

## Qualitative Analysis Of Sociological And Psychological Implications Of Market-Seeking Behavior Of High Schools' Teachers

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### **Abstract**

*The aim of this study was to analyze the sociological and psychological consequences of market-seeking behavior of teachers in city of Zanjan and also to describe the appropriate and inappropriate results of such behavior.*

*In this study, the phenomenological qualitative approach by Colaizzi model was used. The members of the study target population consisted of 48 samples of all market-seeking teachers, non-market-seeking teachers, parents and the students of Zanjan city high schools, who were studying in the academic year of 2015-2016. The consequences of market-seeking behavior of teachers were classified into two categories: Sociological consequences and Psychological consequences. The study sampling method was objective-based and was continued until achieving full saturation. The results analysis was done according to the proposed Colaizzi model. To ensure the accountability and credibility of the research, the results analyzed were given to 15 participants in the interview for adaptation, which were guaranteed by the members. This suggests that the present findings were similar to the experiences of them. In the results section, 39 market-seeking behaviors of teachers were explained. The outcomes discussed by the participants group were numerous and varied, but this behavior has been mostly described inappropriate.*

**Keywords:** Market-seeking teachers; Parents; teachers, Non-market-seeking teachers; Market-seeking behavior; Phenomenology

sciences to find causal relationships of phenomena. However, in the wake of ultra-behaviorism revolution in the 1970s, the qualitative research during the last three decades of the twentieth century in the western countries benefited from the approach. In our country (Iran), some researchers of different disciplines of social sciences, educational sciences and political sciences have paid special attention to this methodology.

### **Scientific Foundations**

The root of qualitative research refers to a variety of field research that are done by anthropologists and through observation of daily lives of the subjects. The qualitative studies became the fixed criteria of sociologists from 1920s and 1930s for research projects. But, it did not become popular among other humanities scholars, since in the wake of 1960s' behaviorism revolution, the researchers did not basically show any interest to empirical research done by scholars of natural

(market –seeking teachers, students, non- market – seeking teachers, and parents). Phenomenology is defined as the study of phenomena and their manifestation in our experience, awareness or consciousness. Thus, we first provided a brief description of the concepts of sociological and psychological aspects of market- seeking behavior of teachers from a whole-to-component point of view.

Behavior is principally goal-oriented. In other words, the behavior is usually aspiring to reach the goal. Sigmund Freud believed that people are not always aware of what they want; thus, most of their behaviors are influenced by the motivations and needs of their subconscious wisdom. (Paul Hersey, Kenneth H. Blanchard, *Organizational behavior management*, 1991; Translation by Qasem Kabiri; Academic Center for Education, Culture and Research (ACECR); Central Office Press, p. 33).

The market-seeking behavior of teachers, i.e., encouraging or forcing students to participate in for- profit training courses outside the formal education centers, is mainly considered inappropriate in every society, and can be related to psychological, sociological, ethical, educational, structural, managerial, economic and financial measures and analyzed accordingly. However, psychological and sociological aspects were only evaluated in this study for some reason.

Market-seeking can be considered equated with opportunity-orientation, opportunity seeking, opportunity-making, opportunity-finding and opportunism in marketing. Opportunity-seeking is a way of thinking, and actually a culture. Opportunity- seeking is to find conditions that provide the goal realization. Opportunity-making involves the activities creating conditions for benefiting, and opportunism is a sort of seeking behavior to take advantage of conditions in every position, every place at any time to achieve the goals (Jaafari, Mostafa., Zanzan University, MA curriculum booklet, 2015) & (Roosta, Ahmad.,

In the present era, every human being summarizes an important part of his personal and social activities in education, and the basis of self-sufficiency and independence of every society relies on the existential pillars of the educational organizations of that society (Noorbakhsh and Alizadeh, 2005, 173).

In every country, education is an important and reliable institution, and without any doubt, it is one of the most basic social institutions contributing in shaping, guidance and control of people in the human society. Having a strong education is a requirement for any social development. Education institution, whether in the hands of the government or the private sector, should be at the service and disposal of the community through applying controlling laws and regulations. Since, any private sector involvement is in direct relation with other social activities and criteria. One of the important and basic missions of formal education of any country is to grow and strengthen of scientific and cultural capacity of the community in a general sense. Thus, it would not be futile to expect the employed in this organization, especially the teachers, to have outstanding and rich scientific and cultural characteristics.

We witness the daily growth of institutions that provides services along with formal education entity in the country under titles of compensation and reinforcing the learning of courses to encourage high school students to participate in for-profit training courses outside the formal education centers. The answer to of this group of participants in the interview regarding this behavior of teachers led them to face with a phenomenon known as the market -seeking behavior of teachers. Through the research process, the researchers was to analyze and describe the desirable and undesirable effects of this behavior by phenomenological method and using the seven-step Colaizzi model from the perspective of four target population groups

effort. It is in contrast to the values of sacrifice and devotion.

The market-seeking behavior of teachers in high schools is also an organizational behavior, and the qualitative analysis of this behavior should be performed based on organizational behavior management science. Organizational behavior means study the impact of individuals, groups and structures of behavior in an organization with the purpose to apply this knowledge for improving the organizational performance. Its objectives are like science basic objectives such as description, understanding, prediction and control.

Accordingly, the effective factors and consequences resulting from the market-seeking behavior of teachers were identified and prepared with sociological and psychological dimensions. However, based on the main purpose of this study, analysis and description of the factors influencing this behavior were postponed to another time, and only the consequences of the market-seeking behavior of teachers were described and analyzed.

Psychology is the science dealing with the scientific study of behavior and mental processes of individuals, which are those processes that are not specified directly in the individual's behavior and can only be inferred from the effects of one's behavior.

Consequence is a state, event or phenomenon that occur as the result of realization of a program, process, event, accident, effort or any similar action or event in the organization, communities and even the individuals' situation with different effects and results (Jameshenasi.blogfa.com).

The analysis of sociological consequences of market-seeking behavior of teachers were formulated in the form of basic sociological concepts. But, they were analyzed and described in the form of two final choices of appropriate and in appropriate in the findings section.

Pamphlets lesson, Shahid Beheshti University, 2004).

Marketing is defined as "a human activity in order to satisfy the needs and demands through the exchange process" (Philip Kotler). Its various dimensions include market orientation, market-surveying, marketing, market-making, market-searching, market assessment, marketing strategy, market-touting and market management (Roosta, Ahmad., Marketing and market management, Electronic reference of Iran Management Sciences, p. 2).

Market-seeking is considered a sort of behavior and is controlled by social structures like many other human behaviors. Therefore, a systematic education system is crucially needed to monitor the educational purposes of market-seeking behavior of teachers. Market-seeking is a synonym for words such as marketing, and opportunity-seeking and opportunism, etc. However, to avoid the negative association of the word to interviewers, it was named as "persuasive".

"The concept of opportunism is related to economics and politics, regarding a completion at macro level. In the present context, we used the concept about people at micro level (micro actors). Therefore, this change of meaning develops and changes the concept; i.e. since, individual good with social evil and social evil with individual are correlated, the rule governing the area of micro and macro areas cannot be reduced to one another. Thus, we considered the encyclopedic meaning of opportunism, which refers to seeking and using opportunities to earn interest without the consideration of its influence fairly on others (Tanci Steven, Introduction to Politics, Translation by Hormuz HumayunPour, Ney Publication, 2004).

Also, opportunism is related to relationship dominance and is far from the culture of work and

- Research background

A study entitled as "Use of Van Manen phenomenological perspective in curriculum studies" was conducted by Isa Barghi in the Educational Management and Planning Department,

Faculty of Psychology and Educational Sciences, Allameh Tabatabaei University, Tehran, Iran, using the phenomenological method. The study objective to examine and describe the Van Manen views on the implications of curriculum, paying attention to teachers, the importance of teaching and selecting the content and course materials. They concluded that the "individual life world" of every person can be recognized in general knowledge of everyday experiences. The life world refers to areas of behavior in which the coordination between actors and regularity can be achieved through shared beliefs and values.

- The quality of learning in the university e-learning center with the aim to identify factors affecting the quality of e-learning in e-learning institutions is the title of a research that has been done using the phenomenological qualitative research method by Mahdian, Rohollah. (Shahid Beheshti University, PhD student). The research findings indicated that 117 initial conceptual propositions with 17 sub-categories and three categorical propositions were identified and the relationships between them were drawn and presented in the form of a structural pattern (Academic Librarianship and Information Research Press, Year 45, No. 58-100, 2012, p. 77).
- Another study entitled as "The impact of out-of-school educational assistance on students' academic achievement" was conducted by Qajarieh, Mojgan (Faculty of Psychology and Educational Sciences of Allameh Tabatabai University) by using a questionnaire through interview with 411 female and male students of high school senior year. The results showed

The analysis of psychological consequences of market-seeking behavior of teachers were formulated in the form of basic psychological concepts. But, they were analyzed and described in the form of two final choices of appropriate and in appropriate in the findings section.

Behavior includes factors such as reduced self-esteem, anxiety, problem solving problems, inability to trust others, cynicism and developed problems in cognitive function and growth, and focuses specially on people's mental abilities.

Family is a group of individuals that are directly linked to each other through kinship relationship, and its adult members are responsible for taking care of the children (Bruce Cohen, Introduction to Sociology, Translation by Mohsen Salasi, Tehran, Tootia, 1999).

The sociological and psychological consequences of market-seeking behavior of teachers experienced by families (parents) of students were analyzed and described through the process of research.

- The main objective of the study

The main purpose of this research was to qualitatively analyze the consequences of sociological and psychological aspects of market-seeking behavior of teachers in high schools of Zanjan.

- The sub-main objectives of the study

Three sub-main objectives of this study are the answers to the following three questions:

1. What are the sociological consequences of market-seeking behavior of teachers?
2. What are the psychological consequences of market-seeking behavior of teachers?
3. What are the solutions to reduce the adverse consequences and increase the appropriate results of the market-seeking behavior of teachers?

and mental pressures, additional supplementary classes in school and failure to find good tutors by parents.

The foreign conducted studies in this area include:

- A researcher, Perry Brooke, along with three of her colleagues concluded in a study entitled as "The impact of interpersonal behavior of teachers on motivating students in a particular topic" that the effect of interpersonal behavior of teachers can be interpreted in various ways. The motivators such as enjoying, communicating, trust and effort through the vicinity are as the consequences of teachers' behavior.
- The "Question mark in front of free academic institutions activities" is the title of a research with the following results:
  - A student: I paid a huge cost to attend free institutions. Their fees should be closely monitored.
  - A parent: The presence of free scientific centers has turned the healthy educational competitive environment to the educational class distance.
  - A researcher: One of the reasons for the students and parents to use free and private educational centers is to provide jobs and employment in the future ([Http://khorasannews.com/newssource](http://khorasannews.com/newssource)).
- A researcher, Sammy Tameh, developed and provided eleven methods to increase the teachers' revenue that the first proposed method is f tutoring in the afternoons and at the weekends.
- A researcher, Pamela Dilvach, provided ten ways to increase the teachers' income:
  1. Discussion and dialogue classes
  2. Learning the smallest information-public activities
  3. Talking display stage
  4. Holding private classes
  5. Having creative students with real information

that the students using outside of school academic help (tutor, etc.) are more successful in the criterion of progress than the students who only use the school facilities.

- "The growing tendency to private supplementary tutoring" is the title of another study, which investigated the views of students, parents and teachers. It was conducted by using a mixed intertwined model with the aim of deep understanding of private supplementary tutoring through regular descriptions of its nature and scope, examining the views influencing the participation in this phenomenon and assessment of its impact on learning from different perspectives. The participants included three 300-subject groups of teachers, high school students and their parents in the city of Sanandaj. The collect data were collected by two approaches of semi-structured interviews and questionnaires with good reliability and validity. The results showed that most of students felt that they do not receive adequate training support from official teachers and families. They received private education simultaneously and in the same months they were in school. Five factors influencing the tendency to tutoring were recognized:
  - A. The existence nature of institutions providing supplementary tutoring and abundant advertising and encouragement by them
  - B. Level of income and socio-economic class of families
  - C. Low capacity of renowned and public universities' admissions
  - D. Low quality of education and learning of the education system
  - E. Mismatch between the content taught and content tested in the national tests.

On the other, the most important factors for non-participation in tutoring included the fear of being ridiculed by teachers, classmates or family members, high costs of tuition and high physical

experiences views of people in natural conditions. Qualitative data are those describing the facts through terms (and not just by figures) (Bazargan et al., quoted by Huberman and Miles, 1999).

The data of this study were used to describe and explain the sociological and psychological consequences of the phenomenon of market-seeking behavior of teachers.

This was a cross-sectional study based on time, a qualitative one based on the variable and a qualitative approach based data analysis as well. This research can be considered as quasi in-depth research type. In the present study, the phenomenological method based on the proposed Colaizzi model, including seven steps, was used, and the methodology was also modeled for data analysis as well. In the first phase, the written information related to interviews (protocol) were reviewed and read for several times to understand their contents. Then, to avoid losing information with lower significance percentage to be considered significant at later stages, they were separated and kept. In the next phase, a short description was written for each important sentence in the interview (extracting the important sentences) so that the meanings and descriptions are combined and come into a common mean (theme). At this point, the validity of the themes was examined through re-referring to the protocols. The contradictions were also considered and noted. These meanings in different formulated categories led to a brief narrative description. Thus, the key concepts were written in summary in a narrative pattern to express the findings. Finally, to determine the study validity, the results were presented to the participants in the interview so that they would provide their own opinions regarding the written results. Ultimately, the basic structure of the phenomenon was presented in the form of a result and perception on the final part of the study, which describes the consequences of market-seeking behavior of teachers and also

6. Creating a web site from the history of creativity course
  7. Having a game class
  8. Making stories
  9. Asking sloppy notes
  10. Use Of notes to encourage thinking and dialogue
- The book of "Adverse effects of private tutoring: Dimensions, implications and governments' responses": It is provided by Mark Bray, the head of school of education, University of Hong Kong, and the member of Comparative Education Research Center at the University, with the supervision of Morris Poysern, an expert in courses curriculum and Jackson Halak, an international consultant. It was translated by Hassan Setayesh, PhD in 2014. In this book, Mark Bray represents the negative nature and adverse effects of tutoring in formal educational programs and the household budget as well as the quality of students learning, and has shown the government's responses in the face of this global problem. The author concludes that the governments have not come to a joint decision regarding this problem, and each has dealt with it in a special way according to the status of their country's education (<https://www.teacherhorizons.com/advice>).

According to review of the previous studies, their only common ground with this study is to address the issue of teachers and students, while the research methodology of most of them was qualitative or quantitative, and they have rarely studied the market-seeking behavior of teachers by a phenomenological approach. For the same reason, the idea of this research is of utmost importance.

- Research methodology
- Type of research

Qualitative approach in research is done to understand and explain complex social phenomena and access to perception and

4. Parents

Sample population

In statistics, sample refers to a number of randomly selected members or components of a statistical population that are used due to unavailability of the whole society, its high cost and time-consuming nature. The purpose of sampling in qualitative methods is to understand the studied phenomenon. Thus, the sampling in phenomenological research is target-based (Burns and Grove 2007).

Therefore, those are selected that have enough experience about the phenomenon under study and can provide the best information on the topic. Also in this study, the members of the sample population were selected with a purposive sampling method fitted to the research objectives, which are extracting sufficient data and making a valid analysis. Thus, some members were selected from the four groups of the target population that had sufficient willingness and ability for doing a scientific interview.

Table 1. Number and group of the sample population

Number of participants	Interviewed group
6	Market-seeking teachers
28	High school students
5	Non-market-seeking teachers
9	Parents of students
48	Total

- Reliability and validity of the research tool

Reliability and validity of the tools are considered as a positive epistemology (Walting, Winter Journal, No.7: 200).

The above definition has no place in qualitative studies; since, in qualitative research, the purpose is not to evaluate something (Stein Baca, 2001, p.

analyzes and explains the appropriateness and inappropriateness of this phenomenon.

- **Data collection method**

To gather the research data, the researcher visited each of sample members directly and interviewed them in their workplace. The places to visit were divided into 3 groups:

1. Provincial offices for parents with high school students
2. Girl and boys high schools for gifted and talented students with non-market-seeking students and teachers
3. Private educational centers that were the workplace of market-seeking teachers

- **Data collection tools**

Data and information required by this research were collected by interviewing the participants to answer 15 questions on sociological and psychological factors and consequences of the market-seeking phenomenon of teachers in ethical, educational, structural, economic and financial areas. In this study, recommended by the supervising professor, only the outcomes resulting from these criteria as well as the desirable and undesirable effects of the teachers' market-seeking phenomenon were questioned.

**Target population**

A set of individuals or objects with at least one common feature that can be asked questions or be observed for the development of required data and information is referred to as the target population. The target population of the research included all the people concerned and the key informants regarding the market-seeking behavior of Zanjan high schools teachers, which were divided into 4 groups with a total of 48 subjects.

1. Market-seeking teachers
2. High school students
3. Non-market-seeking teachers

9. Educational strengthening of students participating in private classes of market-seeking teachers
10. Destroying the parents trust in the institution of education
  - Narrative description 1: The 100% of market-seeking teachers believe that their market-seeking behavior have sociological consequences.
  - Narrative description 2: From the perspective of market-seeking teachers, the market-seeking behavior has at least one outcome and a maximum of three outcomes.
  - Narrative description 3: Of 10 sociological consequences of market-seeking behavior of teachers, 1 and 9 cases are described about 7% desirable and 93% undesirable, respectively.
  - Narrative description 4: The only favorable sociological outcome of market-seeking behavior of teachers from their own perspective is to strengthen the educational capacity of students attending in private classes.
  - Narrative description 5: The most frequent, and in fact, the main undesirable sociological outcome of market-seeking behavior of teachers is reduced self-esteem of students who cannot attend in private classes of market-seeking teachers, and 80% of market-seeking teachers are aware of this undesirable outcome of their behavior and believe it.
- B. The psychological implications of market-seeking behavior of teachers were formulated from their point of view (meanings of statements) as follows:
  1. Student's sense of safety
  2. Student's realism
  3. Student's shallow-minding
  4. Classes' usefulness
  5. Students' ambition, while they do not such classes

551), but to understand the social world from the perspective of respondents (participants) by detailed and accurate descriptions of cognitive and symbolic actions of them and recognition the meaning related to their observable behavior (Myers, 2000, p. 2).

As in qualitative research, there is no standard test for validity, and the study nature is often modified, and even there may be no initial hypothesis, then, the concept of validity in qualitative research is associated with retesting the participants, research objectives and appropriateness of processes (Winter, 2000, p. 7).

In a qualitative test, reliability can vary from one situation to another and from one group to another. Different measurement tools are used to calculate the coefficient of reliability, such as retesting method, parallel (peer) method, splitting (dividing into two halves) method, and Kuder - Richardson method. In this study, for accreditation (validation), reference to a number of samples and retesting the research findings were conducted. Thus, two criteria of reliability and validity were used for research strength.

- The results of formulating the concepts
  - A. The sociological implications of market-seeking behavior of teachers were formulated from their point of view as follows:
    1. The students' need
    2. Weakness in education system
    3. Feeling inability compared to others
    4. Reduced self-confidence in students who are not able to participate in these classes
    5. Developing a negative mentality regarding the inefficiency of education system
    6. Make contradiction between two entities of family and education
    7. Sense of educational inequality between students
    8. Feeling of injustice among students



2. Stopped efforts of students who cannot attend in the private classes
  3. Feeling of injustice by students who cannot attend in the private classes
  4. Negative mentality toward education system by them
  5. Reduced trust between home and school
  6. Feeling real need to attend such classes
  7. Feeling of lag among the classmates
  8. Satisfaction of attending in such classes
  9. Contradiction in the family
  - Narrative description 11: The 100% of students believe that the market-seeking behavior of teachers has sociological consequences.
  - Narrative description 12: From the perspective of students, the market-seeking behavior of teachers has a minimum of 3 and maximum of 14 outcomes; this means the answer varies from 3 to 14 outcomes.
  - Narrative description 13: Of 14 sociological consequences of market-seeking behavior of teachers, two cases were described each about 48% (unfavorable) and one case, about 10% (favorable).
  - Narrative description 14: Only 24% of students described the favorable sociological outcomes of market-seeking behavior of teachers as increasing their motivation.
  - Narrative description 15: The most frequent, and in fact, the most important unfavorable sociological consequences of market-seeking behavior of teachers are the students' sense of injustice as well as creation of a negative mindset regarding the education institution, and about 48% of students are aware of this consequence and believe in it. Also, 37% of students mentioned their lowered self-confidence as a result of this market-seeking behavior.
- B. The psychological implications of market-seeking behavior of teachers were
6. Students' need for training
  7. Sense of security for parents
  8. More calmness of students
  9. Sense of responsibility
  10. Compensation the past for teachers
  - Narrative description 6: Only 50% of market-seeking teachers believe that their market-seeking behavior has psychological consequences.
  - Narrative description 7: From the perspective of market-seeking teachers, this behavior has at least one and at most 6 consequences; this means the answer varies from one to six outcomes.
  - Narrative description 8: Of 10 psychological consequences of market-seeking behavior of teachers, 33% of them considered the behavior as their sympathy, and 33% attributed it to the ambitions of students.
  - Narrative description 9: The only desirable psychological outcome of market-seeking behavior of teachers from the perspective of teachers is to create a sense of security for students participating in these private classes.
  - Narrative description 10: The most frequent, and in fact, the main undesirable psychological outcome of market-seeking behavior of teachers is considered a sense of accomplishment and a sense of security as an optimal outcome and poor individual effort and ambition of students as undesirable consequences, and 33% of market-seeking teachers are aware of this undesirable outcome of their behavior and believe it.
- A. The sociological implications of market-seeking behavior of teachers were formulated from the perspective of students (meaning of statements) as follows:
1. Reduced self-esteem of students who cannot attend in the private classes

Ambition; 8%: Creation of contradiction among the students.

A. The sociological implications of market-seeking behavior of teachers were formulated from the perspective of parents (meaning of statements) as follows:

1. Improved family relationships between parents and students
2. Reduced trust between family and high school
3. Creation a negative mindset toward education system
4. Reduced student's self-confidence
5. Creation of conflicts in the family
6. Feeling of injustice among students
7. Unmotivated to do school work
8. Management role
9. Creation a negative mindset toward education system
10. Reduced self-esteem
11. Reduced incentive of students
12. Feeling of incompetence in students
13. Laziness in students
- Narrative description 20: The 100% of parents believe that the market-seeking behavior of teachers has sociological consequences.
- Narrative description 21: From the perspective of students' parents, the market-seeking behavior of teachers has at least one outcome and a maximum of 6 outcomes.
- Narrative description 22: Of 12 sociological consequences of market-seeking behavior of teachers. 11 cases (approximately 91) were described unfavorable and two cases, about 8%, were described favorable.
- Narrative description 23: The least favorable sociological outcome of the market-seeking behavior of teachers from the perspective of students' parents was introduced as increased students' motivation about 25%.

formulated from their point of view students (meaning of statements) as follows:

1. Sympathy
  2. Accountability
  3. Realism
  4. Ambition
  5. Feeling of security
  6. Contradiction between students
  7. Poor individual effort
  8. The sense of achievement
  9. Lack of successfulness
  10. A sense of need
  11. Perfectionism
  12. Selfishness
  13. Creation of stress
  14. Inability of formal teachers in provide lessons
- Result: Narrative description 1: Of students, 89% believe that the market-seeking behavior of teachers has psychological consequences.
  - Narrative description 16: From the perspective of market-seeking students, the market-seeking behavior of teachers has at least two and at most 6 consequences; this means the answer varies from two to eight outcomes.
  - Narrative description 17: Of 14 psychological consequences of market-seeking behavior of teachers, five and four cases were described desirable and undesirable, respectively.
  - Narrative description 18: The only desirable psychological outcome of market-seeking behavior of teachers from the perspective of students were described as follows: 27%: Their realism; 27%: Teachers' ambition
  - Narrative description 19: The most frequent, and in fact, the main psychological outcome of market-seeking behavior of teachers is as follows: 27%:

seeking behavior of teachers, 5 and 3 were described unfavorable and favorable, respectively.

- Narrative description 28: The favorable psychological consequences of market-seeking behavior of teachers were described as feeling secure by 31%, while ambition, lack of individual effort, lack of successfulness were described as undesirable consequences, each about 12%.
  - Narrative description 29: The most frequent, and in fact, the main adverse psychological consequences from the perspective of students' parents were as follows: 12%: Ambition; 12%: Lack of individual effort of students; 12%: Lack of successfulness. Almost all parents bear the costs due to heavy pressure resulting from the market-seeking behavior of teachers and believe that lack of attention to the main classes held by formal teachers of the education system makes the students the target of teachers' market-seeking. According to them, the main objective of these teachers is monetary.
- A. The sociological implications of market-seeking behavior of teachers were formulated from the perspective of non-market-seeking teachers (meaning of statements) as follows:
1. Reduced student's self-confidence
  2. Reduced trust between family and high school
  3. Feeling of injustice among students
  4. Creation of conflicts in the family
  5. Financial goals of market-seeking teachers
  6. Reduced role of education institution
  7. Increased social inequality among teachers
  8. Dynamics of students
  9. Competence of market-seeking teachers

- Narrative description 24: The most frequent, and in fact, the main unfavorable sociological consequences from the parents' view were as: 75%: reduction of students' self-confidence; 50%: Reduced trust between families and high schools; 62%: Negative impression toward education system. Some parents considered the students' interest for participating in private classes of market-seeking teachers instead of individual efforts and imposing heavy costs on their families as an unfavorable result, and expected legal control and overseeing on market-seeking behavior of teachers by the institution of education.
- B. The psychological implications of market-seeking behavior of teachers were formulated from the perspective of parents (meaning of statements) as follows:
- Sympathy, Accountability, Realism, Ambition, Feeling of security, Contradiction between students, Poor individual effort, The sense of achievement, Lack of successfulness, A sense of need, Perfectionism, Selfishness, Creation of stress
- Inability of formal teachers in provide lessons, Loss of individual efforts of students, Habit to rely on others to do their issues, Financial pressure on families, Conflicts, Sympathy, Peace of mind, Narrative description 25: Of parents, 17% believe that the market-seeking behavior of teachers has psychological consequences.
  - Narrative description 26: From the perspective of students' parents, the market-seeking behavior of teachers has at least one outcome and a maximum of two outcomes.
  - Narrative description 27: Of the 20 psychological consequences of market-

teachers has at least one outcome and a maximum of 4 results.

- Narrative description 37: From the point of view of non- market-seeking teachers, of 4 psychological consequences of market-seeking teachers' behavior, three are unfavorable outcomes and one is favorable.
- Narrative description 38: From the perspective of non- market-seeking teachers, sense of security of market-seeking teachers, increased level of students' learning and increased levels of competition among students were considered as favorable psychological consequences, while the ambition of market-seeking teachers and creation of stress and feelings of discrimination among themselves and market-seeking teachers were seen as unfavorable results.
- Narrative description 39: The most important adverse psychological consequence from the perspective of non-market-seeking teachers was further ambition of market-seeking teachers, while the most favorable outcome was a positive sense of security (against failure) of students.

Analysis the basic structure of market-seeking behavior of high schools' teachers

#### A. Sociological analysis

Nearly all of market-seeking teachers (80%) were aware of the adverse consequences of their market-seeking behavior and believe them, but in spite of this situation, they do market- seeking behavior. Why such behavior does happen?

The basic and important question is that how a group of people that are considered as trainers and educators of the community consciously do an undesirable and inappropriate social behavior with adverse consequences.

- Narrative description 30: Among the non-market-seeking teachers, 50% believe that the market-seeking behavior of teachers has sociological consequences.
  - Narrative description 31: From the perspective of non- market-seeking teachers, the market-seeking behavior of teachers has several consequences.
  - Narrative description 32: Of nine sociological consequences of market-seeking behavior of teachers, about 66% were considered unfavorable and 34% were considered favorable.
  - Narrative description 33: The concepts of reduced trust between home and school and increase students' motivation had no significance among the non- market-seeking teachers, because no answer was given from this group to the items.
  - Narrative description 34: The most frequent, and in fact, the main adverse sociological consequences for non-market-seeking teachers were teachers' social inequality, education system weakness, a sense of injustice and developing of contradiction.
- B. The psychological implications of market-seeking behavior of teachers were formulated from the perspective of non-market-seeking teachers (meaning of statements) as follows:
- Two psychological consequences of this behavior from the perspective of non-market-seeking teachers included being ambitious and sense of security of market-seeking teachers.
  - Narrative description 35: Two-thirds or 66% of non- market-seeking teachers believe that the market-seeking behavior of market-seeking teachers has psychological consequences.
  - Narrative description 36: From the perspective of non- market-seeking teachers, the behavior of market-seeking

behavior. This study also revealed well that the phenomenon should be explained and analyzed. However, according to the theory of "cognitive dissonance", one can say that probably the market-seeking teachers somehow justify their behavior, while they are expected either to stop their market-seeking behavior or correct their belief on undesirability of the behavior.

- **Conclusion**

The market-seeking and opportunistic behavior of high school teachers have several adverse psychological and sociological consequences. These outcomes are numerous and varied from the perspective of each of the four groups of interest, including the opportunistic teachers, other teachers with no market-seeking behavior, students as the target of opportunistic and market-seeking teachers and the parents. The consequences of market-seeking and opportunism of teachers have also differences and similarities from the perspective of the four groups. Some of consequences of this type of behavior were desirable, but most of them were adverse consequences. This type of behavior of teachers, in both favorable and unfavorable aspects, affects students, parents and families as well as the relationships between training and educational institutions of the society. Both types of consequences, particularly adverse outcomes, influence in four individual, group, family, school, and community levels. These effects are released at the community level. Both sociological and psychological consequences categories, in both favorable and unfavorable dimensions, can be plotted in the following model and then explained and analyzed. It seems that the market-seeking and opportunism of market-seeking teachers need

In this study, all students are aware of the consequences of teachers market-seeking, and half of them see this behavior undesirable, and know the weakness of the education institution as a boosting factor of teachers market-seeking. Also, all students do not consider the time, quality and volume of courses provided and the scientific potential of teachers in formal schools practical for success in national competitive examination. Also, the parents of students absolutely believe in market-seeking of teachers and consider this phenomenon as a causing factor of reducing trust between home and school and creating a negative mentality regarding the education institution and imposed heavy costs on family by this institution.

- B. Psychological analysis:

Half of the market-seeking teachers believe the psychological consequences of their behavior, and the other half see it as a sign of their compassion and ambition of some students; but, they also mention that these students feel secure by attending their classes.

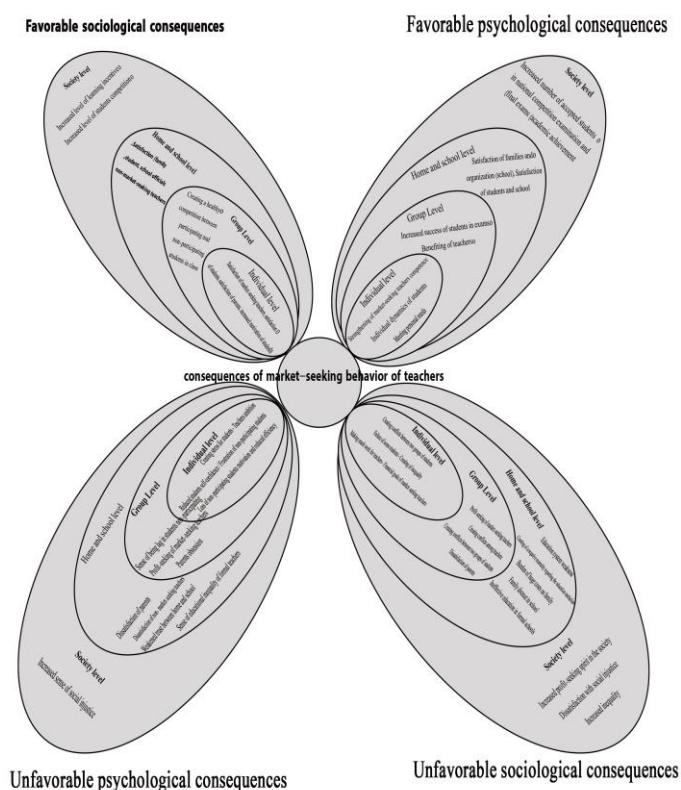
All of students believe the psychological consequences of teachers market-seeking, and consider their attendance as their realism and ambition of teachers. However, the students with lower financial affordance believe that the teachers' market-seeking has caused tensions between them and their families. They mention their loss of motivation for effort and feel frustration, inequality and injustice. The parents of students participating in classes of market-seeking teachers describe the behavior undesirable and see themselves helpless in this phenomenon.

According to cognitive dissonance theory of Leon Festinger, one cannot have conflicting ideas, beliefs or actions together at the same time (Festinger and Aronson; 1999: 250). Thus, according to this scientific theory, the teachers cannot believe in undesirable consequences of their market-seeking behavior and be aware of them, and at the same time, do that undesirable

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to managed and directed.

Modeling (formulation) of the consequences of market-seeking behavior of teachers



The model has been obtained from two groups of results

- Results of relevant previous studies
- Results of this study

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