

Providing a Model of Educational Citizenship Behavior in Teachers

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Abstract

Purpose: The purpose of this study was to present a model of educational citizenship behavior among teachers.

Methodology: The present study was applied in terms of purpose, in terms of data collection, Induction and exploration in terms of qualitative method with the data base method. The statistical population of this study consisted of all first grade High School teachers in the academic year of 2018-19 who were selected by snowball method. In this study, we interviewed 42 teachers and teachers from the northern provinces of the country who were interviewed from seventeen onwards, repeatedly on the received information, and after the twenty-four interviews, the data were completely duplicated and theoretically saturated, but to be sure of the interview. 42 continued. In-depth interviews started with questions about "Teacher Citizenship Behavior among Teachers" and the rest of the questions were based on the answers of the interviewee. In this study, systematic method (open coding, axial coding and selective coding) was used for data analysis.

Findings: Data analysis based on content analysis and Grounded Theory method using data base theory showed that educational citizenship behavior in teachers was related to five components: economic needs, organizational justice, teacher organizational characteristics, education strategic plans, respect So we can base on these five factors. Developed a model of educational citizenship behavior in teachers.

Conclusion: Teachers need mutual respect for power and social base. Teachers who have this need seek education, learning and teaching, and tend to have the learning environment under their control.

Keywords:

Pattern of Educational Citizenship Behavior, Teachers

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1. Introduction

The growth and development of every society requires the dynamics of the educational system of that society; and the evolution of the educational system depends on improving the performance of teachers. Teacher is recognized as one of the important pillars of education in all societies. She runs school curricula and educates the human resources needed by the community. For this reason, any kind of material and spiritual development of a society depends on the quality of the work of its teachers. The teacher must be of a personal, scientific and ethical nature... and always seek to strengthen them. Given the role and position of the teacher, especially in the modern age, teachers need to be selected from among the best educated people and receive the necessary training in the comprehensive education of students; and in order to enhance the performance of teachers, the relevant authorities must have the material and spiritually provide them with a reasonable amount. Concurrent with the rapid scientific changes in the world and educational centers, it is necessary to pay attention to citizenship behavior, education that accompanies and upgrades existing knowledge and attains an optimal and harmonious level in societies (laihah, 2016).

In the current situation, paying attention to different behavioral and educational criteria can be a barrier to the decline of important values and goals. Educational citizenship behavior among teachers in education is one of the most important factors in promoting productivity in the organization (Ghorbani, Sadri Zadeh, 2016). Discovering a pattern of educational citizenship behavior among teachers can affect teachers' educational sensitivity and enhance education excellence and respond more to issues that are contrary to behavioral and educational goals (Ghaleei, Mohajaran, Deoband, 2017). In the present situation, the lack of observance of some behavioral criteria in education has raised many concerns. The collapse of behavioral and educational criteria is one of the major concerns at different levels of education, which has highlighted the necessity of discovering a pattern of educational citizenship behavior (Elstad et al., 2015). Educational citizenship behavior by providing appropriate contexts for working human factors enables them to teach with a sense of responsibility and full commitment to the issues in their community and profession and to create quality and effective education (sotorize, 2018).

Educational citizenship behavior leads to the success, effectiveness, efficiency, and efficiency of teachers of any kind of professional system. Educational systems should be more dependent on teachers willing to do significant work beyond formal job requirements. In the meantime, principals and school principals must recognize the importance of educating citizenship behavior for teachers. Participation in decision-making processes makes teachers take on a new role and have a direct impact on school life, which in turn may lead them to make extra efforts to achieve school goals (Bogler, somech, 2005). The concept of comprehensiveness of education implies that education must address the economic, individual, social, and cultural needs that are called the four dimensions of education. The economic need is to nurture the efficiency and productivity of human resources in the provision of living welfare and the material environment of life. Teachers' support programs and actions have various consequences, most notably the continuation of motivated service and the desire to strive to achieve the goals of education (Ahmadi, Nouri Ganjeh, 2016). Ignoring teachers' desires and motivations causes them to remain uninspired, blended with words such as drop-outs, migration, displacement, and displacement, and their observation and repetition indicates a reluctance to remain in the teaching profession. The set of practices, behaviors, activities, and measures that the teacher designs before teaching, during teaching, after teaching, and in this way provides students with a learning opportunity (Kenyon, belonging, 2019).

Abbassian and Rajabi Firoozabadi (2016) in their research on group citizenship behavior in elementary school teachers showed that there was a significant relationship between group citizenship behavior and school effectiveness. Jahangir Esfahani, Jahanian (2015) in their research entitled Relationship of spiritual intelligence with organizational citizenship behavior in Qom staff of Education and concluded that

emotional intelligence components are directly related to teachers' organizational citizenship behavior. Sanai Dashti, Kalahi, Marjani (2013) in their research titled Managers' Organizational Citizenship Behavior and Education Staff Performance concluded that teaching to managers is a priority because managers have a role model for citizenship behavior. Allah Tavakoli, Abedi, Salehnia (2009) in their study on the effect of organizational citizenship behavior training on organizational commitment concluded that organizational citizenship behavior training was effective on enhancing organizational commitment, emotional commitment, and normative commitment but had a significant effect on increasing No obligation. Zeinabadi, et al (2008) in their research entitled Teacher Organizational Citizenship Behavior and Analytical Teacher Citizenship Behavior on the nature, methodology of research, antecedents and consequences that achieved good results. In terms of the nature (necessities, roots, definitions and dimensions, new understandings and markers), methodology (research methods, tools and measurement references), antecedents (individual factors, organizational, managerial and environmental leadership behaviors) consequences (emphasizing Analyzed students' academic achievement) and the role of principals.

Ahmad (2016) examined and clarified the concept of educational citizenship behavior and the results showed that these behaviors contribute to the success, effectiveness, efficiency and productivity of teachers of any kind of professional system. Educational systems should be more dependent on teachers willing to do significant work beyond formal job requirements. David Ganson (2015) studied participatory learning in citizenship education in democracy, which emphasized and endorsed the creation of citizenship values for continued prosperity. Demir (2014) in his research entitled Organizational Citizenship Behavior of Teachers and Organizational Identification in Public and Private Preschools stated that there was a significant relationship between organizational behavior and organizational citizenship behavior between public and preschool teachers. Li (2013), in a study titled Citizenship Behavior of Chinese School Teachers, found that job commitment, job satisfaction, and situational characteristics influence teacher positioning. Hament (2011) in a study of respect and responsibility: teaching citizenship in South African high schools concluded that respect and ethics building is a key concept in citizenship discussions. Chen (2009) study and evaluate citizenship behavior in educational contexts the results of this study provide distinct validity for the structure of two extracted factors namely self-regulation and other orientation.

The most important factors that decrease job satisfaction and consequently the educational citizenship behavior of teachers can be compensation, syllables of education system, development and job security (Koldi and Asgari, 2003). Education as a trustee can create this behavior in teachers whose feedback is to educate a generation to help humanity. Teachers are one of the largest education funds that voluntarily exhibit educational citizenship behavior alongside formal and informal tasks that are important (Bogler, Somech, 2013). Since the purpose of the present study is to develop a model of educational citizenship behavior in teachers, then the main question of our research is what is the pattern of educational citizenship behavior in teachers?

2. Methodology

The present study was applied in terms of purpose, in terms of data collection, descriptive and correlational in terms of qualitative method with the data base method. The statistical population of this study consisted of all first grade teachers in Ali Abad Katoul in the academic year of 2018-19 who was selected by snowball method. In this study, we interviewed 42 teachers and teachers from the northern provinces of the country who were interviewed from seventeen onwards, repeatedly on the received information, and after the twenty-four interviews, the data were completely duplicated and theoretically saturated, but to be sure of the interview. 42 continued. In-depth interviews started with questions about "Teacher Citizenship Behavior among Teachers" and the rest of the questions were based on the answers of the interviewee. The study began with a systematic method (open coding, axial coding, and selective

coding) for analyzing data using in-depth interviews with 13 questions on "Teacher Citizenship Behavior among Teachers" and the rest of the questionnaires based on answers. The interviewee was planning. The coding steps in Grounded Theory include Step 1: Open Coding 2. Step 2: Axial Coding 3. Step Three: Selective Coding. The first step or step of the open coding of the data theory approach is done immediately after the first interview. In other words, after each interview, the researcher begins to find the concepts and select the appropriate labels for them and combine the related concepts.

3. Findings

Results showed that 23.8% of the respondents were 25- 29 years old, 4.8% were 30-34 years old, 14.3% were 35-39 years old, 23.8% were 40- 44 years old and 28.6% were 45-49 years and 4.8% were 50 years and older. 42.9% of respondents had bachelor's degree, 47.6% had master's degree and 9.5% had doctorate. 78.6% of the respondents were teaching in public schools and 21.4% were teaching in non-public schools. 66.7% of the respondents were men and 3.33% of the respondents were women. 28.6% of the respondents were in elementary school, 42.9% were in first grade and 28.6% were in second grade.

Table1. Open coding step one

Row	interview	Category
1	In my opinion, it is important for teachers to be valued both economically and that the students should not have the mentality of being unemployed.	salary and benefits
2	I think teachers are more involved in economic issues and their minds are always involved in installments, loans and so on.	Livelihood
3	With the monthly salaries that the teacher earns by the end of the month, one must always pay attention to the salaries and put them aside at staggering costs.	salary and benefits
4	Competitions have increased both eyes and eyes. The teacher has to have a second job. Someone else having a second job doesn't have time to study and that's all	Livelihood, Double occupation
5	If they like theirs like our office, they do overtime in the afternoon doing overtime. They make a mission for themselves. If I do these things for myself on my weekends, I will do them for them. So once and twice, finally, be good once and twice before	Intra-system justice
6	Other offices Even, all housing, transportation, city offices Even, we have some teachers going about 2, 5 kilometers, they don't have traffic. But other offices within the city have the right to travel	Extracurricular Justice
7	The one who is in the municipality; February is rewarded with a month's pay, the man's day with their pay, you know how strange my neighbor, her teacher, the bank itself is, the teacher's day does not give her a dry greeting, But that bank, the bank rewards his wife, because his wife is a teacher, now we have the motivation to work in the afternoon, do research, aren't we crazy, the guy is working the bank himself. The bank is giving his wife a gift.	Extracurricular Justice
8	These feelings go back to Eden's self-love. When a person chooses a job with interest, it usually creates the enthusiasm needed to teach others what they have learned in science. And that's why I came into this valley.	interest
9	In my opinion, one must first know what the economic situation is, should be interested, know what the salaries are, if he wants and his salaries are low and he is looking for another job and is looking for a cooler and not interested here, well this educational quality Down there, somebody has to be a teacher, which means he really has that teacher's personality and worship.	interest
10	Of course we have to keep in mind that a teacher who is a teacher should not just look at the economic aspects; we are responsible for the children of others; let's go in the mornings and say that the government will not pay us when we choose this job. We have accepted the situation and we must adhere to it. So what happens to our generation what happens to our future?	obligation
11	Now this year, to get a teacher, but how to get it from within. Give everyone a wish to say a lesson. We just want to fill the classrooms. There is no question of quality at all	Teacher attraction filters

12	You can use special filters to attract teachers, not everyone can become a teacher. The service staff is now teaching in schools. The movement has educated and educated some people but has not received any training. What does a soldier know what a teacher is. The teacher must pass certain filters.	Teacher attraction filters
13	When it comes to corporate citizenship, we have to give the teacher the traditional perspective of subjectivity and fluidity, that is, the teacher can intervene in the content, method, method and even evaluation of the teacher.	Eliminate teacher agency
14	We must reach out to teachers not only in the economic aspect but also in the hands of the teacher as an educational expert in the open classroom, to be a content teacher, to be a part of the country's religious and philosophical teachings.	Eliminate teacher agency
15	Its main financial aspect also has a sub. There may be disrespect to teachers, which means you can never find a "job position" to respect that social status of teachers.	Their teacher in the community
16	The family is coming here to treat us badly; it's not right at all. The boy comes with two or three bullies at school. She's coming to school. We got involved. The student has a knife. What else does the teacher want to say? Say you study? Say why don't you study?!	Respect for the teacher in the schools

Step Two: Axial Coding: The second stage of coding, which is referred to as axial coding, the researcher selects one of the classes as the axial category and examines the axial phenomena at the center of the process and explores the relation between the other. The relation of other classes to the axial class in the title page can be realized (Strauss, Corbin, 2008). Secondly, in coding, which is called axial coding, it is attempted to acquire as much theoretical categories as possible and to abstract them completely to theorize the final stage of coding. Accordingly, for example the theoretical categories of the second stage were derived from the experimental ones of the previous stage and are presented in the following table.

Table2. Step Two: Axial Coding

Row	Category "first stage"	Category "Second Stage"
1	salary and benefits	Providing economic needs
2	Livelihood	Providing economic needs
3	salary and benefits	Providing economic needs
4	Livelihood, becoming pregnant	Providing economic needs
5	Intra-system justice	Organizational Justice
6	Extracurricular Justice	Organizational Justice
7	Extracurricular Justice	Organizational Justice
8	interest	Teacher Organizational Features
9	interest	Teacher Organizational Features
10	obligation	Teacher Organizational Features
11	Teacher attraction filters	Education Strategic Plans
12	Teacher attraction filters	Education Strategic Plans
13	Eliminate teacher agency	Education Strategic Plans
14	Eliminate teacher agency	Education Strategic Plans
15	Teacher dignity in the community	Respect
16	Respect for the teacher in the schools	Respect

Step Three: Selective Coding: The process of selecting the main category systematically and systematically with other categories, validating relationships, and filling vacancies with categories that needs to be modified and expanded. This process involves several steps: the first step involves explaining the main story line. The second step is to relate the supplementary categories to the main category using a paradigm (described in the axial codec). The third step is to relate the categories to the next level. The fourth step is to confirm those relationships to the data. The last step is to complete categories that need to be modified or expanded (Danaei Fard, Alvani, Azar, 2010).

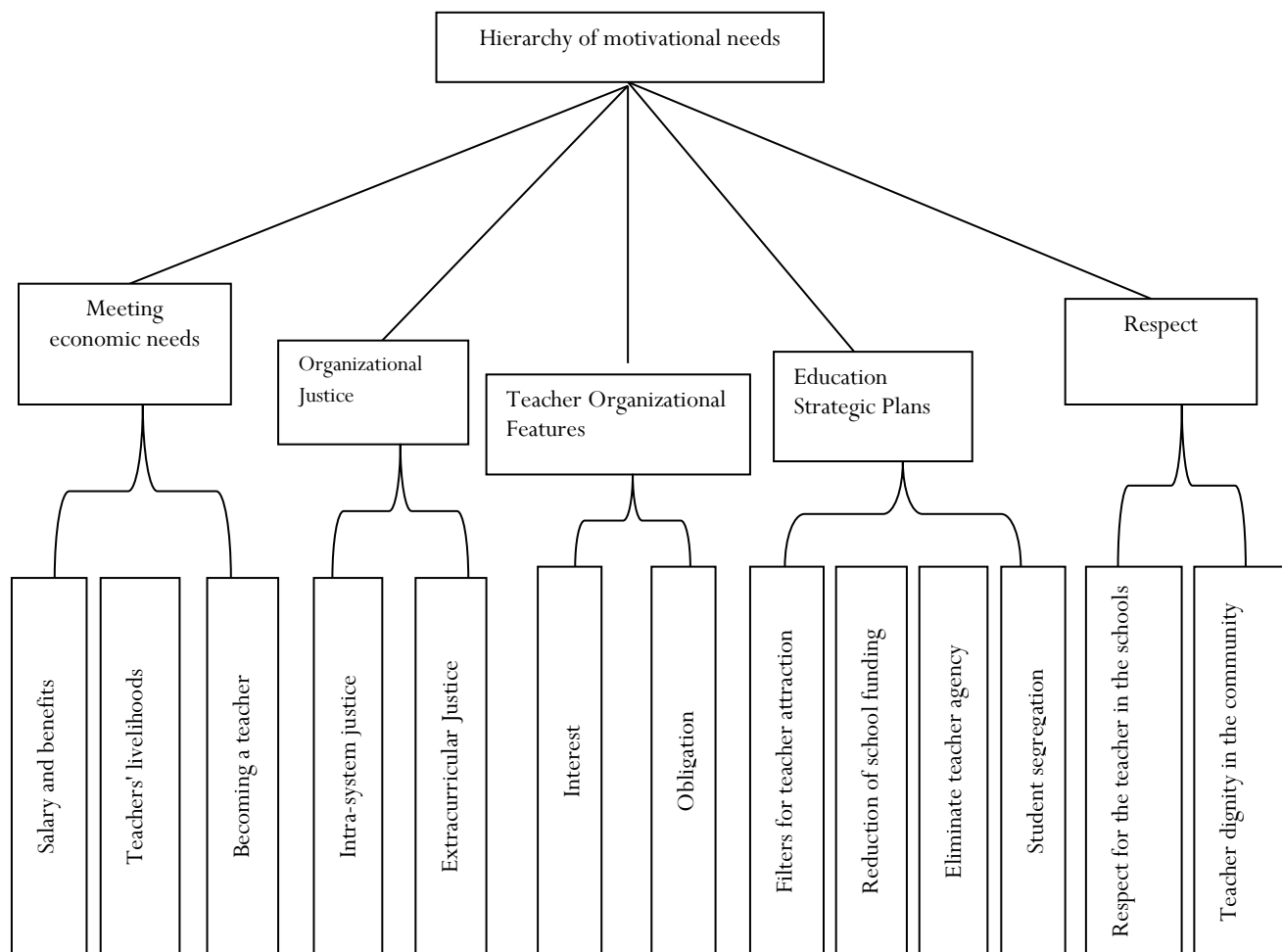


Figure 1. Coding of the third stage "Selective coding"

The main themes of this research are economic needs, organizational justice, and organizational characteristics of teachers, education strategy and respect. The main focus of economic needs is on the salaries and benefits of teachers. This core category includes the sub-categories of rights and benefits, teacher living conditions, and teacher occupation. The results of the analysis show that the rights and benefits in general have a direct impact on the incidence of teachers' educational citizenship behaviors. So, if the amount of teachers' salaries and benefits is high enough to cover their current expenses for themselves and their families, they will have the motivation to pursue educational citizenship behaviors. Another major area of research is organizational justice. This core category includes the sub-categories of intra-organizational justice and extra-organizational justice. In organizational justice, a teacher compares his or her peers with employees in other institutions and companies, the results of which can have positive effects on educational citizenship behavior if it demonstrates the fairness of the salaries and benefits received.

The organizational characteristics of teachers as another key area of research include the sub-categories of interest and commitment. In fact, teachers as human resources present in the organization are more likely to exhibit educational citizenship behaviors if they are interested in their work. They also have more educational citizenship behaviors in the organization if they are more committed. Its education strategies are subdivided into subgroups of students, eliminating teacher involvement, reducing school budgets and teacher recruitment filters. This refers to the direct policies of the WHO in schools. Finally, the final point

of the interview analysis is respect. This includes the sub-categories of teacher respect in schools and their teacher in the community. If their teachers are socially accepted in schools and in the community, teachers are more motivated to engage in citizenship behaviors. The main underlying theory is the analysis of the findings of the respondents' hierarchy of motivational needs in teachers. According to the results of the research, teachers need to be addressed and motivated to motivate educational citizenship behaviors. These include economic needs, justice, respect, and ultimately agency. Teachers who are more likely to meet these needs are more motivated by educational citizenship behaviors. Since the main question of the research is concerned with the causative and enhancing factors of educational citizenship behaviors in teachers, the underlying theory of the research needs to be answered above all. The basic model of the underlying theory derived from response analysis is as follows:

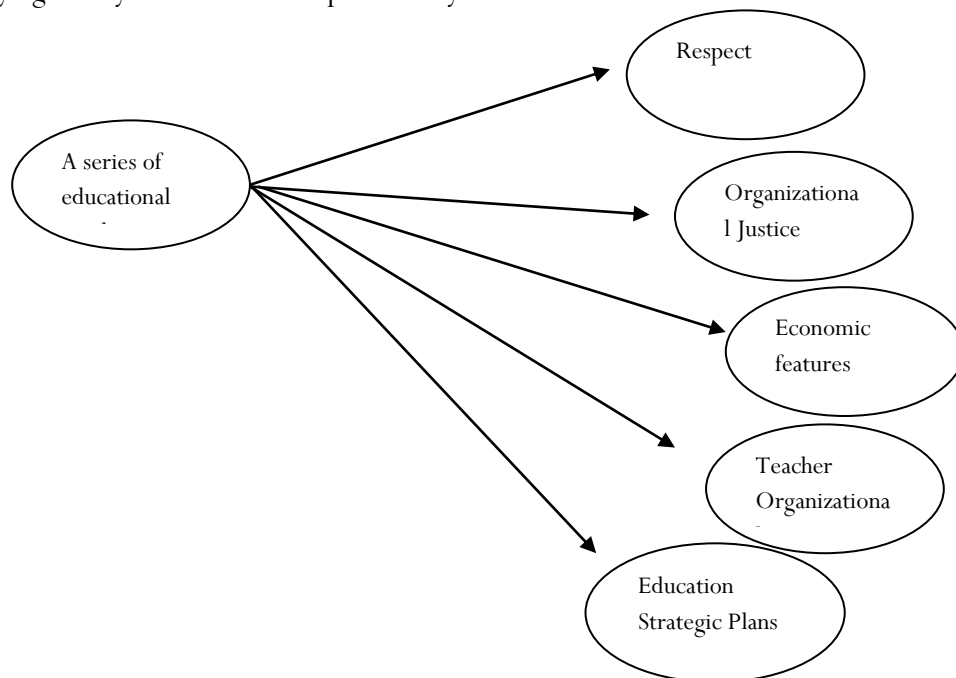


Figure2. The basic model of the underlying theory of research

4. Discussion

Examination of the foregoing categories indicates that teachers need a specific context to apply a set of behaviors called educational citizenship behavior. In other words, the presence or absence of this behavior in the performance of teachers requires the existence of factors that clarify the existential nature of educational citizenship behavior. The common response to drawing a pattern of educational citizenship behavior in teachers brings us to the core concept derived from earlier categories. Interviewees' responses indicate that expecting educated citizenship behavior among teachers requires responding to a set of needs for which we have chosen the concept of "hierarchy of motivational needs". In other words, a set of motivational needs in teachers must be met in order to expect educational citizenship behavior. These include economic needs, justice, respect, and ultimately agency. Teachers seem to be more motivated to engage in educational citizenship behaviors, as long as these needs are addressed and acted upon. According to these surveys, responding to the economic needs that encompass the rights and benefits of teachers and their livelihoods are among the most important needs available to meet this need for teacher citizenship behavior. Although educational citizenship behaviors are influenced by the teacher's perception of justice in the system as well as the teacher's respect and dignity in addition to economic issues, the analysis shows that in terms of effectiveness, there is a factor in the teachers' economic needs. Agility is a key feature in enabling teachers' creativity and confidence in their knowledge and awareness, which are essential to the

emergence of educational citizenship behaviors in any organization. In fact, educational citizenship behaviors are investing in employee creativity, awareness and insight. But in the current situation, education has made various policies to eliminate agency and limit teachers to formal duties and organizational charts.

It is clear that the prerequisite for providing a proper model of educational citizenship behavior among teachers is to respond reasonably to these needs and somehow, by addressing those needs, it is reasonable to expect citizenship behavior among teachers. Given that each research has its limitations, the limitation of the present study is that many teachers were not willing to cooperate and the present study was cross-sectional and that citizenship behavior has a clear definition in the research literature. Based on the present limitations, it is suggested that teachers and faculty in the field develop a suitable model over time using the developmental method, and survey the different stakeholders involved in the model, and the final model combines the views of all stakeholders, Benefit.

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