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Organizational citizenship behavior in the Arab education system in Israel: personal factors vs. intra-organizational factors

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ABSTRACT

The study examines the effects of personal factors (gender, marital status, education and seniority) and intra-organizational factors (transformational leadership, job satisfaction and trust in supervisor) on Organizational Citizenship Behavior (OCB) in the Arab education system in Israel. This is a quantitative study, based on questionnaires given to 211 teachers in the Arab education system in Israel. The results show a positive relationship between gender and OCB. A positive relationship was found between all intra-organizational factors and OCB. In addition, it was found that intra-organizational factors contribute more to explain OCB than personal factors do. Implications and directions for future research are discussed.

Introduction

The concept of Organizational Citizenship Behavior (OCB) has been discussed in many studies in the fields of organizational behavior and education system (e.g. Abu Nasra & Heilbrunn, 2015; Cohen & Keren, 2010; DeConinck, 2010; El Majid & Cohen, 2015; Khalili, 2017; Podsakoff, MacKenzie, & Podsakoff, 2018; Sechudi & Olivier, 2016; Yui-Tim, Hang-Yue, & Chi-Sum, 2006). OCB typically reflects activities initiated by employees by personal choice, which are outside their job definition and do not necessarily incur direct rewards, but nevertheless contribute to the organization, its development (Abu Nasra & Heilbrunn, 2015; Bogler & Somech, 2004; Organ, 1997; Organ & Konovsky, 1989; Podsakoff et al., 2018; Turnipseed, 2018) and organizational efficiency and effectiveness (Bass, 1999; Finkelstein & Penner, 2004; Podsakoff, MacKenzie, Paine, & Bachrach, 2000; Podsakoff et al., 2018; Sechudi & Olivier, 2016; Turnipseed, 2018). The importance of this issue is its impact on organizational functioning, development and effective management of organizations (Abu Nasra & Heilbrunn, 2015; Bass, 1999; Bogler & Somech, 2004; Kumari & Thapliyal, 2017; Podsakoff et al., 2018; Sechudi & Olivier, 2016). Consequently, the literature has brought into focus the factors that affect the level of employees’ OCB, and indicates two groups of factors: intra-organizational factors and personal factors. The intra-organizational factors include: job satisfaction, trust in supervisor, transformational
leadership, participation in decision-making and organizational commitment (Abu Nasra & Heilbrunn, 2015; Devece, Palacios-Marqués, & Alguacil, 2016; El Majid & Cohen, 2015; Musringudin, Akbar, & Karnati, 2017; Somech & Drach-Zahavy, 2013, 2000; Wat & Shaffer, 2005; Wong, Ngo, & Wong, 2006; Xiu & Sang-Woo, 2017; Zeinabadi, 2010). Personal factors are gender, marital status, education and seniority in the organization (Amin, Razieh, Hashemi, & Dehghani, 2013; Beauregard, 2012; Kidder, 2002; Kidder & Parks, 2001; Pavalache-Ilie, 2014; Yin Ho, Gaur, Chew, & Khan, 2017). Few studies comprehensively examined the factors that affect the level of employees’ OCB in organizations in general (Vigoda-Gadot, 1999) and educational organizations in particular. The model of the relationships proposed in the present study is summarized in Figure 1.

The aim of the present study is to examine the impact of personal factors (gender, marital status, education, seniority in the school and seniority in the education system) and intra-organizational factors (job satisfaction, trust in supervisor and transformational leadership) on the degree of OCB among teachers, as well as the contribution of each of these factors to the explanation of OCB.

Most of the studies on OCB and the factors have been more confined to the Western societies than in non-Western societies (Abu Nasra & Heilbrunn, 2015; Nguni, Sleegers, & Denessen, 2006). highlight the importance of examination organizational phenomena in different socio-cultural backgrounds, due to the influence of the cultural context on the organizational behavior of employees (Arar & Massry-Herzllah, 2016). It is therefore now more appropriate to confirm the effects of transformational and transactional leadership and more so in the Arab education system and ethnic educational contexts. The Arab community is described as a collectivist society (Dwairy, 2006), characterized by a high level of dependency between the individual and the collective; therefore, individuals are willing to give up personal benefits for the collective. In addition, patriarchal structures are customary in public and private spheres (Abu-Baker, 2012). Due to this patriarchalism, Arab women are restricted to movements, lifestyles, work

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**Figure 1.** Research model.
and education (Abu-Rabia-Queder and Weiner-Levy, 2013). Therefore, high proportions (35%) of Arab women have entered the teaching profession (CBS, 2018). Teaching enables the women to juggle between still present patriarchal structures while at the same time realizing an occupational career (Shapira and Hertz-Lazarowitz, 2009).

**Theoretical framework**

**OCB: definition and construct**

Organ defined OCB (Organ, 1988, p. 4) as ‘individual behaviour that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization’. Most scholars agree on the multidimensionality of this construct, a review of the literature reveals a lack of consensus about its dimensionality (Organ, 1988, 1990; Somech & Drach-Zahavy, 2000). Podsakoff et al. (2000) have identified almost 30 potentially different forms of OCB. However, they have also asserted that the constructs greatly overlap, so that they might be captured in five common dimensions: (a) altruism: behavior that aims to help complete an assignment or to solve a work-related problem, for instance helping an overloaded co-worker; (b) conscientiousness: whereas altruism is aimed at individuals, conscientiousness is aimed at the organization, specifically devotion and loyalty to the organization; (c) sportsmanship: also aimed at the organization and represents situations in which an employee accepts certain uncomfortable conditions without criticism or complaints; (d) civic virtue: the employee’s concern for the organization and its effective functioning; and (e) courtesy: behavior aimed at the individual, which entails cooperation and consultation with co-workers regarding activities that affect the organization.

Nevertheless, Williams and Anderson (1991) distinguish between OCBI, referring to helping-behavior toward individual colleagues, for example, employees helping colleagues who have been absent or employees helping colleagues cope with work-related problems, and OCBO, referring to helping-behavior directed toward the organization as a whole, for example, when an employee volunteers to perform additional tasks as needed at a given time, or helps to organize informative gatherings on topics that are relevant to all employees, like new teaching methods or new rules and regulations. This categorization covers most other OCB-related constructs (Podsakoff et al., 2009).

In the education context, Somech and Drach-Zahavy (2000) distinguished theoretically between three levels of OCB: the individual level (e.g. donating behaviors), the team level (e.g. sharing and cooperative behaviors) and the organizational level (e.g. volunteering for unpaid tasks). The definition of teachers’ OCB emphasizes three main features: First, the behavior must be voluntary; that is, neither role-prescribed nor part of formal job duties. Second, the focus is on behaviors that do not simply happen in an organization but are directed toward or seen as benefiting the organization. Third, by this definition OCB is multidimensional by nature.

The theoretical roots of OCB consist of two main scientific theories: The Social Exchange Theory and the Fairness and Social Justice Theory. Social Exchange asserts that there is a mutual relationship between the organization and the employee (Blau, 1964). Accordingly, a system of social and economic exchanges develops between the
employee and some officials in the organization, and OCB is one of the positive outputs that are created when the exchange relationship is based on justice and fairness (Moorman, 1991). Exchange can be divided into economic exchange and social exchange. Economic exchange includes the employee’s financial remuneration. In this framework, the relationship is rooted in personal interests and a short-term relationship (Blau, 1964; Walumbwa, Cropanzano, & Goldman, 2011). In contrast, social exchange is anchored in trust, a perception of justice, confidence in the employer, commitment and a long-term relationship, and emphasizes the emotional links in the organization (Blau, 1964; Somech and Oplatka, 2014; Walumbwa et al., 2011). The Fairness and Social Justice theory claims that helping others in the organization is a result of the employee’s perception of fairness (Adams, 1965), and stems from personal considerations about the ratio between investment in work and the compensation received in comparison to co-workers’ investment and their compensation. The closer the ratio between the employee’s investment and compensation is to that of other workers, the more his or her perception of fairness increases. A perception of unfairness in an organization prevents the employee from assisting others (Welster et al., 1978). Thus, a perception of fairness is a necessary condition for the existence of OCB (Oplatka, 2006).

**OCB and personal factors**

A review of the literature indicates two groups of factors that affect the level of employees’ OCB. The first group includes personal factors—gender, marital status, education and seniority. The second group comprises intra-organizational factors—transformational leadership, job satisfaction and trust in supervisor.

**Personal factors**

**Gender**

A number of studies have examined the effect of gender on OCB (Amin et al., 2013; Beauregard, 2012; Kidder & Parks, 2001; Organ & Ryan, 1995; Pavalache-Ilie, 2014; Yin Ho et al., 2017), although their results did not indicate a conclusive direction. Some studies indicated differences in the level of OCB between men and women in women’s favor (Allen & Rush, 2001; Beauregard, 2012; Kidder, 2002; Pavalache-Ilie, 2014; Yin Ho et al., 2017), primarily as a result of differences in their value systems and social roles. At work, women emphasize values of cooperation, care for others, empathy, mutual dependence and maintaining good relationships with co-workers and superiors, as opposed to men who rely more on values of autonomy, promotion and rewards (Armania-Kepuladze, 2010; Lovell et al., 1999; Patel & Biswas, 2016; Steven, Lynda, & Joanne, 2003). Walker, Ilardi, McMahon, and Fennell (1996) and Eagly and Johannesen-Schmidt (2001) found that men tend more than women to realize their leadership attitudes. In addition to seeking leadership positions (Patel & Biswas, 2016; Sapp, Harrod, & Zhao, 1996), female characteristics are the foundation of OCB, and therefore the scope of OCB among women is greater than among men. Eagly (1987) and Cloninger and his colleagues (Cloninger, Ramamoorthy, & Flood, 2011) claim that the differences between men and women’s social behavior stems from the different social roles they fulfill: the woman takes care of
the children and thus develops nurturing skills, whereas men develop assertiveness and aggression skills. This reality allows women to exhibit higher levels of OCB than men. In his research of Vigoda-Gadot (1999) that conducted on the in a health center in Israel, found that there was no link between gender and OCB. Similar findings were found among teachers (Lev & Koslowsky, 2012).

**Marital status**

Previous studies have found a connection between the employee’s marital status and incidence of OCB. Organ and Ryan (1995), Bolino, Turnley, Gilstrap & Suazo (2010) and Mercado and Dilchert (2017) found that married employees engage in less OCB because they are busy with a number of roles and have many obligations outside the organization too. On the other hand, unmarried employees have fewer commitments, and therefore devote more time to the organization, and are characterized by a high level of OCB. Similar findings were reported in the Israeli context by Cohen and Avrahami (2006), who conducted research in a hospital in the north and found that unmarried male and female nurses reported higher levels of OCB than their married counterparts did. Contradicting results were found by Vigoda-Gadot (1999).

**Education**

Employees’ level of education affects their performance, due to the connection between education and mental capacities. High mental capacities give employees the ability to think, remember and process complex information (Ceci, 1991). Thus, educated employees develop professional careers, manifested by high pay, promotion and development opportunities and employment mobility (Cappelli, 2000; Ng, Eby, Sorensen, & Feldman, 2005). In this context, Vigoda-Gadot (1999) claims that the social conditions assured to educated employees allow them to focus on developing social exchange relationships in the organization, expressed by help and support of their colleagues, which are the basis for OCB. Thomas and Feldman (2009) examined the effect of education on employees’ organizational performance. They found a positive relationship between education and OCB, as opposed to a negative relationship between education and absenteeism and other unacceptable behaviors that disrupt organizational performance (i.e. drinking alcohol or using drugs at work). These findings contradict those found by Organ and Konovsky (1989) and Vigoda-Gadot (1999).

**Seniority in the organization**

Few studies have directly addressed the effect of seniority on OCB, although this factor has often been used as a control variable. van Dyne, Graham, and Diener (1994) and Young-Hee and Ryan (2016) indicated a positive relationship between seniority in the organization and OCB, affected by the establishment of a connection between the employee and the organization. Senior workers identify with the organization and its needs, and tend to contribute to the organization above and beyond job requirements. The findings concerning the seniority-OCB relationship are conflicting. Polat (2009) studied teachers and principals in Turkey, and found that employees with less seniority displayed lower OCB than employees with more seniority did, especially on measures of conscientiousness and civic virtue. Other studies, on the other hand, have found no
relationship between seniority in the organization and OCB (Bozkurt & Bal, 2012; Vigoda-Gadot, 1999).

Consequently, one finds some ambiguity concerning the relationship between personal factors and OCB. Thus, it is important to include personal factors in the present research, in order to clarify the nature of the relationship between the variables, and to provide a wider perspective of the consequence of personal factors to OCB.

**OCB and personal and intra-organizational factors**

**Job satisfaction**
Job satisfaction is defined as the employee’s positive feeling toward the organizational environment and satisfaction with the current situation (Bogler, 2001; Herzberg, Mausner, & Snyderman, 1959; Nobile, 2017; Rossmiller, 1992). Rossmiller (1992) and Bogler (2001) and Nobile (2017) found that open communication channels with employees and their inclusion in work-related decision-making increases their job satisfaction. Employees’ attitude to the workplace, expressed by job satisfaction, organizational commitment and a perception of justice, affects their OCB (Musringudin et al., 2017; Netemeyer, Boles, McKee, & McMurrian, 1997). In the education context, it was found that increase in teachers’ satisfaction with their job and work at school increases the frequency of OCBs toward the school, the pupils and other teachers (Bogler, 2001; Salimi & Abdi, 2018; Somech & Drach-Zahavy, 2000; Zeinabadi, 2010).

**Transformational leadership**
Transformational leadership has been defined by Bass (1999, p. 11) as ‘moving the follower beyond immediate self-interest through idealized influence (charisma), inspiration, intellectual stimulation, or individualized consideration’. Transformational leadership is a leadership pattern that provides subordinates with recognition of the importance of the mission in order to raise their performance level (Bass, 1985). It instills in subordinates high aspirations, concern for the welfare of others and identification with the importance of the organization’s achievements and success (Bass, 1999). To spur employees to action, transformational leaders exhibit at least one of these leadership factors: idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

The literature indicates a positive relationship between transformational leadership and OCB (Khalili, 2017; Khasawneh, Omari, & Abu-Tineh, 2012; Mackenzie, Podsakoff, & Rich, 2001; Nguni et al., 2006). This relationship probably stems from the fact that transformational leaders serve as role models to their employees: Employees perceive their behavior as exceeding the job and emulate them (Koh, Steers, & Teborg, 1995), and are confident in their superior (Podsakoff et al., 1990). Nguni et al. (2006) found that it explains a significant degree of the OCB variable’s variance. Koh et al. (1995), Ross and Gray (2006), Shatzer et al. (2014) and Day and his colleagues (Day, Gu, & Sammons, 2016) examined the effect of transformational leadership on educational processes in schools, and found that schools that were run by principals who were transformational leaders had higher learning achievements than other schools.
Trust in supervisor
Rotter (1971) defined trust as the ability to rely on another person by means of word, promise, verbal or written statement. McAllister (1995) described two central dimensions of trust: cognition and affect. The emotional-affect aspect is expressed in the special relationship that forms between the superior and his or her employees, in which the subordinates care about their superior and their superior’s welfare. The cognitive aspect is expressed in employees’ fairness, honesty and trustworthiness. The term ‘trust’ includes trust in the direct superior and trust in the organizational management team (Mayer & Gavin, 2005). Studies indicate a positive relationship between trust in one’s superior and OCB (Konovsky & Pugh, 1994; Mayer & Gavin, 2005; Min & Ko, 2016; Podsakoff et al., 1990; Zeinabadi & Salehi, 2011). The effect is noticeable among charismatic transformational leaders (Kirkpatrick & Locke, 1996; Podsakoff et al., 1990).

The relationship between trust in one’s superior and organizational performance relies on the employee’s willingness to be open with management. Employees that perceive their superior as having integrity and being dependable are willing to engage in behaviors that might put them at risk such as sharing sensitive information. An additional explanation of the connection between trust and organizational performance is the Social Exchange Theory, because consideration and concern for employees encourages them to invest in their work beyond job requirements (Konovsky & Pugh, 1994).

Consequently, to summarize, the effect of intra-organizational factors on organizational performance and on OCB has been widely supported, unlike the effect of personal factors. The literature review leads us to a number of general hypotheses regarding the relationship between personal factors (gender, marital status, education and seniority) and intra-organizational factors (transformational leadership, job satisfaction and trust in superior) with OCB:

**Hypothesis 1:** There is a relationship between personal factors (gender, marital status, education and seniority) and OCB. Women, single people, educated people and people with seniority in the organization exhibit more OCB than men, married people, uneducated people and people new to the organization do.

**Hypothesis 2:** There is a positive relationship between intra-organizational factors (transformational leadership, job satisfaction and trust in superior) and OCB. Teachers that define the principal’s leadership as transformational, express job satisfaction and trust in management will report a higher level of OCB.

**Hypothesis 3:** The contribution of intra-organizational factors to explain the occurrence of OCB is higher than that of personal factors.

**The context: the Arab education system in Israel**

The Arab population in Israel is a national minority that constitutes about 20% of the population in Israel (CBS, 2018). Arab community distinguished from the Jewish majority in social and cultural structure, employment and place of residence (Abu Nasra & Heilbrunn, 2015). The Israeli governments used ongoing discriminatory
policies toward the Arab population, especially with regard to resource distribution, as well as land and infrastructure distribution (Abu-Asbah and Abu-Nasra, 2013; Haider, 2005; 2009; Khamaisi, 2003).

A number of studies that were conducted on the Arab education system in Israel (e.g., Arar & Haj-Yehia, 2016; Abu-Asbah, 2007, 2008; Svirsky and Degan-Bouzaglo, 2009) indicated that the Israeli education system discriminates against Arab education. The government uses the educational system in order to reinforce control over the Arab population, maintaining that prevailing policy does not aim to increase mobility but is rather reproducing the gaps between Jewish and Arab pupils (Al Haj, 1996). In addition, the Arab historical narrative is absent in schoolbooks (Peled-Elhanan, 2012) and appointment policy of teacher and management staff is discriminative (Al Haj, 1996; Amara, 2005).

The achievements of the Arab educational system are very low compared to the Jewish education system in the national exams (e.g. GEMS, Matriculation and Psychometric) as well as international exams (e.g. TIMSS and PISA). Where there are 79.5% of students in the Jewish system eligible for a matriculation certificate, in comparison there is only a stagnant 64.2% among Arab students (CBS, 2018). According to the National Institute for Testing and Evaluation, in the year 2017, the gap between the two education systems was 92 points (580 compared to 488 respectively). Arab students’ lesser eligibility for matriculation, and their low score in the Psychometric Entrance Tests, limits their acceptance to academic institutes of higher education in general and, in particular, to the exclusive academic disciplines. These low educational performances are due to various reasons: First, the Arab education system suffers from discriminatory government policies that expressed in limited educational and budgetary resources compared to the Jewish education system (Abu Nasra & Heilbrunn, 2015; Abu Asbah, 2013). The inequality is evident in the insufficiency of teachers per students, limited allocation of school hours, and lack of development of informal and special education. Secondly, appointment policy of teaching and management staff is according to familial or political affiliation (Arar, Shapira, Azaize & Hertz-Lazarowitz, 2013). In addition, the inadequate access of Arab academics to the Jewish labor market and the fairly limited employment opportunities in the local Arab market (Arar & Haj-Yehia, 2016) brought high percentage of academics reluctantly turn to teaching in the Arab education system. This phenomenon produces on the one hand high profile of teachers in Arab education, and on the other hand damage on the occupational perception and even alienation from the teaching profession (Abu-Asbah, 2007).

The traditional, patriarchal and collective social structure of Arab society has given the ‘Hamulla’ (extended families) the ability to influence the decision-making process in various life cycles, including in the education field (Abu-Rabia-Queder & oplatka, 2008; Arar & Abu-Asbe, 2013). The influence of strong ‘hamullas’ often dictate appointments to school staffs and may prevent teacher dismissal irrespective of professional considerations (Arar & Abu-Asbe, 2013). The review of the characteristics of Arab society and the Arab education system suggests that the Arab teachers in Israel encounter three categories of difficulty: (1) difficulties stemming from the school climate, (2) difficulties stemming from Arab culture and (3) difficulties stemming from the government’s centralized education policy (Arar, 2012). These difficulties hurt the performance of Arab teachers and their motivation for teaching (Arar & Massry-Herzallah, 2016).
Methods

Participants

The sample included 211 male and female teachers from seven locations in the Northern region of Israel. These locations were selected while taking into account a number of variables such as size (number of residents), socio-economic status and education level. We randomly sampled one elementary and one junior high school at each location. The Northern region was chosen since 60% of Israel’s Arab population resides in this geographical area.

Most of the respondents were women (58.0%). In total, 68% of the respondents have a bachelor’s degree, 18% have a teaching certificate, 12% have a master’s degree and 2% have a PhD degree. In total, 44% of the respondents are class educators, 43% of them are professional teachers and 13% of them are profession coordinators. The average seniority in the school is 10.71 years, compared to an average of 14.85 years in the education system. The response rate was 78%; 211 out of 270 teachers agreed to participate in the study.

Variables and instruments

Organizational citizenship behavior (OCB)

These variables were based on a scale suggested by Williams and Anderson (1991). Respondents were asked to evaluate teachers’ behavior on a five-point Likert-type scale ranging from 1–strongly disagree to 5–strongly agree. The sub-scale was measured by the average response to the items. The scale was measured by the mean response to the items; high scores indicate a high level of OCB. This approach was patterned after similar studies (Nguni et al., 2006; Vigoda-Gadot, 2007). Reliability of the scale was 0.85.

Personal factors

Making use of Vigoda-Gadot’s (1999) questionnaire, the following variables were asked: gender (0–male, 1–female), marital status (0–single, 1–married), education (1–teaching certificate, 2–BA degree, 3–MA degree, 4–PhD), seniority in the school (in years) and seniority in the education system (in years).

Vigoda-Gadot (1999) examined the effect of seniority in the organization on OCB; however, in the current paper, in order to enable a broad contemplation of the effect of seniority on OCB, we examined the effect of seniority in the education system in addition to seniority in the school.

Intra-organizational factors

Transformational leadership

This variable was measured using the Multi-Factor Leadership Questionnaire (MLQ) (Bass, 1985). Respondents were asked to evaluate the transformational leadership behavior of their principal by using a 5-point Likert scale ranging from 1–never to 5–always. The sub-scale was measured by the average response to the items. This approach was patterned after similar studies (Vigoda-Gadot, 2007). Reliability of this scale was 0.85.
Job satisfaction
Job satisfaction was measured using an instrument developed by Schriesheim and Tsui (1980). Respondents were asked to indicate how satisfied they were with their current job, co-workers, supervisors, current salary, opportunities for promotion and work in general on a response scale ranging from 1—strongly disagree to 5—strongly agree. The sub-scale was measured by the average response to the items. High scores indicate a high level of job satisfaction. Reliability of the scale was 0.78.

Trust in supervisor
This variable was measured using an instrument developed by Hoy and Tschannen-Moran (2003). Respondents were asked to evaluate the level of trust in management. Responses were given on a five-point Likert scale ranging from 1—strongly disagree to 5—strongly agree. The sub-scale was measured by the average response to the items. High scores indicate a high level of trust in the school management. The questionnaire was originally intended to examine the teachers’ trust in students and parents. We modified the questionnaire so that the questions focus on the level of teachers’ trust in the school management. Reliability of this scale was 0.89.

Procedure
The research was conducted during the 2014/2015 school year. Data collection was coordinated with schools and continued for one month. Principals and teachers were provided with a detailed explanation of the research and its goals in general terms, emphasizing confidentiality of collected data and the importance of candid answers. The questionnaire was administered in Hebrew by research assistants enlisted and trained especially for this purpose. The teachers filled in the questionnaire during break time. Answering the entire questionnaire took about 30 min.

Findings
Principal component analysis with varimax rotation was performed on the 14 items of the OCB to determine if the various behavioral dimensions proposed by Williams and Anderson (1991) would replicate for this sample. The factor analysis yielded two factors: OCBO and OCBI.

Table 2 contains information about the means and standard deviations of the main study variables. The results show that the teachers expressed high levels of OCB (M = 3.48), job satisfaction (M = 3.80), transformational leadership (M = 3.91), and trust in supervisor (M = 3.93).

The correlations between each of the personal factors (gender, marital status, education, seniority in the school and seniority in the education system) and intra-organizational factors (transformational leadership, job satisfaction, and trust in supervisor) and OCB are presented in Table 3. As can be seen, these correlation coefficients range from nil to high (−0.01–0.79). A weak correlation was found between gender and OCB (r = 0.14; p < 0.05). Nevertheless, no statistically significant correlation was found between the personal factors: marital status, education, seniority in the school and seniority in the education system and OCB. The correlation coefficients received indicate a correlation close to zero in the range
of (−0.01 to −0.07). Nevertheless, a high correlation was found between OCB and transformational leadership ($r = 0.54; p < 0.001$), job satisfaction ($r = 0.52; p < 0.001$) and trust in supervisor ($r = 0.51; p < 0.001$). We also found a high correlation between transformational leadership and trust in supervisor ($r = 0.70; p < 0.001$).

The influence of the personal factors and the intra-organizational factors on OCB was examined by conducting hierarchical regression analysis (see Table 4). Model 1 included the personal factors (gender, education, seniority in the school and seniority in the education system). Model 2 included, in addition to the personal factors, intra-organizational factors (transformational leadership, job satisfaction and trust in supervisor). As can be seen in the first regression equation, female teachers engage in OCB more than male teachers do. In addition, no statistically significant relationship was found between the variables: marital status, education, seniority in the school, seniority in the education system and OCB. The personal factors explained 4% of the OCB variance.
Table 4. Hierarchical regression models for predicting OCB by personal factors and intra-organizational factors.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Model 1</th>
<th>Model 2</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>B</td>
<td>SE</td>
</tr>
<tr>
<td>Personal factors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender (0- male)</td>
<td>0.15</td>
<td>0.10</td>
</tr>
<tr>
<td>Marital status (0-single)</td>
<td>0.10</td>
<td>0.16</td>
</tr>
<tr>
<td>Education</td>
<td>0.08</td>
<td>0.06</td>
</tr>
<tr>
<td>Seniority in the school</td>
<td>0.14</td>
<td>0.01</td>
</tr>
<tr>
<td>Seniority in the educational system</td>
<td>0.10</td>
<td>0.01</td>
</tr>
<tr>
<td>Intra-organizational factors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transformational leadership</td>
<td>0.26</td>
<td>0.06</td>
</tr>
<tr>
<td>Trust in supervisor</td>
<td>0.20</td>
<td>0.07</td>
</tr>
<tr>
<td>Job satisfaction</td>
<td>0.21</td>
<td>0.06</td>
</tr>
<tr>
<td>(R^2)</td>
<td>0.04</td>
<td></td>
</tr>
</tbody>
</table>

\(*= p \leq 0.05; ** = p \leq 0.01\)

Model 2 shows that female teachers still engage in OCB more than male teachers do. Furthermore, no statistically significant relationship was found between the variables: marital status, education, seniority in the school, seniority in the education system and OCB. Thus, we partially accepted Hypothesis 1. In addition, the findings of Model 2 indicate a positive relationship between transformational leadership and OCB, namely, teachers who perceive executive leadership as transformational tend to have a high level of OCB. Finally, a positive relationship was found between the variables: trust in supervisor and job satisfaction, and OCB. Teachers that have a high level of trust in supervisor and job satisfaction tend to have a high level of OCB. These results support Hypothesis 2. The personal factors and intra-organizational factors together explained 39% of the OCB variance.

Hence, it can be said that intra-organizational factors are more influential than personal factors. This conclusion seems evident from the analysis of the contribution of the personal factors and intra-organizational factors. Personal factors explained only 4% of the OCB variance, while intra-organizational factors explained 35%. Therefore, the contribution of intra-organizational factors to explain the variable OCB is greater than that of personal factors. Thus, support was found for Hypothesis 3.

**Conclusions and discussion**

The primary goal of this study was to examine the effect of personal factors (gender, education, seniority in the education system and seniority at school) and intra-organizational factors (transformational leadership, job satisfaction and trust in supervisor) on OCB among teachers. The findings indicate a relationship between gender and OCB. Women exhibit OCB more than men do. Thus, the first hypothesis was partially substantiated. These findings are in line with previous findings described in the literature (Kidder, 2002). In contrast, our findings show that no relationship was found between the variables: education, seniority at school, seniority in the education system or marital status and OCB. Similar results were found in a list of previous studies (Bozkurt & Bal, 2012; Organ & Konovsky, 1989; Vigoda-Gadot, 1999).
The gender component has a crucial effect on OCB among the Arab teachers, due to the fact that women constitute a high ratio of employees in the Arab education system, namely, 38% of Arab women are employed in the education system (CBS, 2018). This structure affects the performance of Arab schools and the scope of OCB, as a result of the values held by women. In their work, women lay emphasis on values of cooperation, care for others, empathy, mutual dependence and maintaining a good relationship with colleagues and superiors. Men, on the other hand, emphasize values of autonomy, promotion and rewards (Armania-Kepuladze, 2010; Eagly & Johannesen-Schmidt, 2001; Lovell et al., 1999; Patel & Biswas, 2016). Feminine qualities are the foundation of OCB, and therefore the scope of OCB is greater among women than among men. Moreover, Eagly (1987) and Cloninger et al. (2011) stated that the differences between men and women’s social behavior are rooted in the social roles they fulfill. The woman takes care of the children, thus developing nurturing and growth skills, whereas men develop assertiveness and aggression. Hence, nurturing, empathy, and giving skills are an integral part of women. These differences are particularly prominent in Arab society that still affected by a certain extent of patriarchal hegemony that authorizes men’s domination of women (Abu Asbah, Abu Nasra, & Abu-Baker, 2014). Despite the changes that have occurred in recent years, the traditional social structure of Arab society in Israel continues to restrict Arab women’s movement and their lifestyles, limiting their work to the vicinity of their homes and restricting women’s education (Abu Asbah et al., 2014). Arab society limits the women function to two traditional roles—wife and mother, namely responsibility for household duties and raising children (Haj-Yahia-Abu Ahmad, 2006). Hence, nurturing, empathy and giving skills are an integral part of Arab women.

The negative relationship between seniority in the education system and at school, and OCB, is a result of the structure of occupation opportunities available to Arab academics. The Arab population in Israel suffers from discriminating employment policies in both the public and private sectors (Haider, 2009). This policy has caused a high percentage of Arab academics to seek employment in the Arab education system for lack of choice, as a refuge from unemployment (Agbaria, 2013). Thus, teachers—despite their many years in the profession—do not develop an affinity with the school and the system, which in turn damages their motivation to contribute to the organization beyond the job definition. The influence of ‘hamulla’ dominated politics of local Arab governments on the appointment of teachers and power relations within the school reduces the motivation of many teachers in the Arab schools (Arar & Abu-Asbe 2013; Tajasom & Ariffin Ahmad 2011).

Additionally, our findings support the positive relationship between intra-organizational factors (transformational leadership, job satisfaction and trust of superior) and OCB. Teachers that define the principal’s leadership type as transforming and rewarding, are satisfied with their job, and trust their management reported a higher level of OCB. These findings corroborate the results of various studies described in the literature (Mayer & Gavin, 2005; Podsakoff et al., 2000; Somech & Drach-Zahavy, 2000).

The joint effect of the intra-organizational factors on OCB among Arab teachers could stem from support and inspiration. It could be that this situation is a result of the collectivism of Arab society (Dwairy, 2006), characterized by a high level of dependence between the individual and the collective, to the point that individuals are willing to
forgo their personal interests for the good of the collective. The collectivist orientation is expressed in ideals such as solidarity, cooperation, commitment, mutual trust, support, and a sense of belonging that are believed to be present in the Arab nuclear and extended family and in the community (El Majid & Cohen, 2015). Erez and Earley (1993) found that the degree of OCB in collectivist societies is higher than in individualist societies, due to the individual’s strong ties to society and willingness to make sacrifices for the collective in order to belong. In traditional societies such as the Arab society, commitment is a complex attitude influenced by the norms, sanctions and pressures of the small group, family and community (Pines and Zaidman, 2003). Values prized in such groups include a preference for more personal ties to supervisors, acceptance of more paternalistic treatment and a sense that power relationships should be hierarchical. These factors may influence the attitudes and the behaviors of employees who are members of traditional societies, resulting in greater commitment to the firm and, potentially, a higher level of performance (El Majid & Cohen, 2015). The collectivist values upon which Arab teachers were raised and socialized—namely that the individual should act so as to achieve collective goals—affect the Arab teachers’ perception of their role and the border between behaviors that are part of the job and those that are above and beyond it, for the good of the students. The collectivist nature of Arab society could therefore explain the strong positive relationship between intra-organizational factors and OCB.

The finding that personal factors explained 4% of the OCB variance, while intra-organizational factors explained 35%, indicates the importance of the intra-organizational factors and their effect on OCB. This finding supports previous findings (Vigoda-Gadot, 1999). Our findings stress the impact of intra-organizational factors on the OCB level of teachers. The effect of intra-organizational factors on the level of OCB emphasizes the importance of strengthening human relationships between school principals and teachers. School principals that adopt transformational leadership, namely involving teachers in decision-making processes, increase their security, display feelings of respect, consideration and appreciation, and treat them fairly and justly. In addition, they increase teachers’ trust in their supervisor, job satisfaction, loyalty, and identification with the school and its goals, and OCB behaviors. In the Arab context, the influence of teachers’ relationship with the principal on their performance is reinforced by the collective-traditional nature of society. The social structure of the Arab society reinforces personal relationships with principals, regardless of the leadership style they adopt. Hence, the principal’s influence on teacher performance is high (El Majid & Cohen, 2015). The principals’ adoption of the transformative leadership style adds to the impact of the social stratum, the influence of the organizational stratum, meaning that the influence of the principal on teachers’ performance stems not only from social pressure but from internal motivation resulting from satisfaction with work and trust in management.

The findings of this research also support the Social Exchange Theory (Blau, 1964), in the sense that building a relationship with teachers based on trust, job satisfaction and social exchange creates a very powerful connection, which in turn causes teachers to invest in their work well beyond their job definition; in other words, they express a high level of OCB. Furthermore, positive teacher perceptions and attitudes toward their principal, the relationship between teachers and the principal, and teachers’ job
satisfaction indicated high levels of OCB. This finding emphasizes the significant role of the school management in promoting OCB among teachers. In other words, principals have the power to create working conditions encouraging teachers to engage in OCBs. These conditions may flourish in a context that is based on mutual trust between principals and teachers and meaningful relationships reinforcing satisfaction with the work environment. Promoting teachers’ OCB is especially important in the Arab education system in Israel, which suffers from a number of problems, including the scarcity of educational and economic resources. Thus, teachers’ desirable organizational citizenship behaviors are needed more than ever, especially since they can improve educational quality and performance and make schools a better places.

In conclusion the performance of Arab teachers in Israel is influenced by four main factors: 1) The marginal status of the Arab society in Israel; 2) the discriminatory government policy; 3) the social, political and cultural characteristics of the Arab society; and 4) work condition.

The contribution of this paper to current research in the field of education is better understanding of education institutions. This is a pioneering study because it is the first to examine the issue of OCB among teachers, and to observe the effect of personal and intra-organizational factors.

Apart from that, this study adds to the existing body of knowledge about the effect of intra-organizational factors on OCB and emphasizes the argument regarding the effect of organizational context on employees’ performance (Cohen & Keren, 2010; DiPaola & Tschannen-Moran, 2001; O’reilly, 1991; Somech & Ron, 2007). These findings encourage researchers to focus more attention on intra-organizational factors related to OCB, especially among teachers, because they work in isolation from their peers and management making it difficult to encourage them to perform OCB (Somech & Ron, 2007). In addition, our study focused on the interrelationships between the investigated variables in educational organizations, in contrast to most studies, which were conducted in business organizations. Thus, the differences in the organizational context impact the interrelationships between the variables.

Teacher’s OCB has great importance to schools, especially as it contributes to a school’s effectiveness (Bogler & Somech, 2005; DiPaola & Hoy, 2005), student achievement (Jurewicz, 2004, as cited in DiPaola & Mednes Da Costa Neves, 2009) and adapting changes (Podsakoff et al., 2000). Therefore, the success of schools depends on teachers and their engaging in OCB, especially in the light of cutbacks in education and multiple educational reforms and changes. The results of the study demonstrate the effect of intra-organizational factors on teachers’ OCB. Hence, decision makers and school principals might benefit from the findings and conclusions of this study when they attempt to design policies regarding the organizational behavior of both teachers and principals. The study could help policy makers and principals to understand the influence of intra-organizational factors on teachers’ readiness to perform above and beyond formal job definitions and to contribute to the school in order to achieve its educational goals. This understanding would help them to build programs and strategies to improve the educational and organizational performance of the education system—programs that take these important factors into account. Principals must build a work plan aimed to creating a work environment that leads teachers to contribute to the
school and to willingness to engage in OCB. Such a work environment should be based on principals’ supporting teachers, treating them fairly and positively, respecting them, appreciating their work and contribution, caring for their needs and wellbeing, collaboration and teamwork, and having them participate in decision-making processes. Policy makers should therefore develop training programs for principals aimed at exposing them to the concept of OCB and its importance for school. Principals may then receive tools assisting them to achieve goals by fostering teachers’ OCB—motivation via intra-organizational factors (transformational leadership, trust in supervisor and job satisfaction), and thus succeed in establishing a supportive work environment.

Research limitations and recommendations for future studies

Some limitations should be mentioned: First, OCB of followers was rated by the teachers; it would have been better if the variable had also been measured by using principals’ rating, so as to avoid same-source bias. Second, the study examined the effect of trust in supervisor on organizational citizenship behavior, but it might have been better if other types of trust such as ‘trust in organization’ that have the potential to effect organizational citizenship behavior were considered. Third, the research was conducted among Arab Israeli teachers, a group with unique characteristics that its national minority is characterized by a collectivist way of life. This distinctive quality should be kept in mind when attempting to generalize the current findings to other social groups. Finally, the research sample did not include Arab teachers from the Southern/Central regions of Israel. Inclusion of teachers from these regions may expose additional viewpoints. It is therefore recommended that future research on this issue covers populations from other regions.

Disclosure statement

No potential conflict of interest was reported by the author.

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