

# The Role of Academic Citizenship Behavior in Building Cultural Capital

Oqba Nafie Selim<sup>1</sup> Prof. Dr. Atheer Anwar Sharif<sup>2</sup>

*University of Anbar<sup>1</sup>*

*University of Anbar<sup>2</sup>*

[n.oqba95@gmail.com](mailto:n.oqba95@gmail.com) [admin.assistant@uoanbar.edu.iq](mailto:admin.assistant@uoanbar.edu.iq)

## Abstract

The current research aims to diagnose and explain the nature of the influence relationship between academic citizenship behavior in its dimensions and cultural capital in its dimensions, at the University of Fallujah. And the director of the centers, and the people's officials, and this research was applied to an intentional sample of (123) individuals. The questionnaire was used as a main tool for collecting data on the research variables through the scales that were adopted, and in order to process the data, the statistical analysis program (Spss 23) was used to reach the results from Through the use of many statistical methods, the most important of these statistical methods are (the correlation coefficient (Pearson), the multiple regression model, the test (F), the test (T), the coefficient of determination (R<sup>2</sup>), and the marginal slope (B)), The research reached several results, the most important of which is the existence of a significant influence relationship between academic citizenship behavior in its dimensions and cultural capital in its dimensions, and one of the most important recommendations reached by the research is to invest the nature of an impact relationship between academic citizenship behavior They and cultural capital in their dimensions are more holistically than investing them individually to enhance cultural capital.

**key words:** Academic Citizenship Behavior, Cultural Capital, University of Fallujah.

## First, the introduction:

The development of business administration science as one of the modern sciences relied on a set of principles, foundations and scientific theories that led to the enhancement of the technical and practical application of management by controlling the behavior and factors that affected the work environment and the requirements of professional development, as the administration was keen to study the behavioral and cultural aspects affecting the nature of Therefore, organizational behavior is one of the main elements of the behavioral sciences that are being studied within the scope of organization theory, as it starts from where the field of organization theory ends. It is the natural complement to it. The desired goals, especially in the university educational sector, so it has been recently and increasingly focused on research and analysis to understand the nature of behavior, diagnose, direct and invest it in a way that leads to improving academic work life, building basic rules and creating an appropriate, positive and supportive climate for various academic activities in universities, in recent years. There are many studies concerned with the

study of cultural relations and how they affect individuals from On the one hand, and society as a whole, on the other, within the emergence of a new concept called cultural capital, as a result of the efforts of a number of researchers in the field of sociology.

## Second: the research problem

The behavior of academic citizenship is essential to the success of the university, and the embodied feeling of the academic staff of discomfort and dissatisfaction with the university's policies and procedures will in turn reflect on the existence of a problem that may be one of the reasons for not paying attention to the effective behavioral variables in the social environment of the university, and this in turn will affect the university's outputs, and accordingly came This study deals with a basic problem that the questions still exist about the nature of the relationship between the behavior of academic citizenship and cultural capital and the statement of the initiation of their relationship to the other in light of the absence of cognitive clarity that combines the research variables at the same time, and this in turn indicates the existence of a gap related to the nature of the relationship between Research variables, and

from here the research problem can be raised through the main question (What is the role of academic citizenship behavior in building cultural capital?), through which the following sub-questions can be raised:

- 1- What are the nature, dimensions or levels of academic citizenship behavior?
- 2- What is the nature of the impact of academic citizenship behavior on cultural capital?

**Third: The importance of research**

The importance of the research is clarified through the importance of the scientific and research variables that the researcher was interested in diagnosing and treating, and the statement of the reciprocal relationship that dealt with these variables, which made the behavior of academic citizenship an explanatory variable and cultural capital a responsive variable, as the importance of cultural capital becomes clear in terms of the social and economic effects that it causes, and it is not hidden. The Importance of Academic Citizenship Behavior Being part of a system of general citizenship behavior with privacy in the university environment and in the academic educational environment, the importance of academic citizenship behavior lies in a purposeful and serious attempt to contribute to identifying the issue of academic citizenship behavior and its great impact on the effectiveness of the performance and success of the university and giving a comprehensive and comprehensive view The elements that positively affect the improvement of the practice of this type of behavior and work to strengthen it in order to achieve the lofty goals of the university.

**Fourth: Research Hypothesis:**

There is a significant effect relationship with the academic citizenship behavior with its dimensions (academic altruism, academic conscience, academic courtesy, and academic virtue) in institutional cultural capital.

**Theoretical framework**

**First: Academic Citizenship Behavior:**

There are many definitions about academic citizenship behavior, as it is one of the modern concepts in modern administrative thought. For this reason, the issue of academic citizenship behavior has called for the attention of many researchers. These concepts differ according to the time in which the concept appeared, and according to the vision of its owner. below:

Table 1: Concepts of Academic Citizenship Behavior

j	researcher name	concept
1	(Ehtiyar & Oemueris, 2010: 47)	It is the voluntary behaviors carried out by the academic staff for the purpose of improving the performance of the university and its system
2	(Zettler,2011: 119)	It is that behavior that contributes to the achievement of the university's goals through the contribution that the academic staff makes to its social and psychological environment.
3	(Persson& Ani, 2016:12)	It is the performance of duties and hidden activities represented in the activities of organizing conferences, seminars, student exams, evaluation of supporting bodies, reviewing peer-reviewed scientific journals, working in various committees such as appointment committees, writing curriculum, designing qualifications, merging with public opinion, supporting researchers, as well as providing educational and parental care.

**Importance of Academic Citizenship Behavior:**

The interest in the behavior of academic citizenship stems from the positive results that can be achieved in universities and its great impact on the aspects that lead to improving performance at the university level. From conflicts within the university and creating the appropriate climate to motivate the academic staff to complete the work in the required manner and help reduce the problems and obstacles facing the university (Tomaselli, 2020: 2).

Therefore, interest in academic citizenship behavior has increased in universities, and contemporary universities have become interested and aware of the value of academic citizenship behavior, as this behavior has become an indicator of the integration and integration of students and academic staff (Islam (1) et;al, 2018:42).

### **Dimensions of academic citizenship behavior:**

Where the dimensions of academic citizenship behavior are considered as an integrated circle that reflects the nature of academic citizenship behavior practices in universities as a field for our current study. The researcher relied on the following dimensions (academic altruism, academic conscience, academic spirit, academic courtesy, academic virtue) and that each of them provides a unique contribution to building behavior Academic citizenship and the researcher relied on the (Goreet ;al 2012) scale in choosing the dimensions:

#### **1- Academic Altruism:**

Altruism is one of the highest values that all religions refer to, as altruism is linked to love, religiosity, and science, and that it is not possible for a person to live in isolation from others, and that the basis of this solidarity and unity is formed through academic altruism, that sociologists and philosophers have long been interested in what is called Contrasting with academic altruism, an individual who behaves as altruistic behavior that benefits others contradicts the assumptions that individuals usually act for themselves according to motivation theories (Eynur, et, al: 2020:223).

#### **2-Academic Conscience:**

The applications of conscience in the academic institution is devotion to work to the extent that it exceeds the basic requirements, for example working for long hours and volunteering to perform additional work or tasks in addition to the duties imposed on it (Sadeghi, et;al: 2016:318).

#### **3- Academic Courtesy:**

Academic courtesy means offering a helping hand to others and preventing the emergence of personal problems in matters related to work, for example, prior notice and counseling with others before taking actions that may affect them (Sadeghi, et;al: 2016:318), which are all initiatives that a person takes to help another person and feel the pulse of others before taking any action that may affect them (Podsakoff, et;al, 2000:517).

#### **4- Academic virtue:**

It is defined as the steps that an individual takes as an indicator of the overall level of interest in a university and reflects his recognition that he is part of something greater and accepts his responsibility to conform to the university (Andrade, et;al, 2017:4).

#### **Second: Cultural capital:**

This term has been used in varying degrees by a number of writers, and Bourdieu is the first to use this term in a broad sense in sociology and cultural studies (Katsillis & Rubinson, 1990: 270) as having the qualifications of a high-ranking culture in society as well as behavior, habits and attitudes that They are important mechanisms in reproducing the educational hierarchy and the social hierarchy, defined by prevailing cultural norms and practices, language styles, aesthetic preferences, and style of interaction, and are considered legitimate when they become institutionalized (Lareau & Weininger, 2003: 570).

The importance of cultural capital:

Cultural capital is an important factor for meaning and necessary elements in contemporary societies, social attitude, lifestyle, and openness to symbolic experiences and resources that can be used to improve the university. , 2002: 169).

Participation in cultural activities leads to the development of knowledge and skills that help students succeed in universities, and reading novels, for example, contributes to enhancing language skills and cultural knowledge (Sullivan, 2001: 9).

The importance of cultural capital lies in its connection with success in universities because the academic interaction with those who possess cultural qualifications is a direct relationship, as the higher these qualifications, the greater the feedback for learners (Sortkaer, 2019: 6).

#### **Dimensions of cultural capital**

Researchers differed in defining the dimensions of cultural capital in terms of their content according to their different directions, and according to the vision that researchers look at in terms of the concept of cultural capital, Maslauskaite, 2021: 7, (Guan, 2019: 576), which is (Capital embodied cultural capital, objective cultural capital, and institutional cultural capital)

#### **1- Institutional Cultural Capital:**

Institutional capital is the cultural capital represented by educational qualifications and certificates (Kallunki & Purhonen, 2017: 102) and represents certain qualifications that give value to their owners

(Santos, et;al, 2019:6)), in fact that the children of the upper classes occur in which the transfer of cultural capital occurs Immediately through the family and then at the university because the professors get to know the students who have the cultural capital and reward them through good communication with them and consider them more intelligent or talented than the students who lack the cultural capital on the other hand, the children from a family background with less privileges may lack the Cultural capital is at home and is therefore inferior to the education system (Košutić, 2017: 154)

## 2- Objective Cultural Capital:

It is a means of expressing culture, which can be transmitted with its symbolism to others, and is represented by the cultural property owned by the individual, works of art, literary books, and the books they have at home (Jeannotte, 2003: 4)) that the objective cultural capital is one of the subjects of cultural value such as paintings art instruments, musical instruments, magazines, paintings, photographs, books, computers, telephones, satellite channels (Noroozi, et:al:2014:122)

**3- As the embodied cultural capital** is a person's means of communicating and presenting his self-vision and acquired from the national culture (Santos, et; al, 2018:7) and it is a long-standing tendencies for a person and it is either physical or mental (Choi:et:al,2019:3 It consists of knowledge acquired consciously and unconsciously, and this knowledge is inherited negatively, through the social upbringing in which it was born. In turn, they become more receptive to similar cultural influences, and the embodied cultural capital is mastery of language and its relationships (Paydar & Salehi, 2017:133).

## Practical framework:

### 1- Description and analysis of the results related to the behavior of academic citizenship, and Table No. (2) shows this

The arithmetic mean of the academic citizenship behavior in total amounted to (4.14), which is a high arithmetic mean if it is compared with the standard arithmetic mean, and it confirms that the university has great interest in the behavior of academic citizenship, through the behavior practiced by its members through the work it wants according to what is required In order to achieve its objectives, the standard deviation of the academic citizenship behavior variable was (0.80), and this indicates the good consistency in the sample answers on the

dimensions of this variable, which was confirmed by the coefficient of variation (19.51%).

Table 2: The relative importance of the sub-dimensions of the academic citizenship behavior variable

The dimension	Arithmetic mean	standard deviation	Variation coefficient	answer score	Ranking
Academic citizenship behavior	4.16	0.8	19.36 %	High	----- -
Academic altruism	4.23	0.72	17.13 %	very high	the first
Academic conscience	4.17	0.76	18.35 %	High	Second
Academic courtesy	4.10	0.86	21.20 %	High	the fourth
Academic virtue	4.14	0.86	20.79 %	High	Third

Source: Prepared by the researcher based on SPSS outputs

The academic altruism dimension got the first rank with a very high arithmetic mean of (4.23) and this indicates the importance of the university's academic altruism through helping others, and with a standard deviation of (0.72). (17.13%), and after academic courtesy, it ranked fifth with a high arithmetic mean of (4.10), and this indicates the importance of academic courtesy in preventing the occurrence of problems related to work with others, with a standard deviation of (0.86), and this is what was indicated by the coefficient of variation (21.20%). ) Figure No. (19) shows the arrangement of the dimensions of academic citizenship behavior.

## 2- Description and analysis of results related to cultural capital:

that the arithmetic mean of cultural capital in total amounted to (3.95), which is a high arithmetic mean if compared to the standard arithmetic mean, and it confirms that the university has a great interest in

cultural capital and the values, customs and traditions that the university follows The standard deviation of the cultural capital variable is (0.95), and this indicates the good consistency in the answers of the sample to the dimensions of this variable, which was confirmed by the coefficient of variation of (24.44%).

Table 3: The relative importance of the sub-dimensions of the cultural capital variable

The dimension	Arithmetic mean	standard deviation	Variation coefficient	answer score	Ranking
cultural capital	3.95	0.95	24.44 %	High	-----
Institutional Cultural Capital	3.97	0.93	23.64 %	High	Second
Objective cultural capital	4.05	0.88	21.84 %	High	the first
embodied cultural capital	3.83	1.06	27.85 %	High	Third

Source: Prepared by the researcher based on SPSS outputs

The objective cultural capital dimension got the first rank with a high arithmetic mean of (4.05), and this indicates the importance of the objective cultural capital of the university, with a standard deviation of (0.88), and this indicates the good consistency in the sample answers to the paragraphs of the dimension through what was confirmed by the coefficient of variation of (21.84%), and the embodied cultural capital ranked third with a high arithmetic mean of (3.83), which in turn indicates the importance of the embodied cultural capital in the university with an acceptable standard deviation of (1.06) in the sample answer, and this was confirmed by the coefficient of variation (27.85%).

**3- Test the second main hypothesis:**

It is possible through Table No. (4) to view the data of the second main hypothesis test, which states (there is a positive and significant influence relationship for the academic citizenship behavior with its dimensions in the cultural capital with its dimensions), if multiple regression is used to show

the relationship between the explanatory variable with its dimensions, with The responsive variable has its dimensions, as shown below:

Table 4: Shows the results of the test of the impact of academic citizenship behavior in its dimensions on cultural capital

Hypothesis	Path	$\beta$	T	Sig	F-Sig-R <sup>2</sup>	the decision
second main	Academic Altruism >> Cultural Capital	0.0620	0.8300	0.4080	F=45.704 Sig=0.000 R <sup>2</sup> =0.661	Hypothesis accepted
	Academic Conscience >> Cultural Capital	0.111	1.150	0.2530		
	Academic Courtesy >> Cultural Capital	0.228	3.007	0.030		
	Academic Virtue >> Cultural Capital	0.531	6.016	0.000		
N=123	F tabular value = 3.84			tabular value t=2.32	The number of significant explanatory	Number of explanatory variables = 5

			variables = 2	
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The source was prepared by the researcher based on the outputs of the SPSS program

Table No. (4) shows that the calculated value ((F) (45.407) which is greater than its tabular value of (3.84) and this indicates the existence of an influence relationship for the behavior of academic citizenship with its dimensions in the cultural capital with its dimensions, and this justifies the acceptance of the second main hypothesis, and either the value of (R<sup>2</sup>) amounted to (0.661), and this indicates that the academic citizenship behavior explains the rate of (66.1%) of the changes occurring in the cultural capital. As for the significance of the multiple regression model, the value of (sig) amounted to (0.000) which is less than (0.05) and this It justifies the significance of the multiple regression model and confirms the acceptance of the second main hypothesis, as for the ( $\beta$ ) values of the dimensions of academic citizenship behavior amounted to (.0620, 0.111, 0.228, 0.531), respectively, and this confirms that any change in the dimension (academic altruism) for one unit leads To the change in the cultural capital by 6.2%, and that the change in the dimension of (academic pronoun) for one unit leads to the change in the cultural capital by (11.1%), and the change in the dimension of (academic courtesy) for one unit leads to the change in the head of Cultural money by (22.8%), and the change in the dimension of (academic virtue) for one unit leads to To the change in cultural capital by (53.1%), and regarding the values of (t) for the dimensions of academic citizenship behavior, its value reached (8300, 1.150, 3.007, and 6.016), respectively, which is greater than its tabular values of 2.32), which is a confirmation of the effect of Academic citizenship behavior in cultural capital, and the moral (sig) values for dimensions of academic citizenship behavior reached (.4080, .2530, .0030, .0000), respectively, and from this it became clear that the moral dimensions that affect cultural capital are (academic courtesy, and academic virtue) because their moral value is less than (0.05) if the value of (sig) is (.0030, .0000), and this indicates the significant and influential role played by the preventive behaviors practiced by the university in avoiding or reducing conflicts, in addition to the prominent role of activities What it does for the university in order to preserve and actively and honestly invest its cultural capital, and as for the dimension (academic altruism, conscience and academic) it did not achieve a significant effect because its values are greater than

(0.05) as it reached (.4080, .2530, 0.917), and that has This is due to the fact that these dimensions were not sufficiently effective in influencing the opinion of others o The cultural money in the university which led to its depreciation.

## Results

1- The results confirmed that there is a significant effect for each dimension (academic courtesy, and academic virtue) as explanatory dimensions in cultural capital, while the dimensions (academic altruism, academic conscience) did not achieve a significant effect on cultural capital, and this is due to that These dimensions were not sufficiently effective in their impact on the cultural capital at the University of Fallujah, which led to a decrease in their impact.

## Recommendations:

1- Urging the university to pay more attention to the dimension (academic altruism, academic conscience, and academic courtesy) from encouraging academics to cooperate with each other in accomplishing work and practicing voluntary behaviors that help them strengthen and strengthen the relationship between them, and encourage them to complete work according to what is required in order to achieve University goals and work overtime without getting paid for it, and tell them to be patient in case they are exposed to disturbing situations, to be aware of problems before they occur and to reduce conflicts in order to continue working in a healthy and effective manner.

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