



Identifying Effective Strategies for Training Organizational Citizenship Behavior in Line with Social Justice

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Abstract

Today, without a doubt, human power is one of the most important elements of organizational environments and the most important factor for creating a favorable situation in realizing its goals. Most managers want employees who are more active than their job description duties and go beyond expectations, engage in behaviors that are not part of their official job duties at their own will, and help organize themselves as best as possible. In this direction, organizational citizenship behavior can be a valuable role for the success of the organization, therefore, conditions must be created in the organization to encourage employees to develop extra-role behaviors by teaching organizational citizenship behaviors. Therefore, this research was carried out with the aim of providing a model of organizational citizenship behavior training in the education organization. The current research was applied and exploratory in nature (qualitative-quantitative). In the qualitative part, through the foundation's data approach, the indicators related to the training of organizational citizenship behavior were identified. The statistical population in the qualitative section included academic professors and experts and education managers in Kermanshah province, who were interviewed with 14 people through a targeted sampling method. To check the validity in the interview section, the opinions of 10 experts who were experts in this field were used to determine the validity of the interview questions. The obtained results generally showed that causal conditions (transformational leadership; decentralization; employee empowerment); Core phenomena (duty theory; organizational commitment; meekness and tolerance; organizational spirituality; civic virtue; respect and honor; chivalry and forgiveness; altruism); Strategic factors (fair and quick feedback; organizational platforms; compliance with justice in the organization; organizational support; establishing policies; making employees aware of citizenship behavior; cooperation and participation); background conditions (personality characteristics; cultural, social, political and economic conditions; organizational culture); Intervening conditions (centralized structure; low motivation and income) and consequences (effectiveness and improvement of organizational performance; employee satisfaction; reducing employee turnover) are effective in the organizational citizenship behavior training model in the education organization.

Key words: organizational citizenship behavior training, citizenship behavior, education organization

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Introduction

The study of people's behavior in work environments has long been the focus of management science thinkers, and with the emergence of organizational behavior in the first years of the 1960s, more seriousness was done in this matter. Many studies have been conducted and have tried to divide behaviors and their causes; Issues such as: commitment, job satisfaction, organizational health, employee flexibility and the like are among the issues that investigate the root of many human behaviors in the workplace. But a new topic that has been raised in the last two decades and has attracted the attention of psychologists

and sociologists in addition to behaviorists; It is called organizational citizenship behavior training. In this connection, organizations are constantly looking for new ways to maximize the performance and effort of their employees and tend to choose employees who go beyond the role and task set in the job description (Fahimzadeh et al., 2016).

A major part of existing studies related to the relationship between organizational citizenship behavior and performance is theoretical rather than experimental and scientific. These studies generally state that organizational citizenship behavior is positive for the organization and brings many benefits to both managers and employees of the organization. Managers who believe in organizational citizenship behavior provide a suitable working environment for cooperation between organization members (Okiuram, 2012). Organizational citizenship behavior training helps the manager to spend less time on how to guide employees to fulfill their duties and to focus on opportunities to improve organizational performance (Taghizadeh and Shukri, 2013).

In today's world, most managers want employees who do more than their job description. They are looking for employees who go beyond expectations, willingly engage in behaviors that are not part of their official job duties. In general, those job behaviors of employees that have a great impact on the effectiveness of the organization's operations have attracted the attention of many researchers and managers. In the past, researchers mostly paid attention to the in-role performance of employees in their studies to investigate the relationship between job behaviors and organizational effectiveness. But the organizational citizenship behavior includes voluntary behaviors of employees that are not part of their official duties and are not directly considered by the official reward system and increase the overall effectiveness of the organization. Almost a decade and a half ago, researchers have distinguished between in-role performance and extra-role performance. Extra-role performance refers to job behaviors beyond the official roles of employees, which are optional and are usually not considered in the organization's official reward system (Paknit and Javidi, 2015).

The completely changing conditions of organizations, the increase in competition and the need for effectiveness have revealed their need for a valuable generation of employees more than ever; A generation that is referred to as organizational soldiers. Undoubtedly, these employees are the distinguishing feature of effective organizations from ineffective ones; Because they consider the organization as their homeland and to fulfill its goals, they act without any hesitation in addition to their official role and do not spare any efforts (Sanaei Dashti et al., 2012).

Taking a close look at the concept of citizenship behavior training, it can be seen that citizenship behavior depends to a large extent on a number of different environmental, individual and organizational factors so that citizenship behavior is taught comprehensively in an organization. Therefore, in order to teach citizenship behavior in the organizational environment and pay attention to the effective factors This research was conducted in its education. In this chapter, the generalities of the research, which include the statement of the problem, the importance and necessity of examining the subject, the objectives and questions of the research, and the conceptual and operational definitions, along with generalities of the research methodology, are presented.

Methodology

Since the present research deals with the design of an organizational citizenship behavior training model, it is therefore practical in terms of purpose. Also, in terms of methodology, since the collection and analysis of the required data and information are carried out using various qualitative and quantitative methods and tools, such as grounded theory and survey methods, the research method is mixed. The research strategy was also sequential exploratory. In this way, first, with a qualitative approach, the axes and indicators related to each phase were identified, and then these categories and indicators were analyzed using quantitative tools and methods.

Open coding

After the interviews were conducted, all interviews were conducted electronically using MAXQDA software and based on the grounded data method. Data collection and analysis in data-based studies proceed in parallel and simultaneously from the beginning. Data analysis began after the first steps of data collection began, and then the ideas and thoughts extracted guided the data collection and analysis. This process continued until the end of the research. Because new ideas, concepts, and questions were regularly generated, which led the researcher to new concepts and data sources. To form the concept, data was coded and analyzed from the beginning of data collection. The three coding stages that were used for the coherent, systematic, and detailed development of the theory were open, axial, and selective coding. Open coding helps create a set of first-hand concepts that are rooted in the raw data but are also abstract. In this stage, the researcher reviewed the data line by line, identified its processes, and coded them using words and phrases. Then, by continuously comparing the codes in terms of similarities and differences in concepts, categories were formed and the characteristics and dimensions of each of them were determined. In the second stage, the categories were connected to each other and a set of cases was created. Basically, the question raised in axial coding is how the categories are connected to each other? In this stage, the codes and categories were compared and the relationships between categories and subcategories were identified in order to obtain a more accurate interpretation of the phenomenon in question. Strauss and Corbin have used a term called coding paradigm, which is used to describe a set of concepts that underlie the relationship and connections between the subjects of the research process. This paradigm focuses on such things as causal conditions - phenomenon - context - intervention conditions - strategies and consequences. Finally, during the coding, a selective analytical connection was carried out on all stages, the categories were combined with each other. The result of this stage was the main category that was related to the other main categories, which explained them and was in fact the refined result of the initial codes.

With the categories identified in the data, concepts were developed and these categories were connected in a path, and a narrative form of the emerging theory was developed, including concepts, conceptual definitions, and relationships. The narrative was rewritten repeatedly to produce an account of the emerging theory that was clearly articulated, logically coherent, and reflected the data. As mentioned, a total of 411 open codes were extracted in the open coding section, as shown in the figure below.

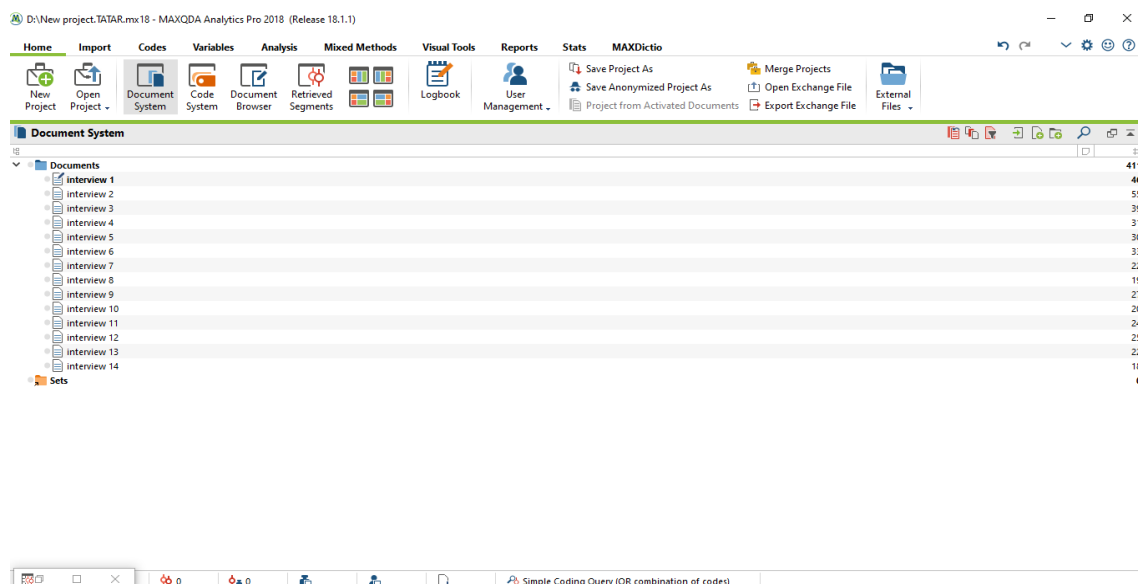


Figure 1: Open codes from research interviews

An example of open coding and implementation of interview results is presented in the table below.

Table 1. Open coding of interview data

Code number	code opener	Key points	Research Question ID	Row
M1C1	Scientific selection	Appropriate selection should be formed in line with organizational citizenship behaviors and scientific selections in line with occupational and organizational goals. Paying attention to whether the person who is hired is a good citizen because studies have shown that a good citizen also becomes a good corporate citizen. Incentives are also very effective and education managers and experts should be in the direction of encouraging employees to learn and behave as organizational citizens. The next task is to create a cultural platform through the media, books, articles, etc., that is, to use all the available tools in order to create a culture of organizational citizenship behavior. Performance evaluation and promotion and taking positions etc. should be based on organizational citizenship behaviors.	In your opinion, what measures are needed to be taken to teach organizational citizenship behavior in an educational and training organization?	1
M1C2	Motivate			
M1C3	Cultural foundation			
M1C4	Performance evaluation based on citizenship behavior			
M1C5	Duty awareness	One of the indicators of organizational citizenship behavior is conscientiousness and knowing one's job and performance duties and expectations well. Feelings of love and altruism are another of these factors. The third indicator that can be taught is that an organizational citizen should participate in extracurricular activities other than his current activities. Support change and transformation. Patience in the face of problems and sacrifice and resistance are other characteristics that I should mention. Respect for colleagues and teachers should be considered and this should be well encouraged.	What do you think are the main indicators for teaching organizational citizenship behavior in education?	2
M1C6	Love and altruism			
M1C7	Participation in extracurricular activities			
M1C8	Support for change			
M1C9	Patience in the face of problems			
M1C10	Sacrifice and resistance	One of the indicators of organizational citizenship behavior is conscientiousness and knowing one's job and performance duties and expectations well. Feelings of love and altruism are another of these factors. The third indicator that can be taught is that an organizational citizen should participate in extracurricular activities other than his current activities. Support change and transformation. Patience in the face of problems and sacrifice and resistance are other characteristics that I should mention. Respect for colleagues and teachers should be considered and this should be well encouraged.		
M1C11	Respect for colleagues and teachers			

		One of the indicators of organizational citizenship behavior is conscientiousness and knowing one's job and performance duties and expectations well. Feelings of love and altruism are another of these factors. The third indicator that can be taught is that an organizational citizen should participate in extracurricular activities other than his current activities. Support change and transformation. Patience in the face of problems and sacrifice and resistance are other characteristics that I should mention. Respect for colleagues and teachers should be considered and this should be well encouraged.		
M1C12	Employee personal characteristics		In your opinion, what factors in an educational organization contribute to the successful advancement of organizational citizenship behavior training (including organizational, group, and individual factors)? In your opinion, what factors in an educational organization contribute to the successful advancement of organizational citizenship behavior training (including organizational, group, and individual factors)?	۳
M1C13	Organizational commitment			
M1C14	Employee satisfaction			
M1C15	Reward system			
M1C16	Organizational appreciation			
M1C17	Job feedback	Facilitating processes include job feedback to employees. Providing this feedback fairly and quickly can be a facilitator. The next factor is respecting employee rights. Providing organizational platforms is about fairness in hiring and eliminating non-scientific privileges from jobs. The organization should evaluate and handle employee complaints according to the rules. Employees should be involved in the organization's planning and decision-making.	To what extent do existing organizational processes and structures facilitate or hinder organizational citizenship	۴
M1C18	Fair feedback			
M1C19	Respect for employee rights			
M1C20	Providing organizational platforms			

M1C21	Fairness in hiring	The structure should be flexible. Staff support should be there, it can be a facilitator. Team building and forming a team in the organization. I can also point to job monotony as an obstacle. If an employee sees no change in working conditions, position, income, etc. after a few years of work, there will be no change in the job, which will cause the performance quality and organizational citizenship behavior of employees to decrease.	behavior training?	
M1C22	Elimination of non-scientific privileges			
M1C23	Evaluation based on rules			
M1C24	Handling employee complaints			
M1C25	Employee participation in decision-making			
M1C26	Flexibility in the structure			
M1C27	Staff support			
M1C28	Team building in the organization			
M1C29	Job uniformity			
M1C30	Establishing justice in the organization	Prioritizing the establishment of organizational justice among the organization's policies and improving employees' attitudes towards the organization and their colleagues, which leads to employee loyalty to the organization.	What are the strategies for implementing organizational citizenship behavior training in education organizations, from your perspective?	Δ
M1C31	Improving employee attitudes			
M1C32	Employee loyalty			
M1C33	Employee unity with the organization	Prioritizing the establishment of organizational justice among the organization's policies and improving employees' attitudes towards the organization and their colleagues, which leads to employee loyalty to the organization.	What are the strategies for implementing organizational citizenship behavior training in education organizations, from your perspective?	ϕ
M1C34	Organizational commitment			
M1C35	Organizational culture			
M1C36	Political factors			
M1C37	Social factors			
M1C38	Cultural factors			

M1C39	Economic factors			
M1C40	Improving performance	Regarding contextual factors, individual factors can be considered, including organizational commitment, employee dependence on the organization, and employee support for the organization. The higher the level, the more organizational citizenship behavior occurs. So if we want to teach organizational citizenship behavior, there must be commitment. The next factor is organizational culture. When there is a culture related to organizational citizenship behaviors in the organization, the occurrence of these behaviors will increase accordingly. Of course, in this context, we should not ignore the political and social culture prevailing in society. Given that the education system is considered an open system, economic, social, cultural, and economic factors and conditions are also effective in it.	What are the consequences of implementing organizational citizenship behavior training in the education and training organization, in your opinion? ?	v
M1C41	Reducing turnover			
M1C42	Job satisfaction			
M1C43	Increase employee morale			
M1C44	Stakeholder and client satisfaction			
M1C45	Reduce costs			
M1C46	Effectiveness			

In the open coding section, a total of 14 interviews were analyzed, and 411 codes were extracted, which were used in the next section in the axial coding process based on the systematic approach of grounded theory.

Axial coding

–Following the qualitative analysis, the open codes were placed together and categories were extracted, the results of which are listed in the table below.

Table 2. Results of axial coding of research interviews

Code Number	Code (Original)
Transformational Leadership	
M2C2-M5C6-M11C4	Applying Transformational Leadership Style
M5C5-M3C6-M9C7-M3C1	Management Competence
M2C1-M3C2-	Democratic Management and Leadership Style
M4C11-M8C3-M9C8-M12C7-M13C3	Transformational Capabilities of Leaders
Organizational commitment	
M1C13-M1C34-M2C15-M3C8-M4C13 M4C12-M7C16-M9C11-M11C7-M12C15- M12C11-M13C14-M14C11	Organizational commitment
M1C32-M2C14-M7C13-M9C9-M11C9- M12C10-M14C10	Employee loyalty to the organization
M1C33-M7C6	A sense of unity with the organization
M2C49-M5C2-M4C27	No disillusionment with the organization
M9C2-M12C21-M13C2	Reduce absenteeism
M1C41-M2C50-M5C25	Reducing intentions to leave the job and organization

M6C25-M10-C2	Efforts to attend the organization on time
Conscientiousness	
M2C16-M3C14-M5C16-M7C6-M8C11-M9C13-N10C12-M13C12	Conscientiousness
M2C17-M3C12-M4C14-M5C12-M5C13-M10C15-M8C12-M9C10-M11C11	Responsibility
M1C5	Sense of duty
M5C14- M13C11-M13C15	Performing tasks correctly and on time
Employee empowerment	
M2C4-M3C3	Job efficiency
M3C15-M14C1	Job enrichment
M5C17-M6C11-M7C12-M7C10	Empowerment of the individual
Decentralization	
M2C5-M3C4-M8C8-M11C12-M13C9-M12C24-M13C21- M2C43-M11C22-M4C1-M5C1-M5C24-M6C22	Decentralization
M1C26-M5C10-M6C7-M8C10-M6C8-M6C9-M7C7-M13C1- M7C9-M10C16-M12C9- M2C42-M6C23-M9C23	Flexible and informal structure
M3C9-M5C8-M8C9-M10C9	Sharing ideas
M2C6-M3C5-M12C1	Delegating authority
M7C4-M13C6-M10C11-M11C8-M12C15-M13C10-M12C8-M14C9-M10C8-M7C5-M8C7-M9C12	Decentralization
Chivalry and forgiveness	
M1C9-M3C19-M5C7-M8C13-M9C6-M10C10- M1C10-M4C9-M4C15	Chivalry and forgiveness
M2C18-M5C9	Volunteering for extra work activities
M2C13-M13C8- M2C7-M3C16	Accepting and taking on extra duties
Respect and honor	
M1C11-M3C17-M7C21-M9C17	Respect for colleagues
M3C16-M7C11-M8C14	Respect for organizational principles
M11C13-M13C16-M2C12	Politeness and respect in dealing with others
Organizational spirituality	
M3C7-M3C13-M11C10-M14C7	Strive for God's pleasure
M2C9-M3C18-M4C22	Compliance with Islamic and moral principles
M3C11-M6C10-M13C7	Organizational spirituality

Civic virtue	
M3C15- M2C11	Taking care of the organization's property and assets
M2C10-	Civic virtue
M2C8-M3C10	Attendance at charity events
Altruism	
M4C7-M6C6-M10C7	Motivation and interest in charitable and altruistic behaviors
M2C19-M3C22-M3C25M4C16	Enjoyment of helping others
M1C6-M4C6-M5C11-M8C15-M9C5-M10C13-M12C14	Altruism
Maintaining justice in the organization	
M1C1-M1C21-M3C20-M4C21	Fairness in employment
M1C19-M4C17-M6C19-M10C14	Fairness in dealing with employees
M1C30-M12C13	Adherence to justice in the organization
M6C5-M9C14	Establishment of organizational justice
M14C6-M11C1	Equal opportunities in career development
Organizational platforms	
M2C20-M4C8-M6C4-M2C3-M5C15-M6C12-M8C4-M11C6	Establishing a suitable atmosphere
M2C21-M8C6-M10C17-M13C13-M14C11	Legal framework
M1C3-M1C20-M12C16-M13C17-M14C14	Cultural framework
M1C2-M2C22-M4C18-M5C22-M8C5-M9C15-M12C17	Creating opportunities for employee growth
M2C23-M2C24-M3C21-M6C13-M9C16	Required financial and human resources
Fair and fast feedback	
M1C18-M4C4	Fair performance evaluation
M1C16-M1C17-M9C1	Timely job feedback
M1C4-M1C15-M1C23-	Standard job evaluation system
M1C22-M10C1	Eliminating unscientific principles in evaluation
Organizational support	
M1C8-M2C26-M7C15-M11C15-M13C18	Support for change
M2C25-M7C14-M11C14-M12C18-M14C12	Laying the groundwork for employee training
M1C27-M3C23-M4C5-M7C3-M9C4-M10C6M11C17-M14C17	Organizational supports
M2C29-M6C14-M8C16-M11C16	Material and spiritual supports for extra-role behaviors
Setting policies	

M2C30-M3C24-M8C1-M14C15	Educational planning
M2C27-M5C18-M8C19	Creating a vision
M2C31-M6C15-M8C18-M9C19-M11C19	Specifying job duties and expectations
M2C28-M3C27-M4C19-M4C4-M5C3-M8C2-M10C18-M11C5-M14C3-M10-C5-M12C6-M6C16-M7C18-M9C20-M9C18-M10C20-M12C19-M13C4-M13C19-	Organizational policies
M2C32-M10C19-M11C18-M14C16	Job design
Making employees aware of citizenship behavior	
M4C2-M5C4-M6C17-M10C4-M12C4-M13C5	Holding organizational citizenship behavior training courses
M5C1-M7C17-M12C5-M13C4-M14C5	Informal meetings
M1C7-M6C17-M8C17-M14C17	Training workshops
Collaboration and participation	
M1C24-M2C33-M3C26-M4C20-M7C19-M9C21-M13C5-M14C4	Constructive organizational communication
M3C30-M4C20-M7C19-M13C4-M14C5M6C18	Increasing two-way relationships in the organization
M2C34-M3C30-M4C3-M6C3-M7C20-M9C3-M11C20-M13C22-M14C2	Social exchanges
M1C25-M1C28-M3C28-M5C15-M6C3-M6C20-M10C3-M12C20-M14C18	
Personality traits	
M2C36-M3C31-M5C21-	Individual personality
M2C35-M11C3	Individual innovation
M1C12-M12C3	Personality traits
M2C37-M6C21	Mental health
M13C20-M6C21	Social personality
Cultural, social, political and economic conditions	
M1C36-M1C37-M1C38-M1C39-M2C38-	Social conditions, economic conditions, political and social factors
M3C35-M7C22-M9C22	Laws and regulations
Organizational culture	
M2C39-M3C32-M5C23	The existence of an appropriate organizational culture
M2C40-M4C28	Participatory culture
M1C35-M3C36-M4C23-M7C2-M6C24-M9C26	Organizational culture
M1C31-M2C41-	Shared values and attitudes in the organization

Employee motivation growth	
M2C47-M3C28- M2C45-M3C37	Job motivation
M2C44-M4C26-M9C24	Increase income
M1C29-M2C46-M11C23	Eliminate burnout and monotony of work
Employee satisfaction	
M1C42-M2C54-M3C34-M4C30-M6C29-M11C21-M12C22	Increasing job satisfaction
M1C14-M143-M2C48-M2C53-M12C23-M13C21	Satisfaction with doing work in the organization
Effectiveness and improvement of organizational performance	
M1C40-M3C29-M9C27-M4C24-M4C29-M5C26-M6C28-M5C29	Improving services
M1C46-M2C52-M3C33-M6C2-M6C31	Achieving organizational goals
M1C45-M2C51-M5C28-M6C32	Reducing costs
M3C39-M4C31-M6C27-M5C30-M6C30-M9C25-M6C21-M3C38-M6C33	Comprehensive Development
M2C55-M4C25-M11C24-M12C2-M12C25	Stakeholder Satisfaction

Selective coding

In selective coding, one of the categories of the coding axis is selected as the main category or phenomenon (the main phenomenon or core, the same process under study) and is examined at the center of the process and connects the other categories to each other (Danaei Fard and Emami, 2007). With the aforementioned arrangements and in this research, the six dimensions of the research paradigm model are as follows:

A - Causal categories

These categories, which are the result of causal conditions or antecedent conditions, refer to events, incidents, and happenings that lead to the occurrence or growth and expansion of a phenomenon (Strauss, Corbin, 2014). The following table lists the relationship between the extracted codes and causal concepts.

Table 3. Causal codes and concepts in the research model

Causal categories	Examples of open codes	Code number
Making employees aware of citizenship behavior	Conducting organizational citizenship behavior training courses - informal meetings - educational workshops - having a clear definition of extra-role behaviors	M4C2-M5C4-M6C17-M10C4-M12C4-M13C5-M5C1-M7C17-M12C5-M13C4-M14C5-M1C7-M6C17-M8C17-M14C17

Decentralization	Decentralization - Flexible structure - Decentralization - Expressing opinions for the progress of work - Establishing a suggestion system - Sharing ideas - Delegation of authority...	M2C5-M3C4-M8C8-M11C12-M13C9-M1C26-M5C10-M6C7-M8C10-M3C9-M5C8-M8C9-M10C9-M2C6-M3C5-M12C1-M7C4-M13C6-M10C11-M11C8-M12C15-M13C10-M12C8-M14C9
Employee empowerment	Empowerment - job enrichment - job efficiency - sense of self-efficacy	M2C4-M3C3-M3C15-M14C1-M5C17-M6C11-M7C12-M7C10

Three categories of decentralization, awareness of employees about citizenship behavior, and empowerment of employees were selected as causal categories of this model. For organizational citizenship behavior training, initial conditions are needed, including awareness of employees about organizational citizenship behaviors, so that employees become familiar with these types of behaviors and seek change in the organization. Also, conditions must be created that reduce the existing concentration and move the organization towards decentralization. Finally, employee empowerment was another factor related to causal conditions, which requires that employees in the organization be empowered so that this type of training can be implemented in a desirable manner.

B- Core Categories

Because none of the research categories was more abstract than the other categories, a name appropriate to the research topic was chosen for the core phenomenon (Danaifard and Emami, 2007). The table below illustrates how to select the core category in the research model.

Table 4. Core codes and concepts in the research model

Core Categories	Sample open codes	Code number
Duty Theory	Duty- Sense of responsibility- Acceptance of responsibility- Regular attendance- Doing work accurately	M2C16-M3C14-M5C16-M7C6-M8C11-M9C13-N10C12-M13C12-M2C17-M3C12-M4C14-M5C12-M5C13- -M10C15-M8C12-M9C10-M11C11-M1C5-M5C14- M13C11-M13C15
Organizational Spirituality	Striving for the pleasure of God- Religiosity- Observance of Islamic and moral principles- Organizational spirituality	M3C7-M3C13-M11C10-M14C7-M2C9-M3C18-M4C22-M3C11-M6C10-M13C7
Civic Virtue	Care for the organization's property and assets- Civic virtue- Praise of the organization among friends- Attendance at charity events- Motivation and interest in charitable and altruistic behaviors- Enjoyment of helping fellow human beings- Altruism	M3C15- M2C11-M2C10-M2C8-M3C10-M4C7-M6C6-M10C7-M2C19-M3C22-M3C25-M4C16-M1C6-M4C6-M5C11-M8C15-M9C5-M10C13-M12C14
Respect and Honor	Respect for colleagues- Respect for the rights of colleagues and beneficiaries- Respect for organizational principles- Spirit of honor and respect	M1C11-M3C17-M7C21-M9C17-M3C16-M7C11-M8C14-M11C13-M13C16-M2C12

Chivalry and forgiveness	Chivalry and forgiveness - Volunteering for additional job activities - Accepting and taking on additional duties - Readiness to perform organizational affairs in difficult circumstances - Forbearance and tolerance - Patience in the face of problems - Tolerance and tolerance	M3C19-M5C7-M8C13-M9C6-M10C10-M2C18-M5C9-M2C13-M13C8-M2C7-M3C16-M1C9-M1C10-M4C9-M4C15
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Five categories of conscientiousness, organizational spirituality, civic virtue, respect and honor, chivalry and forgiveness were selected as the most important central categories of this model. Organizational citizenship behavior training includes training in the characteristics of this type of behavior, including regular attendance and a sense of responsibility and readiness to carry out organizational affairs in difficult conditions, spiritual motivations in work and organization, civic virtue, having a spirit of respect and honor in dealing with colleagues and stakeholders, chivalry and forgiveness, which include the content of organizational citizenship behavior training.

C- Strategic categories

These categories provide strategies for controlling, managing and dealing with the central phenomenon (Strauss, Corbin, 2014). The following table illustrates how to select the central category in the research model.

Table 5: Strategic codes and concepts in the strategic model

Strategic categories	Sample open codes	Code number
Fair and rapid feedback	Fair performance evaluation - Timely job feedback - Standard job evaluation system - Elimination of unscientific principles in evaluation	M1C18-M4C4-M1C16-M1C17-M9C1-M1C4-M1C15-M1C23-M1C22-M10C1
Organizational platforms	Establishing a suitable atmosphere - Legal framework - Cultural framework - Creating areas for employee growth - Required financial and human resources	M2C20-M4C8-M6C4-M2C3-M5C15-M6C12-M8C4-M11C6-M2C21-M8C6-M10C17-M13C13-M14C11-M1C3-M1C20-M12C16-M13C17-M14C14-M1C2-M2C22-M4C18-M5C22-M8C5-M9C15-M12C17-M2C23-M2C24-M3C21-M6C13-M9C16
Adhering to justice in the organization	Fairness in employment - Fairness in dealing with employees - Observing justice in the organization - Establishing organizational justice - Equal opportunities in career development	M1C1-M1C21-M3C20-M4C21-M1C19-M4C17-M6C19-M10C14-M1C30-M12C13-M6C5-M9C14-M14C6-M11C1

Policy development	Educational planning - Creating a vision - Organizational policies = Reward system - Job design - Specifying job duties and expectations Job motivation - Increasing income - Eliminating burnout and monotony of work	M2C30-M3C24-M8C1-M14C15-M2C27-M5C18-M8C19-M2C31-M6C15-M8C18-M9C19-M11C19-M2C28-M3C27-M4C19-M4C4-M5C3-M8C2-M10C18-M11C5-M14C3-M10-C5-M12C6-M6C16-M7C18-M9C20-M9C18-M10C20-M12C19-M13C4-M13C19-M2C32-M10C19-M11C18-M14C16
Employee motivation growth	Educational planning - Creating a vision - Organizational policies = Reward system - Job design - Specifying job duties and expectations Job motivation - Increasing income - Eliminating burnout and monotony of work	M2C47-M3C28- M2C45-M3C37-M2C44-M4C26-M9C24-M1C29-M2C46-M11C23

The five categories of fair and quick feedback, organizational platforms, compliance with justice in the organization, establishing policies and the development of employee motivation were selected as the most important strategic categories of this model. Therefore, in the implementation of organizational citizenship behavior training, it is necessary to use the above strategies for proper foundation and training.

T- contextual categories

Contextual categories indicate some special conditions that influence the strategy (Strauss, Corbin, 2013). The following table shows how to choose these categories in the research model.

Table 6: Codes and contextual concepts in the research model

Contextual categories	Open Codes	Code number
Organizational culture	Existence of a suitable organizational culture = Participatory culture = Organizational culture = Shared culture and values	M2C39-M3C32-M5C23-M2C40-M4C28-M1C35-M3C36-M4C23-M7C2-M6C24-M9C26-M1C31-M2C41-
Transformational leadership	Democratic leadership style - Transformational leadership - Applying transformational styles - Leadership competencies of managers - Transformational capabilities of leaders	M2C2-M5C6-M11C4-M5C5-M3C6-M9C7-M3C1-M2C1-M3C2-M4C11-M8C3-M9C8-M12C7-M13C3
Organizational support	Supporting change and transformation - setting the stage for employee training - organizational support - material and moral support - supporting extra-role behaviors, etc.	M1C8-M2C26-M7C15-M11C15-M13C18-M2C25-M7C14-M11C14-M12C18-M14C12-M1C27-M3C23-M4C5-M7C3-M9C4-M10C6-M11C17-M14C17-M2C29-M6C14-M8C16-M11C16

The three categories of organizational culture, transformational leadership, and organizational support are among the most important contextual categories for teaching organizational citizenship behavior.

E- Mediating Categories (Intervening)

Intervening categories indicate some specific conditions that affect strategy. (Strauss, Corbin, 2014). The following table illustrates how these categories were selected in the research model.

Table 7: Intervening codes and concepts in the research model

Intervening categories	Sample open codes	Code number
Personality traits	Self-efficacy-Individual personality-Individual innovation-Personality traits-Mental health-Creativity and originality	M2C36-M3C31-M5C21-M2C35-M11C3-M1C12-M12C3-M2C37-M6C21-M13C20-M6C21
Cultural, social, political and economic conditions	Political conditions governing society and organization, political and social factors, cultural factors, economic issues-Laws and regulations, etc.	M1C36-M1C37-M1C38-M1C39-M2C38-M3C35-M7C22-M9C22

The two categories of personality traits and cultural, social, political and economic conditions are among the most important mediating or interfering categories in the implementation of organizational citizenship behavior training.

C- Consequence Categories

Consequence categories are the result and outcome of strategies in confronting the phenomenon or in order to manage and control the phenomenon. (Strauss, Corbin, 2014). The following table illustrates how to select the consequence category in the research model.

Table 8: Consequence codes and concepts in the research model

Outcome categories	Sample open codes	Code number
Effectiveness and organizational performance improvement	Improving services = effectiveness - increasing organizational efficiency = increasing organizational productivity - increasing performance - achieving organizational goals - comprehensive development - stakeholder satisfaction	M1C40-M3C29-M9C27-M4C24-M4C29-M5C26-M6C28-M5C29-M1C46-M2C52-M3C33-M6C2-M6C31-M1C45-M2C51-M5C28-M6C32-M3C39-M4C31-M6C27-M5C30-M6C30-M9C25-M6C21-M3C38-M6C33-M2C55-M4C25-M11C24-M12C2-M12C25
Employee satisfaction	Increasing job satisfaction - satisfaction - satisfaction with doing work in the organization - feeling satisfied with the organization = job satisfaction	M1C42-M2C54-M3C34-M4C30-M6C29-M11C21-M12C22-M1C14-M143-M2C48-M2C53-M12C23-M13C21

Organizational commitment	Commitment to the organization - employee support for the organization - having a high level of commitment - employee dependence on the organization - interest in the organization - organizational loyalty - not getting bored with the organization - reducing absenteeism - reducing intentions to leave the job and the organization - not being absent from the organization - trying to be present in the organization on time	M2C49-M5C2-M4C27-M9C2-M12C21-M13C2-M1C41-M2C50-M5C25-M6C25-M10C2-M1C13-M1C34-M2C15-M3C8-M4C13 M4C12-M7C16-M9C11-M11C7-M12C15-M12C11-M13C14-M14C11-M1C32-M2C14-M7C13-M9C9-M11C9-M12C10-M14C10-M1C33-M7C6
Collaboration and participation	Constructive organizational communication - increasing two-way relationships in the organization - social exchanges - team building - participation in work - helping colleagues	M1C24-M2C33-M3C26-M4C20-M7C19-M9C21-M13C5-M14C4-M3C30-M4C20-M7C19-M13C4-M14C5-M6C18-M2C34-M3C30-M4C3-M6C3-M7C20-M9C3-M11C20-M13C22-M14C2-M1C25-M1C28-M3C28-M5C15-M6C3-M6C20-M10C3-M12C20-M14C18

According to the results of the above table, organizational citizenship behavior training can have consequences such as customer satisfaction, effectiveness, comprehensive development, reduction of turnover intentions and absenteeism, and innovation for the organization.

The following table lists the selected coding pattern resulting from the axial coding mentioned above.

Axis codes (categories)		Selected categories
Causal factors Phenomenon-centric	Making employees aware of citizenship behavior	Drivers of citizenship behavior education
	Decentralization	
	Employee empowerment	
Strategic factors Consequence categories	Duty orientation	Indicators of citizenship behavior education
	Organizational spirituality	
	Civic virtue	
	Chivalry and forgiveness	
	Respect and honor	
Contextual and intervening categories Causal factors Phenomenon-centric	Fair and prompt feedback	Strategies related to teaching citizenship behavior
	Adherence to justice in the organization	
	Policy development	
	Organizational platforms	
	Growth of employee motivation	
Strategic factors Consequence categories	Effectiveness and improvement of organizational performance	Consequences of citizenship behavior education
	Employee satisfaction	
	Organizational commitment	
	Cooperation and participation	
Contextual and intervening categories	Organizational culture	environmental and contextual factors in Organizational citizenship behavior training
	Organizational supports	
	Transformational leadership	
	Cultural, social, political and economic conditions	
	Personality traits	

Conclusion

The aim of the present study was to present a model for teaching organizational citizenship behavior in an education organization. For this purpose, the factors affecting the teaching of organizational citizenship behavior in an education organization had to be identified. The results of the research interviews showed that causal conditions (employee empowerment; decentralization; employee awareness of organizational citizenship behavior); central phenomena (chivalry and forgiveness, conscientiousness; organizational spirituality; respect and honor; civic virtue); strategic factors (organizational platforms, fair and rapid feedback; observing justice in the organization; setting policies; increasing employee motivation); intervening conditions (personality traits; cultural, social, political, and economic conditions); background conditions (organizational culture, transformational leadership, organizational support) and consequences (effectiveness and improvement of organizational performance; employee satisfaction; organizational commitment, cooperation and participation) are effective in teaching organizational citizenship behavior in an education organization. In explaining the results obtained, it can be stated that today we live in a world whose main and obvious characteristic is change and every day we witness many changes around us, in which it is necessary for organizations to coordinate themselves with existing changes in order to achieve success, and the education and training organization is no exception and it is necessary to coordinate itself with these changes in order to achieve success. The necessity of achieving coordination with changes is the existence of employees who help the organization in this matter and strive to perform the assigned tasks, and in addition, in situations where the organization and other colleagues needed more help, in addition to their assigned tasks, they also help them and perform tasks beyond their assigned tasks for the success of the organization. Therefore, the existence of organizational citizenship behavior in today's organizations is essential and vital, and the factors affecting it will be discussed in the following. In the following work, an attempt was made to provide practical suggestions related to the subject to help improve the training of organizational citizenship behavior in the education and training organization as much as possible. Also, suggestions for future research related to the present study were presented, and finally, the limitations of the present study were written.

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