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The Relationship between Organizational Trust and Organizational Citizenship Behavior in Physical Education Teachers

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Abstract:
   The aim of this study was to find relationship between organizational trust and organizational citizenship behavior and its components (including altruism, conscientiousness, sportsmanship, civic behavior and polite and considerate). The population in this study included all of the physical education teachers in Kuhdasht city and suburban schools. 114 teachers were randomly selected. The Yong Jing (2002) Data Questionnaire Institutional Trust and organizational citizenship behavior were used. In order to analyze the data descriptive and deductive statistics (Kolmogorov-Smirnov, Pearson correlation and regression analysis) with significance level $p \leq 0.05$ were used. Results showed a significant relationship between organizational trust and organizational citizenship behavior of PE teachers.

Key words: Organizational trust, Organizational citizenship behavior.

Introduction

Virtually all organizational relationships are based on trust.

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The important point is that the managers and staff should know how to promote the importance of trust and also to consider their role in creating trust. Managers as supervisors play a major role in satisfying the employees' needs, provide appropriate mental space and psychological atmosphere of trust. It is not difficult to collect skilled workers, resourceful and efficient, but the maintenance and creation of a favorable environment for activities is more difficult. Since the implementation of new ideas, new approaches and systems improvement in the shadows security, trust and professional respect and human dignity with respect to values and social conventions is systematically possible. As a role of success, creating an atmosphere of trust and loyalty, less staff turnover, effectiveness and efficiency of the organization seems to be important.

Material and Method

Participants

The study sample included all of the physical education teacher in Kuhdasht, Lorestan province in the West of Iran. Among which 114 (41 females, 73 males) persons as research subjects were selected by simple random sampling.

percentage	Frequency		
64	73	Male	Gender
36	41	Women	

Table 1: Descriptive information about the sex of subjects

Tools and methods of data collection

In order to collect data the questionnaires were used. Predictive variable in this study was organizational trust and its subscales, including trust based on cognitive, trust based on the impact trends. Criterion variables in this study was organizational citizenship behavior, including altruism,

conscientiousness, sportsmanship, civic behavior, manners and be considerate. Yong Jing (2002) Data Questionnaire Institutional Trust which contains 12 questions and Organization Civil Behavior questioners included 15 questions.

Statistical methods

In order to analyze the data descriptive and deductive statistics (Kolmogorov-Smirnov, Pearson Correlation and regression analysis) with significance level $p \leq 0.05$ were used.

Results

Distribution of data using Kolmogorov-Smirnov showed that none of the variables normally distributed, therefore, to examine the relationship between the non parametric variables, correlation coefficients were used. According to the results in Table 2, there was a significant relationship between the organizational citizenship behavior (the correlation value of 0/37 significance level of 0/0001). Significant relationship between Organizational trust and friendship in PE teachers exists (value between 0/ 67 significance level of 0/ 0001). There was a significant correlation between Inter- organizational trust and conscience (correlation value of 0 /55 significance level of 0 / 0001). There was a significant correlation between Inter-organizational trust and generosity (correlation value of 0 /63 significance level of 0 / 0001). There was a significant relationship between institutional trust and civic behavior (correlation of 0/ 41 significance level of 0/ 0001). There was a significant correlation between Inter-organizational trust and polite and considerate (correlation value of 0/49 significance level of 0/0001).

Significant level	Correlations	Mean and Standard deviation	Variable
0/0001	0/37	3/84 ± 0/44	Organizational Trust
		4/41 ± 0/38	**OCB**
0/0001	0/67	3/84 ± 0/44	Organizational Trust
		4/1 ± 0/66	**Philanthropy**
0/0001	0/55	3/84 ± 0/44	Organizational Trust
		4/2 ± 0/61	**conscience**
0/0001	0/63	3/84 ± 0/44	Organizational Trust
		4/15 ± 0/52	**Chivalry**
0/0001	0/41	3/84 ± 0/44	Organizational Trust
		4/14 ± 0/46	**civil behavior**
0/0001	0/49	3/84 ± 0/44	Organizational Trust
		4/1 ± 0/65	**Courteous and considerate**

Table 2. Examination of the relationship between organizational trust and study variables

Discussion and conclusion

Analysis of the results showed that there was a significant correlation between organizational trust and organizational citizenship behavior in PE teachers of Kuhdasht. So this result of study was consistent with the findings of Kakhaki (2009) and Gholipour and colleagues (2008) and Asgari et al. (2008). Trust has significant effect on organizational outcomes. If employees interact with their colleagues and see that they act honestly, faithful to their promises, behavioral stability, they are doing their work well. Singh and Kakhaki (2009) believe in trust at the individual level, a person disposing back to the positive work behaviors such as organizational citizenship behavior.

Organ et al. (2008) also showed that trust could increase the reliability of staff and improve staff competency, and also improve employees' sense of benevolence. Asgari and colleagues (2008) showed that the interaction manager and interaction with staff is based on trust.

The results of the study indicate that the inter-organizational trust and friendship of PE teachers is significantly high. Gholipour and Kakhaki (2009) results and the present results can be somewhat compatible. Based on studies of Podsakoff and Graham (1991), people who like philanthropy also want to have well social behaviors. The socialization process can improve organizational citizenship behavior on social interactions between customers and employees. In educational organizations, like schools, for many teachers who have better OCB in the organization could better represent the needs of the students are more active, and this increased confidence in the organization.

Findings from the study showed that significant relationship exists between institutional trust and conscience PE teachers. Teachers, due to the nature of their job and responsibility to the psychological health of their students, will probably have a lot of consciousness and act spontaneously and self-controlled. All personnel try to do a better job and use the information, knowledge and skills to keep themselves updated.

The results of the analysis showed that significant relationship exists between the assumptions of organizational trust and generosity PE teachers. In fact, research shows that the fair treatment of teachers by colleagues and managers observe and demonstrate more quality education services and also organizational trust exists more at their work place. Sportsmanship behavior creates a positive atmosphere among the school and the interaction between teachers and students as well as colleagues.

Analysis results show that a significant relationship exists between the inter-organizational trust and civic behavior,

in physical education teachers. Organizational trust is one of the tools that can enhance social behavior (civil actions) and both are secretaries' honest and accurate statistical tool to accept social behavior which is based on trust. Organizational trust provides the basis for social exchange relationship.

Teachers who work with students and communicate with them are borderline employees who are constantly interacting with the students. Therefore, teachers can be the basis for the development of new educational services, management services and the means to improve the quality of educational services. The quality of educational services for students is the result of the distribution of these services, carried out by teachers. Thus, social customs, in regard to active participation in activities in order to gain experience in a variety of other employees to perform their services and diagnose problems during service learning and how to improve customer service and increase camaraderie and friendship, are opportunities provided for employees.

Individual tasks are responsible for the organizational trust, understanding and insight appropriate to be done.

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