Explaining the Organizational Citizenship Behavior of Elementary School Teachers Based on Their Organizational Trust

1Asadollah Khadivi, 2 Behnam Talebi, 3 Masoome Gholbaz Jabbari

1,2 Ph.D. in Educational Administration, Department of Educational Sciences, Tabriz Branch, Islamic Azad University, Tabriz, Iran.
3MA. in Educational Administration, Department of Educational Sciences, Tabriz Branch, Islamic Azad University, Tabriz, Iran.

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ABSTRACT

The Organizational Citizenship Behavior (OCB) includes a set of voluntary and arbitrary behaviors that are not among the official duties of employees and are completely done voluntarily beyond their job descriptions. Experts believe that there should be provided a set of conditions within the organization to allow the employees to display OCBs. One of the contributing factors in incidence of this behavior is organizational trust. Trust is one of the most important elements of effective communication in an organization. It is also a social capital and the predictor of efficacy. Therefore, this study has been carried out to predict the OCB of teachers based on their organizational trust. The population included all primary school teachers in district 3 of Tabriz city in 2012-2013 academic years. Sample size was determined 280 people using Cochran formula through proportional stratified random sampling. This descriptive study was a correlation one. OCB was measured through Podsakoff et al. [15] questionnaire and for assessing organizational trust Shockley-Zalabak et al. [19] questionnaire was used. Data were analyzed through inferential statistics (simple linear regression, stepwise multiple one and Pearson correlation). Simple linear regression results indicated a positive and significant relationship between all dimensions of predictor and criterion variables and showed that all dimensions of organizational trust are able to predict a percentage of the variance which is related to the changes in the OCB of teachers. The analysis of stepwise regression showed that from among the different dimensions of organizational trust, identification had major role in explaining the changes of teachers’ OCBs. The results of the data analysis on the research hypotheses showed that there is a relationship between teachers’ OCB and their organizational trust. In other words, the more teachers enjoy the higher levels of organizational trust, the more OCB they will exhibit.

INTRODUCTION

Katz and Kahn believe that an organization which has a limited participation and its employees are just engaged in pre-determined behaviors is doomed to failure [28]. Today, even schools cannot achieve their objectives fully and quickly only through the official duties of teachers [5]. Schools are in need of teachers who have a deep sense of meaning and purpose on their work and through having a deep relationship with each other are able to bring school to the maximum efficiency and effectiveness.

On the other hand schools are organizations that have intensive relations among and the available human relations in school are in need of trust. Any trust in school affects its future positively or negatively, also the democratic management in schools increasingly requires an atmosphere of trust [4]. Polat [16] believes that institutional trust plays an important role in facilitating collaboration in schools, develops the open culture in school and enhances the students’ achievements, school leadership and the quality of school.

The concept of organizational trust is explained as safety and support feeling of staff and is an important factor in improving organizational commitment, performance and the realization of individual and organizational goals [26]. Shockley-Zalabak et al. [19] defined organizational trust as: “The organization’s willingness, based upon its culture and communication behaviors in relationships and transactions, to be appropriately vulnerable based on the belief that another individual, group, or organization is competent, open and honest, concerned, reliable, and identified with common goals, norms, and values”. Dimension of organizational trust have been evaluated in several ways: Mishra [13] has introduced four dimensions of
trust. Organizational commitment; improve individual and team performance as the various results of organizational factors include organizational resources, management practices and organizational culture. Researchers believe that various consequences are resulting from the organizational trust. Adams and others [1], while introducing the predisposing factors of organizational trust have mentioned the role of managers, organizational justice, control mechanisms, organizational culture, perceived organizational support, etc. Yilmaz and Atalay [26], divide the contributing factors into two categories of individual and organizational factors: individual factors such as the willingness to trust, mental mindset, values and behaviors; organizational factors include organizational resources, management practices and organizational culture. Researchers believe that various consequences are resulting from the organizational trust. Shockley-Zalabak et al. believe that trust is one of the most important elements of effective communication in the organizations and the ability to form trusting relationships with different people as a social organizational and predictor capital is effective. Adams and others [1] introduce job satisfaction, conflict reduction, OCB, organizational commitment; improve individual and team performance as the various results of organizational trust.

Empirical evidences have also shown that trust directly affects the demonstration of OCB. Konovsky and Pugh, Bulent, wech, Korsguard, have supported the role of organizational trust in the incidence of OCB. So where organizational relationships are of high trust level, one can expect that they will express higher levels of OCB[18]. “Organ (1988) defined organization citizenship behavior (OCB) as the individual’s behavior that is discretionary, not directly or explicitly recognized by the formal reward system and that in the aggregate promotes the effective functioning of the organization[11]. In fact, OCB is a selfless act of employees which is done for the welfare of colleagues and the achievement of organizational goals (Gholam Hosseini et al., 2010). Perhaps the most valid division on the components and dimensions of OCB, used in different studies is provided by Organ(2010). These dimensions are:

1) Civic Virtue: The need for corporate involvement of employees in social life [25].
2) Altruism: behaviors which have voluntary nature, their goal is to help people to achieve organizational goals [6].
3) Conscientious: to do more than what is assigned as the task, especially in necessary conditions (ibid).
4) Sportsmanship: acts that prevent negative actions such as complaining and gossip in public mind (ibid).
5) Courtesy: thinking of how individual actions impact on others (Gholam Hosseini et al., 2010).

DiPaola and Tschm-en-Moran (2001) for the first time studied the structure of OCB in schools. Di Paola et al defined OCB in schools as the voluntary behavior of teachers that is more than their formal obligation [7]. Among the OCBs of teachers are those volunteer aids to students, colleagues and others even after working hours in schools [10]. The DiPaola and Huy (2005), the interest in the topic of OCB in schools arises from the fact that OCB can enhance the effectiveness of the school, particularly the achievement of students[6]. On the other hand, schools are service organizations which are committed to teaching and learning and the ultimate goal of school is the learning of student [2]. Organizational citizenship behavior supports organizational learning in schools and increases the achievement level of student [16].

Several studies have been conducted on the relationship between organizational trust and organizational citizenship behavior. Sjahruddin et al. [22], in their research showed that personality, trust in managers and organizational commitment significantly affect the OCB, but organizational justice does not affect OCB. Altuntas and Baykal [3] have studied the relationship between these two variables among nurses. The results showed that those nurses who trust their managers and colleagues higher than the average level shows more organizational citizenship behaviors e.g. altruism, civic virtue, courtesy and Conscientious. Denholm (2002) in his study concluded that there is a relatively high correlation between OCB and trust in colleagues and there is a moderate relationship between OCB and trust in clients and school director [20]. Van Dyne et al. [24] investigated the organizational citizenship on the residents of cooperative housing and concluded that there is a high positive correlation between tend to trust and organizational citizenship event. Rezaian and Rahimi [18] in their study showed the influence of organizational trust on the OCB and emphasized the effect of procedural justice on organizational citizenship behavior with moderate role of organizational trust at the significant level. Taleghani and Rezaee (2013) studied the role of servant leadership with four dimensions (contributions, humility, trust and affection) in predicting the of organizational citizenship behavior. The results showed that a...
high relation with the correlation coefficient of 0.751 can be seen between trust and OCB. Shirazi et al. [20] concluded that there is a significant positive relationship between (trust in colleagues, managers and institutional trust) and organizational citizenship behavior.

The quality of educational system is depended on the quality of its teachers [12]. Thus paying attention to their OCB and providing appropriate conditions to strengthen these behaviors to some extent can guarantee the quality of educational services in schools and be effective in training the qualified manpower for building the future of society. The reinforcement of these behaviors will be possible through providing the necessary backgrounds. As mentioned in the review of the literature one of these factors is organizational trust. Investing a number of conducted field studies within and outside the country is a reason for the existence of such a relationship. According to the definitions following conceptual model has been provided to predict the organizational citizenship behavior, by the components of organizational trust.

![Conceptual research model](image)

**Fig. 1:** Conceptual research model.

According to the conceptual research model, hypotheses and research questions are:

- **General hypothesis:** Organizational trust is able to predict the teachers' OCB.
- **Specific hypotheses:**
  1) The competence dimension of organizational trust is able to predict the teachers' OCB.
  2) The honesty/openness dimension of organizational trust is able to predict the teachers' OCB.
  3) The concern for employee dimension of organizational trust is able to predict the teachers' OCB.
  4) The reliability dimension of organizational trust is able to predict the teachers' OCB.
  5) The identification dimension of organizational trust is able to predict the teachers' OCB.

- **Research question:** Which components of organizational trust have greater proportion in predicting the organizational citizenship behavior of teachers?

### MATERIALS AND METHODS

The present research was a descriptive correlational study. The population included all male and female teachers working at primary schools of district three of Tabriz city in 2012-2013 academic years (n=1044). The sample size was estimated 280 using Cochran formula through proportional stratified random sampling. OCB was measured through Podsakoff et al. [15] questionnaire made base on the proposed dimensions of Organ and for assessing organizational trust Shockley-Zalabak et al. [19] questionnaire was used, this questionnaire assessed the five dimensions of competence, honesty, concern for employee, reliability and identification and was set based on the five-level Likert. The supervisor and advisor professors were consulted in order to determine the validity of questionnaire and after pilot study by calculating the Cronbach's Alpha coefficient the reliability coefficient of questionnaire estimated 83% and 92% for OCB and organizational trust, respectively. Data were analyzed through inferential statistics (simple linear regression, stepwise multiple one and Pearson correlation) using spss16 software.

**Results:**

The tests for evaluating the assumptions including linearity testing, test of independence of errors, errors normality test, multicollinearity test and testing the normal distribution of data were performed in order to provide the validity of regression and the results indicate that the model is sufficiently valid. Table (1) also shows that all predictor variables have relationship (over 0.3) with the criterion variable and correlation between predictor variables is within permitted limit (less than 0.7), thus all predictor variables may enter the equation.

**General hypothesis:** Organizational trust can predict the OCB of teachers.

According to the Table(2) there is a positive, relatively strong and significant correlation between organizational trust and organizational citizenship behavior with the values of (r = 0.738) and (p = 0.000) and $r^2 = 0.544$ shows that organizational trust can significantly predict about 54% of variance in teachers' OCB. Thus the hypothesis is accepted and linear regressions based on Table (3) will be as follows: $y = 68.78 + 0.49x$. 
Table 1: Correlation matrix between variables.

<table>
<thead>
<tr>
<th>Variable</th>
<th>OCB</th>
<th>Concern for Employee</th>
<th>Competence</th>
<th>Honesty</th>
<th>Reliability</th>
<th>Identification</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCB</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concern for Employee</td>
<td>0.583</td>
<td>1</td>
<td>0.417</td>
<td>1</td>
<td>0.467</td>
<td>0.559</td>
</tr>
<tr>
<td>Competence</td>
<td>0.506</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honesty</td>
<td>0.608</td>
<td></td>
<td>0.644</td>
<td>0.467</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Reliability</td>
<td>0.551</td>
<td></td>
<td>0.569</td>
<td>0.487</td>
<td>0.582</td>
<td>1</td>
</tr>
<tr>
<td>Identification</td>
<td>0.653</td>
<td></td>
<td>0.493</td>
<td>0.483</td>
<td>0.638</td>
<td>0.559</td>
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Table 2: Results of simple linear regression analysis in general hypothesis testing and hypotheses 5-1.

<table>
<thead>
<tr>
<th>Variable</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>SE</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Trust</td>
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<td>0.544</td>
<td>0.543</td>
<td>5.567</td>
<td>332/04</td>
</tr>
<tr>
<td>Competence</td>
<td>0.506</td>
<td>0.256</td>
<td>0.253</td>
<td>7/108</td>
<td>95/73</td>
</tr>
<tr>
<td>Honesty</td>
<td>0.608</td>
<td>0.370</td>
<td>0.369</td>
<td>6/541</td>
<td>163/29</td>
</tr>
<tr>
<td>Concern for Employee</td>
<td>0.583</td>
<td>0.340</td>
<td>0.338</td>
<td>6/694</td>
<td>143/32</td>
</tr>
<tr>
<td>Reliability</td>
<td>0.551</td>
<td>0.304</td>
<td>0.302</td>
<td>6/875</td>
<td>121/48</td>
</tr>
<tr>
<td>Identification</td>
<td>0.653</td>
<td>0.427</td>
<td>0.425</td>
<td>6/239</td>
<td>207/07</td>
</tr>
</tbody>
</table>

Table 3: Simple linear regression coefficients.

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>standardized Coefficients</th>
<th>T</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>S.E</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>Constant</td>
<td>68/77</td>
<td>1/882</td>
<td>0/738</td>
<td>35/543</td>
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<tr>
<td>Organizational Trust</td>
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<td>0/027</td>
<td>0/380</td>
<td>18/222</td>
</tr>
<tr>
<td>Competence</td>
<td>83/234</td>
<td>2/018</td>
<td>0/506</td>
<td>41/254</td>
</tr>
<tr>
<td>Honesty</td>
<td>1/787</td>
<td>0/183</td>
<td>0/680</td>
<td>9/875</td>
</tr>
<tr>
<td>Concern for Employee</td>
<td>78/656</td>
<td>1/909</td>
<td>0/608</td>
<td>41/205</td>
</tr>
<tr>
<td>Reliability</td>
<td>1/403</td>
<td>0/110</td>
<td>0/680</td>
<td>12/779</td>
</tr>
<tr>
<td>Identification</td>
<td>82/914</td>
<td>1/687</td>
<td>0/583</td>
<td>49/154</td>
</tr>
<tr>
<td></td>
<td>1/416</td>
<td>0/118</td>
<td>0/506</td>
<td>11/972</td>
</tr>
<tr>
<td></td>
<td>82/013</td>
<td>1/906</td>
<td>0/511</td>
<td>43/018</td>
</tr>
<tr>
<td></td>
<td>1/917</td>
<td>0/174</td>
<td>0/551</td>
<td>11/022</td>
</tr>
<tr>
<td></td>
<td>79/497</td>
<td>1/644</td>
<td>0/511</td>
<td>48/369</td>
</tr>
<tr>
<td></td>
<td>1/438</td>
<td>0/100</td>
<td>0/653</td>
<td>14/390</td>
</tr>
</tbody>
</table>

**Hypothesis 1:** The competence dimension of organizational trust is able to predict the teachers' OCB.

According to the Table (2) there is a positive, relatively strong and significant correlation between competence and organizational citizenship behavior with the values of \( r = 0.506 \) and \( p = 0.000 \) and \( r^2 = 0.256 \) shows that competence can significantly predict about 25.6% of variance in teachers' OCB. Thus the hypothesis is accepted and linear regressions based on Table (3) will be as follows: \( y = 83.23 + 1.78x \)

Y = OCB, X = Competence

**Hypothesis 2:** The honesty/openness dimension of organizational trust is able to predict the teachers' OCB.

According to the Table (2) there is a positive, relatively strong and significant correlation between honesty and organizational citizenship behavior with the values of \( r = 0.608 \) and \( p = 0.000 \). \( r^2 = 0.256 \) shows that honesty can significantly predict about 37% of teachers' OCB. Thus the hypothesis is accepted and linear regressions based on Table (3) will be as follows: \( y = 78.65 + 1.40x \)

Y = OCB, X = Honesty/openness

**Hypothesis 3:** The concern for employee dimension of organizational trust is able to predict the teachers' OCB.

According to the Table (2) there is a positive, relatively strong and significant correlation between concern and organizational citizenship behavior with the values of \( r = 0.583 \) and \( p = 0.000 \). \( r^2 = 0.340 \) shows that concern can predict about 34% of changes in teachers' OCB significantly. Thus the hypothesis is accepted and linear regressions based on Table (3) will be as follows: \( y = 82.91 + 1.41x \)

Y = OCB, X = Concern for Employee

**Hypothesis 4:** The reliability dimension of organizational trust is able to predict the teachers' OCB.

According to the Table (2) there is a positive, relatively strong and significant correlation between reliability and organizational citizenship behavior with the values of \( r = 0.551 \) and \( p = 0.000 \). \( r^2 = 0.304 \) shows that reliability variable can predict about 30% of changes in teachers' OCB significantly. Thus the hypothesis is accepted and linear regressions based on Table (3) will be as follows: \( y = 82.01 + 1.91x \)

Y = OCB, X = Reliability

**Hypothesis 5:** The identification dimension of organizational trust is able to predict the teachers' OCB.

According to the Table (2) there is a positive, relatively strong and significant correlation between identification and organizational citizenship behavior with the values of \( r = 0.653 \) and \( p = 0.000 \). \( r^2 = 0.427 \)
shows that identification variable can predict about 43% of changes in teachers' OCB significantly. Thus the hypothesis is accepted and linear regressions based on Table (3) will be as follows: $y = 79.49 + 1.43x$  
$Y = OCB$, $X = \text{identification}$

**Research question:** which components of organizational trust have greater proportion in predicting the organizational citizenship behavior of teachers?

| Table 4: Summary results of stepwise multiple regression analysis to predict OCB. |
|---------------------------------|--------|-----------|-----------|-----------|
| Model | R | R Square | Adjusted R Square | S.E |
| 1    | 0.653* | 0.427     | 0.425            | 6.239 |
| 2    | 0.719b | 0.517     | 0.514            | 5.737 |
| 3    | 0.735c | 0.540     | 0.535            | 5.600 |
| 4    | 0.741d | 0.549     | 0.543            | 5.564 |

*a: predictors: (constant), Identification.  F=207.07, p< 0.05
b: predictors: (constant), Identification, Concern for Employee.  F= 148.29, p< 0.05
c: predictors: (constant), Identification, Concern for Employee, Competence.  F= 108.06, p< 0.05
d:predictors: (constant), Identification, Concern for Employee, Competence, Honesty.  F= 83.74, p< 0.05
Dependent Variable: OCB

Table (4) shows that in first step identification, in second step concern, in third step competence and in the fourth step honesty have entered into the equation, and reliability has been eliminated from model due to its significant which was more than 0.05 ($p = 0.110$). At first step identification explained about 42% of variance in teachers' OCB and in second and third steps by entering the concern and competence the percentage of explanation reached 51% and 54% respectively, in forth step after the entrance of honesty into the model the total explained variance as a whole was 55% (with values $F = 83.74$ and $p = 0.000$). The $r^2 = 0.549$ in fourth step of model suggests that about 55% of the variance in teachers' organizational citizenship behavior, is explained by the available predictor variables in the model (identification, concern, competence, honesty) at the significance level of $p<0.05$ and 45% of the variance can be explained by the variables outside the study subject of this paper. Furthermore, the regression explained by the ANOVA test was a liner one and was significant according to the F and P values, thus the predictor variables can explain the change in criterion variable well.

In accordance with the information in Table (5), given the non-standardized beta coefficients it can be seen that constant value of alpha 69.69, identification with $B = 0.80$, concern with $B = 0.59$, competence with $B = 0.57$, and honesty with $B = 0.33$ with the significance level of $p = 0.000$ have a significant share in explaining the teachers' OCB and by eliminating the constant value of alpha through standardizing the values of predictor variables it can be seen that identification with beta $= 0.36$, concern with beta $= 0.24$, competitiveness with beta $= 0.16$ and honesty with beta $= 0.14$, respectively, are most effective ones predicting OCB.

| Table 5: The coefficients of remained predictor variables in the stepwise regression analysis (Model 4). |
|---------------------------------|--------|-----------|-----------|-----------|
| Model | Variable | Unstandardized Coefficients | standardized Coefficients | T | Sg |
|       |         | B | S.E | Beta |       |       |
| 4    | Constant | 69.69 | 1/902 | 0/36 | 36/63 | 0/000 |
|      | Identification | 0/80 | 0/121 | 0/36 | 6/622 | 0/000 |
|      | Concern for Employee | 0/59 | 0/131 | 0/24 | 4/525 | 0/000 |
|      | Competence | 0/57 | 0/170 | 0/16 | 3/380 | 0/000 |
|      | Honesty | 0/33 | 0/141 | 0/14 | 2/342 | 0/000 |

Multiple linear regressions equation based on Table (5) will be as follows: $Y = 69.69 + 0.80x_1 + 0.59x_2 + 0.57x_3 + 0.33x_4$  
y = OCB, $X_1 = \text{identification}$, $X_2 = \text{Concern for employees}$, $X_3 = \text{Competence}$, $X_4 = \text{Honesty}$

Based on standardized coefficients:
Teacher OCB = 0.36 (Identification) + 0.24 (Concern for employees) + 0.16 (Competence) + 0.14 (honesty).

**Discussion:**

The results of general hypothesis testing showed a strong positive correlation between organizational trust and organizational citizenship behavior. In fact, the increase in teachers' organizational trust can cause the high incidence of citizenship behavior, and organizational trust can predict about 54% of the teachers' organizational citizenship behavior significantly. This result is consistent with the study of [20], in which they concluded that there is a significant relationship between organizational trust and OCB. The results are in agreement with those obtained by [22]. The results of Altuntas and Baykal study [3] showed that those nurses who trust their managers and colleagues higher than the average level shows more organizational citizenship behaviors e.g. altruism, civic virtue, courtesy and Conscientious which are consistent with the results of present study.

The results of first hypothesis testing showed a positive, relatively strong and significant correlation between competence and organizational citizenship behavior, and competence can predict about 25.6% of
teachers’ OCB. The results of this research are consistent with the findings of Singh and Srivastava [21], in their study they concluded that competent as one of the dimensions of trust has a significant and positive effect on the incidence of OCB. Also these results are consistent with the findings of Shirazi et al. [20] research in which they concluded that the horizontal and vertical trust (with the components of reliability, competence and benevolence) have a significant and positive impact on employees’ citizenship behavior. Also the researchers have found that employees who work in the high performance organizational units consider OCB more the ones who work in the low-performance units [23].

The results of second hypothesis testing showed a positive, strong and significant correlation between honesty and OCB, i.e. an increase in honesty can increase the citizenship behavior and honesty can significantly predict about 37% of teachers’ OCB. This result is consistent with the findings of Dirks and Skarlicki, in their study they studied the effect of trust in leader on employees’ OCB and concluded that the cognitive forms of trust, such as integrity, have some consequences such as the incidence of OCB in employees [1]. Also Larson and Lafas to consider the openness in the as the strongest predictor of group effectiveness [19]. In addition Ellonen et al [8] believes that if the employees be aware of the strategy of organization probably will exhibit high OCB.

The results of third hypothesis testing showed a positive, strong and significant correlation between concern for employee and organizational citizenship behavior, and concern for employee can significantly predict about 34% of teachers’ OCB. The study of Chu et al. (2006) [6] showed that supervisor support has indirect impact on employees’ OCB. This finding also seems to be consistent with those of Dirks and Skarlicki who argued that when employees understand that manager is concerned about their welfare and pay attention to it; employees try to compensate his attention by doing additional activities and beyond role behaviors [1].The initial researches conducted by the Organ and Ryan focused on the effect of supportive leadership behaviors in the incidence of OCB (Gholam Hosseini, 2010).

The results of forth hypothesis testing showed a positive, relatively strong and significant correlation between reliability and OCB, and reliability can predict about 30% of teachers’ OCB. The results of this research are consistent with the findings of Asgari which showed that if the relationship between manager and staff were based on trust and honest the commitment of the staff to manager would become more, desertion would become less and OCB will increase[20]. Gabarro explains that reliability which is one of the dimensions of organizational trust develops the work relationships (Shockley-Zalabak et al., 1999). Therefore, the reliability to the manager can improve the working relationships of staff and they would become more responsible toward each other and finally behave beyond their role.

The results of fifth hypothesis testing showed a positive, strong and significant correlation between identification and organizational citizenship behavior, and identification can predict about 43% of teachers’ OCB. Shockley-Zalabak et al. [19] believe that if members of organization consider themselves similar with the organization likely they will show higher levels of effectiveness and the effectiveness booms in the case of the deep dependency. Zein Abadi et al. [27] believe that those individuals who feel that their goals are closer to the goals of organization are more willing to realize those goals and this purpose harmony is more in schools. Based on the theory of Shockley-Zalabak et al. [19] the results of analyzing fifth hypothesis can be explained as follows that if individuals feel that they are dependent on the goals, norms, values and beliefs of the organization as well as their co-workers thus they will show higher levels of participation, cooperation and helping others which automatically will enhance their organizational citizenship behavior.

The results of stepwise multiple regression analysis showed that the variables of identification, concern for employees, competence and honesty as the predictor variables had criteria to enter the final regression equation for explaining the changes in organizational citizenship behavior (Criterion variable).This result suggests that among the various dimensions of organizational trust, identification, concern for employees, competence and honesty respectively, are the most effective ones in explaining OCB and according to the regression model, about 55% of the variations in teachers’ OCB can be described by four variables of identification, concern for employees, competence and honesty.

**Conclusion:**

Experts believe that a set of conditions within the organization and among its employees should be prepared so that the incidence of OCB can occur by the employees. One of these factors which are effective in the occurrence of OCB is organizational trust. Shockley - Zalabak et al. (1999), argues that organizational trust has five dimensions, based on this assumption in this study the relationship between these five components of organizational trust and OCB was investigated. It can be inferred from the results that there is a significant positive relationship between the various dimensions of organizational trust and teachers’ OCB in studied population. Such a relationship between these two concepts seems logical and understandable. In other words, the existence of such a relationship indicates that the schools which enjoy the high level of organizational trust have altruist, dutiful, conscientious, polite and chivalrous teachers. According to the obtained results it is suggested that school leaders through training classes, motivating teachers, using brochures, etc. provide the
necessary context for these types of behaviors, also in order to raise the level of OCB in teachers, managers should build trust with their teachers. Showing sincerity in speech and action, supporting employees, timely and accurate informing employees are among the factors through which school administrators can help the creation of trust in schools. As the results indicated among the all dimensions of organizational trust identification has greatest impact in predicting OCBs. Therefore, school administrators through strengthening this dimension can see more citizenship behaviors by their teachers. It is also recommended that further researches should be done to investigate the relationship between identification and OCB. It is suggested that future studies can also do the same in other school levels e.g. middle school, high school. Researches with different populations or approaches can be effective in recognizing and introducing the contexts which are helpful in creating and sustaining the OCB of employees and schools are not exempted from this role.

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