

The Impact of Prosocial Behavior on Social Responsibility and Commitment to Duties Among Female Middle School Teachers in Tonekabon County

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ABSTRACT

Objective: The present study aimed to determine the impact of prosocial behavior on social responsibility and commitment to duties among female middle school teachers in Tonekabon County.

Materials and Methods: The research method was descriptive-survey, and in terms of purpose, it was categorized as applied research. The study population consisted of all female middle school teachers in Tonekabon during the academic year 2023–2024, totaling 150 individuals. Based on Cochran's formula, 109 participants were selected through simple random sampling. The research instruments included the Prosocial Behavior Questionnaire by Carlo et al. (2003), the Social Responsibility Questionnaire by Carroll (1991), and the Commitment to Duties Questionnaire by Blau and Boal (1989). Statistical analysis was performed using structural equation modeling (SEM) with SPSS 27 and Smart PLS 3 software.

Findings: Path analysis results indicated that prosocial behavior had a positive and direct effect on social responsibility and commitment to duties. Furthermore, the findings showed that a one-unit change in prosocial behavior led to a 0.547-unit increase in social responsibility and a 0.583-unit increase in commitment to duties.

Conclusion: The findings demonstrate that prosocial behavior significantly enhances social responsibility and commitment to duties among teachers, highlighting its vital role in fostering a positive and effective educational environment.

Keywords: *Prosocial Behavior, Social Responsibility, Commitment to Duties.*

1. Introduction

Enhancing the quality of education requires greater emphasis on educational efficiency and the methods

used to achieve educational objectives. Educational organizations can continue to grow and improve their quality only when their members also grow and demonstrate high-

quality performance. Therefore, significant educational organizations, whose purpose is to nurture individuals and facilitate the development of all dimensions of personality (psychological, physical, mental, spiritual, and social) based on abilities, readiness, and tendencies, require physical and human resources for schools to function effectively (Banerjee & John, 2024; Malik, 2024; Zhang et al., 2023).

Commitment to duties is one of the critical variables in the educational system. It is defined as an employee's willingness to respect norms, values, and actively or quickly engage in organizational activities to facilitate the achievement of desired goals. It also involves the vigilance to fully utilize their energy, skills, knowledge, and resources in pursuit of organizational objectives. Sharma and Sinha (2015) defined it as the extent to which an employee internalizes, accepts, and understands their role based on organizational values and goals. According to Porter et al. (1974), commitment to duties is characterized by "a strong belief in and acceptance of the organization's goals and values, a willingness to exert significant effort on behalf of the organization, and a definite desire to maintain membership in the organization." Individuals may commit to an organization for various reasons: for some, the organization's values, mission, and goals align with their own, while for others, leaving may impact their credibility, benefits, or social networks (Imam & Kim, 2023).

In educational institutions, commitment to duties involves three key aspects: (1) having a strong belief in and acceptance of the organization's goals and values, (2) being willing to exert effort to achieve organizational benefits, and (3) a strong desire to maintain organizational membership. In schools, it reflects employees' awareness of deploying their full capacities, skills, knowledge, and resources to achieve defined school goals. For instance, in classrooms, this is seen in teachers' willingness to work toward students' academic progress. Teachers' commitment to classroom and school activities is often evident in their easy acceptance, participation, and adherence to school norms, values, and goals. A decline in commitment can negatively impact the values of social responsibility (Nazim, 2024; Torabian et al., 2023).

One of the fundamental needs of educational organizations is social responsibility. Social responsibility refers to an organizational policy that integrates social and environmental considerations into organizational operations (Clark & Giacomantonio, 2013; Mesurado et al., 2014). Ethically, it implies individuals are accountable for fulfilling their civic duties, where actions should benefit society as a

whole (Banerjee & John, 2024; Khaleghi et al., 2023; Lin et al., 2023; Rutten et al., 2007). Social responsibility encompasses accountability for one's decisions and actions, trust in others, and control over actions within one's purview. Socially responsible individuals are active contributors to their growth. Social responsibility is vital for the entire community, as teaching it to students promotes a culture of peace, solidarity, and social justice through sustainable education and ethical training. Teachers play a professional role in this approach by educating future citizens (Chen et al., 2023; Imam & Kim, 2023; Khaleghi et al., 2023; Wong & Chui, 2022).

Social responsibility fosters increased social trust capital, significant political outcomes, improved efficiency, the expansion of personal and organizational identity, stakeholder identification, and positive attitudes. It also enhances social commitment, social health, and the attainment of sustainable development goals, along with inspiring students through teachers' and administrators' sense of responsibility (Hessen & Kuncel, 2022; Kyrychenko et al., 2022; Wang et al., 2022; Wong & Chui, 2022).

Considering this context, prosocial behaviors are positively and significantly related to teachers' and administrators' social responsibility and commitment to duties (Imam & Kim, 2023; Lin et al., 2023). Prosocial behaviors involve ethical principles expected to be followed in professional groups. Teachers in educational institutions are expected to adhere to these ethical values to maintain professionalism. These behaviors include respecting all community members, tolerating diverse cultures and perspectives, embracing equality, and ensuring equitable distribution of resources. Achieving this requires school administrators and teachers to adopt ethical behavior aligned with these values (Khaleghi et al., 2023; Kyrychenko et al., 2022; Wong & Chui, 2022; Zhang et al., 2022).

A healthy school atmosphere promotes loyalty and satisfaction among students. Prosocial behaviors exhibited by teachers and administrators in their duties cannot be separated from ethical responsibilities. Essential teacher responsibilities include establishing and adhering to professional ethical standards in education. Professional ethical principles outline boundaries between acceptable and unacceptable behaviors, creating fundamental standards (Manzano-Sánchez & Valero-Valenzuela, 2019). Ethical attitudes and behaviors enable teachers and administrators to comprehend organizational values and distinguish the most critical factors among them, using this information to

enhance performance. Ethical attitudes and behaviors reflect professional commitments aligned with a set of ethical standards, defining professionalism in the workplace. Conversely, undesirable behaviors, such as using information and communication technology for personal purposes during working hours, pose challenges to ethical conduct in professional and educational organizations (Khaleghi et al., 2023; Wray-Lake et al., 2016).

Given the importance of social responsibility, commitment to duties, and prosocial behaviors in organizations, this study aims to highlight that prosocial behaviors are crucial for enhancing social responsibility and commitment to duties in educational organizations. By strengthening these traits, educational organizations can achieve greater success and foster more effective teachers and administrators. Thus, the objective of this research is to determine the impact of prosocial behavior on social responsibility and commitment to duties among middle school teachers in Tonekabon. The main research question is: Does prosocial behavior affect social responsibility and commitment to duties among middle school teachers in Tonekabon?

2. Methods and Materials

2.1. Study design and Participant

The research method employed in this study is descriptive-survey, and the study is classified as applied research in terms of purpose. The study population comprised all female middle school teachers in Tonekabon during the 2023–2024 academic year, totaling 150 individuals. Using Cochran's formula, the sample size was calculated to be 109 participants. The sampling method used was simple random sampling. In this approach, several schools were randomly selected from all girls' middle schools. Subsequently, after coordinating with the education authorities, questionnaires were distributed among the managers and teachers of the selected schools.

2.2. Measures

2.2.1. Commitment to Duties

The Commitment to Duties Questionnaire was designed and developed by Blau and Boal (1989). Respondents could score each item on a scale from 1 to 5 based on a Likert scale, depending on the nature of the question. The questionnaire consists of 40 items divided into four dimensions: Professional Attachment, Organizational Attachment,

Adherence to Work Values, and Job Involvement, which collectively measure commitment to duties. The questionnaire employs a five-point Likert scale (ranging from "very low" to "very high"). To determine reliability, various methods were applied, including Cronbach's alpha coefficient. The Commitment to Duties Questionnaire was validated in a study by Motadin (2011), and its reliability coefficient was estimated to be 0.89 using SPSS software (Dahmardeh & Nastiezaie, 2019).

2.2.2. Social Responsibility

The Social Responsibility Questionnaire was designed by Carroll (1991) and comprises 20 items that evaluate four components: economic responsibility, legal responsibility, ethical responsibility, and social responsibility. The questionnaire uses a five-point Likert scale with items such as "It is important for the organization to act in a way that maximizes profit per share." Scores between 20 and 33 indicate low social responsibility, scores between 33 and 66 indicate moderate social responsibility, and scores above 66 indicate high social responsibility (Manzano-Sánchez & Valero-Valenzuela, 2019).

2.2.3. Prosocial Behaviors

The Prosocial Tendencies Measure-Revised (PTM-R) was developed by Carlo et al. (2003) and consists of 23 items aimed at assessing self-reported tendencies across five types of prosocial behavior: anonymous prosocial behavior, prosocial behavior in crisis and emergency situations, emotional prosocial behavior, compliant prosocial behavior, and altruistic prosocial behavior. The response scale is a five-point Likert scale. In a study by Kajbaf et al. (2010), concurrent validity was established between the revised questionnaire and scales for global prosocial behavior, empathetic concerns, altruistic values, and social responsibility motivation ($p < 0.001$). The reliability, assessed using Cronbach's alpha, was calculated as 0.86.

2.3. Data Analysis

Descriptive and inferential statistics were employed in this study. For descriptive statistics, measures such as mean, variance, standard deviation, maximum, minimum, skewness, and kurtosis were utilized. For inferential statistics, appropriate statistical tests were applied after determining whether the data distribution was normal or non-normal. Parametric and non-parametric tests were conducted using SPSS 27 and Smart PLS software.

Table 1

Descriptive Statistics for Variables in the Commitment to Duties Questionnaire

Variable	Mean	Std. Deviation	Skewness	Kurtosis	Minimum	Maximum
Professional Attachment	3.75	0.705	-1.026	0.942	1.38	4.88
Organizational Attachment	3.89	0.724	-0.855	0.587	1.82	4.91
Adherence to Work Values	3.84	0.765	-1.068	0.830	1.60	4.90
Job Involvement	3.71	0.615	-0.641	0.578	1.73	4.91
Commitment to Duties	3.80	0.599	-0.789	0.296	1.98	4.75
Economic Commitment	3.52	0.747	-0.526	0.197	1.20	5.00
Legal Commitment	3.55	0.701	-0.299	-0.539	1.80	4.80
Ethical Commitment	3.58	0.618	-0.410	-0.364	1.60	4.80
Social Commitment	3.32	0.812	-0.316	-0.365	1.00	5.00
Social Responsibility	3.49	0.546	-0.297	-0.525	2.20	4.45
Anonymous Prosocial Behavior	3.67	0.722	-0.658	-0.708	2.14	4.71
Altruistic Prosocial Behavior	3.62	0.729	-0.509	-0.398	1.75	4.88
Emotional Prosocial Behavior	3.70	0.882	-0.786	0.435	1.00	5.00
Compliant Prosocial Behavior	3.71	0.764	-0.686	-0.282	1.67	5.00
Crisis Prosocial Behavior	3.75	0.790	-0.853	0.112	1.75	5.00
Prosocial Behavior	3.68	0.721	-0.668	-0.631	2.12	4.72

To determine the normality of the research indicators, the one-sample Kolmogorov-Smirnov test was performed. The hypotheses for this test are as follows:

Table 2

One-Sample Kolmogorov-Smirnov Test for Research Indicators

Indicator	Test Statistic	Significance Level	Test Result
Commitment to Duties	0.096	0.015	Not Normal
Social Responsibility	0.072	0.020	Not Normal
Prosocial Behavior	0.130	0.001	Not Normal

As shown in Table 2, the significance levels for all research indicators were less than 0.05. Therefore, none of the research indicators followed a normal distribution. Consequently, non-parametric tests were used to evaluate the research hypotheses.

3. Findings and Results

The majority of respondents (63.30%) were aged between 35 and 50 years, while the least (13.76%) were under 35 years of age. As shown in the data, 40.37% of respondents held a bachelor's degree, and 59.63% held a master's degree. Most respondents (46.79%) had work experience between 10 and 20 years, while the least (21.10%) had less than 10 years of experience.

H₀: The examined indicator has a normal distribution.
H₁: The examined indicator does not have a normal distribution.

Convergent validity exists when the composite reliability exceeds 0.70, the average variance extracted (AVE) is greater than 0.50, and the composite reliability is higher than the AVE. As shown in the data, all three conditions are met, indicating that the questionnaire possesses convergent validity.

Table 3

AVE and Correlation Between Variables

Row	Indicator	1	2	3
1	<i>Commitment to Duties</i>	0.813		
2	<i>Social Responsibility</i>	0.510	0.721	
3	<i>Prosocial Behavior</i>	0.462	0.576	0.754

As shown in Table 3, the square root of the AVE for each variable exceeds its correlation with other variables. This confirms the discriminant validity of the Commitment to Duties Questionnaire.

The R-squared criterion assesses the variance explained by endogenous (dependent) variables in the model. It reflects

the impact of an exogenous variable on an endogenous variable, with 0.19, 0.33, and 0.67 representing weak, moderate, and strong explanatory power, respectively. The R-squared values presented in Table 4 confirm an adequate fit of the structural model.

Table 4

R-squared Values for Research Variables

Row	Variable	R-squared
1	Social Responsibility	0.299
2	Commitment to Duties	0.339

The Q-squared criterion assesses the predictive power of the model. Values of 0.02, 0.15, and 0.35 indicate weak, moderate, and strong predictive power, respectively. As

shown in Table 5, the Q-squared values confirm the model's appropriate predictive ability for the endogenous constructs.

Table 5

Q-squared Values for Research Variables

Row	Variable	Q-squared
1	Social Responsibility	0.146
2	Commitment to Duties	0.203

Another criterion, introduced by Tenenhaus et al. (2005), is the global fit index (GOF), which is calculated by taking the geometric mean of communalities and R-squared. This index ranges from 0 to 1, with values closer to 1 indicating better model quality. Unlike chi-square-based fit indices in LISREL, the GOF does not evaluate the theoretical model's fit with the collected data but instead examines the overall predictive power of the model. In this study, the mean

communalities were 0.404, and the mean R-squared was 0.319, resulting in a GOF of 0.362. Since this value exceeds the threshold of 0.30, it indicates that the model possesses adequate predictive ability for endogenous latent variables.

To test the hypotheses and examine the significance of the path coefficients between variables, the software output was used. The path coefficients and their significance are presented in Table 6.

Table 6

Results of Structural Model Evaluation for Research Hypotheses

Row	Path	Path Coefficient (beta)	t-value	Test Result
1	Prosocial Behavior → Social Responsibility	0.547	7.679	Supported
2	Prosocial Behavior → Commitment to Duties	0.583	7.970	Supported

Figure 1

Standard Path Coefficients in the Conceptual Model

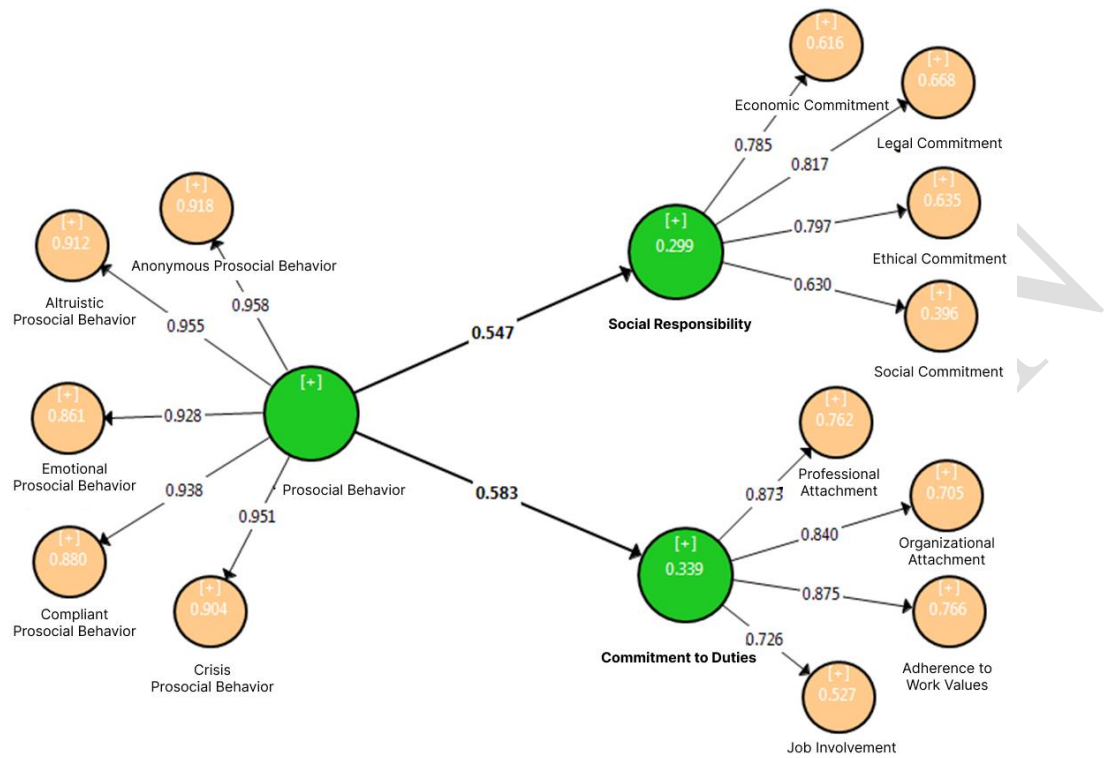
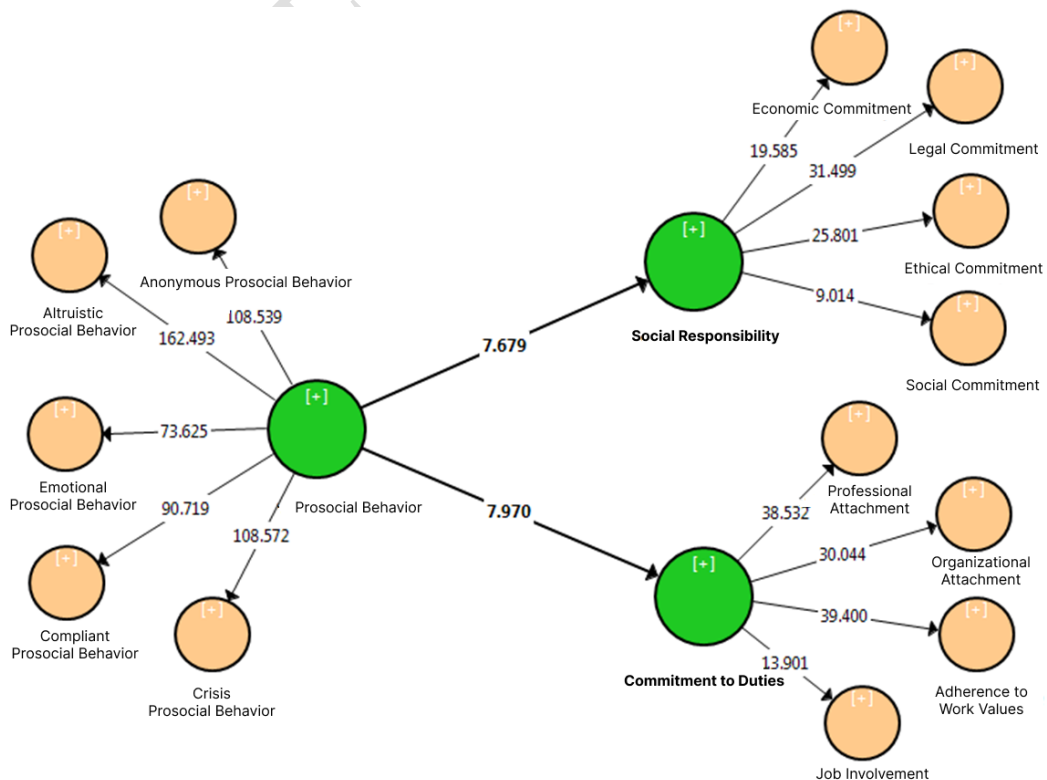


Figure 2

T-Statistics Results for Path Coefficients



The t-statistic for the relationship between prosocial behavior and social responsibility is 7.679, which exceeds 1.96, indicating significance at the 95% confidence level. The path coefficient between these variables is 0.547, showing that prosocial behavior positively impacts social responsibility. Specifically, a one-unit change in prosocial behavior results in a 0.547-unit increase in social responsibility. This confirms that prosocial behavior has a direct and positive effect on social responsibility.

Similarly, the t-statistic for the relationship between prosocial behavior and commitment to duties is 7.970, which also exceeds 1.96, confirming significance at the 95% confidence level. The path coefficient between these variables is 0.583, indicating that prosocial behavior positively impacts commitment to duties. A one-unit change in prosocial behavior results in a 0.583-unit increase in commitment to duties. This demonstrates that prosocial behavior has a direct and positive effect on commitment to duties.

4. Discussion and Conclusion

The findings of this study align with previous research (Banerjee & John, 2024; Chen et al., 2023; Hessen & Kuncel, 2022; Imam & Kim, 2023; Khaleghi et al., 2023; Kyrychenko et al., 2022; Lin et al., 2023; Malik, 2024; Nazim, 2024; Torabian et al., 2023; Wang et al., 2022; Wong & Chui, 2022; Zhang et al., 2022; Zhang et al., 2023).

Based on the results, the relationship between prosocial behavior, social responsibility, and commitment to duties among female teachers can be explained from several perspectives:

1. **Social Learning Theory:** Bandura's Social Learning Theory posits that human behavior is largely shaped by observing and imitating the behavioral patterns of others. Bandura argued that individuals learn new behaviors by observing the actions and consequences of others and then mimicking those behaviors to experience similar outcomes. Social learning plays a significant role in shaping personality and behavior (McLeod, 2016). In educational settings, teachers act as key behavioral role models for students. Teachers who demonstrate professional prosocial behavior positively influence their students by instilling values such as discipline, responsibility, a passion for learning, and scientific curiosity. Additionally, colleagues and other teachers in the school, upon

observing such exemplary professional behavior, are more likely to emulate and adopt similar behaviors. This leads to enhanced social responsibility, organizational commitment, and improved interpersonal relationships among colleagues (Khaleghi et al., 2023). According to this theory, individuals learn by observing and imitating the behavior of others. Teachers exhibiting prosocial behavior act as role models for both students and colleagues. Other teachers observing these behaviors develop greater social responsibility and commitment to their duties (Khaleghi et al., 2023; Kyrychenko et al., 2022). Therefore, based on Bandura's theory, teachers' behavior and role modeling in schools significantly impact students' social learning and the social growth of other teachers. Teachers who serve as positive role models reinforce a productive school culture and contribute to the academic and social development of students.

2. **Social Norms Theory:** Social Norms Theory suggests that individual behavior is largely influenced by the prevalent norms and expectations within the social groups they belong to. Social norms are the accepted behavioral patterns that individuals within a group adhere to. People align their behavior with group norms to conform and avoid exclusion. In educational environments, teachers and educators can establish desirable social norms through their behavior. Teachers who exhibit appropriate professional behavior and serve as positive role models reinforce norms such as responsibility, job commitment, and professional ethics (Khaleghi et al., 2023). Other teachers, aiming to conform to these positive norms, develop a stronger sense of commitment to their duties and strive to emulate similar behaviors. Thus, the behavior of teacher role models positively influences the norms governing the educational environment. According to this theory, individuals adapt their behavior to align with the social norms and expectations of their peer group. Teachers who display prosocial behavior help shape social norms in the workplace. Other teachers, seeking to align with these norms, cultivate greater social responsibility and commitment (Khaleghi et al., 2023). In summary, Social Norms Theory emphasizes the critical role of teachers' behavioral

models in shaping school norms and organizational culture. Teachers should strive to create positive role models and norms through their professional behavior, fostering a dynamic and constructive learning environment for students.

3. **Social Exchange Theory:** Blau's Social Exchange Theory is based on the premise that social relationships are built on the exchange of benefits between individuals. People, in return for benefits such as respect, support, and assistance from others, exhibit behaviors that satisfy the other party. In workplaces, relationships between teachers and administrators are also based on social exchange. Teachers who demonstrate professional prosocial behavior tend to receive greater respect and support from colleagues and administrators. In turn, these teachers feel a stronger sense of responsibility and commitment in response to the support they receive. Therefore, social exchange in the workplace can strengthen professional behavior and enhance organizational commitment among teachers. According to this theory, individuals engage in reciprocal exchanges in their social relationships. Teachers exhibiting prosocial behavior receive increased respect, support, and assistance from colleagues and administrators. This reciprocal interaction fosters greater social responsibility and commitment among teachers (Babaei Parsheh & Mosadeghi Nik, 2022). In summary, Blau's Social Exchange Theory highlights the role of reciprocal social interactions in shaping individual behavior. Teachers exhibiting prosocial behavior can foster positive, constructive relationships with colleagues, resulting in increased commitment and responsibility in the workplace.
4. **Self-Determination Theory:** Deci and Ryan's Self-Determination Theory posits that individuals have three fundamental psychological needs: autonomy, competence, and relatedness. Autonomy refers to the sense of control and choice; competence relates to individuals' belief in their abilities; and relatedness involves a sense of belonging and connection with others. When these three needs are satisfied, individuals experience increased intrinsic motivation (Guay, 2021). In the workplace, satisfying these three needs enhances intrinsic motivation and improves performance. Teachers who exhibit professional prosocial

behavior and serve as positive role models experience a greater sense of competence and autonomy. They also establish stronger connections with students and colleagues (Roohani et al., 2017). This leads to increased intrinsic motivation and job commitment. Consequently, they feel greater social responsibility and commitment to their duties. According to this theory, individuals develop intrinsic motivation to satisfy their innate needs for autonomy, competence, and relatedness. Teachers displaying prosocial behavior experience a greater sense of competence and connection with colleagues and students. This enhances their intrinsic motivation and fosters greater social responsibility and commitment (Guay, 2021; Haukås et al., 2023).

In conclusion, the prosocial behavior of teachers enhances social responsibility and commitment to duties through processes such as social learning, social norms, social exchange, and intrinsic motivation. These processes enable teachers to serve as positive role models, shape constructive norms in the workplace, engage in beneficial social exchanges, and maintain high intrinsic motivation to fulfill their roles effectively.

5. Limitations and Suggestions

The limitations of this study include cultural and social factors specific to the Tonekabon region, which may have influenced the results, individual and personality differences among teachers that could impact their responses and behaviors, and time constraints due to the academic calendar and teachers' work schedules.

Future researchers can extend this study to other educational levels (elementary and secondary) and compare the findings with the present study. Similar studies should be conducted with male teachers to analyze potential differences with female teachers. The scope of the research could also be expanded to other cities and provinces to identify potential variations due to cultural and geographical factors. Researchers should examine the impact of demographic factors such as age, work experience, and marital status on prosocial behavior and social responsibility. Longitudinal studies could be designed to assess changes in teachers' prosocial behavior and social responsibility over time. Mixed-methods approaches (quantitative and qualitative) should be employed to gain a deeper understanding of factors influencing teachers'

prosocial behavior and social responsibility. Researchers can also study the effects of educational interventions on improving prosocial behavior and increasing social responsibility among teachers. Finally, researchers should explore the relationship between teachers' prosocial behavior and student academic performance to clarify how these factors influence educational quality.

Authors' Contributions

This article is derived from the doctoral dissertation of the first author, who conducted the research and wrote the manuscript. The second author supervised the study, and the third author provided consultation on the research process.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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Declaration of Interest

The authors report no conflict of interest.

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Ethical Considerations

The study protocol adhered to the principles outlined in the Helsinki Declaration, which provides guidelines for ethical research involving human participants.

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