Identifying Affecting Factors on the Development of Organizational Citizenship Behavior Education and Providing Suitable Managerial Strategies

Sara Rezaeian[1], Fattah Nazem[2*], Mohammad Naghi Imani Gele Pardesari [3]

1. PhD Student, Department of Education, Roudehen Branch, Islamic Azad University, Tehran, Iran.
2. Associate Professor, Department of Education, Roudehen Branch, Islamic Azad University, Tehran, Iran (Corresponding Author).
3. Assistant Professor, Department of Education, Roudehen Branch, Islamic Azad University, Tehran, Iran.

Purpose: Organizational citizenship behavior improves the organization's conditions and creates a competitive advantage, and on this basis, research on the development of organizational citizenship behavior education is very important. As a result, the current research was conducted with the aim of identifying affecting factors on the development of organizational citizenship behavior education and providing suitable managerial strategies.

Methodology: In a descriptive study from type of qualitative, among the universal and organizational experts of Islamic Azad University of Fars province in the 2021-2022 academic years, number of 19 people were selected as a sample by purposive sampling method and according to the principle of theoretical saturation. The samples were subjected to a semi-structured interview, which their validity was confirmed by the triangulation method and their reliability was obtained by the agreement coefficient method between two coders 0.83. The data from semi-structured interviews were analyzed with open, axial and selective coding method in MAXQDA-2020 software.

Findings: The results of the analysis showed that the affecting factors on the development of organizational citizenship behavior education had 35 indicators, 8 components and 3 dimensions. In this study, the dimensions were included individual factors with two components of citizenship knowledge and citizenship skills, organizational factors with three components of job satisfaction, organizational culture and job engagement and educational factors with three components of educational infrastructure, educational quality and employees as learners. Also, managerial strategies in the development of organizational citizenship behavior education were included 5 strategies of effective leadership, effective education, providing feedback and encouragement, applying guidelines and policies and promotion based on organizational citizenship behavior.

Conclusion: According to the affecting factors on the development of organizational citizenship behavior education and the five identified strategies for it can be prepared the ground for improving and promoting the organizational citizenship behavior.

1. Corresponding Author: nazem@riau.ac.ir

1.   Introduction

Entering the third millennium and facing ever-increasing changes, organizations need to consider measures to confront the challenges ahead to ensure their effectiveness and resilience in facing environmental challenges (Achmadi, Antonio, Pramono, Bernarto & Purwanto, 2020). Human resources are the most important factor in organizations because the success and effectiveness of an organization are highly dependent on the quality of its workforce (Basri Wibowo, Abdillah, Kharis, Jaenudin Purwanto, Mufid, Maharani, et al., 2020). Human resources play a vital role in any organization in such a way that achieving organizational goals depends on them. Therefore, it is obvious that organizations need to enhance and develop the performance of their human capital to grow and compete in competitive markets. Organizational citizenship behavior is one of the skills that can be fruitful in this area (Kadiyono, Sulistiobudi, Haris, Wahab, Ramadani, Purwanto, et al., 2020). The concept of organizational citizenship behavior has emerged over the past two decades. Organizational citizenship behavior is an extra-role performance, meaning it encompasses behaviors beyond the formal roles of employees, voluntary actions often without reward. A good organizational citizen is one who displays a variety of behaviors such as accepting and undertaking additional tasks, following organizational rules and procedures, maintaining and developing a positive attitude, and tolerating dissatisfaction and organizational problems. Certainly, these behaviors can impact the competitiveness and performance of the organization and lead to its efficiency and effectiveness (Visano, Utami, Johanes, Herawati, Aima, Sutawijaya, et al., 2020). Organizations desire and need employees who perform activities beyond their job descriptions. In such circumstances, collaboration from employees is very important; if collaboration does not occur or if there is widespread information cutoff in the organization, a culture of silence will prevail, and achieving goals will become more difficult. With the increasing competition among organizations in recent years, the need for motivated and active employees is felt more than ever. For this reason, many studies have been conducted in the field of organizational citizenship behavior and developing this behavior among the members of organizations, as examining actions that can facilitate this behavior among employees is important and can be an effective catalyst for organizational development (Mishra, Rai, Gujrati & Tiwari, 2023). Organizational citizenship behaviors are extra-role and beyond the job duties of employees, performed voluntarily and without expectation of reward, and these behaviors play an effective role in the performance and effectiveness of the organization. In fact, these types of behaviors are carried out with the intention of helping colleagues and the organization, out of insight and awareness, and although not directly appreciated by the organization, they impact the effectiveness of the organization and usually, employees are indirectly appreciated for these actions (Asghari, Haghighi & Vadadi, 2022).

Successful organizations have employees who feel a responsibility beyond what their job requires, dedicating themselves to the success of the organization and voluntarily spending a lot of time and energy in this direction (Ardalan, Heidari Sorshjani & Abdolmaleki, 2021). Modern organizations need employees who want to act beyond the formal requirements and duties of their jobs. Therefore, the presence of capable employees with a spirit of work and extra effort is one of the strategic and important priorities of the organization. Organizational citizenship behaviors mean additional behaviors beyond the organizational role that are not included in job descriptions and go beyond job expectations (Tatar & Malekian, 2021). Among various organizations, educational institutions, which themselves are responsible for educating a capable generation, must be able to internalize organizational citizenship behavior more than ever to be able to expect desirable outcomes (Bernarto, Bachtiar, Sudibjo, Suryawan, Purwanto & Asbari, 2020). Among various universities, Islamic Azad University has adopted policies based on the principle of knowledge development, continuous evaluation, excellence, and the promotion of sustainable quality and institutionalizing a culture along with the economy of education and is moving forward based on these policies. Among these policies, diversifying performance and enhancing organizational citizenship behavior among all university members are prominent goals of the university. Islamic Azad University, being the third-largest university in the world in terms of student numbers and having five million graduates in various programs, can have a significant impact on society. Therefore, attention to the implementation of organizational citizenship behavior principles and also

teaching these principles to students at Islamic Azad University is of great importance. This is while the presence of obstacles prevents moving towards a bright future. In addition to obstacles such as the absence of proper cultural and social infrastructures, the lack of attention to work enthusiasm among Islamic Azad University employees, the absence of laws for teaching organizational citizenship behavior principles at Islamic Azad University, and the non-mandatory nature of the principles emphasized in the university transformation document, have caused organizational citizenship behavior to appear dim at Islamic Azad University. Undoubtedly, one of the most important forces and fundamental arms that will lead to the empowerment of educational organizations is the presence of competent and efficient employees. In fact, the dynamism of educational organizations depends on various factors, including having satisfied employees with high loyalty to the organization and commitment to their work, to step forward in a dynamic and healthy environment with all their might for greater and better efficiency of this cultural organization (Rahimi, Moghtader Mansori, Bahloli & NezhadIrani, 2021). In the past, different expectations from the university existed, which have changed over time with scientific and technical developments, and today universities are considered as effective agents in achieving economic, social, and cultural development policies (Sheikh Beglou, 2018). Undoubtedly, university staff are the main elements of this system, therefore, they should be given more attention than any other input, but this is not what is observed. Despite the emphasis in the vision document and the university charter on the role of staff in organizational excellence, it seems that from the perspective of university managers, the level of organizational citizenship behavior of employees is decreasing day by day. This is while in terms of income level, university employees are considered desirable individuals in society. Therefore, the improper behavior of employees at the university and the lack of organizational and professional citizenship behavior will undoubtedly damage the educational structure and the performance of students (Mohammadi Shahroodi, Shirazi & Sadeghi, 2018). On the other hand, the most important criterion for development is quality, which, according to UNESCO, is considered the heart of the educational system (Ridge & Kippels, 2019). Development and quality are important challenges and issues for all societies. In countries with low to medium income levels, the quality of education is generally low. Therefore, development is one of the basic concepts in macro educational policy-making, which is one of the most important duties of educational institutions, including universities (Namara, 2018). Given the importance of organizational citizenship behavior in organizations, especially educational organizations like universities, it is necessary to identify the factors influencing it so that perhaps a step can be taken towards improving the skill conditions of employees and university members in the hope that by overcoming obstacles, a clear path for the development of organizational citizenship behavior in the university can be opened. Organizational citizenship behavior leads to the improvement of organizational conditions and the creation of a competitive advantage, and therefore, research on the development of organizational citizenship behavior training is very important. Consequently, the present research was conducted with the aim of identifying the factors affecting the development of organizational citizenship behavior training and presenting appropriate management solutions. Based on this, the present study aims to answer the question of what are the effective factors on the development of organizational citizenship behavior at Islamic Azad University, Fars province, and also what appropriate management solutions can be offered?

2. Methodology

Given that the goal of the present study was to identify the factors influencing the development of organizational citizenship behavior and to propose appropriate managerial solutions, the research method was qualitative. Therefore, in a descriptive qualitative study, 19 individuals among academic experts (professors) and organizational personnel (staff with executive positions) from Islamic Azad University of Fars province during the academic year 2021-2022 were selected as the sample through purposive sampling and according to the principle of theoretical saturation. In this study, the selection criteria for university professors included having at least a Ph.D. in a field related to organizational citizenship behavior, a minimum of three years of teaching experience related to the subject of organizational citizenship behavior, being a member of the

faculty of Islamic Azad Universities of Fars province in one of the fields of human resources management, educational management, and organizational behavior, having sufficient expertise and experience in the field of organizational citizenship behavior, having articles, books, research projects, etc., related to organizational citizenship behavior, and agreement to record the interviews. Likewise, the selection criteria for staff with executive positions included having at least a Ph.D., expertise in organizational citizenship behavior, a minimum of five years of experience in management, human resources, and organizational behavior, being a member of the staff of Islamic Azad Universities of Fars province in one of the fields of human resources management, educational management, and organizational behavior, having sufficient expertise and experience in the field of organizational citizenship behavior, having articles, books, research projects, etc., related to organizational citizenship behavior, and agreement to record the interviews.

The samples were subjected to semi-structured interviews, the validity of which was confirmed by triangulation, and the reliability was obtained with an inter-coder agreement coefficient of 0.83. Therefore, semi-structured interviews were used for data collection, which involved individual interviews with four questions, including one main question and three auxiliary questions (Table 1). For conducting the interviews, the researcher attended the interviewees' workplace after necessary coordination and recorded the interviews using a voice recorder with the permission of the interviewees to extract codes, and this action was taken after each interview. The researcher ceased the interview process with subsequent interviewees after realizing in interviews 20 and 21 that no new codes were added to the previous codes. Besides the researcher, a statistics expert and one of the university professors also commented on the codes. Additionally, during the interviews, opinions were collected on the indicators, components, and dimensions constituting organizational citizenship behavior, and the main factors were examined and finalized. It is worth mentioning that the duration of the interviews ranged from 30 to 90 minutes.

Table 1. Interview Questions with Academic and Organizational Experts

Question Type	Question
Main	What are the managerial solutions for developing organizational citizenship behavior at Islamic Azad University?
Secondary	Training and awareness-raising can significantly impact the development of organizational citizenship behavior. How can this be achieved?
Secondary	If possible, could you provide more details on effective leadership?
Secondary	What does transparency mean in the context of developing organizational citizenship behavior?

The data obtained from the implementation of semi-structured interviews were analyzed using open, axial, and selective coding methods in MAXQDA-2020 software.

3. Findings

In this study, after interviewing the nineteenth person, the research findings reached saturation, and the demographic information of academic and organizational experts of the present study is visible (Table 2).

Table 2. Demographic Information of Academic and Organizational Experts

Variable	Level	Frequency	Percentage
Type	Academic	9	47.37
	Organizational	10	52.63
Education Field	Human Resource Management	6	31.58
	Educational Management	3	15.79
	Organizational Behavior	10	52.63
Gender	Female	7	36.84
	Male	12	63.16

Variable	Level	Frequency	Percentage
Age (Years)	<46	4	21.05
	46-50	6	31.58
	51-55	7	36.84
	>55	2	10.53
Work Experience (Year)	1-10	5	26.31
	11-20	8	42.11
	>20	6	31.58

As can be seen in Table 2, most experts were of the organizational type (52.63 percent), with educational degrees in organizational behavior (52.63 percent), male gender (63.16 percent), age 51-55 years (36.84 percent), and work experience of 11-20 years (42.11 percent). The factors influencing the development of organizational citizenship behavior training based on interviews with academic and organizational experts of the present study are visible (Table 3).

Table 3. Factors Influencing the Development of Organizational Citizenship Behavior Training Based on Interviews with Academic and Organizational Experts

Dimension	Component	Indicator
Individual Factors	Citizenship Knowledge	Voluntary participation of university staff in scientific collaborations, such as brainstorming sessions among employees.
		Possessing knowledge of the university's guidelines, rules, regulations, and standards.
		Having knowledge about the tasks assigned to each of the employees in their respective job domains.
		Being up-to-date with the goals, mission, and vision of Islamic Azad University.
		Being aware of the consequences of responding to students, colleagues, etc., in their respective job areas.
	Citizenship Skills	Acquiring the skill of conversing with university colleagues and students.
		Developing personal skills in life skills such as anger management, problem-solving, conflict management, etc.
		Enhancing professional skills through knowledge sharing and storytelling by colleagues.
		Improving self-assessment skills and familiarity with the criteria required for this purpose based on job descriptions and job qualification conditions.
		Enhancing the skill of employee succession planning by department managers, deputies, and heads of colleges and universities.
		Enhancing the skill of effective interaction with students and other colleagues across all organizational units of the university.
Organizational Factors	Job Satisfaction	Enhancing decision-making power when faced with work-related issues and evaluating it by supervising the employees of the units by the superior.
		Strengthening the sense of enjoyment from work.
		Creating a sense of value in employees' jobs.
		Facilitating career progression and evaluating it by measuring the level of job engagement of employees.
		Increasing job satisfaction by offering managerial solutions in various financial and non-financial aspects.
	Organizational Culture	Enhancing adaptability to changing environmental conditions, such as the transformation in the university in the digital age.
		Enhancing the level of coordination of employees with university management.
		Presence of cohesion and unity in all organizational units of the university.
		Creating a common thought pattern based on the values and overarching goals of the university.
		Paying attention to societal values.
	Job Enthusiasm	Having enthusiasm for work and assigned tasks.

Dimension	Component	Indicator
		Dedicating oneself to work.
		Creating a sense of belonging to the job and other university employees.
	Educational Infrastructure	Availability of suitable educational facilities such as conference halls for conducting in-person training sessions for employees to enhance organizational citizenship behavior.
		Utilizing educational technologies such as channels in social networks and the university website for broadcasting news for the enhancement of organizational citizenship behavior.
		Effective and practical training programs for changing employee behavior.
		Allocating equipment to employees such as an intranet for awareness-raising towards changing organizational citizenship behavior.
Educational Factors	Educational Quality	Utilizing expert professors in the field of organizational citizenship behavior to present relevant topics to university employees.
		Organizing educational content tailored to the needs of employees for behavior change by the university's human resources department.
		Using participatory and active methods in in-service training, for example, through storytelling.
		Creating an optimal evaluation system for behavior change in employees after implementing in-service training to strengthen organizational citizenship behavior.
	Employees as Learners	Preparing employees through changing attitudes and perspectives of employees for a better understanding of organizational citizenship behavior training at the university.
		Creating a mechanism for recognizing employees' efforts to develop organizational citizenship behavior.
		Strengthening employees' motivation to have organizational citizenship behavior and paying attention to training in this area.

As shown in Table 3, the factors influencing the development of organizational citizenship behavior training had 35 indicators, 8 components, and 3 dimensions. In this study, the dimensions included individual factors with two components of citizenship knowledge and skills, organizational factors with three components of job satisfaction, organizational culture, and job enthusiasm, and educational factors with three components of educational infrastructure, educational quality, and staff as learners. Therefore, the model of dimensions and components of factors influencing the development of organizational citizenship behavior training based on interviews with academic and organizational experts of the present study is visible (Figure 1).

Figure 1. Model of Dimensions and Components of Factors Influencing the Development of Organizational Citizenship Behavior Training Based on Interviews with Academic and Organizational Experts

Considering the identified dimensions and components for factors influencing the development of organizational citizenship behavior training based on interviews with academic and organizational experts of the present study, managerial solutions were identified, which are visible (Table 4).

Table 4. Managerial Solutions Based on the Identified Dimensions and Components for Factors Influencing the Development of Organizational Citizenship Behavior Training Based on Interviews with Academic and Organizational Experts

Solution (Strategy)	Description
Effective Leadership	Organizational leaders must exemplify organizational citizenship behavior and align with the values and expectations of the organization. They should provide an appropriate model of desired behaviors to employees and promote the development of organizational citizenship behavior through motivation, purposefulness, and proper coordination.
Effective Training	Providing continuous training on organizational citizenship behaviors, their importance, and their positive impact on the organization is crucial. These trainings can include courses, workshops, and coaching. Also, a variety of educational resources such as videos, brochures, and online educational content should be provided.
Providing Feedback and Encouragement	Offering constructive and regular feedback to employees on organizational citizenship behaviors is significant. Feedback should be transparent, documented, and contain suggestions for improvement. Furthermore, incentives and rewards for positive organizational citizenship behaviors can motivate employees.
Implementing Guidelines and Policies	Presenting clear guidelines and policies regarding expected and achievable behaviors helps employees improve organizational citizenship behavior in the workplace. These include ethical rules, professional laws, disciplinary policies, and standard methods and processes for dealing with problems and disputes.
Promotion Based on Organizational Citizenship Behavior	To encourage employees towards organizational citizenship behavior, promotions and advancements can be based on performance and positive organizational citizenship behavior. This action not only aids in the personal development of employees and boosts their motivation but also promotes organizational citizenship behavior at the organizational level.

As shown in Table 4, managerial solutions in developing organizational citizenship behavior training included 5 strategies: effective leadership, effective training, providing feedback and incentives, implementing guidelines and policies, and promotion based on organizational citizenship behavior.

4. Conclusion

The present research aimed to identify factors influencing the development of organizational citizenship behavior training and to propose appropriate managerial solutions. The results indicated that effective factors include individual factors (citizenship knowledge and skills), organizational factors (job satisfaction, organizational culture, and job enthusiasm), and educational factors (educational infrastructure, educational quality, and staff as learners). The findings of this research are consistent with those of Mithulan and Opatha (2023), Ng, Choong, Kuar, Tan, and Teoh (2021), Suharto and Nusantoro (2018), Mousavi Naeini and Zargaran Khozani (2022), and Safarifard, Amiri, Parsa Moein, and Alishiri (2022). These studies have reached similar conclusions. Mithulan and Opatha (2023) demonstrated that the personal characteristics of managers influence organizational citizenship and ethical behavior. Ng et al. (2021) showed that job enthusiasm is an influential factor on job satisfaction and organizational citizenship behavior. Suharto and Nusantoro (2018) found a relationship between management capability and organizational citizenship behavior, as well as between organizational culture and organizational citizenship behavior. Mousavi Naeini and Zargaran Khozani (2022) showed that personality traits play a moderating role in predicting organizational citizenship behavior based on job security and organizational commitment. Safarifard et al. (2022) indicated that identified organizational factors, in order of priority, including organizational justice, organizational support, job security, reward and incentive systems, organizational culture, training, work-life quality, job nature, organizational structure, and organizational spirituality are effective in developing organizational citizenship behavior.

In the present study, factors influencing the development of organizational citizenship behavior in employees of Islamic Azad University included three categories: individual factors, organizational factors, and educational factors. Individual factors refer to the characteristics and personal training of employees. This means that employee behavior is greatly influenced by individual characteristics and personality, which form due to individual differences. Therefore, employees with compatible, positive-thinking, and interactive personality traits can perform better at the university. Other individual characteristics affecting employees' citizenship behavior include empathy towards others, considering the changing environment and daily challenges in the academic setting, being sociable, facilitating relationships among other employees by creating opportunities for informal interaction at the university in various academic units, mutual personal coordination, politeness, work ethic, and addressing student issues impartially and altruistically with behaviors compatible with the academic environment. These characteristics transform employees into patient, flexible, and effective individuals. Individual training is also an influential factor. Training that enhances thinking through components of critical thinking in in-service training is very effective. Various methods can be used to change employee behavior and train them in desired behaviors, one of which is training and awareness-raising. By providing training related to desired behaviors, employees can be acquainted with the importance and need for these behaviors. Additionally, by offering educational materials and workshops, employees can be encouraged and stimulated towards improving organizational behaviors. Also, by evaluating employee performance and providing constructive feedback, employees can be shown how desirable organizational behaviors should be performed and how they can contribute to their improvement.

Besides individual factors, organizational factors are also among the effective factors in developing organizational citizenship behavior training. Among organizational factors, job satisfaction has a significant impact on changing employee behavior towards the development of organizational citizenship behavior. Job satisfaction means the ability to make and evaluate decisions by monitoring unit employees by unit supervisors, enjoying work, feeling valued, which leads to progress in work and its evaluation by measuring the level of job involvement of employees. Satisfactory job promotion, by offering managerial solutions for providing facilities, makes employees feel valued, and behavior change is shaped based on this feeling. Job satisfaction is associated with increased commitment; employees who are satisfied with their job are more dutiful and committed to their organization. They are more inclined to perform their duties with high quality and on time and show organizational commitment. This leads to the enhancement of citizenship behavior. Another behavior shown by employees with job satisfaction is participation. Satisfied employees actively participate in organizational activities and decision-making. They offer creative ideas and identify and implement needed improvements. These individuals actively participate in group interactions and assist their colleagues. They are more inclined to share their knowledge and experiences with others and contribute to positive interactions in the workplace. Job satisfaction can lead to a reduction in undesirable behaviors such as delays in performing duties, unjustified absences, and organizational criticisms. Satisfied employees are less inclined to display negative behaviors. Organizational culture is another organizational factor that influences employees' citizenship behavior. When discussing the dominant organizational culture at the university, factors such as adaptability to a changing environment, employee coordination with management, the presence of cohesion in the workplace, a common thought pattern, and attention to societal values are considered. In fact, organizational culture has a direct and significant impact on university employees' behavior and includes values, beliefs, habits, and common behaviors existing in the organization and accepted by its members. Organizational culture emphasizes professional development and continuous learning and can encourage university employees to improve their skills and knowledge. Such individuals are more likely to participate in training courses and professional activities. As a result, positive citizenship behaviors are more observed in them. Job enthusiasm is another factor that influences employee behavior. Job enthusiasm refers to the level of motivation and interest employees have in performing their duties and responsibilities. Individuals with strong job enthusiasm primarily exhibit positive and constructive behaviors in the workplace.

University employees with strong job enthusiasm are more inclined to actively participate in the workplace. They regularly and motivatedly come to work and engage in their activities and duties with all their motivation and energy. Also, job enthusiasm can enhance cooperation and interaction among employees. University employees with strong job enthusiasm actively participate in group interactions and assist their colleagues. They are interested in sharing their knowledge and experiences and influence the improvement of work processes.

Besides individual and organizational factors, educational factors are a very important element, and education at the university should be a priority. Accordingly, great care must be taken in in-service training. One of the educational factors that may not receive much attention is educational infrastructure. The presence of suitable educational facilities for employees, the use of educational technologies, effective training programs, and equipment dedicated to employees affect employees' citizenship behavior. Educational quality is another component that influences employees' citizenship behavior. The presence of expert professors to present organizational behavior topics to employees, organizing educational content according to employees' needs for behavior change, using participatory and active methods in in-service training, and a desirable evaluation system for behavior change in employees after applying training are indicators of educational quality. Of course, employees as learners of training also play an important role. Employees' readiness for better understanding of training and their effort to develop individual behavior and employees' motivation for having organizational citizenship behavior and attention to training in this area are aspects that affect employee behavior.

Additionally, managerial solutions for developing organizational citizenship behavior training were identified, including five strategies: effective leadership, effective training, providing feedback and encouragement, implementing guidelines and policies, and promotion based on organizational citizenship behavior. These strategies can help strengthen organizational citizenship behavior within the organization. Although the development of organizational citizenship behavior requires time, commitment, and perseverance, and necessitates the continuous effort of the organization and all its members, spending time and resources on it can have positive outcomes.

Managerial solutions are strategies that lead to the development of organizational citizenship behavior among employees. It should be noted that leadership plays a crucial role in enhancing the citizenship behavior of employees. A leader with a high ability to influence and gain the trust and respect of employees can positively impact their citizenship behavior. Leaders, by demonstrating positive citizenship behaviors, can serve as role models for their employees. They encourage employees to display similar citizenship behavior by showing responsibility, cooperation, and respect for others. Leaders who pay attention to the needs and values of employees and strive to fulfill them can strengthen employees' citizenship behavior. By meeting employees' needs and values, they are more inclined to show citizenship behavior. Effective training in organizational citizenship behavior for employees can significantly help them exhibit role-exceeding and extra-role behaviors, creating a competitive advantage for the organization. Furthermore, managing and providing feedback and encouragement plays an important role in enhancing employees' citizenship behavior. Positive feedback on the performance and citizenship behaviors of employees encourages them to continue and strengthen their citizenship behavior. By providing positive feedback, employees feel appreciated and encouraged, and are more inclined to display citizenship behavior. In addition, encouragement plays a significant role in enhancing employees' citizenship behavior. By recognizing and rewarding employees who display citizenship behavior, the organization can promote this behavior and motivate other employees to exhibit citizenship behavior. Another important solution is the implementation of organizational guidelines and policies, which, when fully and satisfactorily applied, can increase the occurrence of organizational citizenship behaviors. Moreover, managing promotions based on organizational citizenship behavior can also have a significant impact on employees' behaviors. When an employee is promoted to a new position, it indicates that the organization values their performance and effort. This recognition and encouragement motivate employees to continue and strengthen their citizenship behavior. By promoting employees who

display citizenship behavior, the organization can promote this behavior and encourage other employees to exhibit citizenship behavior. Also, by promoting employees, the organization places more trust in them, which makes them feel a greater sense of responsibility towards the organization and organizational citizenship behavior.

Ethical Considerations
Ethical standards were observed in this research.

Acknowledgments
Gratitude and appreciation were expressed to the participants of this study.

Authors' Contributions
The authors actively and fully collaborated.

Conflict of Interest
There is no conflict of interest among the authors.

References

Achmadi H, Antonio F, Pramono R, Bernarto I, Purwanto A. (2020). Identification of the positive and negative emotions that appeared among high school students when selecting university at Jakarta and surrounding area. Systematic Reviews in Pharmacy. 11(9): 759-766. doi:10.31838/srp.2020.9.107

Ardalan MR, Heidari Sorshjani N, Abdolmaleki J. (2021). The role of social capital in organizational citizenship behavior by mediating organizational socialization in teachers. Iranian Journal of Educational Society. 6(2): 103-113. [Persian] doi.org/10.22034/ijes.2021.242035

Asghari E, Haghighi M, Vadadi A. (2022). Identify, explain and prioritize human resource planning factors in order to show organizational citizenship behavior by employees. Iranian Journal of Educational Sociology. 5(1): 62-75. doi: 10.61186/ijes.5.1.62

Basri Wibowo TS, Abdillah A, Kharis A, Jaenudin Purwanto A, Mufid A, Maharani S, et al. (2020). Democratic, athocratic, bureacratic and charismatic leadership style: Which influence school teacher's performance in dducation 4.0 era? Systematic Reviews in Pharmacy. 11(9): 277-286. doi: 10.31838/srp.2020.9.45

Bernarto I, Bachtiar D, Sudibjo N, Suryawan IN, Purwanto A, Asbari M. (2020). Effect of transformational leadership, perceived organizational support, job satisfaction toward life satisfaction: Evidence from Indonesian teachers. International Journal of Advanced Science and Technology. 29(3): 5495-5503.

Kadiyono AL, Sulistiobudi RA, Haris I, Wahab MKA, Ramadani I, Purwanto A, et al. (2020). Develop leadership style model for Indonesian teachers performance in education 4.0 era. Systematic Reviews in Pharmacy. 11.9: 363-373. doi:10.31838/srp.2020.9.52

Mishra AK, Rai A, Gujrati P, Tiwari BB. (2023). Influence of job satisfaction on organisational citizenship behaviour with moderating role of emotional and career commitments among Indian nurses. International Journal of Business Innovation and Research. 30(2): 165-179. doi: 10.1504/IJBIR.2023.128586

Mithulan R, Opatha HHDNP. (2023). The moderating effect of personal character and mediating effect of organizational citizenship behavior on ethical orientation of HRM-ethical behavior linkage. Sri Lankan Journal of Human Resource Management. 13(1): 1-26. doi: 10.4038/sljhrm.v13i1.5682

Mohammadi Shahroodi H, Shirazi A, Sadeghi F. (2018). Investigation the impact of cultural intelligence on organizational citizenship behaviors through the mediating role of cultural empathy of employees. Transformation Management Journal. 10(2): 45-66. [Persian] doi: 10.22067/pmt.v10i2.63410

Mousavi Naeini SM, Zargaran Khozani F. (2022). Designing a model for predicting organizational citizenship behavior based on job security and organizational commitment and the moderating role of personality traits. The 6th International Conference on Interdisciplinary Studies in Management and Engineering, 1781-1800. [Persian]

Namara F. (2018). Factors affecting provision of quality basic education in nyagatare district-Rwanda. Journal of African Interdisciplinary Studies. 2(3): 109-119.

Ng LP, Choong YO, Kuar LS, Tan CE, Teoh SY. (2021). Job satisfaction and organizational citizenship behaviour amongst health professionals: The mediating role of work engagement. International Journal of Healthcare Management. 14(3): 797-804. doi: 10.1080/20479700.2019.1698850

Rahimi Gh, Moghtader Mansori A, Bahloli N, NezhadIrani F. (2021). Identifying the psychological traits of top managers in the oil industry. Knowledge & Research in Applied Psychology. 22(1): 135-144. [Persian] doi: 10.30486/jsrp.2019.576208.1510

Ridge N, Kippels S. (2019). UNESCO: Education and the private sector: A relationship on whose terms? Palgrave McMillan: In Researching the Global Education Industry. doi: 10.1007/978-3-030-04236-3_5

Safarifard A, Amiri H, Parsa Moein K, Alishiri B. (2022). Model of organizational controlling factors affecting the eevelopment of organizational citizenship behavior (Case study: Central Headquarters of the Iranian Blood Transfusion Organization). Iranin Journal of Culture and Health Promotion. 5(4): 518-527. [Persian]

Sheikh Beglou R. (2018). Examining the relationship between organizational structure, organizational citizenship behavior and effectiveness among the faculty members of Islamic Azad University. Master's Thesis, Urmia University. [Persian]

Suharto S, Nusantoro J. (2018). The relationship among managerial capability, organizational citizenship behavior, and employee performance: mediation effects of organizational culture. Journal of Community Research and Service. 2(1): 168-175. doi: 10.24114/jcrs.v2i1.9890

Tatar P, Malekian F. (2021). Provide a model for teaching organizational citizenship behavior in the education and training organization based on data theory strategy. Iranian Journal of Educational Sociology. 4(3): 136-147. doi: 10.52547/ijes.4.3.136

Visano NA, Utami W, Johanes S, Herawati A, Aima H, Sutawijaya AH, et al. (2020). Effect of career, organizational commitment on/turnover intention through mediation of organizational culture: Evidence from Indonesian companies. Systematic Reviews in Pharmacy. 11(9): 931-937. doi:10.31838/srp.2020.136