

Submission of Draft Report

The effect of teachers-students ethical relationship on citizenship behavior of students in college: Moderating role of students' moral identity

Submitted By

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The effect of teachers-students ethical relationship on citizenship behavior of students in college: Moderating role of students' moral identity

Abstract

Even though general belief that ethical relationship fosters the ethical activities: citizenship behavior, notably this expected relationship with moderators has unexplored. To finding the research gap, this study investigates the effect of ethical relationship between students and teachers on ethical activities: citizenship behavior of students. To address citizenship behaviors issue on when and how ethical relationship motivates the students to practice. This study proposes students' moral identity as the moderator for the effect of ethical relationship between students and teachers on citizenship behavior of students. The study has collected data from 454 students of different government colleges in Bangladesh at one point in time. We used the process version 3.4.1 for SPSS and SPSS-22 to test the hypotheses of the study through a series of hierarchical models. The results produced the evidence to confirm the recommended relationship that ethical relationship between students and teachers has positively significant relationship with citizenship behavior of students, and students' moral identity moderated the underlying relationship. Notable, the moderating relationship was more effective under high moral identity of the students as the relationship between ethical relationship and citizenship behaviors. Ethical relationship is positively significant associated with students' moral identity and also moral identity is positively significant related with citizenship behavior. Theoretical and practical implications of these results and limitation of this study are discussed.

Keywords: Ethical Relationship, Moral Identity, citizenship Behaviors, Moderator and Bangladesh.

1.0 Introduction:

Erosion of social coherence and active cooperation in the community are the rising concern issues for in appreciating active citizenship behavior and strengthening coexistence with peacefully in Western culture (Jansen et al., 2006). In general sense, participation of different social activities can stimulate to show the citizenship behavior during the course of life of human being (Biesta et al., 2009). Schools bear the responsibility to enhance the citizenship behavior and social harmony (Dijkstra et al., 2014). For students, school is not only learned place, it is the practice place that motivating and optimizing the improvement of citizenship behavior (Euridyce, 2005). Research finds the effective citizenship behavior that creates the open and positive school environment (Geboers et al., 2013; Schulz et al., 2018). Although, little known about the factor that motivate to the citizenship behavior.

Ethical relationship is increasingly aware that matter in the organizations, scholars and practitioners due to ethical scandals (Avey et al., 2012; Chen & Hou, 2016; Reiley & Jacobs, 2016). Ethics of relationship is the boundary of every professional ethics. Consequently, relationships between teachers and students are the key scope of professional ethics of teachers. Researchers start to foster ethical relationship as unique moral issues which secure the processes “do for the better” (van Gils et al., 2017). This issue does not approach in line with previous undertaking identified as ethical relationship, simply speaking another standard relationship following the ethics (Hansen et al., 2013).

Over the course of year, teachers devote valuable time for their students to incline for learning as their responsibility. Researchers has mentioned that not only academic engagements but also citizenship engagements follows the relationship between teachers and students. Students are vulnerable for their age and risky attitudes. Charming, trust and ethical relationship of students-teachers is the impetus to improve the students’ resiliency for taking the new challenge and overcoming obstacles at school (Wang et al., 2013) along with enhance the confidence of school setting that influence students’ competence about citizenship, emotional and academic (Birch & Ladd, 1997; Pianta, 1999; Pianta & Steinberg, 1992; Pianta et al., 1995; Wentzel & Asher, 1995).

An Open and democratic climate of the school is the road to develop the citizenship behavior competences of students (Geboers et al., 2015). Caring, attentive, fair, committed and understanding are the key virtues of the ethical relationship, such type of teachers create the open class room and democratic climate of the school. An open class room gives the opportunities to discuss, to make dialogue and care for ethical interpersonal relationship of students and teacher that influence students' willingness to active participate in citizenship activities (Neundorf et al., 2016).

Parallel with more general concept on followers and identity, Epitropaki et al., (2017) mention the followership identity processes that specifically point out the followers' moral own concept, such as recognized morality as identification (Stets & Carter, 2012) through their moral attitudes (Zhu, 2008; Zhu et al., 2016). Working context factor such as relationship can be changing factor for the formation and salience of identity facets of the followers (Welbourne & Paterson, 2017; Zhu et al., 2016). Van Knippenberg et al., (2004, 2005) mention the formation and salience of identity facets strongly motivate the behavior and attitudes of the followers. Like that, moral identity cannot avoid, moral identity is not as a (relatively) fixed and unchanging feature rather to be considered as fluid characteristic (Jennings et al., 2015; Krettenauer & Hertz, 2015).

1.1 Statement of the Problem:

Not only social fragmentation but also growing individualization drives to set up the active citizenship behavior and keep the continuing process in the community (Blais, 2006; Delli Carpini & Keeter, 1996; Putnam, 2000). Live together is the main stream of citizenship that comprises multiple levels, domains, and aspects. Government and institutions shift their responsibility to individual citizens and group of citizens in the western countries. Citizens should bear the more responsibility to their society, play more active voluntary role to their communities with reducing dependent on government and institutions. Part of this, some of the developed countries urge to their school to patron the citizenship activities of the student (Eurydice 2017). For making the relevant foundation, school are predicted to instruct citizenship behavior that motivate the will of their student to take part the citizenship behavior in the school. Students are expected to interest in others and extent their helping hand to them, to take part in volunteer work, and to be active in the school. In addition to, school are expected to enhance citizenship behavior of the students that influence to involve in community of the students. Citizenship behavior is not required component by a school as academic performance. Dearth of literature show unclear what factors influence student to do the citizenship activities. Following this, strong relationship between students and teachers might be more valuable factor for changing students' educational roads (Baker, 2006). Nature of the relationship students-teachers is key factor to stimulate the students' competence of citizenship and to involve in citizenship activities in the college. In line with this, teachers demonstrate that ethical relationship with students is fundamental motivated force which recognizes the students' moral identity linked with their teachers and stimulate their mind to engage in citizenship activities in the college. As part of the global society, proposed study will be conducted on "The effect of teachers-students ethical relationship on citizenship behavior of students in college: Moderating role of students' moral attitudes" is quite appropriate within the context.

1.2 Rationale of the Study:

Ethical relationship is the the normatively suitable behavior, actions and interpersonal relationships, with subordinates (Brown et al., 2005). Studies suggest that supervisors can play as role model through their ethical behavior with supervisees who encouraged positive work behaviors in the organization (Mayer et al., 2012; Zhang et al., 2013). In line with the organization, this study place the ethical relationship in educational institute, specifically teacher – student ethical relationship, because a teacher can play as role model for the students and largely motivate the students’ beliefs and explore the students’ morality. Therefore, citizenship behavior is the substantial and unique results to search the in relation to ethical relationship.

Moral identity is the self regulatory framework, an individual’s self-schema, to do normative attitudes and build up a set of moral asset in human being (Aquino et al., 2009). Consequently, moral identity motivate psychological and play as determinant factor regarding degree of ethical motivation and ethical action (Hannah et al., 2011). Social and moral psychology studies have mostly identified the moral identity. However, organizational psychologists have identified moral identity as predictor for ethical behaviors of employees (Mayer et al., 2012; Skubinn & Herzog, 2016). With line of this, ethical relationship promotes citizenship attitudes with considering students’ moral identity as the cognitive mechanism. Therefore, this study extends in academic setting by empirically examining the relationship between ethical relationship students-teachers and students citizenship behavior where moral identity of students play as moderating role.

British colonial and centralized system is adopted for administration and management of college education policy in Bangladesh. National Education Policy of Bangladesh-2010 is introduced for securing the quality education along with humanity education that secure the student will be civilized through citizenship behavior in their working place to lead the country in reaching the vision to be a developed nation by 2041. Ethical relationship of students and teachers, citizenship behavior and moral identity are new concept in academic context of Bangladesh despite fight for ensuring the quality education. College education may be base for

learning the citizenship behavior for the students that the Bangladesh badly needs to fill up the requirement of sustainable development goal.

1.3 Objectives of the Study:

This study specifically aims to

1. To understand scenario of ethical relationship students-teachers, students' moral identity and students' citizenship behavior.
2. To examine the impact of ethical relationship of students-teachers on students' moral identity.
3. To search the effect of students' moral identity on students' citizenship behavior.
4. To find out the relationship between ethical relationship students-teachers and students' citizenship behavior.
5. To investigate the moderating role of students' moral identity in the association between ethical relationship students-teachers and students' citizenship behavior.

1.4 Scopes and Limitations of the Study:

Apart from contributions of this study, this study has certain scopes and limitations. First, data was collected from only academic sector, specifically government colleges, in Bangladesh, that is restriction for the generalization of the results. Common method variance, respondents' perception-based survey method and predictor and moderator data collect at the same time from the students, is the second limitation of this study. However, it can be done at others point in time and in different sources, such as teachers. Anonymity and counterbalanced the item order developed to minimize the probable method bias in the questionnaires (Podsakoff et al. 2003). Nonetheless, experimental and/or longitudinal research can be done in future research to reduce the probable common method bias. This study used Likert-type scales to measures respondents' perceptual ratings. Although this is commonly accepted way to measure the variables of the study but these assessment may not properly realize the focal constructs that we wanted to assess. Nevertheless, behaviorally anchored assessing with frequency scales can be used to minimize the probable perceptual bias for rating the ethical relationship, moral identity and citizenship behavior performance.

Third, this study found the result that ethical relationship is important and meaningful predictor of the citizenship behavior performance of the student. Although this finding may not give the assurance to the particular effect of ethical relationship, other motivational factor such as ethical leadership transformational leadership and authentic leadership could be consider in future research for their own characteristics and moral efficacy that have directly or indirectly motivated employees' outcomes (Mayer et al. 2012). In addition, the role of moral identity moderator between ethical relationship– citizenship behavior in the partial form suggests the probability to have additional moderating path, such as psychological factors (Ajzen 1991), moral efficacy (Liang et al. 2012) by which ethical top management leadership fosters citizenship behavior performance of the student.

2.0 Review of Literature and Hypothesis Development:

Ethical Relationship

Relationship and behavior have discussed in the organizational context for long time. However, Brown et al., (2005) have broadly analyzed the ethical relationship using the social learning perspective in the context of ethical leader. They have re-conceptualized ethical relationship as normatively appropriate conduct and the improvement of this conduct with co-workers or followers through two-way communication, reinforcement, interpersonal relations and decision making with code of conducts. By this way Brown & Treviño (2006) explain the ethical relationship included traits and behavior of the leader with characteristics such as caring, honest, morality, and principle based attitudes as well as encourage the follower to do the ethical attitudes with rewards and discourage the follower to do the unethical attitudes with punishments as proactive behavior. Avey et al., (2012) mention to maintain certain ethical (standard and legal) behavior and relationship for achieving the organization goals. Researchers try to study elaborately how managers navigate such type of complex relationship that meet the expectation of ethical and legal standards. Ethical relationship has been conducted in the organizational context (Mayer et al., 2012). For getting the more generalization, Brown & Mitchell (2010) explain their view for more research in a wide variety of contexts and settings to understand the implications of both ethical and unethical attitudes. Specifically, teacher-student ethical relationship is the part of wide variety of contexts and settings (Schweigert, 2016).

Moral Identity

Hardy & Carlo (2011a) define the moral identity, the degree to which being a moral person, is important for individual's identity. In another way, moral identity is personal identity possessed traits such as being honest, compassionate, fair, and generous. A person who possessed high moral identity is normally supposed to involve more with moral activities (Hardy & Carlo, 2011a; Jennings et al., 2015). Many psychologists have placed the mechanisms in their research to find out the importance of morality on individual's sense of self and approach to account for this impact. Pioneer of this result, Blasi (1983) find that moral identity impacts on

judgments and ponders self-consistency and moral integrity of individual who carry on the moral responsibility. Moral identity build up the self evaluation trait that motivates to the human being what is wrong or right (Stets & Carter, 2011). In line with this view, moral activities are result of moral identity's outcomes (Johnston & Krettenauer, 2011). Lapsley & Hill (2009) have taken the socio-cognitive accounts to explain moral identity that give the opportunity to develop the accessibility of knowledge structures and schemata which do the work as guide to involve more moral activities. In line with this context, moral identity is the fuel to engage citizenship activities (Aquino et al., 2007; Hardy et al., 2015).

Citizenship Behavior

Organizational scholars are pioneer of the citizenship behavior that conceptualized as employees' prosocial behavior that is discretionary without formally required or recognized for the formal reward system but promotes the effectiveness of the organization (Organ, 1988). Employees purposely and voluntarily engage in several type of citizenship behavior to help colleagues with their job related along with work place related to do their assigned task in a more efficient manner (Organ, 1990). Following the Organ, Gore et al., (2012) is the pioneer of citizenship behavior in academic settings and emphasizes the personality traits of the students which are most strongly related to involve in citizenship behaviors in academically. Podsakoff & MacKenzie (1994) recognize citizenship behaviors (helping, sportsmanship, and civic virtue) that use in the college classroom to conduct an educational assessment of student behavior in a small group communication course in Myers (2012) study that find the dynamic social system in the class room relationship. Organizational citizenship behavior assess in several dimension such as altruism, helping, civic virtue, loyalty, etc. (Organ et al., 2006). However, organizational citizenship behavior toward coworkers as well as toward the organization has another dimension that has greatly theoretical and empirical validity (Chang et al., 2009). Following the two dimensions, citizenship behavior toward other students and citizenship behavior toward the school are considered in academic settings (Somech & Drach-Zahavy, 2000 & Arain, 2017). Citizenship behavior adds the advantages in the institute without formally recognized such as students grades or rewards. Following this, questions are to arise what are antecedents factor to engage and how to work the citizenship behavior of students in college.

Ethical Relationship and Moral Identity

van Gils et al., (2010) argue that leader and follower relationship is dynamic that has reciprocal effect each other. To understand the relationship that influence the prosocial behavior, follower characteristics must be consider along with leader characteristics (van Gils et al., 2010). Furthermore, van Gils et al., (2014) point out that certain moral characteristic of employees might be important to ethical attitudes of the management, specifically morality of employees might be impact on relationship management and employees. Hence, in the organizational aspect, there are number of researches find that moral characteristics of individual positively significant respond to the ethical relationship with management and individual extent helping hand to other along with engaging prosocial work attitudes in his or her working palace (Hannah et al., 2014; Kalshoeven et al., 2013). In line with this, other research findings show that high moral characteristics promptly react to unethical attitudes more strongly than others who possess low moral characteristics (Greenbaum et al., 2013). Extending this logic in academic aspect, we have to look two reasons before going to any other references to understand the students' moral identity. One of them teachers is perceived as source of truth and wisdom for the students that is the legitimate source of knowledge in society (Sims & Felton, 2006). Consequently, students' normative behavior likely depends on teachers' formal and informal behaviors. Another one is teachers encourages the students to behave positively and discourage the students to behave negatively that positive behavior gently penetrates in the student as moral identity. For instant, there is positive relationship between ethical relationship of students-teachers and students' moral identity based upon the aforementioned empirical evidence and conceptualization. Therefore, on the basis of literature, we make the hypothesis in the following relationship:

H1. Ethical relationship between students and teachers will be positively associated with students' moral identity.

Moral Identity and Citizenship Behavior

Blasi (1983) identifies the moral identity as sense of self of the person that attract considerable theoretical and empirical attention for the researchers. Moral identity plays as

impetus for the moral activities of a person. High moral identity person are more involve in moral activities in the society. In addition to, this link find out the important mechanism is that a principled ethical ideology are promoted through the moral identity (Schlenker, 2008). Principled ethical ideology holds the moral identity that characterized the person and stimulates the personal behavior of the person (McFerran et al., 2010). Such type of extra-role behaviors is help to others in the organization (Pekdemir & Turan, 2015). Individual always search to engage with some activities that meet the psychological demands, specifically moral identity, previous studies result stand in favor of the positive link of moral identity and citizenship behavior such as job engagement, helping behaviors of the employee, citizenship, volunteering, moral attitudes (He et al., 2014; McFerran et al., 2010; Aquino & Reed 2002; Reynolds & Ceranic, 2007). Moral identity plays as predetermined factor of certain prosocial activities such as citizenship behavior (Reed II & Aquino, 2003). In addition to, Cameron et al., (2004) find that they observe the employees about their virtuous behavior (prosocial) that is motivated through their willingness and such kind of virtuous behavior (pro-social) extend the benefits to others. Myers et al., (2016) specifically mention that more researches need to recognize the factor to involve the citizenship behavior of students. One possible factor for involvement in citizenship behavior of students is moral identity of students. Therefore, McCroskey et al., (2004) recognize the moral identity is one of the factors that motivate the student to engage classroom citizenship activities. Aforementioned conceptualization and empirical evidences offer the subsequent ideas.

Hypothesis 2: Moral identity is positively associated with citizenship behavior.

Ethical Relationship and Citizenship Behavior

Persons' value and interest drive the involvement of citizenship behavior that surrounds the perceived relevance of citizenship issues and topics (Zaichkowsky, 1994). Participation and engagement with different type of prosocial activities build up the capacity of interaction with other people develop the youngsters' citizenship competences (Ten Dam et al., 2011). School creates the environment that motives the students to participate the citizenship behavior through interaction and participation with others people e.g. teachers (Ten Dam & Volman 2004). Ethical relationship between students and teachers are positively involved school interest and

motivation (Schunk et al., 2014) along with engagement with classroom positive outcomes (Pianta et al., 2012). Students will be motivated to interact, discuss and participate by the teachers who are caring, listening, fair and understanding that build up the students – teachers’ ethical relationship such type of relationship cultivate the positive environment where students participate in discussion, other ideas and thought that motivate the willingness of the students to engage in citizenship behavior (Wentzel, 2016; Neundorf et al., 2016). Teachers are the source of knowledge for the students that build up students – teachers’ relationship as motivational nature. This motivational nature and behavior of the teachers stimulate the student’s attitudes to enhance the liability to the society (Wright & Wefald, 2012). In organizational settings, researchers find the ethical relationship positively and significant impact on organizational citizenship behavior of employees in a workplace setting (Mayer et al., 2009; DeConinck, 2015). Therefore, on the basis of literature, we make the hypothesis in the following relationship:

H3. Ethical relationship between students and teachers is positively associated with students’ citizenship behavior.

The Moderating Role of Moral Identity

Influential characteristics of employees’ identity and vigorous process that change self definition through leader-follower relationships are gradually attracted as research field (Epitropaki et al., 2017; Welbourne & Paterson, 2017). Contexts activate identity aspects in different type to build the idea (Lord et al., 1999), actions are guided by present salient portion of self concept that is the part of the working self-concept of the followers (Epitropaki et al., 2017). Therefore, it is the logical sequence that sub-component of the working self-concept contains the moral values of the employees activate moral identity of subordinates. Moral values of the employees are to be desirable for their importance (Aquino & Reed, 2002; Stets & Carter, 2012). In another way, different type of salience show from the moral values that change between contexts. In addition to, individual’s self concept generally change over time refers in identity theory (Burke & Stets, 2009; Stryker & Burke, 2000). Thus, individual’s moral identity can develop in his or her adolescence time though it is the somewhat stable (Jennings et al., 2015; Krettenauer & Hertz, 2015) and moral identity can be developed by environmental stimuli such

as ethical relationship of leader and follower (Shao et al., 2008; Zhu et al., 2016). Processes of identity salience, activated identity and priming are central (Lord et al., 1999). Individual do the activities according to their self-concept because a highly salient moral identity influence to the individual activities (Blasi, 1984; Van Quaquebeke et al., 2019). Hence, ultimate expect that ethical relationship has positive effects on working behavior and enhance moral identity (salience) of followers. Moral identity tries to expand circle of moral regard (Reed & Aquino, 2003), that convey the message high moral identity person always eagerly wait to help to others (citizenship orientation) that link with the organizational citizenship behavior individual. As a result, the aforementioned arguments and empirical evidence conceptualize moral identity of individual as the moderator and the process. Ethical relationship stimulates the citizenship behavior of individual through the process. Hence, moral identity acts as a catalyst for citizenship behavior of individual. Therefore, this study proposes the third hypothesis:

H4. Moral identity moderate between ethical relationship and citizenship behavior.

3.0 Conceptual Frame-work:

To conduct this research, this study followed the following conceptual frame work based on the literature review on ethical relationship, moral identity and citizenship behavior. This study particularly considered the following models and principles for designing the study, tools adaptation and interpreting the findings:

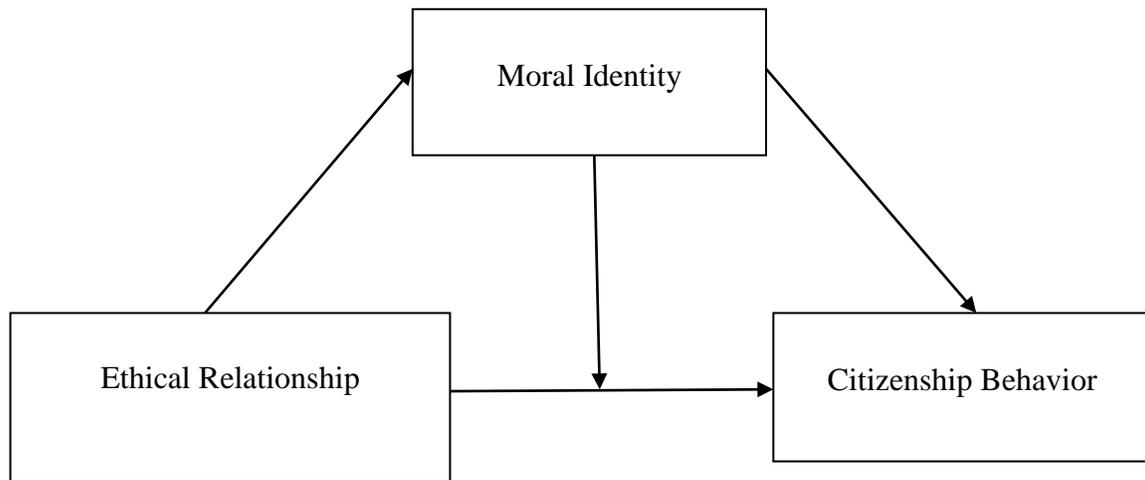


Fig.1. Theoretical framework among ethical relationship of students and teachers, individual moral identity of student and citizenship behavior of students and the moderating role of student's moral identity.

4.0 Methodology of the Study:

This study was followed qualitative and quantitative methods in order to allow researchers to simultaneously generalize results to gain a deeper understanding of the phenomenon of interest.

4.1 Research Design, Sample and Data:

4.1.1 Sampling Area: Bangladesh is divided eight administrative divisions and sixty four districts. This study was randomly selected seven divisions and one district from each division from selected seven divisions following the multi-stage random sampling technique.

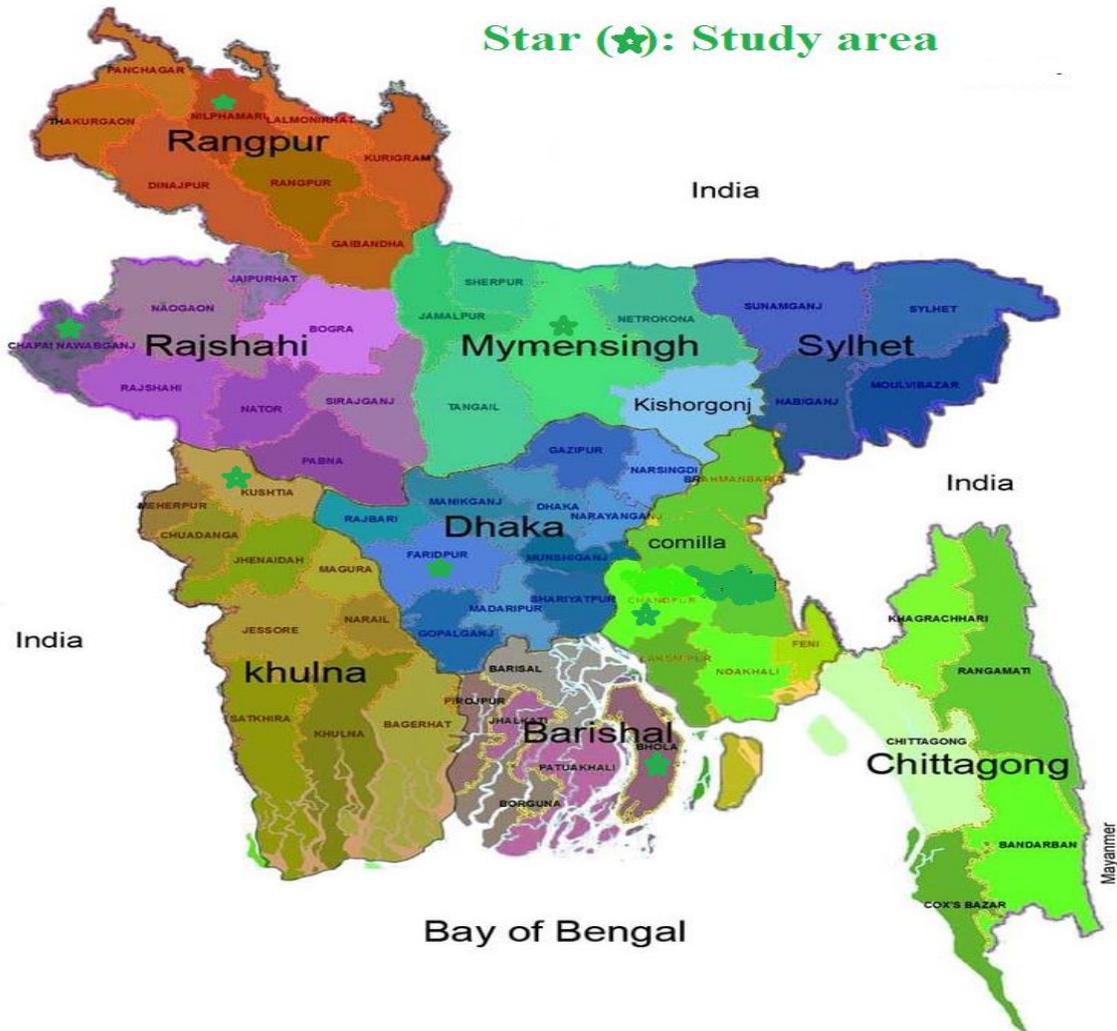


Fig. 2 Map of Bangladesh showing the seven study area

4.1.2 Source of Data and Methods of Data Collection:

As employing a mixed method approach, this study uses the questionnaire survey to collect the data after starts with an interview. In this process, the researchers initially conduct the qualitative data collection and analysis followed by quantitative data collection through the second phase in the analysis approach that is important to find the phenomenon for confirming and development of new instrument (Ivankova et al., 2006). 50 questionnaires were given among the student for the pilot study among them 40 responses was collected to confirm the reliability, validity of the survey instrument and modify the survey instrument as Bangladesh context. The participants of this research were 700 students from studying in different government colleges of Bangladesh that randomly selected at one point in time. We have gone to different messes of the student and again have explained the object of this study as well as data collection process. Due to covid-19, paucity of the time of student and diversity of research survey, hard copy survey was conducted. Total 700 questionnaires were distributed among in different student in different messes during discussion period for the sample size 384 (Krejcie & Morgan, 1970). 504 filled in sheets were collected from student with the response rate of 72 percent. During sorting period of questionnaire, incomplete answer of the questionnaire was 50 filled in sheets. After rejecting incomplete answer of the questionnaire, total 454 response sheets, response rate 64.86 percentages (Table 1), as sample size were fully valid for further statistical analysis. Furthermore, to test the hypothesis, scientific methods in quantitative manners have been used for rational explanation of the raised problem in this study.

Table 1. Sampling frame

Selected division	Selected district	Questionnaire distributed	Responded questionnaire	Finally selected	Percentage
Dhaka	Faridpur	100	67	62	62
Rajshahi	Chapainawabganj	100	72	65	65
Chittagong	Chandpur	100	74	69	69
Rangpur	Nilphamari	100	73	65	65
Barisal	Bhola	100	74	66	66
Khulna	Kushtia	100	75	65	65
Mymensingh	Mymensingh	100	69	62	62
Total		700	504	454	64.86

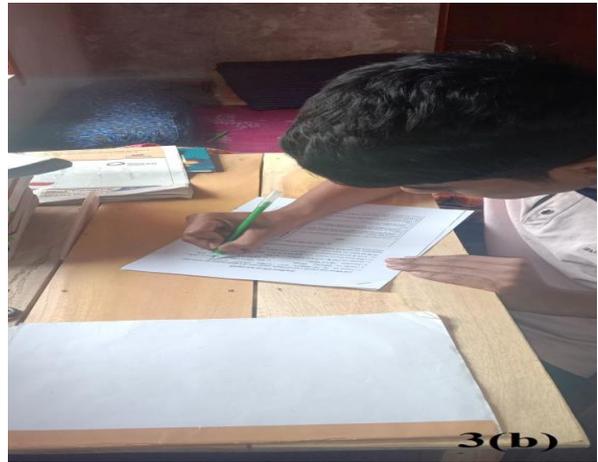


Fig. 3 Survey questionnaire filled up by participants (a-f)

Table 2. The demographic profiles of the valid respondents

Characteristics		Frequency	Percentage
Gender	Male	281	61.89
	Female	173	38.11
Age	Less or equal 19 years	236	51.98
	20 to 22 years	173	38.11
	23 to 25 years	43	9.47
	26 years and above	02	0.44
Level of study	Higher Secondary School Certificate (H.S.C.)	213	46.92
	Bachelor's degree	235	51.76
	Master's degree	06	1.32
Group of study	Science	149	32.82
	Arts or social science	125	27.53
	Business studies	180	39.65

Table 2 presents the demographic profiles that are asymmetrically distributed across the separate characteristics title regarding gender, age, level of study, and group of study of the valid respondents (N=454) among them 281 (61.89%) male and 173 (38.11%) female.

4.2 Measures:

An established and standardized attitude scale for measuring ethical relationship of students and teachers, individual moral identity of student and citizenship behavior of students was adapted. In addition to an attitude scale, a demographic survey questionnaire was attached to collect demographic information including gender, age, level of study and group of study of the participants. Following commonly used Brislin's (1980) translation-back translation procedure, multi-items measures in this study was translated into bangle version. However, scales were developed in Bangladesh context despite survey items were originally developed in English.

Teachers – Students Ethical Relationship

Teachers – students ethical relationship scale was developed following the Brown et al., (2005) ten items scale of ethical leadership and Peetsma et al., (2001) seven items scale of teacher-student relationship. This study was adopted five point Likert scale ranging from 1,

“strongly disagree” to 5, “strongly agree”. An illustration item presents in here such as “A teacher set of code of conduces in terms of ethics.”

Moral Identity

Aquino & Reed II (2002) develop the moral identity scale that was used to measure employees’ moral identity by a 13-item moral identity measure. List of moral traits, such as caring, compassionate, fair, friendly, etc are used to ask the question that were developed Aquino & Reed II (2002). This study was followed five point Likert scale ranging from 1, “strongly disagree” to 5, “strongly agree” with 12 items. An example item presents in here such as “Someone who possesses these characteristic has importance like as me.”

Citizenship Behavior

Academic citizenship behavior of student was measured by a 13-item scale that was adopted from the Somech & Drach-Zahavy (2000) who developed the organizational citizenship behavior scale in the academic setting. This study was followed five point Likert scale ranging from 1, “strongly disagree” to 5, “strongly agree” with 13 items. An example item presents in here such as “S/he participates in functions that enhance the school’s image in public.” “S/he stays after school hours to help other students with class materials.”

5.0 Analysis and Results:

At the initial stage, Statistical Package for Social Science (SPSS) version 22.0 software is used for analysis the quantitative data. Following the Singh et al., 2019, Hierarchical regression is applied for testing the hypothesis to find out the extent of incremental variance through observing the each predictor variable. Before testing the hypothesis, demographic control variables are coded in the following way: age (1 = Less or equal 19 years, 2 = 20 to 22 years, 3 = 23 to 25 years, 4 = 26 years and above); gender (1 = male, 2 = female); level of study (1 = Higher Secondary School Certificate (H.S.C.), 2 = Bachelor's degree, 3 = Master's degree); group of study (1 = science, 2 = arts or social science , 3 = business studies).

Composite reliability (CR) show the indicator reliability that should be greater than 0.60 (Fornell & Larcker ,1981) and acceptable level of the Cronbach's alpha value is 0.70 (Nunnally & Bernstein,1994). The composite reliability (CR) value and Cronbach's alpha value results of all scales are above the prescribed acceptable level that supports the reliability of the scales for ensuring the construct reliability (Table 3). The average variance extracted (AVE) value should be 0.40 (Lam, 2012) for confirming the discriminant validity of the measurement model. The AVE value of all scales in table 3 show the results that support the discriminant validity. We have tested the full variance inflation factor (VIF) to confirm the quality of the measurement scale. Hair et al. (2009) recommend that VIF values should be less than 5.00 for all constructs. VIF results of all scales in table 3 ensure that there is no multicollinearity in the model.

Table 3. Reliability, validity and multicollinearity test results.

Constructs	Reliability Tests		Discriminant Validity Test	Multicollinearity Test
	Composite Reliability (CR)	Cronbach's Alpha	Average Variance Extracted (AVE)	Full Collinearity VIF
Ethical relationship	0.838	0.868	0.427	1.629
Moral identity	0.671	0.771	0.40	1.629
Citizenship behavior	0.817	0.874	0.428	1.851
Acceptable level	0.60 (Fornell & Larcker, 1981)	0.70 (Nunnally & Bernstein, 1994).	0.40 (Lam, 2012)	Less than 5 (Hair et al., 2009).

Descriptive Statistics

Table 4 presents the means, standard deviations and Pearson correlations with zero order of all the variables. Ethical relationship was positively correlated with moral identity ($r=0.621$, $p<0.01$) and citizenship behavior ($r=0.603$, $p<0.01$). Furthermore, moral identity of student was positively correlated with citizenship behavior ($r=0.678$, $p<0.01$). These correlation results were consistent and support to the hypothesis.

Table 4. Means, standard deviations and correlations among variables (N = 454)

Variables	Mean	Std. Deviation	1	2	3	4	5	6
1.Age	1.584	0.678						
2.Gender	1.381	0.486	-0.194**					
3.Level of study	1.544	0.524	0.800**	-0.122**				
4.Group of study	2.068	0.849	0.241**	-0.127**	0.328**			
5. Ethical relationship	3.874	0.593	0.027	0.094*	0.054	-0.032		
6.Moral identity	3.843	0.539	0.123**	0.067	0.125**	-0.011	0.621**	
7.Citizenship behavior	3.801	0.707	0.194**	0.03	0.191**	-0.001	0.603**	0.678**

** Correlation is significant at the 0.01 level * at the 0.05 level (2-tailed).

Hypothesis Tests

Table 5 presents of the hierarchical regression analyses results for testing the Hypotheses 1–4. Hierarchical regression results have shown in model 5 that the control variables cumulatively explained 2.7 percent of variance in moral identity, F change (4,449) = 3.127, $p < 0.01$. The individual control variable prediction on moral identity is as follows: gender ($b=0.087$, $p < 0.1$). However, age, level of study and group of study of the student did not predict moral identity. Ethical relationship explained 37.2 percent of variance on moral identity that is over the control variables considered for the study. The results appear in model 6, after controlling age, gender, level of study, group of study of the student, ethical relationship was significant positively relation to moral identity of student ($b = 0.614$, $p < 0.01$) as hypothesis 1 states the ethical relationship between students and teachers is positively associated with students' moral identity.

Considering the citizenship behavior as dependent variable, control variables cumulatively explained 4.9 percent of variance in citizenship behavior, F change (4,449) = 5.781, $p < 0.01$ in model 1. Gender, level of study and group of study of the student did not predict citizenship behavior. However, age predicted on citizenship behavior ($b=0.128$, $p < 0.1$). Ethical relationship explained 34.9 percent of variance on citizenship behavior that is above the control variables considered for the study. After controlling age, gender, level of study, group of study of the student in model 2, ethical relationship was significant positively relation to citizenship behavior of student ($b = 0.595$, $p < 0.01$) that support the second hypothesis stated as ethical relationship between students and teachers is positively associated with students' citizenship behavior. 13.3 percent, variance in the criterion variable, was explained by moral identity in model 3 that percentage is over and above the control variables and ethical relationship, at F change (1,447) = 127.016, $p < 0.01$. These findings satisfy the third hypothesis proposed as moral identity is positively associated with citizenship behavior

The proposed fourth hypothesis of the study was moral identity moderate between ethical relationship and citizenship behavior, assuming that student having high moral identity on relationship and citizenship behavior will do more citizenship behavior. Model 4 of the table 5

demonstration the statistically significant interaction ($p < 0.01$), support the fourth hypothesis that moral identity significantly moderated the relationship between ethical relationship and citizenship behavior ($b=0.079$, $p < 0.05$). The fourth model included the interaction ethical relationship and moral identity; the standardized coefficient disclosed that the strongest predictor of citizenship behavior was moral identity ($b=0.498$, $p < 0.01$), followed by ethical relationship ($b=0.314$, $p < 0.01$). From the demographic profiles, age was found to be predictors of citizenship behavior ($b=0.095$, $p < 0.1$).

Furthermore, to help the interpretation of the interaction pattern, Fig. 2 presents the interactive effect of ethical relationship and moral identity on citizenship behavior of students following model 1 of the process version 3.4.1 for SPSS established by Hayes (2018) with the one SD above and below the mean value of moral identity. After conducting moderating slope test, we found the result that suggested the positive relationship between ethical relationship and citizenship behavior of students was stronger when moral identity was high while the relationship is weaker when moral identity is low. The hypothesis 3 was supported by interaction pattern and interaction effect.

Table 5. Summary of hierarchical regression analysis results

Variables	Citizenship behavior				Moral identity	
	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6
Age	0.128*	0.141**	0.095*	0.095*	0.085	0.099*
Gender	0.061	0.004	-0.009	0.006	0.087*	0.029
Level of study	0.116	0.057	0.047	0.053	0.083	0.022
Group of study	-0.062	-0.034	-0.025	-0.014	-0.047	-0.019
Ethical relationship		0.595***	0.306***	0.314***		0.614***
Moral identity			0.471***	0.498***		
Ethical relationship*Moral identity				0.079**		
F change	F(4,449)=5.781***	F(1,448)=259.321***	F(1,447)=127.016***	F(1,446)=4.504**	F(4,449)=3.127***	F(1,448)=276.63***
R ²	0.049	0.398	0.531	0.536	0.027	0.399
ΔR ²		0.349	0.133	0.005		0.372

N = 454. Standardized coefficients are reported. * <0.1; ** <0.05; ***p<0.01

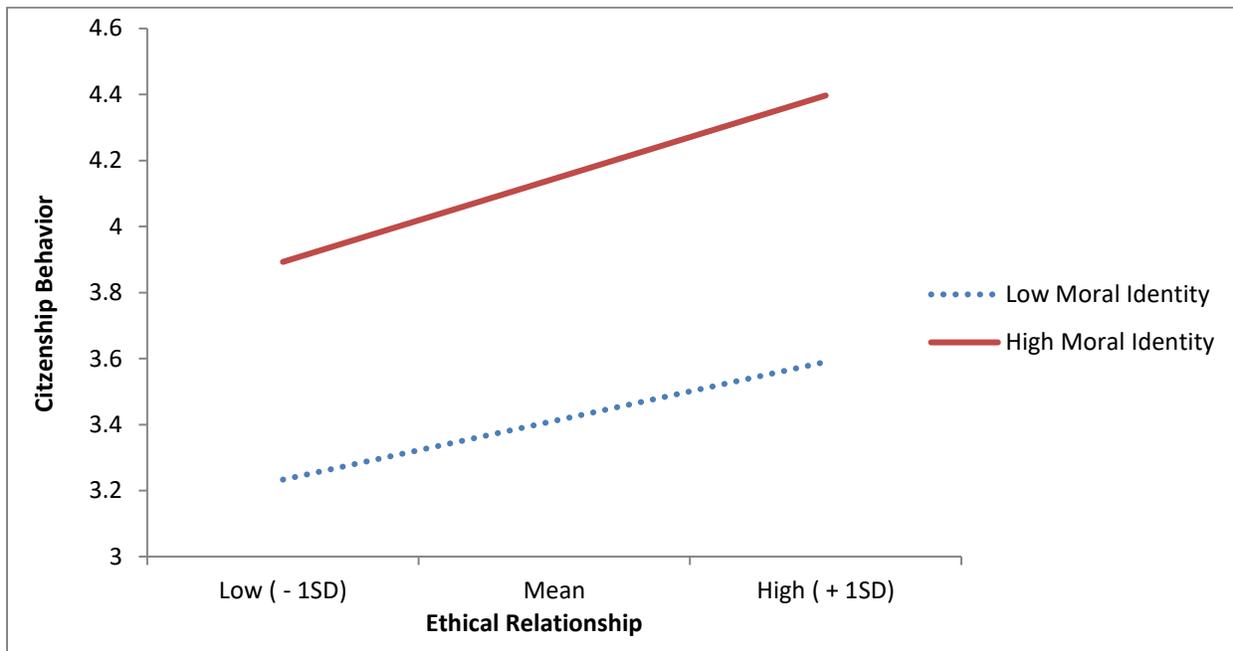


Fig.4. Moderating role of moral identity on the relationship between ethical relationship and citizenship behavior

6.0 Discussions:

The presents study focuses at the first time in the government colleges of the developing country like Bangladesh that the role of ethical relationship between students and teachers has been investigated regarding moral identity of the students and students' citizenship behavior performance. This study built up the hypothesis and confirmed the hypothesis through a moderated model to investigate the moderating effect of moral identity of the students in the relationship between ethical relationship and citizenship behavior of the students. In table 5, model 6 result satisfies first hypothesis that ethical relationship is positively associated with students' moral identity, model 2 result consistent the second hypothesis that ethical relationship is positively with students' citizenship behavior, model 3 result satisfies third hypothesis that moral identity is positively associated with citizenship behavior and finally model 4 result satisfies fourth hypothesis that moral identity moderate between ethical relationship and citizenship behavior.

7.0 Contributions of the Study:

Theoretical Contribution

This study has significant contribution in existing literature in following ways:

First, this study develops a conceptual framework in theoretically focused on ethical relationship, and students' moral identity that impact on citizenship behavior of the students. Within this model, ethical relationship stimulates the citizenship behavior of the students with the boundary condition moral identity that is motivated by teacher. As a result, students have the eager to sharing or acting similar moral value related citizenship behavior performance. Following this activities, employees act evidently with stakeholders, such as social responsibility activities (Akdoğan et al., 2016; Roeck & Farooq, 2018).

Second, ethical relationship or leadership is the interesting topic has steadily increased (Resick et al., 2011) with the lack of evidence on the effect of ethical relationship on students' outcomes in the context of social responsibility have begun to emerge. Therefore, this study illuminates the essential role of teacher as ethical leader - promoting students' citizenship behavior performance. Previous research evidences show the teacher related with either suppress misconduct or to increase pro-social behaviors. However, this study empirically focus on ethical relationship is the highly civilizing force that motivate students' ethical activities, such as citizenship behavior performance. Citizenship behavior performance is research field as the specially unique and useful outcomes variables that depend on the role of teachers because citizenship behavior inherently confronts with stakeholders demand. With direct evidence that ethical relationship is more effective to solution this issues through encouraging the students to do citizenship behavior performance. This study finds the new avenue of the perception of ethical relationship about the teacher and student that is essential to implement the citizenship behavior for the stakeholders.

Third, this study adds the moral identity as the moderator variable to examine the ethical relationship on citizenship behavior performance of the student. Following this way, moral

identity of student is a key psychological pipeline that use by the teacher to motivate the student for involving with moral activities, such as citizenship behavior. Furthermore, various types of moral or social activities can be motivated for causal mechanism nature of the moral identity. To recognize moral identity of students as the proximal psychological pathway for improving the socially responsible activities, this study help to researcher to find the interventions which might confirm in increasing citizenship behavior performance of the students.

Practical Implications

We have found practical implications of this study. First, Findings of the study support the Wright's (2015) opinioned that teachers are not only role model for their students but also their behaviors and activities have long lasting impact on students' activities and personalities.

This study shown that when the students develop the relationship with the teachers in ethically, they are motivated to explore the moral identity, in part, doing the activities as ethical behaviors of the teachers in the form of citizenship behaviors. Conversely, when the students see the relationship with the teachers in unethical that are not considered by the management or authority of the academic institute, such type of unethical behavior may be replicated in their activities. Consequently, unethical relationship may become part of students' academic, social and professional life that impact on students and society as devastating consequences. Academic institute's attitude towards ethical relationship and unethical relationship motivate the students to select the teachers as role model. Teachers should be considered about activities and behaviors that build up the ethical relationship with the students as ethical role model teacher and produce the graduates who are ethically conscious for engaging the citizenship behavior to the academic life and society. To secure this path, authority or management of academic institute must understand the importance of ethical relationship and assess this relationship by psychometric tests focusing on ethical relationship, moral identity and citizenship behavior. These assessments may help for authority or management of academic institute to build up the curriculum, code of conduct and necessary activities that motivate the teachers as role model for ethical behavior, consequently influence the student for citizenship behavior.

8.0 Conclusions:

Citizenship behavior is becoming a wide-spread phenomenon in Bangladesh like around the world. With the aid of the questionnaire survey among the student and the carrying out of an initial interview, this study aimed to examine the relationship between ethical relationship and citizenship behavior of students where moral identity of student moderate between ethical relationship and citizenship behavior in Bangladesh. This study explore the ethical relationship of students-teachers impact on students' moral identity, ethical relationship students-teachers impact on students' citizenship behavior, students' moral identity impact on students' citizenship behavior, and find out the moderating role of students' moral identity in the association between ethical relationship students-teachers and students' citizenship behavior. The study's findings can help recognize the demand for ethical relationship, moral identity and citizenship behavior issues and will ultimately motivate teacher and student to improve their ethical relationship to influence the moral identity of the student for conducting citizenship behavior of the student.

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10.0 Appendix:

Questionnaire for Student Survey

(All information in this survey will be used for research purposes only with maintaining the fully confidential conditions)

1. Name of College.....

2. Name of the student..... 3. Class level..... 4. Roll No.....

5. Department / Subject.....6. Session..... 7. Age.....

8. Mobile Number.....9. Gender: i) Boy.....ii) Girl.....

10. 3. What is your parent education level?

i) Father..... ii) Mother.....

11. Do you hold any student leadership positions at your current college?

___ Yes ___ No

If yes, please mention it:

Directions: Please indicate the extent of your agreement with each of the statements by marking in the columns on the right side, ranging from (1) “Strongly Disagree” to (5) “Strongly Agree.” Your answers are confidential.

Teacher student ethical relationship scale

Statement	Strongly Disagree	Disagree	Undecide	Agree	Strongly agree
1. This teacher takes disciplinary actions against students who violate ethical standards.					
2. This teacher conducts his/her personal life in an ethical manner.					
3. This teacher has the best interests of students in mind.					
4. Listens to what student have to say.					

5. This teacher makes fair and balanced decisions.					
6. This teacher can be trusted.					
7. This teacher discusses ethics or values with students.					
8. This teacher set of code of conduces in terms of ethics.					
9. This teacher when making decision asks students “what is the right thing to do?”					
10. This teacher defines success not just by results but also the way that they are obtained.					
11. I can talk about my issues with my teacher.					
12. Teachers understand me.					
13. I have a good contact with my teacher.					
14. I feel comfortable around my teacher.					
15. I would rather have another teacher.					
16. If I feel unhappy I can talk about this with my teacher.					
17. Teachers know how I feel.					

Student moral identity scale

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree
1. It would make me feel good to be a person who has moral characteristics.					
2. Being someone who has moral characteristics is an important part of who I am.					
3. A big part of my emotional well-being is tied up in having moral characteristics.					
4. I would be ashamed to be a person who has moral characteristics.					
5. Having moral characteristics is not really important to me.					
6. Having moral characteristics is an important part of my sense of self.					
7. I strongly desire to have moral characteristics.					
8. I often buy products that communicate the fact that I have moral characteristics.					
9. I often wear clothes that identify me as having moral characteristics.					
10. The types of things I do in my spare time (e.g., hobbies) clearly identify me as having moral characteristics.					
11. The kinds of books and magazines that I read identify me as having moral characteristics.					
12. The fact that I have moral characteristics is communicated to others by my membership in certain organizations.					
13 I am actively involved in activities that communicate to others					

that I have moral characteristics.					
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Citizenship behavior scale

Statement	Strongly Disagree	Disagree	Undecide	Agree	Strongly agree
1. I organize social activities for the college.					
2. I offer suggestions to improve the college.					
3. I attend functions which increase the college image.					
4. I organize joint activities with teachers at the college.					
5. I volunteer myself for student committee(s).					
6. I work collaboratively with others (e.g., planning assignments, joint projects, etc.).					
7. I participate actively in student's council.					
8. I participate in private celebrations of students (e.g., birthdays).					
9. I stay after college hours to help students with class materials.					
10. I arrive early for class.					
11. I acquire expertise in new subjects that contribute to the social work.					
12. I stay in class during breaks in order to listen to students.					
13. I orient new student.					

শিক্ষার্থীদের জরিপের জন্য প্রশ্নাবলী

এই জরিপের সমস্ত তথ্যাবলী সম্পূর্ণ গোপনীয়তার শর্তাবলী বজায় রেখে শুধুমাত্র গবেষণার জন্য ব্যবহৃত হবে।

১। কলেজের নাম:

২। শিক্ষার্থীর নাম:

৩। শ্রেণী: ৪। রোল নং:

৫। বিভাগ/বিষয়:

৬। বর্ষ:

৭। বয়স:

৮। মোবাইল নং:

৯। লিঙ্গ:

১) ছেলে

২) মেয়ে

১০। পিতা-মাতার শিক্ষাগত যোগ্যতা: ১) পিতা

২) মাতা

১১। আপনি কি ক্লাস/বিভাগ/কলেজের কোন নেতৃত্বদানের পর্যায়ে আছেন? ১) হ্যাঁ

২) না

যদি হ্যাঁ হয় তাহলে নাম উল্লেখ করুন:.....

দিকনির্দেশনা: দয়া করে প্রতিটি বিবৃতির ডানদিকের কলামগুলির যেকোন একটিতে টিক (✓) চিহ্ন দিয়ে আপনার মতামত প্রকাশ করুন।

শিক্ষক-শিক্ষার্থীর নৈতিক সম্পর্ক

বিবৃতি	সম্পূর্ণ একমত	একমত	নিরপেক্ষ	একমত	সম্পূর্ণ একমত
১। শিক্ষক নৈতিক নীতি লঙ্ঘনকারী শিক্ষার্থীদের বিরুদ্ধে ন্যায়সঙ্গত পদক্ষেপ নিয়ে থাকেন।					
২। শিক্ষক তার ব্যক্তিগত জীবন নৈতিকতার সাথে পরিচালনা করেন।					
৩। শিক্ষকের মনে শিক্ষার্থীদের ভাল দিক নির্দেশনা প্রদানের আগ্রহ রয়েছে।					
৪। শিক্ষার্থী কি বলতে চায় শিক্ষক তা আগ্রহ নিয়ে শুনেন।					
৫। শিক্ষক শিক্ষার্থীদের প্রতি নিরপেক্ষ ও ন্যায়সঙ্গত সিদ্ধান্ত নিয়ে থাকেন।					
৬। শিক্ষককে বিশ্বাস করা যায়।					

৭।শিক্ষক শিক্ষার্থীদের সাথে নৈতিকতা বা মূল্যবোধ নিয়ে আলোচনা করেন।					
৮।শিক্ষক নৈতিক নীতিমালা অনুসরণ করে থাকেন।					
৯।শিক্ষক সিদ্ধান্ত নেওয়ার সময় শিক্ষার্থীদের সঙ্গে আলোচনা করে সিদ্ধান্ত গ্রহণ করে থাকেন।					
১০।শিক্ষক সাফল্যের সংজ্ঞা কেবল ফলাফল দিয়েই নয়, সাফল্য অর্জনের পথ ন্যায্যসঙ্গত হওয়ার কথা বলেন।					
১১।আমি আমার সমস্যার কথা শিক্ষকের সাথে বলতে পারি।					
১২।শিক্ষক আমাকে মানসিকভাবে বুঝতে পারেন।					
১৩।শিক্ষকের সাথে আমার ভাল সম্পর্ক রয়েছে।					
১৪।আমি আমার শিক্ষকের সাথে স্বাচ্ছন্দ্য বোধ করি।					
১৫।আমি বরং অন্য একজন শিক্ষক চাই।					
১৬।যদি আমি কোন বিষয়ে অসন্তুষ্ট হই, তবে আমি এই বিষয়ে আমার শিক্ষকের সাথে কথা বলতে পারি।					
১৭।শিক্ষক জানেন আমি কি অনুভব করি।					

শিক্ষার্থীর নৈতিকতার পরিচয়

বিবৃতি	সম্পূর্ণ একমত	একমত	নিরপেক্ষ	একমত	সম্পূর্ণ একমত
১।আমি ভাল অনুভব করব যদি নৈতিক বৈশিষ্ট্যযুক্ত একজন ব্যক্তি হতে পারি।					
২।নৈতিক বৈশিষ্ট্যযুক্ত একজন ব্যক্তি হওয়ায় আমার জীবনের একটি গুরুত্বপূর্ণ অংশ।					
৩।আমার মানসিক সুস্থতার একটি বড় অংশ নৈতিক গুণাবলীর উপস্থিতি।					
৪।নৈতিক গুণাবলী কাজের জন্য অনেক সময় লজ্জা পেয়েছি।					
৫।নৈতিক বৈশিষ্ট্যগুলি থাকা আমার জন্য গুরুত্বপূর্ণ নয়।					
৬।নৈতিক বৈশিষ্ট্যগুলি থাকা আমার ব্যক্তিত্বের একটি গুরুত্বপূর্ণ অঙ্গ।					
৭।আমি দৃঢ়ভাবে বিশ্বাসকরি আমার নৈতিক গুণাবলীর উপস্থিতি রয়েছে।					
৮।আমি নৈতিক গুণাবলী প্রকাশ করে তার সাথে সামঞ্জস্য রেখে পণ্য ক্রয় করি।					
৯।আমি প্রায়শই এমন পোশাক পরে থাকি যা আমার নৈতিকতা ও ব্যক্তিত্বের প্রকাশ ঘটায়।					
১০।আমার অতিরিক্ত সময় আমি যে ধরনের কাজ করি (উদাহরণ: শখের কাজ) আমাকে নৈতিক বৈশিষ্ট্যযুক্ত ব্যক্তি					

হিসাবে চিহ্নিত করে।					
১১।আমি যে ধরণের বই এবং ম্যাগাজিন পড়েছি সেগুলি আমার নৈতিক গুনাবলীর প্রকাশ ঘটায়।					
১২।আমি এমন কোন ক্লাব বা সংস্থার সাথে যুক্ত রয়েছি যা নৈতিক গুনাবলীর প্রকাশ ঘটায়।					
১৩।আমি এমন কোন ক্রিয়াকলাপের সক্রিয়ভাবে জড়িত থাকি যা নৈতিক গুনাবলীর প্রকাশ ঘটায়।					

শিক্ষার্থীর স্বেচ্ছাসেবক আচরণ

বিবৃতি	সম্পূর্ণ	একমত	নিরপেক্ষ	একমত	সম্পূর্ণ
	একমত	একমত	একমত	একমত	একমত
১।আমি কলেজের বিভিন্ন সামাজিক কার্যক্রম আয়োজন অংশগ্রহণ করি।					
২।গঠনমূলক সুপারামর্শ প্রদান করে থাকি।					
৩।আমি এমন কার্যক্রমে অংশগ্রহণ করি যা কলেজের সুনাম বাড়ায়।					
৪।আমি কলেজে শিক্ষকদের সাথে যৌথ কার্যক্রমের অংশগ্রহণ করি।					
৫।আমি কলেজের বিভিন্ন সেবামূলক কাজে স্বেচ্ছাসেবক হিসাবে কাজ করি।					
৬।আমি অন্যের সাথে কলেজে যৌথভাবে কাজ করি।					
৭।আমি হোস্টেল বা মেসে বিভিন্ন কাজে সক্রিয়ভাবে অংশগ্রহণ করি।					
৮।আমি শিক্ষার্থীদের ব্যক্তিগত বিভিন্ন অনুষ্ঠানে অংশগ্রহণ করি।					
৯।আমি সহপাঠীদের ক্লাস উপকরণ সহ অন্যান্য সমস্যা সমাধানে সহায়তা করার জন্য ক্লাস শেষে বা কলেজের সময় শেষে অপেক্ষা করে থাকি।					
১০।ক্লাস উপকরণ সঠিকভাবে গোছানোর জন্য আমি সময়মত ক্লাসে উপস্থিত থাকি।					
১১।আমি সামাজিক ক্ষেত্রে অবদান রাখে এমন নতুন নতুন বিষয়ে দক্ষতা অর্জনের চেষ্টা করি।					
১২।ক্লাস ও অন্যান্য বিষয়ে সহপাঠীদের বিভিন্ন তথ্য প্রদানের জন্য বিরতি সময়ে ক্লাসে থাকি।					
১৩।নতুন শিক্ষার্থীদের কলেজ পরিবেশে খাপ খাওয়ানোর জন্য আমি তাদের সহায়তা করে থাকি।					

স্বাক্ষর.....