EPISTEMOLOGICAL BENCHMARKS IN THE TEACHER'S ROLE

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Abstract:-
Alongside the importance of OCB and job satisfaction as key organizational behavior components, several demographic variables were found to moderate the relationships between these concepts.

Keywords: - *OCB, organizational citizenship behavior,* ***job satisfaction****, General policy* ***makers***

Philosophers and educational figures have discussed the nature of education in schools and the definition of teachers' roles since the inception of the public school system in the United States in the beginning of the 19th century. The matter of the teacher's tasks and expected duties is contextualized by the educational goals of the school system and the societal image of the optimal 'adult'. Cuban, for instance, demonstrated that the concept of a "good school" cannot be uniform and shared by all, but is rather the result of educational ideologies that construct the image of the ideal adult, and subsequently, the school's goals and criteria for measuring success [60].

This brief introduction emphasizes the relative, vague, and undefined nature of the teacher's role, which leaves us with questions and ethical dilemmas regarding the findings of the present study. Some scholars assume that the principal, foremost task of the teacher, which distinguishes their profession from others, is the pedagogical-didactic mission. As part of his service to society and the younger generation, the teacher is charged with introducing students to a wide range of knowledge that is perceived as significant to the development of the student as an individual and a member of society, by the society in which the teacher lives and works. The teacher is therefore required to be well versed in the curriculum, to create lesson plans, and to assess students' achievements. Findings of current research could improve teachers' motivation at school and therefore to improve their performance with students, and specifically to imply some answers for the following questions: How is it possible that many teachers feel that helping a struggling student is not an official job requirement? Is it conceivable that a teacher is not obligated to express positive, strong emotions toward his students? How can educators indicate that they are not, in fact, morally obligated to fulfill all of the aspects that contribute to students' growth and development, such as in-depth assessment of assignments, diversity in teaching methods, or participation in committees for the improvement of the school's educational program?

Hence, the findings of this study challenge the educational and social concept that the teacher's role is in fact boundless, that teachers are expected to fulfill any role that contributes to students, i.e., the future generation. Not any longer. Respondents reveal a dichotomy that distinguishes between tasks that are required and tasks that are not.

Dichotomy is a presumably 'natural' condition in any workplace, but is doubly hard to digest when it comes to a profession that is perceived as 'moral', 'noble', and ideological, such as the teaching profession. Is this due to the internalization of capitalist values that require compensation in return for investing in one's work? Do these attitudes deplete the moral foundation of teaching and omit its uniqueness when compared to other professions? Should this type of distinction be accepted? Or perhaps we can trust that those who work in education will go beyond what is required in order to promote success among students, and ignore the rules and regulations that define the scope of their duties? Do we not trust that teachers will adopt the professional ethics related to their role? I will leave the answers to these questions, and others stemming from this study, up to the reader's personal judgment.

The present study's findings can be substantiated with previous research findings that showed more job security in the public sector, which promoted high potential and motivation among employees [96]. Main educational institute that was tested in this study is 'H.I.T - Holon Institute of Technology'. In recent years, HIT underwent a process of organizational change, and with the help of business consultants, worked to increase job satisfaction, encouraging a sense of contentment, belonging, and commitment to the role, the team, and the organization, thereby fostering and implementing 'organizational citizenship behavior'.

The purpose of the organizational process as a public institution was to confront the increasing competition in the academic field on one hand, and the inability of a public organization to encourage motivation through material rewards on the other. Therefore, the Institute constructed a unique model focused on a sense of purpose (training students in the technological field vital to the State of Israel); relationships (relationships among colleagues themselves, the administrative and academic staff, and the faculty and students); organizational determination (every employee department feels obligated to do everything in its power in order to operate as efficiently and effectively as possible). These factors represent organizational culture and spirit, which cultivates commitment and recognition of the need to improve and succeed, generates motivation among employees, and raises employees' satisfaction with the positive work environment and climate, leading to a significant degree of organizational citizenship behavior.

The results were not long in coming, and last year HIT earned two prestigious awards for quality and excellence: the "Mil" award (Israeli Administrative Organization Award for Quality and Excellence), and the National Award for Quality and Excellence in the business sector in the name of Yitzhak Rabin on behalf of the Prime Minister.

Figure 11 presents the study model. As can be seen in the model, results showed that relationships between teachers and sense of purpose increased teachers' motivation, job satisfaction and their willing to contribute to school system. Relationships provided them a stronger sense of belongings, while sense of purpose increased their coping mechanisms to cope problems with students. In addition to these individual and social variables, results also showed important influence of the organization to both OCB and job satisfaction. Specifically, it has been shown that the way teachers perceive school climate, principle's leadership and school goals, affect their motivation to engage with school's activities. Because of these effects, job satisfaction and OCB could affect just labor relationship, developing infrastructure and updating process.

Figure 11: Study model
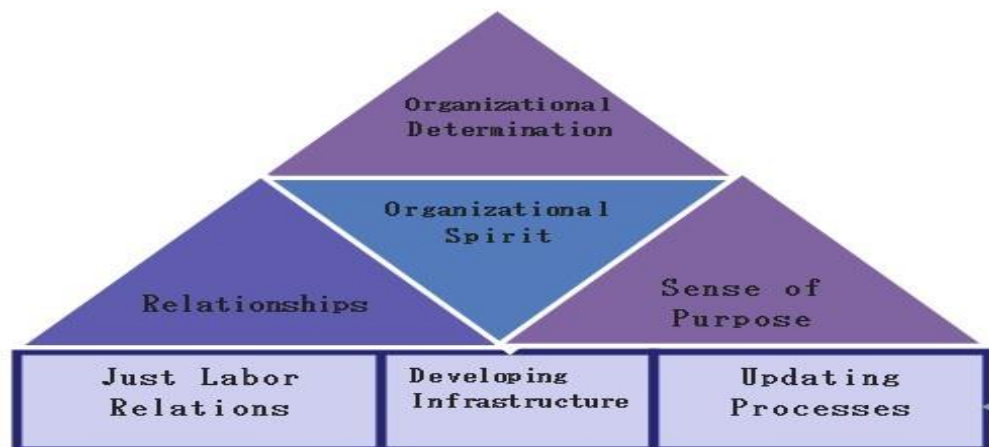
This finding supports results uncovered in studies by Vigoda [87], Cole [85], and Itzhaky [88], who found no significant correlation between seniority and job satisfaction among employees. However, the findings of the present research do not support the study conducted by Ilies, Scott, and Judge [95], which found that a positive correlation between participants' seniority, job satisfaction, and organizational citizenship behavior can be found on an individual basis overtime. One of the explanations provided by the researchers is that when employees first join an organization they must face new challenges, which is accompanied by unpleasant feelings, and will therefore demonstrate dissatisfaction during this time and lack organizational citizenship behavior. After working for the organization for a more substantial period, however, employees develop a sense of comfort and belonging towards their work environment. It was therefore concluded, that employees need to feel like a part of the organization as experienced, veteran employees, in order to exhibit organizational citizenship behavior.

We note that this finding fits with the inconsistent, contradictory findings in scholarly literature regarding the correlation between seniority in the workplace and job satisfaction. Some researchers found a negative correlation [81] [82], while the side - bet theory introduced by Becker [83] argues that the more one contributes to their organization, the harder it will be for them to leave. A positive correlation was also found between organizational commitment and employee seniority, such that the more seniority an employee had, the more organizational commitment and job satisfaction they exhibited.

The cause of previous findings' inconsistency is that some investigated role seniority, some workplace seniority, and some professional seniority. Seniority may have a varying effect in different professions, different age groups, and different roles.

This study also examined the relationship between 'job satisfaction' and 'organizational citizenship behavior' according to age group. A significant, positive, moderate to strong correlation between the variables was found in every age group. However, there is an indication that the older the age group, the more the intensity of this relationship declines. Meaning, there is a negative correlation trend between the age group and the strength of the relationship between the aforementioned variables (job satisfaction and organizational citizenship behavior).

This finding supports the research of Goulet and Frank [90], which also found a negative correlation between these variables, such that the older the employee, the less job satisfaction and organizational commitment they exhibit. However, this study does not support research indicating a positive correlation between the age of the employee and their job satisfaction, such that the older the employee the higher their degree of satisfaction [88] [89].

We further note that findings of the present research contradict those presented by Meyer and Allen [86], which found a positive correlation between employees' age and seniority in the workplace and their organizational commitment, according to which the older an employee is and the more significant their seniority, the higher their degree of organizational commitment (organizational commitment is presented as a spectrum of job satisfaction and organizational citizenship behavior). A possible cause for the research findings is related to the Facet Importance and Job Satisfaction Model [77, In: 78] and the Equity Theory [72, in: 73], such that the significance of aspects related to satisfaction varies at every stage of an employee's life cycle. The level of expectation increases with age, and if work conditions remain stagnant (even if they are at a high standard), their effectiveness in cultivating job satisfaction at an older age, decreases. Another interesting finding stemming from the present study is a distinct, positive, significant correlation between 'job satisfaction' and 'organizational citizenship behavior' among employees who participate in staff meetings as opposed to those who do not. The strength of the correlation between the variables increases the more employees participate in meetings and take an active part in collective thought-processes and decision-making.

This discovery is consistent with the findings presented in the study by Organ and Ryan [35], which found that some of the related criteria such as fairness in the workplace, organizational commitment, and supportive leadership, have roughly the same level of impact on establishing organizational citizenship behavior as they do on cultivating job satisfaction. They also investigated job satisfaction as an indicator.

Out of familiarity with the research population and its characteristics, a possible explanation for this finding is that the more employees are involved in strategic thinking, the more transparency there is in meetings, and the more they manage to express their views and positions and receive administrative attention – the higher their degree of job satisfaction and commitment to organizational decisions will be, and the more organizational citizenship behavior they are bound to exhibit.

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