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Relationship of Organizational Trust and Organizational Justice with Organizational Citizenship Behavior of Female Teachers: Chain Mediation of Job Stress and Emotional Exhaustion

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This study aimed at the analysis of the relationship of organizational trust and organizational justice with organizational citizenship behavior of teachers with chain mediation of job stress and emotional exhaustion. To this end, 170 female teachers were selected from public schools in Ilam using the multistage random sampling method. Research instruments were as follow: teachers' organizational citizenship behavior questionnaire, organizational trust questionnaire, organizational justice, job stress and emotional exhaustion**.** Results using structural equation modeling confirmed the fitness of the hypothesized model and revealed that organizational trust (b =.46, p= .04), and organizational justice (b = .70, p= .03) directly influence the organizational citizenship behavior of teachers. Analysis of mediating relationships using the bootstrap method indicated that, job stress and emotional exhaustion do not play a chain mediation role in the relationship between organizational trust (b = .019, p= .12) and organizational justice (b = .04, p= .15) with organizational citizenship behavior of teachers. Finally, these findings based on theories such as social exchange and equity have been discussed.

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Keywords: teachers' organizational citizenship behavior, organizational trust, organizational justice, job stress, emotional exhaustion.

Today, organizations and managers apply various solutions and methods to attract efficient human forces (Belcourt, Bohlander and Snell, 2008). One of the valuable features of human forces being currently stressed is organizational citizenship behavior (OCB). This feature draws on the behavior of a good citizen to define an employee who makes every effort and even goes further than the pre-assigned tasks to perform his/her tasks and enhance the overall performance of the organizations. In other words, employees featured with OCB are like committed citizens who try to improve the performance of an organization without any expectations (Organ, 1988; quoted by Zarrin Abadi and Behrangi, 2009, Nguni, Sleegers and Denessen, 2006).

The significance of the role of OCB in organizations is undeniable. However, the effect of such behavior on educational organization is of greater significance. The contributions of schools to the education of future human forces and comprehensive development of countries proves the necessity of sublimity of teachers' OCB. Teachers are responsible for improving the understanding of students through effective teachings. In addition, considering the complicated nature of learning, students' understanding cannot be improved by performing pre-determined specific tasks (Oplatka, 2009. Belogolovsky and Somech, 2010.). OCB refers to all helping behaviors extended to colleagues, supervisors, and students, such as lending a colleague a hand with work overload or preparing special assignments for higher and lower level students; and extended to the school at large, such as suggesting

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improvements in pedagogical issues or talking favorably about the school to outsiders (Penner, Midili, 1997). OCB is essential because schools cannot anticipate through formally stated in-role job descriptions the entire array of behaviors needed for achieving goals (George & Brief, 1992).

Studies by educational organizations introduce various factors that influence teachers' OCB (Garg and Rastogi, 2006; Oplatka, 2006; DiPaola and Hoy, 2005; Somech and Drach-Zahavy, 2004; Cohen, 2006؛Demir, 2015). Unfortunately, in spite of the concern for the importance and growing trend of studies as well as the evident need of schools for teachers with a high-level of OCB (OCB), this issue has not attracted enough attention in Iran and Iranian schools (Zarrin Abadi and Behrangi, 2009).Due to the importance and necessity of OCB for enhancing the effectiveness of schools, the following question is raised: What are the job and organizational variables influencing the effectiveness of schools?

Organizational trust is an important concern in human relations behavior. It brings about many advantages to organizational life. These advantages can also increase the effectiveness of organizations (Tschannen and Moran, 2001). Organizational trust refers to employees' expectations of behavior and a network of relations (Shockley and Zalabak, 2000; quoted from Chathoth, Mak, Juhari and Manaktola, 2007). Organizational trust is a factor increasing the effectiveness and productivity of educational organizations (Kochanek, 2005). In schools, trust influences all of the social interactions among teachers and students, teachers and parents, teachers and teachers and finally teachers and other groups in the school. It also positively influences the effectiveness of schools (Van Maele and Van Houtte, 2009). Therefore, since organizational trust reinforces organizational effectiveness, it can be said that

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this element also reinforces the key characteristics of the effectiveness of schools (Sammons, 1999; quoted from Van Maele and Van Houtte, 2009). One of these key characteristics is OCB as in previous research the positive relationship between organizational trust and OCB was confirmed (*e.g.* Hang-Yue Ngo and Chi-Sum Wong, 2004; Dolan and Tzafrir, 2005; Chieh-Peng Lin, 2009). On the other hand, a lack of organizational trust may lead to uncertainty and ambiguity in the organizational space. In addition, ambiguity and uncertainty in workspace are also factors that can cause stress to individuals (Judge and Colquit, 2004). In fact, when employees lose their trust in the organization, they may take the decrees and organizational policies as well as decisions made by managers as threats and negative. This also leads to the development of stress and anxieties in employees and hence affects their behavior (Ashford V. Humphrey, 1995; quoted by Rehfeld, 2001).

Considering the comprehensive role of schools and educational organizations in human social life, organizational justice plays a significant role in the performance of such organizations. Injustice and unjust distribution of organizations' achievements and inputs diminishes the morale of employees and weakens their spirit of trying and acting (Alvani and Pour Ezzat, 2003؛ Zeinabady and Salehi, 2011). Since organizational justice and OCB are among the most important factors influencing human forces, organizations take administrative actions and measures to dispense justice and therefore motivate employees to become involved in effective activities. In addition, perception of injustice in organizational procedures, relations and decisions is an environmental stress factor. This factor influences employees' interest in taking actions to reduce the outcomes of their perception of the injustice governing the organization. This is also caused by the resulting increased

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ambiguity and decreased sense of control. These changes influence the wellbeing and mental health of individuals and involve them in stress (Erkutlu and Chafra, 2006).

In fact, people demonstrate various negative emotional reactions (such as anxiety, depression, failure, and emotional disability) in facing stress factors when assessing workplace conditions (Spector, 1998; quoted by Fox, Specter and Miles, 2001). These disorders are observed among those serving in social service positions such as teachers. In fact, teachers' stress is defined as the experience of unpleasant feelings such as depression, anger, worry, instability and tension (Kyriacou, 1987; quoted by Eres and Atanasoska, 2011). Studies in European countries reported that 60-70% of teachers experience constant stress (Rudow, 2002; quoted by Poloski and Bogdanic, 2007); and almost 30 percent of the teachers have shown signs of emotional exhaustion (Rado, 2002; quoted by Poloski and Bogdanic, 2007). It can reduce their tolerance. Such teachers are more indifferent and irritable in their interactions with students. As a result, the level of student motivation and participation in class and other educational environments declines (Simpson, Lacava and Graner, 2004). In such conditions, teachers may be less interested in solving students' problems. In addition, due to the development of negative feelings and a reduction in teachers' commitment, their ability to motivate students may be influenced (Nico, Vanyperen, Bram and Buunk, 2001).

Figure (1) shows the research theoretical model, which was formed on the basis of theoretical arguments and research findings presented in previous sections.

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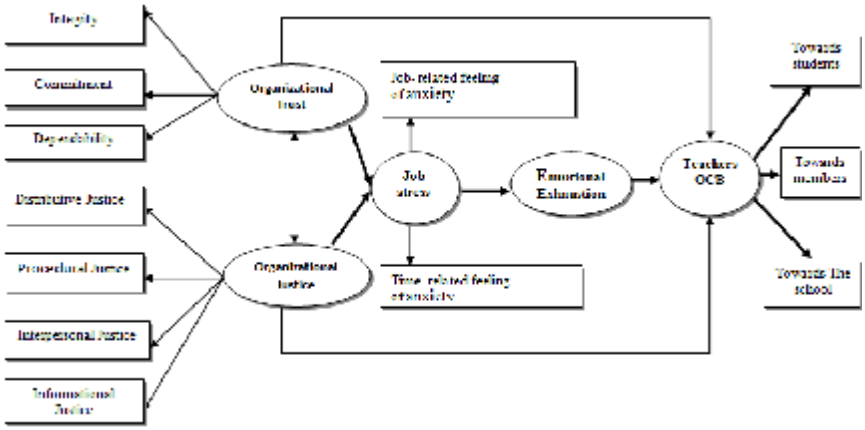


Figure 1. Research Theoretical Model

As seen in Figure 1, organizational trust and organizational justice are expected to influence teachers' OCB both directly and with the chain mediation of job stress and emotional exhaustion.

Method

Participants

The statistical population for this research included all of the female teachers of guidance schools in Ilam City. With regard to population size and using Kerjci and Morgan Table the sample size calculated 170 teachers selected using the multistage random sampling method. Ilam City is divided into two educational districts. District 1 includes 13 female guidance schools and District 2 includes 15. Six schools from District 1 and eight schools from District 2 were selected randomly and from each school 13 teachers were selected randomly to participat in the study. Twelve of the questionnaires were not completed and hence removed from the analyses. The average age of participants was 39.65 years with a standard deviation of

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4.85. In addition, the average years of service of the participants were also 19.92 years with a standard deviation of 4.56.

Instruments

The following tools were used in this research to measure research variables:

Teachers' Organizational Citizenship Behavior (OCB) Questionnaire. This questionnaire was developed by Somech and Drach-Zahavy (2000). This scale includes 24 items and the following three subscales: OCB towards students, OCB towards team members, and OCB towards the school. In the research by Somech and Drach-Zahavy (2000), the reliability values obtained for the first, second and third subscales using the Cronbach's alpha method were .77, .80 and .87, respectively. In the current study, the reliability values obtained using Cronbach's alpha for OCB towards students, team members and the school were .84, .87 and .85, respectively. The overall reliability of the teachers' OCB scale was also .94. In order to determine the validity of the questionnaire, the correlation coefficient for the three dimensions of OCB as well as the total score of the questionnaire were calculated. Correlation coefficients varied between .93 and .95. All of the resulting values were also significant at $p< .01$. Moreover, the total score of the questionnaire also correlated with the score of a general question. The correlation coefficients obtained for OCB towards students, team members and the schools (as the dimensions of OCB) were .78, .83 and .81, respectively. The correlation coefficient for the entire questionnaire was 0.85. All of these values were significant at $p< .01$.

Organizational trust questionnaire. This 19-item questionnaire was developed by Chathoth, Mak, Jauhari and Manaktolae (2007) to assess employees' perception of

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organizational trust. This scale covers the following three dimensions of trust: integrity (characteristics such as fairness and justice in intra-organization and inter-organization interactions), commitment (the employee spends a part of his/her energy on saving and enhancing factors such as relations among organization's sectors), and dependability (characteristics such as loyalty and trust in interpersonal relationships and organizational relations). The respondents answer the questions based on a 10-point Likert scale providing the following options: 1 (fully disagreed), 5 (no idea), and 10 (fully agreed). Chathoth *et al.* (2007) reported Cronbach's alpha coefficients of .90, .87 and .76 for integrity, commitment and dependability. In the present research, the reliability calculated using the Cronbach's alpha method for integrity, commitment and dependability was .94, .93 and .93, respectively. The reliability calculated for organizational trust was also .96. In order to determine the validity of the questionnaire, the score of the questionnaire was correlated with the score of a general question. The validity coefficients obtained for integrity, commitment and dependability were .80, .78 and .79, respectively. The coefficient obtained for the entire questionnaire was also .86. All of the aforementioned variables were significant at $p < .01$.

Organizational justice scale. This scale was developed by Colquitt (2001). It includes the following four subscales: distributive justice, procedural justice, interpersonal justice and informational justice. In the study by Hashemi Sheykh Shabani and Rajabi (2011), the reliability values calculated using the Cronbach's alpha method for distributive justice, procedural justice, interpersonal justice and informational justice subscales were .91, .79, .90 and .91, respectively. In their study (2011), the convergent validity of the questionnaire was assessed by

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calculating the coefficients for the correlation between the total organizational justice score and the score of each of its components (.71-.84). The resulting values confirmed the convergent validity of the questionnaire. In addition, the coefficients calculated for the correlation between the subscales of organizational justice and the criterion variables scale also reflected the simultaneous criterion-related validity of the questionnaire. In the present study, the reliability values obtained using the Cronbach's alpha coefficient for distributive justice, procedural justice, interpersonal justice and informational justice subscales were .93, .89, .95, and .94, respectively. The reliability of the organizational justice scale was also calculated at .94.

Job stress scale. This scale was developed by Parker and Decotiis (1983). It includes 13 items, 8 of which focus on time-related feeling of anxiety while 5 items focus on job-related feeling of anxiety. Parker and Decotiis (1983) reported Cronbach's alpha coefficients of .86 and .74 for time-related feeling of anxiety and job-related feeling of anxiety, respectively. In the present research, the reliability values calculated using the Cronbach's alpha coefficient for job-related feeling of anxiety and time-related feelings of anxiety were .88 and .93, respectively. The reliability of job stress was also assessed at .95. The coefficient for the correlation between the two dimensions of job stress was .88, which was significant at $p< .01$. This value confirmed the convergent validity of the questionnaire.

Emotional exhaustion scale. In this study to measure the emotional exhaustion the Maslach Burnout Inventory emotional exhaustion subscale (1981) was used. It includes 5 items and a seven degree scale from 0 (never) to 6 (always). Cronbach's alpha coefficients for the subscales of the Maslach (1981),

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Karatepe & Uludag (2007), Halbslbn & Buler (2007), respectively .9, .86 and reported (quoted by the Ismaili Svdrjany, 1389). In the present study, using Cronbach's alpha reliability coefficient was obtained .93.

Results

Means and standard deviation of variables are presented in Table 1.

Table 1
The Mean Values and Standard Deviation of Variables and Subscales

Variables		Mean	Standard Deviation
Teachers' OCB		81.06	18.15
Subscales of teachers' OCB	Towards students	25.38	6.24
	Towards team members	24.40	5.61
	Towards the school	31.27	7.39
Organizational trust		110.48	33.87
Subscales of organizational trust	Integrity	27.18	9.68
	Commitment	43.96	12.70
	Dependability	39.62	1.39
Organizational justice		63.17	14.19
Subscales of organizational justice	Distributive justice	11.74	3.80
	Procedural justice	18.96	5.47
	Interactive justice	16.26	3.34
	Informational justice	16.47	4.78
Job stress		31.62	13.25
Subscales of job stress	Time-related feeling of anxiety	20.18	8.62
	Job-related feeling of anxiety	11.44	4.99
Emotional Exhaustion		5.02	6.89

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Correlations among research variables are presented in Table 2.

Table 2
Correlations among Research Variables

Row	Variable	1	2	3	4	5
1	OCB	-	.67*	.75*	-.67*	-.65*
2	Organizational trust		-	.72*	-.70*	-.64*
3	Organizational justice			-	-.69*	-.69*
4	Job stress				-	.73*
5	Emotional Exhaustion					-

** P< .01*

As seen in Table 2, the simple correlation coefficients for research variables are significant at $p< .01$. Table 3 shows fitting results for the proposed model or the research theoretical model.

Table 3
Fitness Indices for the Research Model

Fitness index	X^2	df	X^2/df	GFI	AGFI	RMSEA	NFI	CFI	IFI	TLI
Theoretical model	133.565	56	2.385	.9	.9	.091	.93	.96	.96	.94

To explain these indices, it is worth mentioning that if the chi-square value (x^2) is not statistically significant, the model has good fitness. However, this index is almost always significant for models with large n values. Hence, the x^2/df ratio (known as relative chi square) is used instead of chi-square (x^2). This relative chi square is obtained by dividing the chi-square fitness index by the corresponding degree of freedom. The more the result of this ratio approaches zero (and is smaller), the higher is the fitness of the model. The allowable value for this ratio is ≤ 3. The allowable values for GFI, AGFI, IFI, TLI and CFI is also $\geq .9$. In addition, when the RMSEA (root mean

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square error of approximation) index varies between .06 and .08, the model has good fitness. A value between .01 and .05 shows excellent model fitness while .00 (zero) shows full model fitness. Bentler and Bonnet's index or the Normed Fit Index (NFI) has to be ≥ .9 (Beshlideh, 2012; p, 367). As seen in Table 3, fitness indices indicate that the research theoretical model has good fitness. Figure 2 shows the coefficients of the standard path of the research theoretical model in relation to factors influencing teachers' OCB.

According to the standard path coefficients shown in Figure (2), the direct effects of organizational trust on teachers' OCB (b = .46, p= -.04), and justice on teachers' OCB (b = .70, p= .03) were significant, but the direct effects of job stress on emotional exhaustion (b = .07, p= .46) and emotional exhaustion on teachers' OCB (b =.09, p= -.27) were not significant.

In order to examine the hypotheses on mediating relationships, the bootstrap method was employed. The reason was that this method is highly powerful and reduces type I errors (Beshlideh, 2012; P, 367). Figure 3 depicts the overall diagram of three-path mediating models (with two mediator variable).

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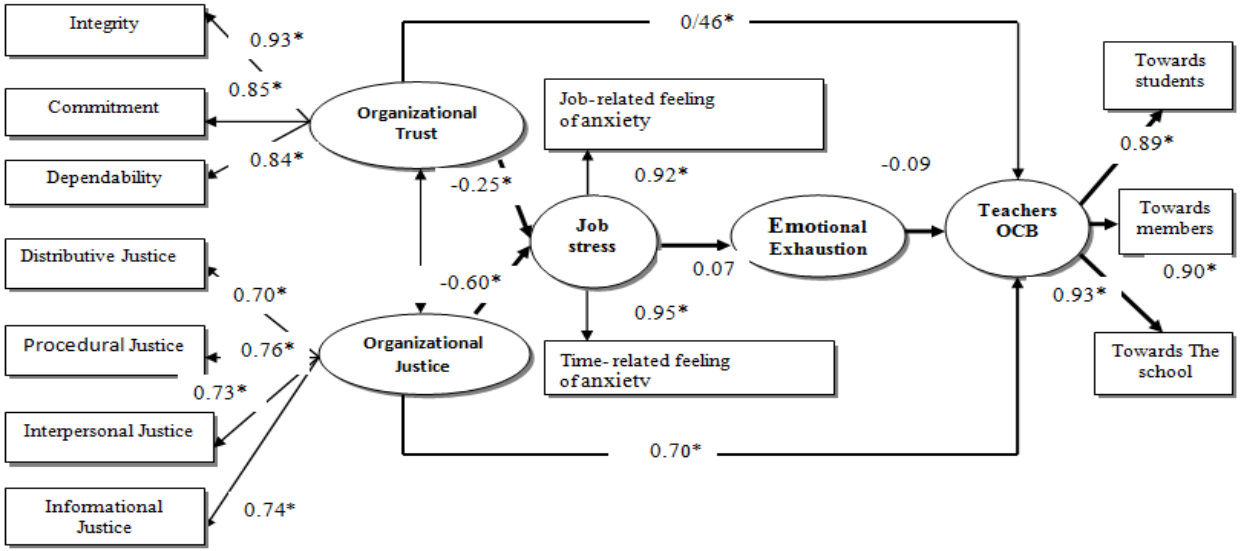


Figure 2. Coefficients of the Standard Path of the Research Theoretical Model in Relation to the Factors Influencing Teachers' OCB.

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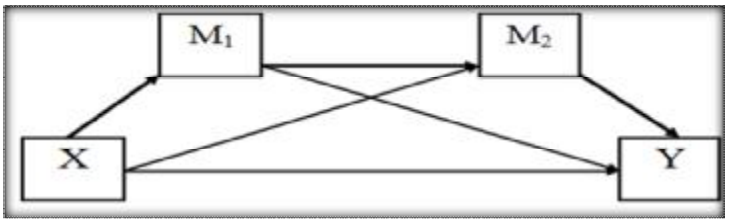


Figure 3. Diagram of a Two-Path Mediating Model; Adapted from Beshlideh (2012)

In Figure 3, X is the predictor variable, Y is the criterion variable and M_1 and M_2 are the mediator variables. In this model, the direct relationship between X and Y as well as the indirect effect of X on Y through the chain mediation M_1 and M_2 are studied. Table 4 shows the results of the examination of hypotheses on mediating relationships using the bootstrap method.

Table 4
Results of Analysis of Hypotheses on Mediating Relationships Using the Bootstrap Method

Indirect Path	*b*	Lower limit	Upper limit	Sig.
Org. trust -- -> job stress--- -> Emotional exhaustion --->teachers' OCB	.019	-.001	.07	.12
Org. justice-- -> job stress--- ->- Emotional exhaustion--- > teachers' OCB	.04	-.004	.116	.15

The information presented on Table 4 indicates that the standard coefficient of the indirect effect (*b*) of organizational trust on teachers' OCB through job stress and emotional

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exhaustion is .019 which is not significant (p= .12). In addition, as seen in this table, the upper and lower limits of the indirect effect extend to zero and thus the significance of this indirect relationship is not confirmed. Results indicated that the standard coefficient of the indirect effect (b) of organizational justice on teachers' OCB through job stress and emotional exhaustion is .04, which is not significant (p= .15) using the bootstrap method. Moreover, the upper and lower limits of the indirect effect extend to zero and thus the significance of this indirect relationship is not confirmed.

Discussion

The objective of the present research was to study the analysis of the relationship of organizational trust and organizational justice with organizational citizenship behavior of teachers with chain mediation of job stress and emotional exhaustion. Findings indicated that the organizational justice has a positive significant direct effect on teachers' OCB. This finding complies with the findings of the studies by Aslam and Sadagat (2011) and Karriker and Williams (2009). According to the equity theory, perception of injustice and inequality induces stress in the individual so that he/she is motivated to reduce the inequality. Assuming that OCB is an individual product, the individual tries to balance the inequality by increasing/ decreasing his/her extra-role behavior (Organ, 1988; quoted by Zarrin Abadi and Behrangi, 2009). In addition, in a social exchange process, when employees perceive management behavior as fair, they are more interested in taking deliberate actions. These actions are not part of their main roles or tasks, but significantly contribute to the progress and improvement of organizational goals (Deloga, 1994; quoted by Aslam and Sadagat, 2011).

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The Social Exchange Theory states that an organization is the place where exchanges between leaders (directors) and employees take place. There are two dimensions to this exchange: economic and social. Its economic dimension deals with the existence of a definite clear agreement between the two parties (directors and employees). By this agreement, both sides commit to accomplishing a special task to receive benefits from the other side. The social dimension is usually unwritten and unclear and is mostly focused on individual perceptions. It is more of a psychological nature. According to this social agreement, when people feel the other side is treating them justly and morally, they also somehow try to gratify the other side. In the case of employees, this is achieved with enhancement of citizenship behavior as well as an increase in the extra-role performance (Niehoffand Moorman, 1993; quoted by Lavelle, Rupp, and Brockner, 2007).

The findings of this research indicated that the coefficient of standard path of organizational trust has a positive significant effect on teachers' OCB. This finding complies with the findings of the studies by Appelbaum et al (2004) and Laschinger and Finegan (2005), a direct relationship was found between these two variables to be consistent. According to studies, Mishra & Morrissey (1990), organizational trust facilitates open and clear communication within the organization, information sharing, and employee participation in decision making and enhance organizational productivity. A perceived organizational climate of trust leads to consequences in terms of job satisfaction, organizational commitment, clarity of roles and increased performance (Laschinger and Finegan, 2005). These factors can lead to a greater incidence of organizational citizenship behaviors.

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Bootstrap test results showed no indirect effect of organizational trust and organizational justice on teachers' OCB through chain mediation of job stress and emotional exhaustion. The literature review revealed the absence of organizational trust and organizational justice shows that in many cases perceived unfairness in organizations and a sense of fear and threat come from lack of trust in the organization due to feelings of tension and stress (Judge & Colquitt, 2004) which will lead to lower levels of personal emotional abilities and the efficiency of lower performance. The results of this study are inconsistent with these findings. Among the possible reasons that can be suggested for the meaning of these relations, OCB correlated with other variables that could vary in different regions such as culture, school leadership style, organizational politics, and motivation. Also, research by Dan Holm (2002) has shown that issues such as age and years of service of teachers working with their organizational citizenship behaviors are related. The results of her study (2002) found that younger teachers (21 to 25 years) with less work experience (6 to 10 years) than older teachers (41 to 45 years) and more experienced (16 to 20 years), behavior organizational citizenship to its more than that (quoted by Sobhaninezhad,Yvzbashi, Shatery, 2010). As mentioned in this study, the mean age of the participants in this study was 39.65 and the mean work experience of the participants was 19.92, According to the research that may lead to this relationship is not significant. On the other hand, exhaustion maybe occur as a result of long term stress, and since this study was not longitudinal the result is the affected. But the meaning of this relationship requires further investigation.

In general, all organizations are in serious need of employees with a high level of OCB. Educational organizations, especially schools, are not excluded from this fact because they are always

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exposed to constant challenges necessitating diverse, wide and constant reforms (Somech and Drach-Zahavy, 2000). In such conditions, the success of reforms and changes in schools and eventually the constant effectiveness of schools depend on the employment of teachers who not only accept changes and reforms but also show a considerable interest in making extra-role additional efforts (Somech and Drach-Zahavy, 2000). On the other hand, headmasters are introduced as the first and most important factors influencing the OCB of teachers (DiPaola and Hoy, 2005a). Headmasters can set the scene for the increase in the possibility of the demonstration of such behavior by teachers. Trust is one of the prerequisites for the demonstration of OCB. In other words, managers, and headmasters' loyalty to their commitments and promises gain them credit in the organization. This way, they can win the trust of employees in themselves and their organizations which leads to the demonstration of more extra-role behavior by employees. Sometimes, trust remains only a motto in an organization, while it is in fact the basis of organizational justice (Wane, Hoy and Tarter, 2004). In fact, managers of today cannot remain indifferent to the distribution of justice in their organizations if they seek progress. Hence, if the employees of an organization express their discontent with the organization's way of dispensing justice, the distribution of an organization's outcomes, outcome distribution procedures, and managers' relationships with employees have to be revised. Considering the effect of organizational justice on OCB were revealed in this research and similar studies (*e.g.* Young, 2010; Karriker and Williams, 2009; Pare and Tremblay, 2007; Lavelle, Rupp, and Brockner, 2007), schools need to value organizational justice as a value. It is also necessary to set regulations on this important principle at different organizational levels. Moreover, in order to

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promote the instances of citizenship behavior and its relevant values, it is necessary to take measures that will eventually lead to enhanced job performance and effectiveness of schools.

One limitation is that this research was conducted only with female teachers because they were more cooperative than their male counterparts. Hence, for the generalization of findings it should be considered and we suggest that future research replicate this research with female teachers.

Appreciation: we appreciated the teachers who participate the in the study for their cooperation and response to research questionnaires.

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