Provide a Model for Teaching Organizational Citizenship Behavior in the Education and Training Organization based on Data Theory Strategy

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Abstract

Purpose: The objective of the present study was to present a model for training organizational citizenship behaviors in the Education Organization based on grounded theory.

Methodology: The present study was applied in terms of objective. For a rich description of the experiences, attitudes and perception of the interviewees towards training organizational citizenship behaviors, the qualitative research method was used and in particular grounded theory (systematic approach) was used to achieve a paradigm model. The population of this study included professors, university experts and directors of education in Kermanshah Province. Sampling in the present study was purposeful, in which 14 people were selected from the mentioned ones. In this study, interviews have been used to collect their views related to the training of organizational citizenship behavior in the Education Organization. Content validity was used to evaluate the validity of the construct and Cronbach's alpha coefficient was used to evaluate the reliability. The research tool in this section was a questionnaire and for data analysis, SMART PLS3 and SPSS23 software were used.

Findings: The results showed that causal conditions (employee empowerment; decentralization; and employee awareness of organizational citizenship behavior); axial phenomena (chivalry and forgiveness, conscientiousness; organizational spirituality; respect and esteem; and civic virtue); strategic factors (organizational contexts, fair and rapid feedback; observance of justice in the organization; policy making; and increasing employee motivation); confounding variables (personality traits; and cultural, social, political and economic conditions); background conditions (organizational culture, transformational leadership, and organizational support) and consequences (effectiveness and improvement of organizational performance; employee satisfaction; organizational commitment, cooperation and participation) affect the training of organizational citizenship behavior in the Education Organization.

Conclusion: The study results showed the effect of each of the different categories on the training of organizational citizenship behavior. So, to succeed in this regard, special attention should be paid to these categories. Therefore, in order to achieve higher effectiveness and proper hiring of employees with extra-role behaviors, the Education Organization should consider and implement the necessary program and preparation for training organizational citizenship behaviors.

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1. Introduction

Today's society is an organizational society. Today, a major part of our life is spent in organizations or in connection with organizations (Faqih Aram, Mousavi, Bakhtiar, 2017). The completely changing conditions governing organizations and their entry into the knowledge-based economy, increasing competition and the need for organizational effectiveness, reveal the need for a valuable generation of employees as organizational soldiers (Peng & Chiu, 2010). The human resources and behaviors should be considered as the most important asset of an organization that plays a key and important role in achieving its goals (Nowruzzadeh, Giourian, 2019). Therefore, regarding human resources has become very important today and on the other hand, attracting and retaining skilled, knowledgeable and qualified human resources required by organizations has become one of the key management issues in this century (Mahdieh, Sabzi, 2017). Consistent with this serious goal, managers seek to identify and make optimal use of resources and assets, the acquisition of which causes a lot of costs and efforts (Wang, et al, 2018).

One of the competencies that employees should have today is extra-role behaviors. Because for organizational survival and effectiveness, in addition to engaging in their core roles, organizational members should perform additional voluntary behaviors and improve organizational performance as much as possible (Eyupoglu, 2016). The extra-role or organizational citizenship behaviors have recently become an integral part of performance management and created a new wave in the existing knowledge of organizational advantage behaviors (Aghajani, Samadi & Samadi, 2013). Hence, organizations need employees who want to go beyond their formal job requirements and duties (Attarpour, Hassani & Qalavandi, 2017). In this regard, one of the organizations that need such employees is the Education Organization. Education as a part of the social system of society plays a key role in reforming and rebuilding society from one generation to another (Asadian, Qasemzadeh & Qolizadeh, 2017).

The education is important in the position of one of the trustees of formal and public education and affects increasing abilities and talents of individuals and thus building the future of society. Therefore, the quality of performance and its services play a vital role in the fate of society (Marzooghi, Heydari E, Zarei, 2015). Therefore, the existence of capable employees with the spirit of work and additional efforts is one of the basic and important priorities for this organization. As mentioned, one of the significant issues for development and increase the work efficiency of employees of any organization is additional work and effort (Hadipoor, 2019). These types of behaviors promote the whole organization and maintain its social system (Arshadi, Robati & Tahmoursi, 2019). The concept of organizational citizenship behaviors was first introduced to the world of science in the early 1980s as an independent concept (Akturan & Gunduz, 2016). Organizational citizenship behaviors mean additional behaviors beyond the organizational role that are not mentioned in the job description (Gursoy & Koksal, 2020) and are considered as additional roles and behaviors that exceed the expectations of existing maps aimed to promote the well-being of individuals and organizations (Dirican & Erdil, 2016). Organizational citizenship behaviors are not explicitly recognized by the formal system of the organization and is not rewarded (Atalla & Abdelaal, 2019). In other words, citizenship behaviors refer to job behaviors beyond the official roles of employees, which are usually not considered by the official reward systems of the organization and are done voluntarily (Joo & Jun Jo, 2017).

Graham defines organizational citizenship behavior as job-based behaviors, and in his view, such behaviors are not related to the reward system and are a set of duties that help advance the effective activities and goals of the organization (Ozduran & Tanova, 2017). Therefore, organizational citizenship behavior is behavior that is done by an individual with the intention of helping colleagues or the organization (Tavakol & Shah Talebi, 2019) and includes voluntary behaviors of employees that are not part of their official duties and directly considered by the official reward system of the organization (Bagherpour & Abdollahzadeh, 2020).

Today, organizational citizenship behavior as a new model of employee behavior in the organization has been used as a modern approach to modern human resource management in many organizations and is a

valuable and useful behavior (Hadipoor, 2019). Organizational citizenship behavior is a behavior other than the roles and responsibilities assigned to employees other than their duties and roles. These behaviors have fundamental benefits for the organization (Taskıran & Iyigun, 2019). Organizational citizenship behavior has a great influence on the performance of employees and their effectiveness (Akturan & Gunduz, 2016). It is also one of the factors that increase the level of employee commitment and improve his performance and plays a very important role in achieving organizational goals (Taskıran & Iyigun, 2019).

In addition, increasing citizenship behaviors in an organization causes the organization to become an attractive place for work and activity. Hence, organizational citizenship behavior is important for organizational success, so organizations encourage and facilitate organizational citizenship behaviors in order to produce effectively and improve organizational efficiency, because organizational citizenship behaviors make the most efficient use of resources and allow managers to spend more time on productive activities and improve the ability of employees to perform their duties. Finally, it can be said that the importance of organizational citizenship behaviors in different organizations and departments is undeniable, but when it comes to education, it becomes more accurate. In training-oriented organizations, such as the Education Organization, and citizenship behavior of employees and managers plays an important role in the performance of such organizations. Because the goal of this organization is to educate the next generation of society and the more capable the employees of this organization and show more appropriate behaviors can have more positive effects on students and the nature of that society. So, in such an organization the organizational citizenship behavior of employees is very important and has a special place. On the other hand, since in many cases, human performance is probably the result of reflecting the organizational citizenship behavior, providing a model to investigate the organizational citizenship behavior of knowledge-based organizations and the importance of its components can open many strategic decisions (Christophersen, et al, 2015).

Given that increasing effectiveness is always one of the concerns of managers, understanding the organizational citizenship behavior and the context of its establishment can be an effective and useful step in this regard. On the other hand, identifying the factors affecting these behaviors to maintain and increase them is one of the most important measures for organizational planners and decision makers (Christophersen et al., 2015). Training organizational citizenship behaviors helps the manager to spend less time on how to guide employees to do their duties and focus on opportunities to improve organizational performance. Although different models and theories have been proposed for organizational citizenship behaviors, it seems that three basic issues can be mentioned in this regard. First, these models are often very scattered and therefore do not consistently measure organizational citizenship behaviors. Second, these models have been developed and proposed in other countries, which may not satisfactorily provide us with the appropriate components of Iranian organizations in Iran, because the importance of these components may vary in different countries. Third, knowledge-based organizations such as the Education Organization should have a model for measuring appropriate organizational citizenship behaviors that this study seeks to design.

The Education Organization, with its large human resources and wide scope of work, should use more power than the power defined in organizational duties to achieve its goals. Field studies at the level of the Education Organization show an increase in ambiguity in job expectation and a reduction in job motivation. The passage of time shows that the organization's environment is gradually causing burnout and depersonalization of employees. Therefore, the Education Organization should provide the ground for employees and their managers to use all their experiences, abilities and capacities to achieve organizational goals, and this requires identifying the principles and rules of organizational citizenship behaviors and providing the necessary ground for the implementation and training of such behaviors. Therefore, the main issue of this study is what components in the field of training organizational

citizenship behaviors are effective on education, in other words, this study seeks to find out what is the model of training organizational citizenship behaviors in the Education Organization?

2. Methodology

The main objective of the present study was to provide a model for training organizational citizenship behaviors in the Education Organization. The present study is applied in terms of objective. In order to achieve a rich description of the experiences, attitudes and perceptions of the interviewees towards training organizational citizenship behaviors, the qualitative research method was used and in particular grounded theory (systematic approach) was used to achieve a paradigm model. The statistical population included professors, university experts and directors of education in Kermanshah Province. The sampling method was purposeful and in this regard, the samples consisted of experts who were more knowledgeable about the research topic and could provide richer answers to research questions. Theoretical saturation in this study was obtained from semi-structured interviews with 11 people that 3 more interviews were conducted for ensuring. Therefore, the final sample size was n = 14. The interview protocol included 6 general questions that were confirmed based on the results of documents and literature review and consulting with academic experts and directors of education and the validity of the questions was confirmed based on the experts' opinions. The data were analyzed by a systematic approach that includes three stages of open, axial and selective coding (Strauss and Corbin, 2014). For this purpose, at the open coding stage, after reviewing and organizing the texts of the interviews, the initial codes or concepts were identified and then the similar codes were placed in special categories. Then, for each of these categories, titles were selected that represent the entire code of that category, and as a result, the components of training organizational citizenship behaviors in the Education Organization were identified. At the axial coding stage, the relationship between the axial phenomenon and other categories and concepts was identified and presented based on the paradigm model. Next, at the selective coding stage, the main variable or background process embedded in the data, and stages and consequences are plotted. It should be noted that regarding the interpretive and in-depth nature of this study, the process of coding and analyzing the interviews was done using MAXQDA software version 11. Finally, to ensure the validity of the results of the qualitative analysis, based on the criteria presented by Creswell and Miller (2000), member checking (3 interviewees) and peer debriefing (4 professors for coding documents and interviews) were used that the results of the inter-subject agreement of the coders showed acceptable reliability.

3. Findings

As mentioned, in this study the data were analyzed based on grounded theory (systematic approach). At this stage, interviews were conducted with 14 experts in the field of education, the results of which are as follows: In this study, 14 interviews were analyzed from which 411 open source codes were extracted. The open codes were put together and categorized, and then the axial codes were compiled among them. 26 axial codes were obtained. The axial codes were then put together and the (final) axial codes, which consisted of 6 codes, were extracted.

Three coding stages used to formulate a coherent, orderly, and detailed theory were open, axial, and selective coding. Open coding helps to provide a set of first-hand concepts that, while rooted in raw data, are also abstract. At this stage, the researcher reviewed the data line by line, identified and encoded its processes using words and phrases. Then, by constantly comparing the codes in terms of similarity and differences in concepts, categories were formed and the characteristics and dimensions of each of them were determined. At the second stage, the categories connected with each other and formed a set of theorems. Basically, the question in axial coding is how the categories are connected to each other? At this stage, the codes and categories were compared and the relationships between categories and sub-categories were determined to obtain a more accurate interpretation of the phenomenon. Strauss and

Corbin have used terms called coding paradigms to describe a set of concepts that underlie the relationship between the subjects of the research process. This paradigm focuses on factors such as causal conditions, phenomena, background, confounding conditions, strategies, and consequences. Finally, during coding, analytical relationship was performed on all stages and the categories were combined with each other. The result of this stage was the main category that related to the other categories, explained them, and was in fact the result of the original code.

The concepts were developed with the categories identified in the data, and these categories were connected in the form of a path, and a narrative form of emerging theory was developed, including concepts, conceptual definitions, and relationships. The narrative was rewritten over and over again to provide an explanation of the emerging theory, which was clearly espressed, logically coherent, and reflected the data. With the mentioned arrangements in this study, the six dimensions of the research paradigm model were as follows.

A. Causal categories: These categories, which are the result of causal or pre-existing conditions, refer to events that lead to the occurrence or growth and development of phenomena. The following Table shows the relationship between extracted codes and causal concepts.

Table 1. Causal codes and concepts of the research model

causal categories	open codes
employee awareness of citizenship behaviors	holding training courses on organizational citizenship behaviors, informal meetings, workshops and having a clear definition of extra-role behaviors
decentralization	decentralization, a flexible structure, decentralization, expressing opinions for work progress, establishing a system of suggestions, sharing ideas and delegating authority
employee empowerment	Empowerment, job enrichment, job efficiency and self-efficacy

Three categories of decentralization, employee awareness of citizenship behaviors and employee empowerment were selected as the causal categories of this model.

B. Axial categories: Because none of the research categories was more abstract than the other categories, a name appropriate to the subject of the research was chosen for the axial phenomenon. The Table below shows how to select the axial category in the research model.

Table 2. Axial codes and concepts of the research model

axial categories	open codes
conscientiousness	conscientiousness, sense of responsibility, accepting responsibility, regular presence and doing work accurately
organizational spirituality	efforts for the pleasure of God, religiosity, observance of Islamic and moral principles and organizational spirituality
civic virtue	taking care of the property and assets of the organization, civic virtue, describing the organization among friends, attending charity events, motivation and interest in benevolent and altruistic behaviors, enjoying helping fellow human beings and altruism
respect and honor	respect for colleagues, the rights of colleagues and stakeholders, and organizational principles and the spirit of honor and respect
chivalry and forgiveness	chivalry and forgiveness, volunteering for aditional work activities, accepting and taking on aditional duties, readiness to do organizational work under difficult conditions, patience, patience in the face of problems, tolerance and patience

Five categories of conscientiousness, organizational spirituality, civic virtue, respect and honor, chivalry and forgiveness were selected as the most important axial categories of this model.

C. Strategic categories: These categories provide strategies for controlling, managing, and dealing with the axial phenomenon. The Table below shows how to select the axial category of the research model.

Table 3. Strategic codes and concepts of the strategic model

strategic categories	open codes
fair and fast feedback	fair performance evaluation, timely job feedback, standard job evaluation system and excluding unscientific principles of evaluation
organizational grounds	establishing a suitable atmosphere, legal and cultural grounds, providing grounds for employee growth and financial and human resources required
observance of justice in the organization	justice in employment, dealing with employees and the organization, establishment of organizational justice and equal opportunities in job development
policy making	educational planning, providing perspectives, organizational policies, reward system, job design and describe job tasks and expectations
employee motivation increase	job motivation, increasing income and resolving burnout and monotony of work

Five categories of fair and fast feedback, organizational grounds, observance of justice in the organization, policy making and employee motivation increase were selected as the most important strategic categories of this model.

D. Background categories: The background categories indicate some specific conditions that affect the strategy. The Table below shows how to select these categories in the research model.

Table 4. Background codes and concepts of the research model

background categories	open codes
organizational culture	an appropriate organizational and participatory culture and culture and common values
transformational leadership	democratic leadership style, transformational leadership, applying transformational styles, leadership competencies of managers and leaders' transformational capabilities
organizational support	supporting change and transformation, grounding employee training, organizational support, material and spiritual support, supporting extra-role behaviors and etc.

The three categories of organizational culture, transformational leadership and organizational support are among the most important background categories for training organizational citizenship behaviors.

E. Confounding categories: Confounding categories indicate certain conditions that affect the strategy (Strauss, Corbin, 2014). The Table below shows how to select these categories in the research model.

Table 5. Confounding codes and concepts of the research model

confounding categories	open codes
personality traits	self-efficacy, individual personality, individual innovation, personality traits, mental health and creativity
cultural, social, political and economic conditions	political conditions governing society and organization, political and social factors, cultural factors, economic issues, laws and regulations, and etc.

Two categories of personality traits and cultural, social, political and economic conditions are among the most important confounding categories of training organizational citizenship behaviors.

F. Consequential categories: Consequential categories are the result of strategies in confronting the phenomenon or in order to manage and control the phenomenon. The Table below shows how to select the consequential category in the research model.

Table 6. Consequential codes and concepts of the research model

consequential categories	open codes
effectiveness and improving the performance of the organization	service improvement, effectiveness, organizational productivity increase, organizational efficiency increase, achievement of organizational goals, comprehensive development and stakeholder satisfaction
employee satisfaction	Increase in job satisfaction, satisfaction, satisfaction with working in the organization and

	feeling satisfied with the organization
organizational commitment	commitment to the organization, employee support of the organization, having a high level of commitment, employees dependence on the organization, interest in the organization, organizational loyalty, no boredom of the organization, reducing absenteeism, reducing intentions to leave the job and the organization, no absenteeism in the organization and efforts for timely attendance at the organization
cooperation and participation	constructive organizational relationships, increasing bilateral relations in the organization, social exchanges, team building, participation in work, assisting colleagues

According to the results of the Table above, organizational citizenship behavior training can have consequences such as customer satisfaction, effectiveness, comprehensive development, reduction in intentions to leave the job and absence and innovation for the organization.
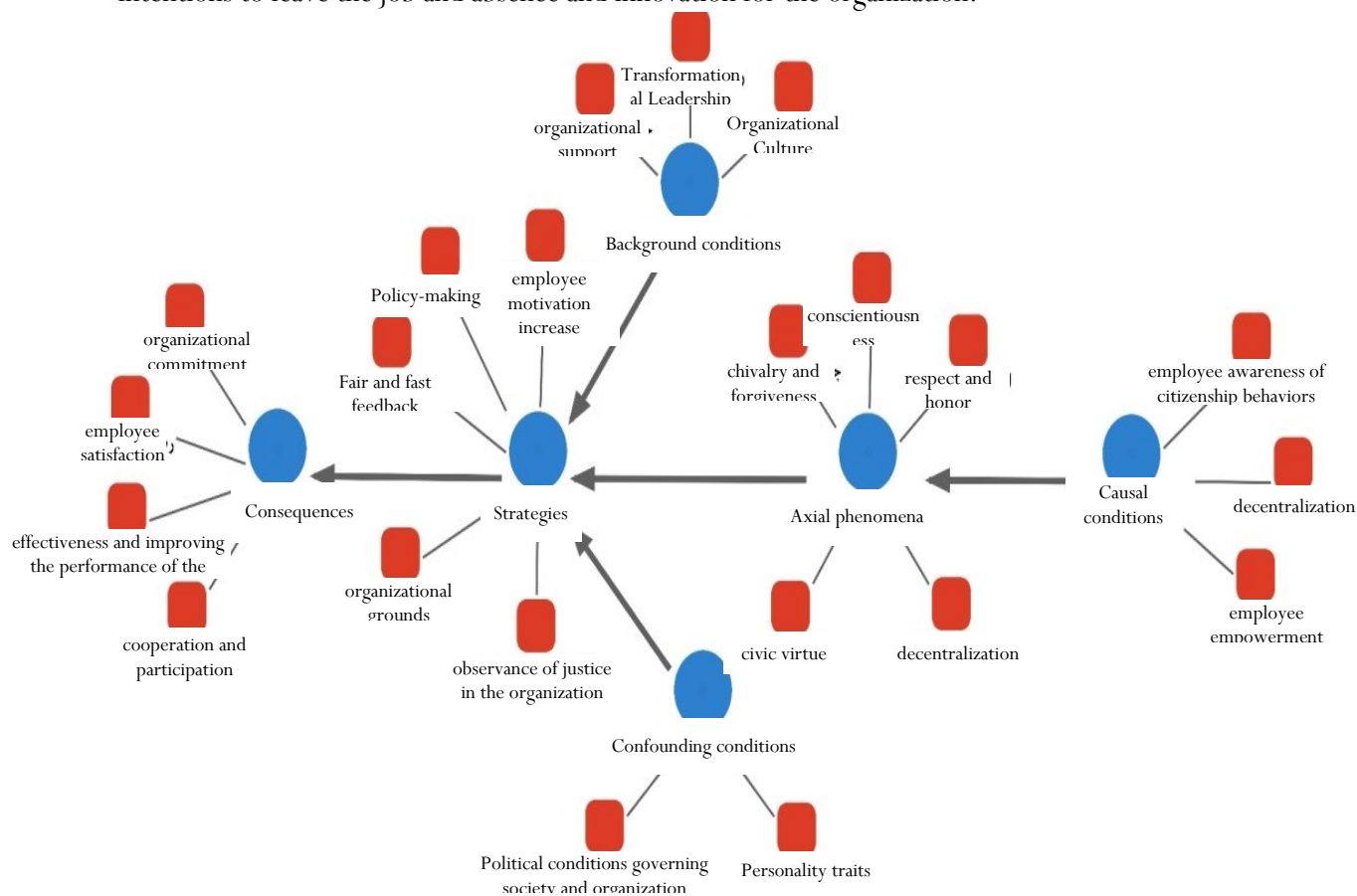
Figure1. Model derived from grounded theory in a systematic way

4. Discussion

The objective of the present study was to present a model for training organizational citizenship behavior in the education organization. For this purpose, the factors affecting the training of organizational citizenship behaviors in the Education Organization should be identified. For this reason, in the following, the factors affecting it will be discussed. According to the study results, the causal conditions affecting the training of organizational citizenship behaviors were employee empowerment; decentralization; and employee awareness of organizational citizenship behaviors. These results were consistent with the study results of Rahimi, et al (2013) and Ioannidou, et al (2016). For explaining the study results, it can be stated that in order to do organizational citizenship behaviors in an organization, it is necessary for employees to

know their abilities and the necessary conditions to strengthen their abilities and talents. Now that employees know their abilities and talents and there are conditions to strengthen them, they can easily be expected to perform behaviors beyond their assigned duties. For explaining the component of decentralization, it can be stated that training organizational citizenship behaviors should be provided in accordance with the structure and conditions of each environment. In other words, each specific environment requires its own citizenship behaviors and a specific training cannot be considered for all conditions and factors. On the other hand, if training citizenship behaviors is centralized, it will cause disinterest among employees and reduce their level of participation, because the content provided to them is not in accordance with their needs and desires and cannot meet their expectations. Finally, for explaining the awareness of employees about organizational citizenship behaviors, it can be stated that when employees are sufficiently aware of their duties, they can more easily perform their duties and succeed in performing their duties, and on the other hand, if employees are not aware of their duties, they will not be able to perform their duties properly. The more knowledgeable employees are about organizational citizenship behaviors and the consequences, the more willing they will be to do such behaviors.

According to the study results, the axial phenomena affecting the training of organizational citizenship behaviors were chivalry and forgiveness, conscientiousness; organizational spirituality; respect and esteem; and civic virtue. These results were consistent with the study results of Bilgin, et al (2015). For explaining the component of chivalry and forgiveness, it can be stated that if the employees have the spirit of chivalry and forgiveness, do not take sides in the face of problems, try to pass them by with tact and forgiveness and do their work, the organization will succeed in achieving its goals and does not face challenges and problems. On the other hand, one can expect more from such employees by having this spirit, because these employees have the spirit of chivalry and forgiveness, and this causes them to have a better and more open view of the organization and to work with the spirit of cooperation in the organization. For explaining the component of conscientiousness, it can be stated that conscientiousness is one of the most important components in organizations. The more common this is in the organization and the more employees are aware of their duties, the more appropriate the activities of the organization will be and the organization will be successful in achieving its goals. For explaining the component of organizational spirituality, it can be stated that spirituality is one of the aspects of the human existence that affects many behaviors and actions. When there is spirituality, employees can be expected to do behaviors beyond their assigned tasks, because the spirituality causes employees to have a more appropriate view of the organization and its clients. For explaining respect and honor, it can be stated that when employees are respected in the organization and their positions in the organization are maintained, employees will have a better view to the organization and value themselves more, which will cause employees to have more efforts and help the organization to achieve its goals, which will be achieved through behaviors beyond the assigned duties. Finally, for explaining the component of civic virtue, it can be stated that if employees have moral virtues, they will not fail in performing organizational affairs and will perform their duties in the best possible way. Also, when virtue is formed in the organization, managers can more easily communicate with employees, and that the relationship between employees also improves to help them to perform their duties, in other words, employees perform duties beyond the assigned ones. According to the study results, the strategic factors affecting the training of organizational citizenship behaviors were organizational grounds, fair and fast feedback; observance of justice in the organization; policy making; and employee motivation increase. These results were consistent with the study results of Miri, et al (2014) and Daly, et al (2014).

For explaining the component of organizational grounds, it can be stated that when there are appropriate grounds in the organization and the conditions for employees are the same, employees do not feel discriminated and this causes each of them to work according to their specific abilities and talents in the organization, help other colleagues if needed, and provide conditions so that the organization can provide the best services to its customers. For explaining fair and fast feedback, it can be said that fair and fast feedback is very important because in this way employees can strengthen their positive aspects and take

action to solve their problems. So, in this situation employees can progress and improve their conditions in the organization with a positive view. Therefore, in such situations, because employees are constantly growing and progressing, they can be expected to go beyond their assigned duties. For explaining the component of observance of justice in the organization, it can be stated that when justice is observed in the organization and employees achieve what they deserve, the desire of employees to perform beyond their assigned duties also increases because they are sure to receive the results. For explaining the component of policy making, it can be stated that if the organizational policies are acceptable to employees and cover their interests, employees can be expected to behave beyond their duties towards the organization and its customers, in other words, employee willingness to organizational citizenship behavior increases because they think organizational policies and goals are consistent with their personal goals. Finally, for explaining the component of employee motivation increase, it can be stated that motivation causes a person to do his job in the best possible way and consider organizational goals as part of his personal goals and strives to implement them. Therefore, when employees are motivated, they do not get tired of performing organizational activities and duties, and they can even go beyond the duties assigned to them and help their colleagues in doing things.

According to the study results, the confounding conditions affecting the training of organizational citizenship behaviors were personality traits; and cultural, social, political and economic conditions. These results are consistent with the study results of Miri, et al (2014) and Suresh & Venkatammal (2010). The following is a discussion of each of these cases. For explaining the component of personality traits, it can be stated that each person's personality is effective on accepting different responsibilities in the organization and those who have a more adaptive personality can accept more responsibilities and interact more with their colleagues in performing duties. This is also true of organizational citizenship behaviors, and those with more positive personalities are more likely to do extra-role behaviors. For explaining the component of the cultural, social, political and economic conditions, it can be stated that for the organizational citizenship behavior, which is a extra-role behavior, it is necessary that the new behaviors are in accordance with cultural, social, political and economic conditions so that employees are willing to do them. This behavior cannot be expected to be done in the organization until the new activity and beyond the assigned duties of the individual is not consistent with the cultural, social, political and economic conditions.

According to the study results, the background conditions affecting training organizational citizenship behaviors were organizational culture, transformational leadership, and organizational support. These results were somewhat consistent with the study results of Fahimi, et al (2014) and Miri, et al (2014). For explaining the component of organizational culture, it can be stated that culture creates a commitment to the missions of the organization and when the culture is strong, the employees of the organization feel as members of the structure and body of the organization. Also, culture provides the employees of the organization with a sense of identity. In this way, it determines the perception of the organization and its values, and more employees can participate in the missions of the organization and consider themselves as part of these missions. For explaining the component of transformational leadership, it can be stated that transformational leaders cause fundamental changes in the organization and improve positive and constructive changes in employees. So, we can hope for organizational citizenship behaviors in such an organization because the right conditions are provided for growth and development of employees and the organization gives employees the necessary authority. Finally, for explaining the component of organizational support, it can be stated that when employees perceive that the organization has concerns of their happiness and support them (organizational support), they consider themselves as part of such organization and are loyal to it. Therefore, by increasing organizational support, employees perform their duties with more commitment to the organization and do behaviors beyond their assigned duties.

Finally, according to the study results, the consequences affecting training organizational citizenship behaviors were effectiveness and improvement of organizational performance; employee satisfaction; organizational commitment, cooperation and participation. The results were consistent with the study

results of Kheirandish, et al (2015) and Bilgin, et al (2015). For explaining the component of effectiveness and improving organizational performance, it can be stated that another effective factor on training organizational citizenship behaviors is effectiveness and improving organizational performance. In other words, as much as an organization can improve its performance and achieve its predetermined goals and an appropriate level of effectiveness, positive beliefs and attitudes will be created among employees, which will lead to encouraging employees to do behaviors beyond their assigned duties. For explaining the component of employee satisfaction, it can be stated that one of the consequences that can be formed if there is satisfaction among employees is organizational citizenship behaviors. In other words, the more employees are satisfied with the environment in which they are, as well as with their managers and colleagues, the more motivated and enthusiastic they are in the organization and show more efforts to achieve organizational goals and accept that behaviors beyond their assigned duties. For explaining the component of organizational commitment, it can be stated that another factor that can play a very important role in shaping organizational citizenship behaviors is organizational commitment. In a situation where a person considers him a member of the organization, considers the goals of the organization as his goals and is satisfied with being in the organization, he tries to use all his power to achieve the goals of the organization. Therefore, in such situations, the employee, in addition to performing his personal and assigned duties properly, always tries to perform beyond the assigned duties. Finally, for explaining the component of cooperation and participation, it can be stated that organizational citizenship behaviors are extra-role behaviors that usually a person cannot do alone and better behaviors require the help and cooperation of others, so it is necessary to work together. Therefore, the cooperation and participation in carrying out organizational citizenship behaviors is vital and important without which one cannot expect organizational citizenship behaviors in an organization, Finally, regarding the importance of organizational citizenship behaviors for the success of organizations today, it is suggested to conduct relevant research in this field and identify the factors affecting the improvement of organizational citizenship behaviors, and barriers to organizational citizenship behavior and investigate ways to deal with it in order to do implement organizational citizenship behaviors in organizations.

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