



Sociology of Education

Evaluate the Relationship between the Categories of Organizational Citizenship Model in the Education of Babol Province in Iraq Country

Mohammed Hamzah Mansoor Altalebi¹, Mehrdad Sadeghi^{2*}, Riyaz Hossein Abais AlMurshidi³, Saeed Sharifi⁴

1. PhD student in Human Resource Management, Faculty of Islamic Governance, Isfahan Islamic Azad University (Khorasgan), Isfahan, Iran.
2. Assistant Professor, Faculty of Islamic Governance, Isfahan Islamic Azad University (Khorasgan), Isfahan, Iran (Corresponding Author).
3. Assistant Professor, Department of Management, Karbala University, Karbala, Iraq.
4. Associate Professor, Faculty of Islamic Governance, Isfahan Islamic Azad University (Khorasgan), Isfahan, Iran.

❖ **Corresponding Author Email:** mehr.sadeghi@khuisf.ac.ir

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Purpose: Organizational citizenship behavior plays an important role in improving the service quality of organizations, including education organization. Therefore, the aim of this study was to evaluate the relationship between the categories of organizational citizenship model in the education.

Methodology: This study in terms of purpose was applied and in terms of implementation method was descriptive from type of correlation. The research population was the education managers and workers of Babol province in Iraq country, and according to Cochran's formula the sample size was determined to be 385 people which this number was selected by available sampling method. The research tool was a researcher-made questionnaire of organizational citizenship in the education with 61 items, which its data were analyzed by exploratory factor analysis and partial least squares in SPSS-22 and Smart-PLS-4 software.

Findings: The findings showed that the central phenomenon of organizational citizenship in education had 10 components in 5 categories of causal conditions, contextual conditions, intervening conditions, strategies and consequences (each one two components), which all of components had a factor loading of higher than 0.50 and all of them had Cronbach and combined reliability of higher than 0.70. Also, the correlation coefficients of the categories of causal conditions, contextual conditions, intervening conditions, central phenomenon, strategies and consequences were less than 0.45 and were indicated their non-overlapping. In addition, according to the indicators of commonality and redundancy, the organizational citizenship model in the education had a good fit and the effect of causal conditions, contextual conditions and intervening conditions on the central phenomenon, the effect of central phenomenon on the strategies and the effect of strategies on the consequences were significant ($P < 0.05$).

Conclusion: The designed organizational citizenship model in the education can help to education managers, officials and planners in designing programs to improve the organizational citizenship in this organization.



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Extended Abstract

Purpose: Today, human resources are the main managers of organizations, who by giving life to the organization enable the realization of the organization's goals. In fact, the organization without human resources is meaningless, and this issue is more prominent in educational organizations. In today's era, organizations have become an important and significant part of people's lives; So that by being a member of organizations, people spend many hours of their lives in exchange for receiving salaries and benefits. Nowadays, due to the ever-increasing expansion of organizations, phenomenon of globalization, comprehensive transformation of organizations, competition between them, maintaining survival and appropriate adaptation to changes examine the behavior of the organization's employees is very important. Human resources compatible with organizational goals and values, who are willing to work beyond the duties prescribed in the job description, are considered an important factor in the effectiveness of the organization; So that every organization wishes to have such employees. The effective functioning of organizations in any situation depends on the efforts of the employees of that organization, but the effort that goes beyond the description of job duties is so important that it has devoted a large amount of research under the title of organizational citizenship behaviors. The successful organizations have employees who are not satisfied with official responsibilities and dedicate their time and energy to the job and organization without restrictions, and such employees prefer group and organizational interests to individual interests. The organizational citizenship behavior includes extra-role behaviors of employees, which are completely optional and voluntary, and performing these behaviors were not foreseen in the official system of the organization, and even no reward was considered for them, but these behaviors have a great effect on improving the performance and effectiveness of the organization. These behaviors are not encouraged directly or explicitly by the formal reward system, but they effectively affect the performance of the organization. The organizational citizenship behaviors are one of the most important and effective job variables that have been given double attention by the managers and officials of the organization in order to optimally use and increase the productivity of human resources. These behaviors include behaviors such as volunteering to do tasks that are not part of the job description, helping other employees in doing their work, and praising the organization in front of external people. The organizational citizenship has different types, including altruism (behavior that aims to help certain people to solve the organization's problems), conscientiousness (behavior beyond the minimum job requirements), chivalry (the willingness and enthusiasm of employees to tolerate less than ideal conditions without complaining), politeness and decency (voluntary behavior with the aim of preventing problems related to working with others) and civil virtue (responsible behavior indicating stability and sustainability in the organization, participation in work and dependent on the survival of the organization). Also, there are two categories of organizational citizenship behaviors, including those oriented at the organization and those oriented at the individuals. The behaviors of oriented at the individuals include helping and being nice to colleagues, customers and clients, and behaviors of oriented at the organization include coming early, leaving the organization late, and gaining honor for the organization. In general, organizational citizenship behaviors increase cooperation and managerial productivity, reduce the need for supervision and control on the implementation, facilitate the coordination of activities among team members and work groups, make the work environment pleasant, increase organizational performance, reduce variability in the performance of work units, facilitate the achievement of organizational goals and increasing the organization's ability to adapt to environmental changes and developments. Organizational citizenship behavior plays an important role in improving the service quality of organizations, including education organization. Therefore, the aim of this study was to evaluate the relationship between the categories of organizational citizenship model in the education.

Methodology: This study in terms of purpose was applied and in terms of implementation method was descriptive from type of correlation. The research population was the education managers and workers of Babol province in Iraq country, and according to Cochran's formula the sample size was determined to be 385 people which this number was selected by available sampling method. The research tool was a researcher-made questionnaire of organizational citizenship in the education with 61 items, which were located in 10 components and 5 categories of causal conditions, contextual conditions, intervening conditions, strategies and consequences. The questionnaire of the current research was made based on theoretical foundations and with the help of a number of experts and specialists (interview with 12 people). The score of each component or category is calculated with the total score of the items of that component or category, and a higher score indicates more of that component or category. The experts and specialists confirmed the face validity of the researcher-made questionnaire of organizational citizenship in the education and its content validity and reliability results can be seen in the findings section. The data of this study were analyzed by exploratory factor analysis and partial least squares in SPSS and Smart-PLS software.

Findings: The findings showed that the central phenomenon of organizational citizenship in education had 10 components in 5 categories of causal conditions, contextual conditions, intervening conditions, strategies and consequences (each one two components), which all of components had a factor loading of higher than 0.50 and all of them had Cronbach and combined reliability of higher than 0.70. Also, the correlation coefficients of the categories of causal conditions, contextual conditions, intervening conditions, central phenomenon, strategies and consequences were less than 0.45 and were indicated their non-overlapping. In addition, according to the indicators of commonality and redundancy, the organizational citizenship model in the education had a good fit and the effect of causal conditions, contextual conditions and intervening conditions on the central phenomenon, the effect of central phenomenon on the strategies and the effect of strategies on the consequences were significant ($P < 0.05$).

Conclusion: The results of this study identified some aspects of organizational citizenship in the education organization, which these results have many practical implications and education managers, officials and planners can benefit from it. As a result, the designed organizational citizenship model in the education can help to education managers, officials and planners in designing programs to improve the organizational citizenship in this organization.