Investigation of the Organizational Citizenship Behavior Based onthe Organizational Climate in Schools

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ABSTRACT

The Purpose of this Investigation of the organizational citizenship behavior based on the organizational climate in Bostanabad city (Iran) schools. Methods of survey and description of the target is applied. The study population included all school principals and teachers Bostanabad city has three levels 50 principals and teachers that the number is 660 people for this purpose. 44 principals, and for every principals, three school teachers Bostanabad through stratified random sampling, and sampling using the Morgan were selected as research samples. Research tools include questionnaire for measuring organizational citizenship behavior and organizational climate questionnaire woof Sgaf OCDQ from the Arjmand (2004) were performed. Study and hypothesis test using SPSS software showed the results department. Organizational citizenship behavior of teachers and principals regarding the school climate is different. And schools have an open climate among teachers and principals may have a higher organizational citizenship behavior. In terms of sex, organizational citizenship behavior of women principals is higher than male principals. But the teachers made no difference. Principals and teachers also have organizational citizenship behavior, no significant differences based on service.

KEYWORDS: Citizenship Behavior, Organizational Climate, Open and Closed Climate, Responsible Climate, Alienated Climate.

1. INTRODUCTION

There are four elements to all human organizations, owe money to and methods and the human element of organizations. That is, the other three elements act in a way, until the organization achieves its goals (Razatayed,2010). Since the training of manpower in any organization and its main pillars are organized. Community towards excellence and go boom Schools that have good organizational climate, and therefore has a vibrant community of teachers are confident that we are stronger in the classroom. And school staff to have more confidence in its effectiveness and school, And toward school greater loyalty and commitment to their show. The climate of the organization and behavior of organization members is important. This force, which creates competitive advantage for organizations, and replacing it is more difficult than the money and capital equipment. Following are the words of soldiers, no doubt the staff point of effective organizations are non-effective, Their homeland because they know the organization and to realize its goals without any expectancy, in addition to his official role act and do not spare no effort, beyond the expectations of today's efforts, voluntary, beneficial, or behaviors as organizational citizenship behaviors in addition to their role. In general we can say: Manpower is an efficient indicator of the superiority of one organization to another organization (ZeinAbadi et al, 2008). Employee perceptions of work environment is the climate, the school can take appropriate motivation and innovation, improve employee morale and participation in decision making and increase creativity and innovation to be effective. And as an important source of mental health staff is considered. Thus, changes in any part of the organizational climate, leading to an immediate and profound change in how employees work and are functioning (Arjomand, 2010).Organizational citizenship behavior is an indicator which will improve staff performance, and propel the organization towards achieving their goals (Noori, 2010). George believes due to organizational citizenship behaviors for this reason it is important in organizations: organizations through a formal job description cannot, expect a range of actions needed to realize their goals (Faragheh, 2009). Bolino and Turnleybelieve that citizenship behaviors are generally two general modes and also they are not directly

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related to the strengthening of special and extraordinary efforts are to succeed organizations, their employees expect (Moghimi, 2006). The incidence of organizational citizenship behavior or punish managers call their absence, through the official system of reward and punishment are the problem, because these behaviors are voluntary (Ngagiap, 2005). To facilitate organizational citizenship behavior can be divided between individual and professional expertise. A set of behaviors to facilitate interpersonal organization to help preserve the environment, such as cooperation and willingness to help colleagues implies. Job allocation and adaptive behavior, discipline and motivation that will increase profit organization (John, 2010).

Organizational citizenship behavior is defined. Of work-related activities performed by employees that increase organizational efficiency but then formal job descriptions and organizational mechanisms are official rewards (Look Gyp, 2005). Behavior of organizational citizenship behaviors typically implies. That puts a positive impact on the organization or its members (Bukhari&et al, 2009). Borman and et al, in particular to determine the performance of multi-dimensional model of corporate citizenship, presented the following dimensions:

1) Persistence and extra effort that is necessary for successful completion of work activities.

2) Volunteered to conduct business activities that are officially part of their job is done.

3) Assist and cooperate with others.

4) Following organizational rules and procedures.

Bolino and Turnley, the following factors as indicators of organizational citizenship behavior have been introduced which include:

1) Loyalty, 2) follow or obey, 3) participation (social, supportive, and task), 4) politeness and respect, 5) altruism, 6) generosity (Baharifar, 2010).

Key elements of organizational citizenship Behavior of from Oregon include:

1) Behavior than what is formally defined by the organization. 2) Is completely optional. 3) Directly by the formal organization structure and rewards will not be approved. 4) Is essential for success and organizational performance (Tavakoli, 2009).

Organ, Pudysgaf, McKenzie counted on specific cases citizenship behavior in which they can positively affect organizational performance:

1) May cooperate citizenship behavior or increase management productivity.

2) The freedom of resources for purposes of citizenship behavior will be richer.

3) Citizenship behavior need to allocate scarce resources to maintain and reduces maintenance.

4) The citizenship behaviors coordinate activities between team members and will facilitate the working groups.

5) Citizenship behavior may enable organizations to make a fun work environment, attract and retain high quality employees.

6) Citizenship behavior by reducing variation in business unit performance, stability, increases organizational performance.

7) Citizenship behavior may increase the organization's ability to adapt to environmental change (Zare, 2004).

Boulden believes that organizational climate, employee attitudes and management style reflects the organization. Joe Schnneider as a widely shared understanding of organizational policies, practices and procedures, both formal and informal organization is defined. Chandan says the organizational climate, reflects the attitude of the organization. The attachment they feel towards it. And a set of characteristics and factors, which as a major force in determining the employee's behavior, is effective. According to Kevin organizational climate, most of the workspace, so that members understand the organization, relies on. Overall job status can be in the organizational hierarchy, the perception of organizational climate to be effective (Nazem, 2008).

Characteristics of organizational climate include:

1) Employees' collective perceptions about specific features of such authority, trust, cohesion, support, appreciation, innovation and equity. 2) The resultant interaction between members of an organization. 3) The basis for the interpretation. 4) associate norms and values and attitudes about organizational culture. 5) Source of influence on behavior (Mo'meni, 2006).

Jones and Games the climate is affected by following:
1) conflict and ambiguity, 2) challenges, importance and diversity of employment, 3) facilitate and support the leader, 4) cooperation, friendship and intimacy between members, 5) professional and organizational morale, 6) employment standards. Halpin& Croft model of organizational climate and Craft: Of organizational climate is an attribute that makes an organization from other organizations and agencies that affect the behavior of individuals. Conceptualized in the most recognized in the field of organizational climate of schools, can be Halpin studies and Kraft noted. Halpin in examining of organizational climate of school and take advantage of the of organizational climate description questionnaire, to eight properties in this area is noted. Four teachers and four features characteristic behavior is attributed to the behavior of the manager.

Teachers' behavior:
1) Inhibition: a sense of what is said about teachers. In which the director, busy work, and teachers imposes unnecessary obstacle, obstruct and interfere with the affairs of their main activities that are taught.
2) Intimacy: Social and pleasant warm and friendly relations between the teacher called.
3) Morale: refers to a situation in which teachers work together to enjoy and their commitment to colleagues and students. 4) Lack of enthusiasm: the willingness of teachers to non-participation in school affairs. It is called the latitude or lack of commitment, Tasks that draw on teachers' time and negative behaviors toward their peers and demonstrate critical.

Behavior principal:
1) Emphasis on the production of this after the close supervision and instruction and imperious behavior demonstrates administrator. 2) Maintain a distance: refers to the behavior and personal information principal. Director of its employees are the cookies that may have rules and regulations governing the school climate. 3) Observe: The next principal is attributed to the friendly and warm. The principal loves the human way to behave with their teachers. 4) Penetration: The dynamic behavior of the manager to refer to. Putting his head through the sample, is trying to motivate teachers.

Halpinand Croft, six schools have provided the climate for the description and classification, which is located along a continuum from open to closed, Specify m open, autonomous, controlled, familiar, paternal and closedbut their emphasis on the climate is open and closed. Open climate with a spirit of sincerity and high, low coverage and lack of inhibition among the teachers, respect and influence, the emphasis on the production manager is described. Joe closed with intimacy and low morale, lack of inhibition of high boiling among teachers, observe and influence the bottom, is characterized by an emphasis on the production manager, Their studies have shown that schools with open climate to climate, schools are closed, with stronger managers, the managers of high confidence (ShirzadiEsfahani, 2007). Fatherly atmosphere: The atmosphere, good teachers do not work together and this cause is lack of coordination between them. Teachers do not have friendly relations and manager every time to pay the teachers' control behavior. Joe autonomously in this atmosphere of freedom teachers have relatively complete, they are working and can easily achieve their goals. Controlled atmosphere, teachers work hard and care little for friendly relations with each other. More emphasis will be on duty in the atmosphere (AminBidokhti&Parvaresh, 2008).Familiar climate, the climate in which social relations are all favorable to the detriment of doing things, teachers are not intimate with each other's work, but are in intimate contact with their social life. Although on a personal level if the principal is very noticeable, but there's not retiring, does not focus on productivity. And do not control, in short, the school environment is very friendly and the teachers have little activity (Goodarzi, 2002).

2. Research background

ZeinAbadi results (2009) showed that the average women teachers were significantly more variable than male teachers, but the correlation between them is significantly greater in men teachers. The study results Safari (2010) showed. Between reward power, specialty and authority, there is a significant positive relationship between managers and organizational climate. Power and reverse the negative relationship between organizational climate and principal and there are mandatory. But the legislative power of executives and organizational climate of schools, the relationship was not significant. Razatayed (2010) found that the majority of public and private college presidents stated that the climate is very positive correlation with the performance of teachers, but the climate is close negative correlation with the performance of teachers. Gool (2008) found that gender and science in the harvest as related to organizational climate, were important, when the assessment

was determined, academy members in all decisions that managers must be aware of their status, to create an atmosphere of mutual trust. Gudarzvand (2009), the research under review the relationship between organizational justice and organizational citizenship behavior has done. Results showed a positive relationship with all dimensions of organizational justice and organizational citizenship behavior.

3. Research hypotheses

1) Teachers' organizational citizenship behavior According to the school climate is different.
2) Organizational citizenship behavior of principal the school climate is different.
3) Teachers' organizational citizenship behavior with regard to sex is different.
4) Organizational citizenship behavior of principal with regard to sex is different.
5) Teachers' organizational citizenship behavior according to the service records is different.
6) The principal of organizational citizenship behavior according to the service records is different.

4. RESEARCH METHODOLOGY

Methods of survey and description of the target is applied. The study population included all school administrators and teachers in grades three Bostanabadcity (Iran),that 50 principal and 660 teachers is people. Therefore, the number of principal and 44 persons per principal, three teachers, schools Bostanabad through random sampling stratified survey sample was selected using the table as Morgan. Research tools include questionnaire, organizational citizenship behavior Pudsgaf and et al, (1990) and to measure organizational climate questionnaire from OCDQ Arjomand (2004) were performed. Investigate and hypothesis testing, the results using software SPSS, version 17 is used. The research hypotheses, test, independent t-test and F-test were used.

5. RESULTS

First hypothesis: organizational citizenship behavior with principal is different according to type of school climate. According to Table 1 and 2. and F-test done, test significance level $p = 0.000$ and under the 0.05 and $F = 11.51$, therefore the hypothesis is confirmed, and the post hoc LSD tests between pairs of variables and levels of organizational citizenship behavior of principal working in schools, is a higher open climate.

Table 1. Organizational Citizenship Behavior of School Principal Based On Type of School Climate

Variables	Type climate	N	mean	Standard deviation
Organizational Citizenship Behavior of School Principal	Closed	4	67.25	**8.46**
	Alien	5	77	**4.35**
	Committed	0	0	**0**
	Open	35	82.37	**6.15**

Table 2.Result of F-test

Variables	Source of variation	Sum of Squares	df	min of Squares	F	P
Organizational Citizenship Behavior of School Principal	Between group	885.51	2	442.75	11.51	0.000
	Within groups	38.46	41	1576.92		

Second hypothesis: organizational citizenship behavior, school teachers, according to the type of climate is different. According to Table 3 and 4. and was performed F-test, test significance level $p = 0.000$ and under the 0.05 and $F = 8.25$, thus the hypothesis is confirmed, and the LSD post hoc test for differences between the two variables, organizational citizenship behaviors of teachers in schools is higher with the open climate.

Table 3. Organizational Citizenship Behaviors of School Teachers Based On Type of School Climate

Variables	Type climate	N	mean	Standard deviation
Organizational Citizenship Behavior of Teachers	Closed	27	71.37	7.43
	Alien	53	75.16	6.54
	Committed	1	77	0
	Open	51	78.9	5.87

Table 4. Result of F-test

Variables	Source of variation	Sum of Squares	df	min of Squares	F	P
Organizational Citizenship Behavior of Teachers	Between group	1042.69	3	347.56	8.25	0.000
	Within groups	5392.27	128	42.12		

Third hypothesis: organizational citizenship behavior with principal is different according to their sex. According to Table 5. And independent t-test was conducted, a significance level of test p=0.01 and under the 0.05 and the t=2.64 is. The research hypothesis is confirmed. The principal of organizational citizenship behavior, according to their sex is different;also in accordance with (6) is also considered, Organizational citizenship behavior of women principal (83.63), more than men principal (77.92).

Table 5. Result of T-test

Variables	t	df	p
Organizational citizenship behavior of Principal	2.64	42	0.01

Table 6. Test Results Mean Differences for Principal Organizational Citizenship Behavior Varies According to Their Sex

Variables	sex	N	mean	Standard deviation	Standard error
Organizational Citizenship Behavior of Principal	woman	19	83.63	5.002	1.14
	man	25	77.92	8.31	1.66

The fourth hypothesis: organizational citizenship behaviors of teachers, according to their sex are different. According to Table 7. And independent t-test analysis was conducted, a significance level of test p=0.11 and above the 0.05 and the t=1.57 is, so the hypothesis is rejected, ie, organizational citizenship behaviors of teachers, according to their sex is not significant difference.

Table 7. Result of T-test

Variables	t	df	p
Organizational Citizenship Behavior of Teachers	1.57	130	0.11

The fifth hypothesis: organizational citizenship behavior, of principal, given their service record is different. According to Table 8.and F-test was performed, significant level p = 0.12 and above the 0.05 and F = 1.87. Thus the hypothesis is rejected, ie service principal is not effect on organizational citizenship behavior.

Table 8. Result of F-test

Variables	Source of variation	Sum of Squares	df	min of Squares	F	P
Organizational Citizenship Behavior of Principal	Between group	487.28	5	97.45	1.87	0.12
	Within groups	1975.14	38	51.97		

The sixth hypothesis: Organizational citizenship behaviors of teachers, given their service record are different. According to Table 9.and F-test was performed to test, test significance level p = 0.45 and above the 0.05 and F = 0.94. The research hypothesis is rejected, ie service record teachers, and is not effect on organizational citizenship behavior.

Table 9. Result of F-test

Variables	Source of variation	Sum of Squares	df	min of Squares	F	P
Organizational Citizenship Behavior of Teachers	Between group	239.52	5	47.9	0.94	0.45
	Within group	6129.32	121	50.56		

6. DISCUSSION AND CONCLUSION

In the present study, teachers and school principals to review and compare organizational citizenship behavior Bostanabad was based on school climate. Result of the first hypothesis, the difference between organizational citizenship behaviors, school principals, according to the type of climate. According to the results, organizational citizenship behavior of all principals in an open climate and the climate has the lowest close. And can be taken such that the conditions that principals and teachers interested in theirwork, professional competence and respect. Managers show more organizational citizenship behavior, And also Binns (quoting Moghimi, 2005). Compatibility between principal's practices and conventional norms of civilized behavior principals defines the work environment (Moghimi, 2005). And you deserve respect for doing a professional job. Having the same rights and respect as well as professionals in schools to become the norm, in such an environment are also more organizational citizenship behaviors. Another hypothesis is that the result of teachers' organizational citizenship behavior differs according to type of school climate.Liutin (quoting from the Nizam, 2002) believes that Organizational climate refers to a set of measurable characteristics of the workplace, directly or indirectly by the people who work and live in it, be perceived, and the influence motivation and behavior and also in this direction (Moghimi, 2006) expresses that inspiring and supporting staff when they work with management, tend to have extra activities. Kazemi, 2005, found that employees who work in the organizational units in high performance, the personnel who work in units with low performance, citizenship behaviors are paying more.According to the results, teachers' organizational citizenship behavior in the open climate is all the more. And lowest in the climate is closed. Can be concluded in the absence of both the teachers and principal have been busy with work and to the feeling of belonging and commitment to, and not suffering from hypothyroidism or sabotage, the teachers will show greater organizational citizenship behavior. in other words, if the director and teachers are committed to their work, the school will also increase and more organizational citizenship behavior in such circumstances are expected to be seen by the staff and manager. Another result showed, organizational citizenship behavior women principal is higher than men principal. Moghimi believes that: There is no significant relationship between organizational citizenship behavior and sex. The results of this hypothesis, and studies in line it can be concluded that organizational citizenship behavior of women principal than men principal. It's more relaxed and can be caused by spirits, which are therefore more willing to help, too another. Other results showed that teachers' organizational citizenship behavior no significant differences with regard to their sex. Also Azimzadehand et al, showed that there is no significant relationship between sex and organizational citizenship behavior. Based on the results of this study can be said that organizational citizenship behavior, no significant difference between men and women teachers. Teachers work and teach their own emotions and feelings do not interfere and prefer to keep the line between work and emotions. Another hypothesis is thus indicated, that service principal, they have no effect on organizational citizenship behavior. The result was said to be based on the results, with increased service on organizational citizenship behavior change does not happen people and lack of organizational citizenship behavior. The service manager may be caused, not by the education agency mechanisms, including training courses, workshops, and create an appropriate context for organizational citizenship behavior provides principal. Momeni (2006) believes that organizational climate can be considered as lead manager.

High ranking managers should be on training courses more effective and establish appropriate conditions to provide context. School administrators are able and willing to make the school climate should lead to the open climate. Other results also showed, service history teachers, they have no effect on organizational citizenship behavior. Based on the results, it can be concluded that the record does not affect teachers' organizational citizenship behavior. The lack of organizational citizenship behavior based on service history teachers may be caused by this. Ability to develop and strengthen the organization's education does not work properly. When people come into the organization, other organizations cannot make it, which people with career development and strengthened uniformly reduce employment. And enhance service to their citizens improve their behavior and a broader vision and more different and more positive than the organization's staff to establish. When people come into the organization, the organization cannot fulfill their expectations, and an imbalance is created. And people feel that they have and what they offer to the organization. It's nothing against it, he offers, there is an inequality and resorting to mechanisms that seek to redress this inequality. Including the occurrence of activities beyond what was in people's formal job

description. Islami and sayar (2007) showed that people in jobs that are likely to receive bonuses more participating. Oregon (quoting Lee, 2002) has said that employees who feel they are treated with greater fairness tend to express their organizational citizenship behavior.

7. Research suggestions

Recommended School principal, middle managers and top manager's areas to provide so that pushed up the climate at school is open to the climate.

Given that the women principal to higher levels of organizational citizenship behavior of principal are men. Therefore recommended principal at lower levels of education among women to be elected directors, to students with good academic foundation and motivation to enter higher educational levels are more for education.

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