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ORGANIZATIONAL SUPPORT IN RELATION TO ORGANIZATIONAL CITIZENSHIP BEHAVIOR IN PHYSICAL EDUCATION TEACHERS

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ABSTRACT

One of the most common conceptualization and operationalization made about the behavior of the function is the organizational citizenship behavior (OCB). The researcher aimed to investigate the relationship between perceived organizational support and organizational citizenship behavior among physical education teachers in city. This study is a descriptive survey. The statistical society is physical education teachers in the city (Rezvanshahr, Masal, Talesh) working indication organization which are 120. Among which 112 persons have participated in this study. To collect data for this study, a questionnaire was used. In this study, descriptive statistics is used for frequency distribution and inferential methods were used to test the hypotheses. Hypothesis was investigated at significance level $P \leq 0.05$. Results showed that the POS (Perceived organizational support) and organizational citizenship behavior (OCB) among physical education teachers in Masal has a significant relationship, but there is not a direct and meaningful relation relationship among physical education teachers in Talesh and Rezvanshahr.

Keywords: *Supporting Organization, Citizenship Behavior, Physical Education Teachers*

INTRODUCTION

Today there is an increasing concern about the factors affecting on the level of employee commitment to the organization's focus. In line with these ideas, several researchers stressed employment as an efforts and loyalty in exchange social and material rewards (Blau, 1964; Etzioni, 1961; Gouldner, 1960). Organizational support theory is based on the formation of general believes of employees in relation to how much an organization devoted to the welfare of workers with respect to the role of the value. Perceived organizational support reflects "the quality of social interactions that take place between worker and employer. Several studies point to the impact of Perceived organizational support † on corporate behavior and organizational performance. Eisenberger *et al.*, concluded in their study while the establishment of social interaction, a complex of † ay of ideas, thoughts and behavior between the two sides are exchanged, are very important for the organization. However, the presentation of these ideas, thoughts, and behaviors are related to perceptions of employee of how their organization appreciated and valued for them (Eisenberger *et al.*, 2001).

In today's world full of challenges, enterprises are to compete on the world stage and adapt the changing nature of jobs and meet the needs and expectations of customers, they are trying to operate The staffs who work beyond their job description duties and roles defined in the act, because it is believed that this behavior is reflected beyond their role in the performance evaluation, and can affect on Employee participation in the program and also is an affecting factor in job involvement, organizational commitment and self-esteem (Abbaspoor, 2004).

The most prominent factors that can support organizational behaviors, attitudes and interactions with staff in order to provide the best quality service is the voluntary behavior or organizational citizenship behavior (George, 1991).

OCB is the kind of behavior that goes beyond the predefined behaviors of organizations that are not directly rewarded or are not recognized by formal structures but are critical for the functional and operational success. According to the definition of this type of behavior, we can predicted that this behavior can impact on attitudes and behaviors of educational teachers, conduct their activities for the

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purpose of education and ultimately affect the quality of services provided to the community. Based on previous research, the manifestation of such behavior, different variables such as the type of personality, organizational culture, leadership style, organizational trust, organizational justice, organizational commitment, perceived organizational support and etc. is effective (Hui and Schaubroeck, 2001; Piercy *et al.*, 2006).

Sport Management states that some of the recent literature effect on employee attitudes and behaviors such as organizational commitment, job satisfaction, and willingness to change jobs and OCB among other variables attitudes (Robbins, 2001). Several studies point to the effectiveness of perceived organizational behavior and organizational performance.

Rosha (2008) in "the relationship between perceived organizational support and organizational performance in sports organizations recognized that OCB plays the role of mediator due to reach organizational goals in organizational commitment and organizational citizenship behavior of the interface". Chen *et al.*, (2009) in their study titled "behavior, perceived organizational support function, which leads to another?" found that POS function is to change the position of functions.

However, the relationship between the function and the position of the POS was not statistically significant (Chen *et al.*, 2009). Nadiri and Tanova (2010) in their study indicated that organizational justice, job satisfaction and organizational citizenship behavior is influenced by the behavior of perceived organizational support (Mackenzie *et al.*, 1993). Casper *et al.*, (2011) in a study states that there is a relation between perceived organizational support and organizational commitment and conflict organizational, more organizational support, more organizational commitment with less organizational conflict. Chiang and Chang (2011) in their study showed that perceived organizational support can predict citizenship behavior, job satisfaction and organizational commitment.

Due to what was mentioned above and the limited amount of research done on the content of sport management in this area, and with regard to the rare studies identification of cultural antecedents of OCB in our country and in particular for physical education teachers, the present study examine the relationship between perceived organizational support and organizational citizenship behavior of physical education teachers County (Talesh, Rezvanshahr and Masal).

MATERIALS AND METHODS

Methodology

As this research aims to solve the current problems, this type of research is applicable and because investigators seeking information about the views and opinions of different people, then the nature of research in descriptive and relationships between variables is correlational. The statistic Society is the research on physical education teachers in (Rezvanshahr, Masal, Talesh) working in education Organization which are 120 among which 112 persons have participated in this study. Due to the failure to return the questionnaires and due to the small size of population, the sample was selected like the statistic society from the community until the operation is significant. To collect data required for this study, a questionnaire was used. Questionnaire consists of three parts: Questionnaire about demographic variables Questionnaire containing "organizational citizenship behavior" variable which included 20 items in 5 dimension such as altruism, respect and courtesy, sportsmanship, work ethic, civil behavior. And thereby measured with 5-point Likert scale (including 1: totally disagree and 5: strongly agree). The questionnaire were used in Padsakaf *et al.*, (1990) which was used in 2002 by Bell and Mangok in insurance company, After appropriate localizing, was used for this study. And the third questionnaire containing perceived organizational support variables is † which contain the 5-point Likert scale consists of 8 questions (including 1: totally disagree and 5: strongly agree). The questionnaire was also used After appropriate localizing, it was used in Eisenberger *et al.*, (1990) study. In order to measure the reliability in this study, the Cronbach's alpha was used and reliability of all of the models is considered and each index is in an acceptable range (greater than 6.0), this means the reliability of the questionnaire. In the study of the distribution and frequency of descriptive statistics and inferential methods were used to test the hypothesis. In this regard, first Kolmogorov-Smirnov test was used to assess the normality of the

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distribution which is according to the P-value greater than 5%, the sample has a normal distribution. The Pearson correlation test was used to test hypotheses and all operations were performed using the SPSS software.

RESULTS AND DISCUSSION

Findings

The findings show that more than 38% of the study subjects are between 45 and 54 years age and over 80% has the maximum 54 years age. Most respondents to this survey (57.1%) are women. And (87.5%) were married. (68.8%) with a Bachelor's degree (BA) and 16.1% of them have graduate degrees. 75% of survey respondents worked in education organization as contract and only 10.7% of respondents work formally full-time. Most respondents to research and work experience (39.3%) were over 20 years and a total of 56.6% of them has over 15 years' experience.

Hypothesis

Null Hypothesis (Ho)

There is a relation between the POS (perceived organizational support) and OCB (organizational citizenship behavior) in the city of physical education teachers (Rezvanshahr - Masal-Talesh).

Table 1: The relationship between perceived organizational support and organizational citizenship behavior in Rezvanshahr, Masal and Talesh

OCB	Statistics	Variable
0.208	Pearson correlation coefficient	Perceived organizational support (Rezvanshahr)
0.248	Significant level.	
33	No.	

In level 0.01 is significant

OCB	Statistics	Variable
0.438	Pearson correlation coefficient	Perceived organizational support (Masal)
0.01	Significant level.	
35	No.	

In level 0.01 is significant

OCB	Statistics	Variable
0.154	Pearson correlation coefficient	Perceived organizational support (Talesh)
0.317	Significant level.	
44	No.	

In level 0.01 is significant

In Table 1, we see that according to Pearson correlation coefficients and significance level, the null hypothesis is confirmed and hypothesis in Masal is rejected. And the null hypothesis is rejected and hypothesis is confirmed in Rezvanshahr and Talesh. So there is a direct and meaningful relation between POS (Perceived organizational support) and OCB (organizational citizenship behavior) among teachers in Masal and Talesh but there is not a direct and meaningful relation among the editors of cities and there is no direct and significant relation in Talesh and Rezvanshahr.

Conclusion

There is a direct and meaningful relation between POS (Perceived organizational support) and OCB (OCB) in teachers in Masal. But there is no direct significant relationship between the teachers in Talesh and Rezvanshahr cities. Findings were consistent with the results of Liu (2004), Pearce (2006), Rocha

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(2008), Chen *et al.*, (2009) and Hemmati *et al.*, (2012). And the results of physical education teachers and Rezvanshahr have discrepancies with Talesh and Rezvanshahr, and the results of Masal have discrepancies with, Pianluprasidh (2005) and Ingham (2008). And the results are consistent with the physical education teachers in Rezvanshahr cities and Talesh. As expected, more than half of the physical education teachers in the three cities of Guilan there was a significant positive correlation between perceived organizational support and organizational citizenship behaviors. This relationship is based on the logic of social exchange theory because this theory explains the circumstances in which those who feel they have benefited seek reciprocity. Based on this theory, physical education teachers may receive compensation for its organizational citizenship behavior and supporting their managers do to balance or maintain equality of social exchange with the director and headmaster. Due to the average POS in physical education teacher, relatively high average of POS and this relationship was not far expected. Then the quality of exchange relationships, encourage physical arthritis teachers by increasing a sense of belonging, mutual trust and willingness to make amends, responsible citizenship behavior. For example, recent studies show that when managers schedule working hours and coordinate with teachers' preferences, teachers tend to remain in school or organization. Or when the organization (school) do activities (such as education, autonomy) shows that it appreciate teachers, the teacher feels that his organization supports her and when the teacher feel that department support her, try to do such a behavior that contribute to the education department. So according to this theory, it is reasonable to say that an organizational support makes OCB in physical teacher. But regardless of the number of studies that attempt to identify aspects of citizenship and the importance of these behaviors in organizational effectiveness, it should be noted that relatively few studies is performed on how to create, encourage, promote and reinforce such behavior. In general, techniques, strategies and structures which can be applied to this issue appear very important alongside the existing studies on organizational citizenship behavior.

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