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The Role of Dimensions of Organizational Citizen Behavior in Social Capital

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Abstract

The purpose of this study was to investigate the role of dimensions of organizational citizen behavior in teachers' social capital. The study population was all 548 primary school teachers in Qorveh city (Iran), from which a sample of 225 people was selected by simple random sampling method based on Morgan table. The research method is correlation and especially structural equation modeling. To collect the data, researcher-made questionnaires of organizational citizen behavior based on the Organ model (1988) and Nahapiet and Ghoshal social capital questionnaire were used. To determine the reliability and validity of the instrument, Cronbach's alpha techniques and confirmatory factor analysis were used. The results indicated the optimal reliability and validity of the instrument. Confirmation path analysis was used to analyze the data using LISREL software. The results showed that the dimensions of teachers' citizenship behavior have a positive and significant effect on their social capital at the level of 0.05. The five dimensions of teachers 'citizenship behavior are able to explain 25% of the variance of their social capital, which is significance. In general, the findings support the role of constructs such as organizational citizenship behavior in teachers' personality strengths and character.

Keywords

organizational citizen behavior, teachers, social capital, primary schools

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Introduction

Today's conditions, characterized by increased competition and the need for efficiency in organizations, highlight the need for a valuable generation of employees, referred to as organizational soldiers (Deepaola, Tartter, & Hui, 2005, p. 61). Undoubtedly, these employees are the distinguishing factor of effective organizations compared to ineffective ones (Podsakoff, MacKenzie, Paine, & Barac, 2000, p. 533). Successful organizations have employees who go beyond their job requirements, voluntarily dedicating a significant amount of time and energy to the success of their organization (Fout & Lee Ping, 2008, p. 932). Employees who are willing to go beyond their official job duties represent organizational citizenship behavior, which has been the focus of many organizational researchers in recent years. Organizational citizens have many benefits for the organization, helping the organization allocate its resources effectively while maintaining its interests. Organizations that encourage citizenship behavior are more attractive places to work and can attract the best employees.

The survival and progress of any organization depend on the behavior of its members as citizens who pay attention to all positive behavioral aspects and adhere to them (Seroni, 2004, p. 15). Organizational citizenship behavior refers to behaviors that go beyond job duties and are supported by the organization (Glińska Nowak & Esztozk, 2018, p. 46). In the school organization of teachers, organizational citizens are engaged in teaching and learning. Organizational citizenship behavior has useful consequences, such as increasing managerial and employee efficiency, freeing up resources for beneficial purposes, helping coordinate internal and external activities, strengthening the organization's ability to attract and retain the best employees, increasing organizational sustainability and adaptability to environmental changes. Therefore, citizenship behavior cannot be achieved through sanctions or threats, as it goes beyond job duties. Organizational citizens help to create a positive organizational culture, provide the necessary flexibility in dealing with unforeseen problems, and enable members to collaborate on common issues. Overall, the goal of organizational citizenship behavior is to promote social welfare and increase the effectiveness of individuals and organizations (Drikkan & Ardil, 2016).

The dimensions of teacher's organizational citizenship behavior include work-related behaviors such as providing assistance to colleagues, working beyond the required hours, working on non-working days, and performing job duties that exceed school standards (Hooy & Miskel, 2013, as cited in Abbassian & Rajabi Firouzabadi, 2016). Research over the past three decades has shown

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the undeniable role of organizational citizenship behavior in creating a positive work environment, job satisfaction, higher performance, and greater effectiveness (Baker & Kernan, 2003; Rezazadeh, 1398). Therefore, it can be said that citizenship behavior is an important factor in creating and strengthening the social capital of teachers.

Kohn and Prossack (2001) consider social capital as essentially the source of creating and maintaining social relationships that lead to achieving goals that are difficult to access. Employee job performance is an important factor in human resource management and organizational behavior (Root, Purohit, & Babko, 2012). Social capital is a collection of actual and potential benefits that arise from the participation of actors and organizations in social networks. In other words, social capital means resources available in social structures such as trust, norms of reciprocal relationships, and mutual goals that prepare individuals for collective action and as a byproduct of social relationships and civic engagement in official and unofficial organizations (Kawachi, 2001, p. 33). According to Lin (2001), social capital is scientifically defined as resources surrounded by social networks that are available and used by social actors; therefore, this concept has two important features: first, it shows that resources are surrounded by social relationships for individuals; second, access to and use of these resources are available to individuals (Lin, 2001, pp. 18-21).

From Adler and Wang's (2002, p. 31) perspective, the first direct advantage of social capital is the distribution of information. Social capital facilitates access to a wider range of information resources and improves the quality, relevance, appropriateness, and timeliness of information. These two researchers consider the creation of networks of influence, control, and power as the second advantage of social capital and believe that cohesion is the third advantage of social capital. Additionally, social capital is a source for collaboration, bilateral relationships, and social development, as these issues can be used as resources for effective action and achieving desired goals.

The concept of social capital refers to the actual and potential benefits that arise from the participation of actors and organizations in social networks; in other words, a specific set of informal norms or values in which collaborative group members participate (Fukuyama, 2001, p. 9). Social capital generally includes institutions, relationships, tendencies, values, and norms that govern behaviors and interactions between individuals (Grootaert & van Bastelaer, 2002, p. 4). In other words, social capital refers to the networks and norms that enable people to act collectively

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(Woolcock, 1998, p. 154). Nahapiet and Ghoshal (1998) define social capital as the sum of actual and potential resources available from and generated by the network of relationships of an individual or a social unit (Nahapiet & Ghoshal, 1998, p. 243). They consider social capital to have three basic cognitive, structural, and relational dimensions. The structural dimension refers to individuals' ability to create relationships with others in an organization and has indicators of network ties, configuration of communication links, and matching of communication networks. The relational dimension refers to the type and nature of personal relationships that individuals have in interactions with each other and has indicators of trust, norms, commitments/expectations, and identity. The cognitive dimension refers to the fact that individuals interact with each other, resulting in the creation of a common perspective and goals, and has indicators of common language, rules, and narratives (Lin & Peel, 2006, p. 354). The results of studies by Zhang et al. (2020), Kang & Jiang (2019), Ku et al. (2018), Basu et al. (2017), Jiang (2017), Han & Huo (2016), Cho (2009), Rezazadeh (2019), Taghvayi Yazdi & Niazi Azari (2017), Khoshfar & Jandaghi Mir Malek (2016), Mosbahijahromi et al. (2015), Shamsi et al. (2014), Bakhti et al. (2011) indicate a positive relationship between citizenship behavior and social capital.

Therefore, it can be said that the organizational citizenship behavior of teachers can play an effective role in creating and strengthening their social capital. Previous studies have emphasized the general structure of citizenship behavior and its relationship with the social capital of teachers, and the lack of attention to the role of citizenship behavior dimensions in the social capital of teachers has always been scarce and sometimes overlooked. Thus, the main objective of this research is to investigate the role of citizenship behavior dimensions in the social capital of teachers. Therefore, the research question is whether the dimensions of citizenship behavior have a significant role in the social capital of teachers or not?

Research hypotheses

1) The dimension of civic duty in the citizenship behavior of teachers plays a significant role in their social capital.

2) The dimension of friendship in the citizenship behavior of teachers plays a significant role in their social capital.

3) The dimension of virtue in the citizenship behavior of teachers plays a significant role in their social capital.

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4) The dimension of courage in the citizenship behavior of teachers plays a significant role in their social capital.

5) The dimension of respect and honor in the citizenship behavior of teachers plays a significant role in their social capital.

Material and Methods

This research is a quantitative study with an applied research objective, using a descriptive method and a correlational design, specifically structural equation modeling. The population of the study consisted of all elementary school teachers in the city of Qorveh (Iran), with a total of 548 individuals. A simple random sampling method was used to select a sample size of 225 individuals based on the Morgan table. The data collection instruments used were the Organizational Citizenship Behavior questionnaire based on the Organ model (1988) and the Social Capital questionnaire based on the Nahapiet and Ghoshal model (1998), using a five-point Likert scale. The reliability of the research instruments was determined using Cronbach's alpha, with values of 0.85 for Organizational Citizenship Behavior and 0.92 for Social Capital, indicating that the instruments have suitable reliability. Confirmatory factor analysis was used for validity testing. The fit indices for the Organizational Citizenship Behavior questionnaire were: Chi-Square (18.62), degrees of freedom (35), Chi-Square/df ratio (1.77), Root Mean Square Error of Approximation (0.038), Comparative Fit Index (0.95), Goodness of Fit Index (0.93), and Adjusted Goodness of Fit Index (0.91). The fit indices for the Social Capital questionnaire were: Chi-Square (23.57), degrees of freedom (31), Chi-Square/df ratio (1.84), Root Mean Square Error of Approximation(0.032), Comparative Fit Index (0.94), Goodness of Fit Index (0.93), and Adjusted Goodness of Fit Index (0.90). Hypothesis testing was conducted using Pearson correlation matrices and structural equation modeling with the software packages SPSSv.25 and LISRELv.10.30.

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Results

In Tables 1 and 2, the descriptive indices of the variables, including the mean and standard deviation, as well as the correlation between the variables are reported. In Table 3, the fit indices of the model are provided, and the results related to the test of study hypotheses are given in Table 4.

Table 1. Descriptive analysis of the variables of Organizational Citizenship Behavior and Social Capital among teachers.

Variable	N	Mean	SD	Skewness	Kurtosis
Organizational citizen behavior	225	3.75	.51	.407	.613
Conscientiousness	240	3.92	.507	.567	.612
Altruism	240	.80	.701	.824	.805
Virtue of citizenship	240	3.77	.445	.749	.719
chivalry	240	3.71	.589	.608	.655
Respect	240	3.66	.611	.537	.717
Social capital	225	3.48	.419	.615	.711

Table 2. Correlation matrix of teachers' citizenship behavior dimensions with social capital

Variable	1	2	3	4	5
1. Conscientiousness	-				
2. Altruism	.32*	-			
3. Virtue of citizenship	.35*	.42*	-		
4. chivalry	.41*	.29*	.32*	-	
5, respect	.37*	.36*	.38*	.39*	-
6. Social capital	.51*	.64*	.59*	.54*	.48*

Table 3. Fit indexes of research model

Index	Obtained value	Accepted value	Result
Chi-square ratio	311.08		
Degree of freedom of the model	163		
Chi-square ratio on degrees of freedom	1.90	< 3	Confirmed
RMSEA	.042	< .08	Confirmed
CFI	.97	> .90	Confirmed
GFI	.95	> .90	Confirmed
AGFI	.92	> .90	Confirmed

Table 4. The results related to the test of study hypotheses

Hypothesis	Predictor	Criterion	Path	T value	Result
1	Conscientiousness	Teachers' Social capital	.46	12.37	Confirmed
2	Altruism		.58	12.21	Confirmed
3	Virtue of citizenship		.55	13.08	Confirmed
4	Chivalry		.51	11.22	Confirmed
5	Respect		.41	9.88	Confirmed

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The fit indices for the path analysis model are: Chi-Square (311.08), degrees of freedom (163), Chi-Square/df ratio (1.90), Root Mean Square Error of Approximation (0.042), Comparative Fit Index (0.97), Goodness of Fit Index (0.95), and Adjusted Goodness of Fit Index (0.92). Based on the fit indices, it can be concluded that the conceptual model fits the empirical model well. The RMSEA value is within the acceptable range, and the values of the CFI, GFI, and AGFI indices indicate a good fit for the structural model. Therefore, it can be concluded that the structural model of the study has a suitable and acceptable fit.

The results of the structural equation modeling show that the dimensions of Organizational Citizenship Behavior have a positive and significant effect on teachers' Social Capital at a significance level of 0.05. The range of the effect of Organizational Citizenship Behavior dimensions on Social Capital is between 0.41 and 0.58, with the highest effect related to the dimension of Friendship and the lowest effect related to the dimension of Respect and Honor. The five dimensions of Organizational Citizenship Behavior are able to explain 25% of the variance in teachers' Social Capital, with a t-value of 8.66, indicating the significant contribution of Organizational Citizenship Behavior dimensions to the explanation of teachers' Social Capital.

Discussion

The aim of this research was to investigate the role of organizational citizenship behavior dimensions of teachers in their social capital through structural equation modeling. The results showed that the dimensions of teachers' citizenship behavior have a significant positive effect on their social capital, with the highest effect related to the dimension of friendliness and the lowest effect related to the dimension of respect and honor. The five dimensions of teachers' citizenship behavior are able to explain 25% of the variance in their social capital. The results of this research are consistent with the findings of previous studies by Zhang et al. (2020), Kang and Jiang (2019), Ku et al. (2018), Bassou et al. (2017), Jan (2017), Han and Huo (2016), Cho (2009), Rezazadeh (2019), Taghvaee Yazdi and Niazi Azari (2017), Khoshfar and Jandaghi Mirgholami (2016), Mosbahijahromi et al. (2015), Shamsi et al. (2014), and Bakhti et al. (2011).

Individuals who exhibit good citizenship behavior in their personal lives are also likely to exhibit good organizational citizenship behavior. Therefore, educational organizations should design their recruitment and hiring processes to attract individuals with progressive citizenship behavior. Interviews are a good tool to identify good organizational citizens, with a focus on cooperative

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and team-oriented behaviors. However, organizations may not always be able to identify and hire individuals with these behaviors, in which case training programs can be developed to promote citizenship behavior among current staff. One effective training program is to develop training programs on organizational justice principles for school managers, as studies have shown that teachers whose managers have undergone such training are more likely to exhibit citizenship behavior. Additionally, reward systems are effective in promoting citizenship behavior, and organizations can offer annual rewards to staff members who exhibit such behavior to a significant extent.

It is also important to note that social pressures and group norms are more influential on individual behavior than formal policies and procedures. Therefore, organizations should develop informal mechanisms, such as a participatory culture, to promote citizenship behavior among teachers. Overall, the findings of this research serve as a reminder of the importance of promoting good citizenship behavior among teachers and the positive impact it has on their social capital.

Data availability statement

The original contributions presented in the study are included in the article/supplementary material; further inquiries can be directed to the corresponding author.

Ethics statement

The studies involving human participants were reviewed and approved by ethics committee of Islamic Azad University, Sanandaj, Iran.

Author contributions

JA, SA, PH and AA contributed to the study conception and design, material preparation, data collection and analysis. All authors contributed to the article and approved the submitted version.

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