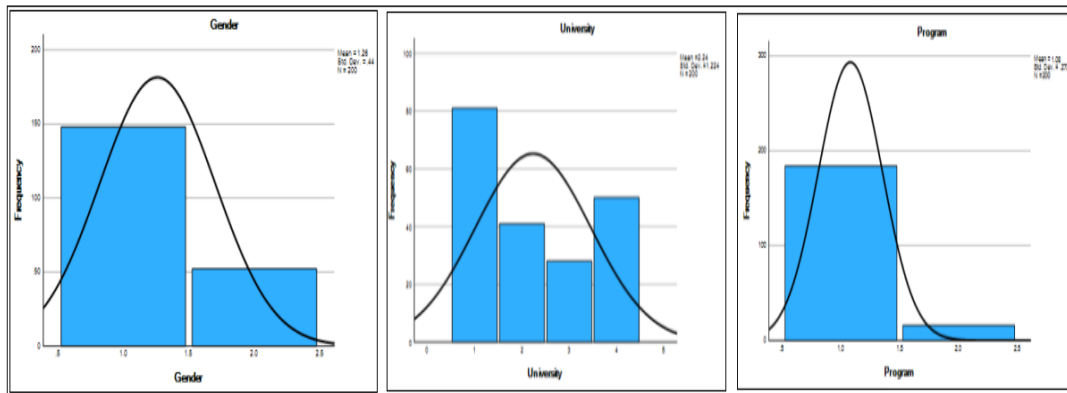
RESULTS OF STUDY

The questionnaires were circulated throughout the selected population of 200 students to get a 100% result in form of respondents. For research purposes, the students are selected from the four government universities, Women University Multan, Bahaudin Zakriya University Multan, Nawaz Shareef University Multan, and Emerson University Multan. 50 participants from each university are selected for study purposes, we choose M.Phil. & PhD students. In demographic analysis, sample was analyzed in three parts: by gender, by degree, by degree/program, and by university. There are 52 male and 148 female participants, which is 26% and 74% of total participants, respectively. 81 participants are from Women University, 41 from BZU University, 28 from Emerson University, and 50 from Nawaz Shareef University Multan, with the percentages of 81%, 41%, 28%, and 50%, respectively. By the completion of degree or program, there are 184 participants from M.Phil. and 16 from Ph.D.

After getting the response, which is enough for this research, the SPSS tool is used to compile and put together the data and responses of the participants. After compiling the data, the report shows the result by analyzing the data. As per the response, it is noted that 80.00% of participants agree

that the teacher tries to provide all information that students need to accomplish their task. 15.5% disagreed with the statement. The remaining 4.5% have no idea. 63% of participants agreed that the teachers should transfer authority to some students in the class room, but 26.5% disagreed and the remaining had no idea. 71% thought that teachers encouraged us to put in the extra effort and behavior, but 18.5% disagreed and remaining had no idea. 55.5% of participants think teacher evaluations of particular students are influenced by their personal attitude towards them, but 26% denied it.

Figure 1 Demographic Information



The rest of the participants have not decided. 25.5% agree that the teachers are assigning difficult tasks and being unhelpful and unfriendly with us, but 60.5% disagree with the statement, and the remaining are undecided. 27.5% agreed that teachers were allowing some students to demean and bully other classmates, but 66.5% disagreed and the remaining had no idea. 31.5% have claimed that teachers always used treats or demands to impose their will on students, but 63.5% denied it. The rest of the participants have not decided. 77% agreed that teachers always give constructive feedback to all students, but 11% denied it, and the remaining have no idea. A teacher threatens all students without discrimination or bias. 66% agree with the statement, 20% deny it, and the rest of the participants have not decided. The teacher is approachable and willing to help students. 72.5% agree, 17.5 disagree, and the rest of the participants have no idea. 85% claim that teachers have a timetable to attend all lessons; 10% deny it; and the rest of participants have no idea. 82.5% agree with Teachers are supportive and encourage students to help them build confidence. 15% disagree with statement; rest have no clue. 74% claim that teachers are creative and incorporate fun activities into their lessons to make learning enjoyable, but 15.5% disagree, and the rest have not decided.

Likewise, 75.5% accept that teachers are approachable and easy to talk to create a comfortable learning environment; 13.5% deny it; and the rest are undecided. 77% agreed that teachers are consistent and fair in their classroom to create a sense of stability and trust. 11% have denied it, and the remaining are not decided. 37.5% accept that students use mobile phones during lectures, but 52.5% disagree with the statement, and the rest of the participants have not decided. 26% of the participants have agreed with Students did not pay attention to teachers' instructions. 51% have

denied it; the rest have no idea. Students' uncivil behavior increases exhaustion and tension in the classroom. 47.5% have agreed with the statement. 38.5% have denied it; the rest of the participants have no idea. 77% accept that classmates' positive responses during questioning have a positive impact on students' learning performance in the class, but 17% disagree with it, and the rest of the participants have no idea. 63% agree with it; students who are open-minded and willing to learn from others create a diverse and inclusive classroom environment; 25.5% deny it; and the rest have not thus decided.

Similarly, 68% claim that students who are disruptive or disrespectful can create a negative and uncomfortable classroom environment, but 23% disagree, and the remaining have no clue. 61% agree with Students who are uncooperative or unwilling to work with others can make it difficult for others to participate and learn. 26.5% disagree, and the remaining have no idea. Students who are not favored are likely to disobey rules. 50.5% agree with it, 33.5% disagree, and the rest have not decided. 68.5% claim that students' uncivil behavior decreases motivation levels and increases stress. 20% disagree with it, and the rest of the participants have no clue. 74% agreed with Good the academic citizenship enhances students social and emotional well-being, but 15.5% have not agreed and remaining have no idea. 59% agree with it that teachers' academic incivility increases stress, jeopardizes learning, and damages the relationships of students. 26% have not agreed with the statement; the rest are undecided. 64% claim that negative role modelling by teachers can create a ripple impact within the academic community and on students' behavior. 22.5% disagree, and the rest of the participants have no idea. Teachers' bias affects students' ability to succeed, grow, and learn. Thus, 80% agreed with the statement, 13.5% disagreed, and the rest of the participants were undecided.

Table 3 Pearson Correlation (Significant Value of Chi-Square Test)

Variables/Factors	A	B	C	D	E	F	G	H	I	J	K	L
Teacher tries to offer information that students need to accomplish tasks.	0.000	0.000	0.000	0.000	0.000	0.152	0.000	0.001	0.000	0.016	0.000	0.000
Teachers transfer his/her authority to some students in the classroom.	0.000	0.000	0.50	0.001	0.002	0.000	0.000	0.007	0.000	0.000	0.046	0.052
Teachers encourage us to put effort in work and behavior for our success.	0.010	0.000	0.000	0.000	0.000	0.006	0.004	0.017	0.000	0.006	0.002	0.000
Teachers' evaluations of students are unfair by attitudes toward them.	0.001	0.000	0.000	0.004	0.000	0.001	0.000	0.000	0.000	0.001	0.000	0.000
Teachers assigning hard tasks then being unhelpful & unfriendly us.	0.035	0.001	0.57	0.009	0.034	0.009	0.000	0.000	0.000	0.007	0.016	0.486
Teachers allowing some students to demean & bully class Fellowes.	0.001	0.000	0.001	0.000	0.028	0.076	0.049	0.005	0.000	0.212	0.181	0.025
Teachers used threats demands to impose his/her will on students.	0.000	0.000	0.023	0.000	0.084	0.014	0.023	0.209	0.000	0.021	0.039	0.001
Teachers always gives constructive feedback to all students.	0.000	0.000	0.000	0.000	0.000	0.003	0.016	0.250	0.000	0.021	0.000	0.000

Table 3a Pearson Correlation (Significant Value of Chi-Square Test)

Variables/Factors	A	B	C	D	E	F	G	H	I	J	K	L
-------------------	---	---	---	---	---	---	---	---	---	---	---	---

Teacher treats all students without discrimination and biasness.	0.000	0.000	0.000	0.10	0.005	0.000	0.000	0.034	0.000	0.043	0.328	0.000
Teacher is approachable & willing to help students.	0.016	0.000	0.003	0.000	0.018	0.027	0.001	0.015	0.000	0.002	0.005	0.000
Teachers have timetable to attend all lessons.	0.000	0.000	0.000	0.000	0.000	0.053	0.000	0.028	0.000	0.000	0.114	0.000
Teachers are supportive and inspire students to help build confidence.	0.000	0.000	0.000	0.000	0.030	0.018	0.000	0.001	0.000	0.001	0.022	0.000
Teachers are creative into their lessons make learning enjoyable.	0.001	0.000	0.000	0.000	0.000	0.020	0.000	0.000	0.000	0.002	0.029	0.000
Teachers are approachable to talk to create learning environment.	0.018	0.000	0.000	0.000	0.005	0.024	0.033	0.335	0.000	0.040	0.000	0.001
Teachers are consistent in their classroom to create a sense of trust.	0.000	0.000	0.000	0.000	0.001	0.000	0.000	0.000	0.000	0.000	0.006	0.000
Students use mobile phone during lecture.	0.000	0.000	0.157	0.003	0.000	0.000	0.000	0.000	0.014	0.000	0.000	0.006

Factors

- A. Students did not pay attention on teachers’ instruction.
- B. Students’ uncivil behavior increases exhaustion and tension in the classroom.
- C. Classmates’ positive responses make positive impact on students’ learning performance in class.
- D. Students who are open-minded to learn from others create the inclusive classroom environment.
- E. Students who are disruptive can create a negative and uncomfortable classroom environment.
- F. Students who are uncooperative or unwilling to work can make it difficult for others to learn.
- G. Students who are not favored are likely to disobey rules.
- H. Students’ uncivil behavior decreases motivation level and increase stress.
- I. Good academic citizenship enhancing students social and emotional well-being.
- J. Teachers’ academic incivility increase stress, jeopardize learning and damages bond of students.
- K. Negative role of teachers can create ripple impact academic community and students’ behavior.
- L. Teachers’ biasness affects students’ ability to succeed, grow and learn.

Table 3 indicates relationship between variables and variable of academic civic conduct, as well as the influence on high-level student achievement. In this table, we use factors in the row and the study’s factors in column to display the connection using chi square test. If the correlation coefficient is less than 0.05, the relationship rejects the null hypothesis, indicating a substantial link between factors and variables.

DISCUSSION

The topic expands to institutional policies and practices, highlighting the importance of leadership and organizational culture in developing academic citizenship. The study of the long-term impacts emphasizes the persistence of good outcomes, implying that cultivating academic citizenship helps not just to immediate academic achievement but also to students’ growth. They and cultural capital, in their different forms, are more comprehensive than investing them separately to boost cultural capital (Selim, 2022). Unfortunately, student disengagement is a growing problem in the higher education, with a significant proportion of undergraduates dropping out in their first year. ACB has been connected towards reduced mental retreat from higher education, decreased behavioral disengagement, and greater academic engagement. These advantages are mediated by students’

psychological needs being met (or not being disappointed). Others, however, had uneven effects on students' outcomes, with both the direct and indirect effects (Sicard, 2023). The findings provided considerable support for the suggested theoretical framework. This descriptive research will help underdeveloped nations improve their leadership qualities as well as education desired conditions (Khan, 2023).

The present scenario the COVID-19 outbreak has prompted the closure of educational institutions throughout the world. These instructional strategies can help create the online teaching in higher education. Thus, there are teaching models at the start of school reopening, and teachers are still adjusting to the situation while deciding upon strategies that will inspire students to return to face-to-face the learning and utilize technology as a tool in conjunction with other classroom materials. (Utamajaya, 2020; Yang, 2020). Furthermore, psychological distress was strongly associated with reports of suicide ideation and attempts. Suicide ideation, suicide attempts, and mental distress are common among university students, while the frequency varies depending upon the sociocultural environment. Attention should be paid to the mental health needs of the young people enrolling in higher education institutions, and more cross-cultural research is needed to better understand an etiology of the documented intersocietal disparities in suicidal conduct and psychological distress (Eskin, 2016).

The importance of considering the social contacts in addressing the psychological effects of the pandemic and identifying and supporting students at risk of social isolation (Elmer, 2020). Thus, recognizing the study's limitations, such as sample specificity and inherent biases, the opens up opportunities for further research. Future research should include comparative assessments across multiple cultural contexts as well as an investigation of technology-mediated academic citizenship behaviors to improve understanding of this crucial part of higher education. Several studies have focused upon teacher education strategies such as classroom practice transformation, enhanced student performance, pedagogical subject knowledge, topic knowledge and communication skills, interpersonal skills, as well as the outcome-based instructional design skills. Finally, the discussion emphasizes the critical role of the academic citizenship behaviors in shaping students' performance, laying the groundwork for informed interventions, policy development, and educational practices that priorities the development and growth of a supportive and engaged academic community in university settings.

CONCLUSION

Finally, this study sheds light on the important relationship between academic citizenship conduct and university achievement. A detailed examination of conceptual framework, empirical study, literature review, methodology, and conclusions reveal that some elements of academic citizenship conduct have a considerable influence on academic achievement. The review of available research emphasizes the necessity of instilling a sense of community and shared responsibility in educational settings. Rigorous statistical analysis found complex relationships between academic citizenship practices and accomplishment. The associations found have practical applications for educational institutions. Administrators and educators may assist students' academic journeys by intentionally building an academic citizenship culture. This study acts as a reference for the policymakers and

administrators in implementing the focused changes that improve the overall learning experience. However, it is critical to recognize the study's shortcomings. Thus, a future study should look at the dynamics of the academic citizenship in other cultural and institutional contexts, broadening our understanding of its universality and context-specific subtleties. In negotiating the complexity of modern education, creating a sense of citizenship in students emerges as a critical aspect, not just in individual accomplishment but also in the development of a lively as well as supportive academic community. This thesis adds significant insights to our knowledge of academic civic conduct and its influence upon the student achievement, prompting additional investigation and use in variety of educational contexts.

REFERENCES

- Abdu, Z. H. (2020). Suicidal behavior and associated factors among students in Mettu University, South West Ethiopia, 2019: Institutional based cross-sectional study. *Psychology Research and Behavior Management*, 233-243.
- Ahmed ELsayed, K. (2022). Chi-Square Independence Test: To Study Effect of Chronic Diseases and Recovery from COVID 19: Case Study King Abdullah Hospital during the period December 2020-June 2021. 335-306), 4(46, *المجلة المصرية للدراسات التجارية*.
- Albarra Shidiq, G. P. (2022). Trends of competencies in teacher education from 2015 to 2020: A Systematic Review Analysis. *Kasetsart Journal of Social Sciences*, 43(1), 257-264.
- Albia, J., & Ming, C. (2023). Re-examining and developing the notion of academic citizenship: A critical literature review. *Higher Education Quarterly*, 00:1-13.
- Bao, W. (2020). COVID-19 and online teaching in higher education: A case study of Peking University. *Human Behavior and Emerging Technologies*, 2(2), 113-115.
- Bryce, C. I. (2019). Parents' and teachers' academic influences, behavioral engagement, and first- and fifth-grade achievement. *School Psychology*, 34(5), 492.
- Chim, H. Q. (2020). Academic schedule and day-to-day variations in sedentary behavior and physical activity of university students. *International Journal of Environmental Research and Public Health*, 17(8), 2810.
- Elmer, T. M. (2020). Students under lockdown: Comparisons of students' social networks and mental health before and during COVID-19 crisis in Switzerland. *Plos ONE*, 15(7), e0236337.
- Eskin, M. S. (2016). Suicidal behavior and psychological distress in university students: a 12-nation study. *Archives of Suicide Research*, 20(3), 369-388.
- Ghazawy, E. R. (2021). Psychological impacts of COVID-19 pandemic on the university students in Egypt. *Health Promotion International*, 36(4), 1116-1125.
- Hossain, S. A. (2019). Impacts of socio-cultural environment and lifestyle factors on psychological health of university students in Bangladesh: a longitudinal study. *Journal of Affective Disorders*, 256, 393-403.
- Ibrahim, A. C. (2020). The effects of a teaching development institute for early career researchers on their intended teaching strategies, course design, beliefs about instructors' and students' knowledge, and instructional self-efficacy. The case of Teaching Institute at Johns Hopkins University. *Studies in Educational Evaluation*, 64, 100836.

- Jebb, A. T. (2021). A review of key Likert scale development advances: 1995–2019. *Frontiers in Psychology*, 12, 637547.
- Khan, A. N. (2023). Examining The Role of Instructional Leaders and Their Effects on Teacher Performance and, Organization Citizenship Behavior in Educational Sector of Pakistan: Teacher's Self-Efficacy as a Mediating factor. *Multicultural Education*, 9(6).
- Lubsky, A. V. (2020). Social behavior of students in higher education (based on the results of a sociological study in the Rostov Region, Russia). *Universal Journal of Educational Research*, 8(10), 4529-4535.
- Lydersen, S. (2020). Mean and standard deviation or median and quartiles? Tidsskrift for Den norske legeforening.
- Marklinder, I. A.-T. (2020). Food safety knowledge, sources thereof and self-reported behaviour among university students in Sweden. *Food Control*, 113, 107.
- Munir, H. A. (2020). The Influence of Teachers' Behavior on students' Academic Achievement at University Level. *Journal of Arts & Social Sciences*, 7(2), 60-69.
- Selim, O. N. (2022). The Role of Academic Citizenship Behavior in Building Cultural Capital. *Journal of Positive School Psychology*, 7695-7702.
- Sharp, J. D. (2018). A review of psychological distress among university students: Pervasiveness, implications and potential points of intervention. *International Journal for Advancement of Counselling*, 40, 193-212.
- Sicard, A. S. (2023). Academic citizenship behaviors as a means of meeting students' psychological motivational needs and enhancing academic engagement. *Current Psychology*, 1-12.
- Utamajaya, J. N. (2020). Investigating The Teaching Models, Strategies And Technological Innovations For Classroom Learning After School Reopening. *PalArch's Journal of Archaeology of Egypt*. 17(8), 289-302.
- Wang, G. F. (2020). Sensitive periods for the effect of bullying victimization on suicidal behaviors among university students in China: The roles of timing and chronicity. *Journal of affective disorders*, 268, 12-19.
- Williams, A. L. (2020). Middle school teachers' academic and behavioral perceptions of their students and expectations for high school graduation. *The Journal of Early Adolescence*, 40(8), 1061-1086.
- Yang, Y. F. (2020). New teaching strategies from student teachers' pedagogical conceptual change in CALL. *System*, 90, 102218.