

Comparing Teachers' Citizenship Behavior in Public and Non-Profit Schools in Dorud County

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Abstract

Objective: *Comparing teachers' citizenship behavior in public and non-profit schools in Dorud County*

Methodology and research tools: *Statistical population was equal to two-hundred eighty (280) persons that one-hundred sixty two (162) persons were considered as sample volume based on statistical sampling. Teachers of public schools were one-hundred forty two persons and teachers of non-profit schools were twenty persons. Research methodology was descriptive. Podsakoff's citizenship behavior questionnaire, Allen and Mayer's organizational commitment questionnaire and Minnesota's job satisfaction questionnaire were used to collect data. Then results were exploited after analyzing by SPSS software.*

Findings: *No difference was observed in comparing organizational citizenship behavior of teachers in public and non-profit elementary schools in Dorud County.*

Conclusion: *Three dimensions of organizational citizenship behavior, job satisfaction and organizational commitment of teachers of both groups (public and non-profit) were observed at a weak level.*

Key words: public schools, non-profit schools, organizational citizenship behavior

Introduction

Education as the most important social institution needs to utilize considerable mental, financial, supportive and spiritual resources to fulfill its task and supplying such needs depends on cultural conditions and attitude of the society especially senior managers and decision-makers. Non-profit schools' activity beside public schools has been one of the important changes and events that our educational system has experienced during the years after the Islamic revolution. These schools are controlled under the supervision of education according to its purposes and policies and financial participation of people (Rabiee and Salehi, 2007).

Non-profit schools were constituted despite basic assumptions and principles of the related rules to liberalize some part of education expenses through transferring them to well-to-do families and its purpose was handling poor families' offspring more and consequently improvement of education level by relying on individuals' ability with regard to secondary education and its formalization in higher education schools (Rabiee and Salehi, 2007).

Research literature

Definitions of organizational citizenship behavior

Organ (1997) defined organizational citizenship behavior as a performance which supports social and psychological environment of the organization in which functional performances of the organization are occurred. Organizational citizenship behaviors include optional behaviors (voluntary and conscious) of employees that directly improve effectiveness of organizational purposes and its impacts are probably independent of employees' productivity. Primary purpose of organizational citizenship behavior is to recognize those responsibilities or behaviors undertaken by employees in the organization but are often ignored by organizational systems. These behaviors are effective in improving organizational influence although they are measured imperfectly in traditional evaluations of job performance or are sometimes ignored (Fahimi, 2011).

Types of citizenship behavior

According to Bienstock et al, there are three types of citizenship behaviors in the organization:

Organizational obedience: this term describes behaviors that their necessity and desirability is identified and are accepted in a reasonable structure of rules and regulations. Organizational obedience indexes are behaviors such as respecting organizational rules, conducting tasks totally and performing duties given to organizational resources like "being present at work on time" or "following the current rules and instructions at work place".

Organizational loyalty: such loyalty to the organization is different from loyalty to oneself, other individuals and organizational units and illustrates sacrifice level of employees towards organizational benefits and supporting the organization.

Organizational participation: this term is emerged by being involved in managing the organization among which we can refer to taking part in meetings, sharing one's ideas with others and knowing current issues of the organization (Eslami and Sayar, 2008).

Characteristics of organizational citizenship behavior (Fahimi, 2011)

Clear-sighted in the field of organizational behavior stated the three following characteristics as major characteristics of organizational citizenship behavior after conducting various studies about this phenomenon:

- A) Indefiniteness (not imperative)
- B) Behaviors that are arising from personal and independent innovations of employees.
- C) Organizational citizenship behaviors are led to the organization's profit.

Impacts of organizational citizenship behavior on the organization's performance and success (Senobari, 2009)

Organizational citizenship behavior increases the organization's effectiveness when length of time and number of individuals are enhanced. This assumption was not tested for several years and accepting it was based on a reasonable concept than direct experimental evidences. There are several reasons about the impact of organizational citizenship behavior on organization's effectiveness.

Organizational citizenship behavior could help the organization's success through the following ways:

- increased productivity of colleagues and management
- liberalization of resources and as a result using them for more helpful purposes
- helping to coordinate activities inside and outside of working group
- increased stability in the organization's performance
- empowering the organization to adapt changes of the organization's environment more effectively

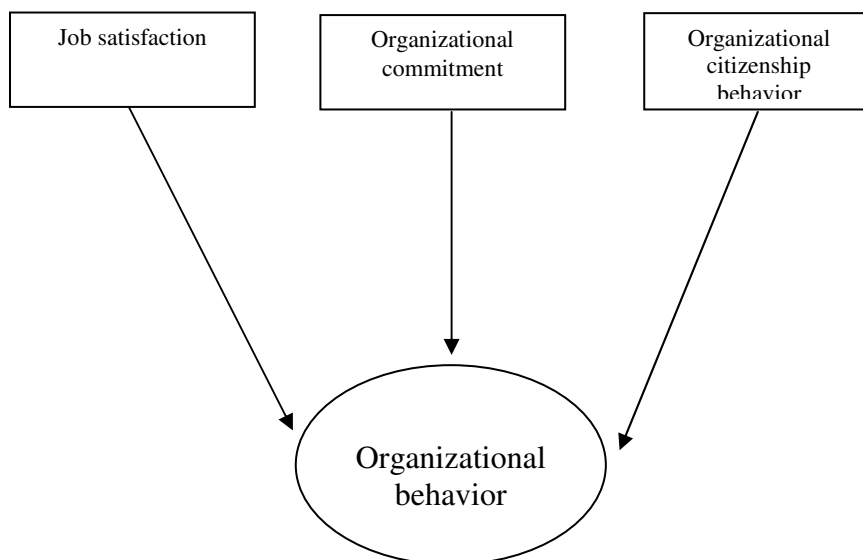
Research background

- Soroush's M.A thesis entitled "comparing job satisfaction, organizational commitment and their correlation with a selected group of personal characteristics among physical education authorities, schools and managers of physical education organization in Khorasan province.

Two major necessities of human factor, i.e. job satisfaction and organizational commitment that are proposed as job attitudes are considered in this study. These are among the major issues considered by behavioral sciences and clear-sighted of human resources management. Results reveal that authorities are at a higher level in terms of comparing average job satisfaction and organizational commitment.

- Majidi's M.A thesis entitled "impact of movement on organizational commitment and job satisfaction.
- Responses of one-hundred employees of tax administration were analyzed to study hypotheses. Unlike obtained results in the control group, organizational commitment and job satisfaction variables were increased significantly in the experimental group. Therefore it could be concluded that employees' movement in tax administration increases their job satisfaction and organizational commitment.
- Etemadi's M.A thesis entitled "comparing job stress with job satisfaction dimensions of nurses in CCU and normal cardiac unit in hospitals of Tehran and Iran medical sciences universities and the relationship among them.
- Results indicated average job stress of nurses in CCU unit was more than that of those in normal unit. Average job satisfaction and its motivational and hygienic dimensions in nurses of CCU unit was less than normal unit. There was a reverse relationship among job stress and job satisfaction dimensions in both groups of nurses in CCU and normal units.
- Pishva's M.A thesis entitled "studying the relationship between organizational climate of schools and commitment level of teachers at public high schools (girls) in Shiraz in the academic year 1999-2000.
- Obtained results of correlation between organizational climate and teachers' commitment revealed that there was a positive and significant correlation between organizational climate and teachers' commitment. Obtained results of t-test for independent groups showed there was a significant difference among average amounts of commitment in open and closed climates. In other words, average organizational commitment of teachers in schools with open climate was higher than in schools with closed climate. Obtained results of t-test for dependent groups revealed there was a significant difference between the current and desirable climate. To put it differently, teachers believed that desirable climate was more open.

Conceptual model of the survey



Primary hypothesis

There is no difference among organizational behavior of teachers at public and non-profit schools.

Secondary hypotheses

- 1- There is no difference among organizational citizenship behavior of teachers at public and non-profit schools.
- 2- There is no difference among job satisfaction of teachers at public and non-profit schools.
- 3- There is no difference among organizational commitment of teachers at public and non-profit schools.

Research methodology

The present survey was conducted using descriptive methodology.

Table 1- statistical population distribution

| Gender | Male | | Female | |
|----------------|------------|--------|------------|--------|
| Type of school | Non-profit | Public | Non-profit | Public |
| Number | 20 | 132 | 12 | 116 |

Class random sampling method was used in this survey. Sample volume included 142 teachers of public schools and 20 teachers of non-profit schools given that statistical population was considered with both groups of teachers from public and non-profit schools. Tools of data collection included studying documents and evidences, observation, interview and questionnaire. Direct reference was method of data collection. The present survey was conducted in two groups of statistical population: 1- teachers of public schools, 2- teachers of non-profit schools. Hence, data was analyzed through t-student test and SPSS software.

Data analysis**Comparing average amounts in two independent statistical populations**

T-student statistic is one of the techniques based on which it is possible to compare average amounts of two or more variables in two or more statistical populations.

Secondary hypothesis one

There is no difference among organizational citizenship behavior of teachers at public and non-profit schools. First we must know whether variances of both groups are homogenous with each other or not in order to use t-student statistic. Therefore, Levene statistic has been used. Accordingly null hypothesis is as below:
Null hypothesis: variances of both groups are equal.

Alternative hypotheses: variances of both groups are not equal.

Table 2- comparing average amounts in two independent statistical populations in secondary hypothesis one

| organizational citizenship behavior | Equality test of Levene variance | | t-student test to compare average amounts | | Average |
|-------------------------------------|----------------------------------|-------|---|-------|-------------------|
| | F statistic | Sig | t-statistic | Sig | Non-profit: 2.285 |
| | 1.920 | 0.168 | 0.683 | 0.496 | Public: 2.140 |

The obtained statistic (1.920) is significant ($P \geq 0.05$). Therefore, null hypothesis regarding similarity of variances of two statistical populations could not be rejected. Thus, t-student statistic must be used when variances are assumed to be similar. Analysis results indicate there is no significant difference among "organizational citizenship behavior" level of teachers at public and non-profit schools (t ($df=160$) = 0.683, $P \geq 0.05$). Therefore, null hypothesis regarding similarity between organizational citizenship behavior in two public and non-profit schools is confirmed.

Secondary hypothesis two

There is no difference among job satisfaction of teachers at public and non-profit schools.

Null hypothesis: variances of both groups are equal.

Alternative hypotheses: variances of both groups are not equal.

Table 3- comparing average amounts in two independent statistical populations in secondary hypothesis two

| organizational commitment | Equality test of Levene variance | | t-student test to compare average amounts | | Average |
|---------------------------|----------------------------------|-------|---|-------|------------------|
| | F statistic | Sig | t-statistic | Sig | Non-profit: 3.02 |
| | 0.167 | 0.684 | -1.489 | 0.138 | Public: 3.372 |

The obtained statistic (0.167) is significant ($P \geq 0.05$). Therefore, null hypothesis regarding similarity of variances of two statistical populations could not be rejected. Thus, t-student statistic must be used when variances are assumed to be similar. Analysis results indicate there is no significant difference among "organizational commitment" level of teachers at public and non-profit schools (t (df=160) =1.489, $P \geq 0.05$). Therefore, null hypothesis regarding similarity between organizational commitment in two public and non-profit schools is confirmed.

Secondary hypothesis three

There is no difference among organizational commitment of teachers at public and non-profit schools. Null hypothesis: variances of both groups are equal.

Alternative hypotheses: variances of both groups are not equal.

Table 4- comparing average amounts in two independent statistical populations in secondary hypothesis three

| job satisfaction | Equality test of Levene variance | | t-student test to compare average amounts | | Average |
|------------------|----------------------------------|-------|---|-------|------------------|
| | F statistic | Sig | t-statistic | Sig | Non-profit: 3.24 |
| | 0.177 | 0.674 | 0.089 | 0.929 | Public: 3.217 |

The obtained statistic (0.674) is significant ($P \geq 0.05$). Therefore, null hypothesis regarding similarity of variances of two statistical populations could not be rejected. Thus, t-student statistic must be used when variances are assumed to be similar. Analysis results indicate there is no significant difference among "job satisfaction" level of teachers at public and non-profit schools (t (df=159) =0.089, $P \geq 0.05$). Therefore, null hypothesis regarding similarity between job satisfaction in two public and non-profit schools is confirmed.

Discussion, conclusion and recommendations

All three dimensions of organizational behavior (organizational citizenship behavior, organizational commitment and job satisfaction) in both groups of teachers were observed at a low level. The present survey is consistent with Majidi's M.A thesis entitled impact of movement on organizational commitment and job satisfaction as well as Soroush's M.A thesis entitled comparing job satisfaction and organizational commitment and their correlation with a selected group of personal characteristics among physical education authorities in schools and managers of physical education organization in Khorasan province given to low level of organizational commitment and job satisfaction among teachers.

Managers could create helpful and effective citizenship behaviors by implementing educational plans for current employees, because employees whose employers have passed justice educational courses have more intention to show citizenship behaviors than other employees.

It is recommended to allocate annual rewards to employees who are willing to conduct extra-role behaviors to some extent not those who have only positive individual characteristics.

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