

Studying the Mediating Role of Self-Efficacy in the Relationship between Organizational Citizenship Behavior and Teaching Quality (Case Study: Primary Schools' Teachers in Noorabad Mamasani)

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Abstract

The main purpose of this research was to study the relationship between, organizational citizenship behavior, self-efficacy and teaching quality of teachers in primary schools of Noorabad Mamasani. The research population consisted of 715 teachers and random cluster sampling used to choose 252 teachers as sample according to Krejcy & Morgan table. shwarzer et al, self-efficacy questionnaire (chronbach alpha=0.82) and podsakoff organizational citizenship behavior (chronbach alpha=0.84) questionnaire and Shahidi Teaching Quality Evaluation Questionnaire (chronbach alpha=0.861), with appropriate validity. Pearson's correlation coefficient and structural equation modeling were used to test the research hypotheses. The results showed that there was a significant relationship between variables of organizational citizenship behavior, self-efficacy and teaching quality. Also based on structural equation modeling it is observed that self-efficacy had a mediating role in the relationship between organizational citizenship behavior and teaching quality of primary schools teachers.

Key Words: Self-efficacy, Organizational Citizenship Behavior, Teaching Quality, Teachers.

Introduction

Educational system has faced many challenges and issues in the past years, such as increasing number of applicants, quantitative development of educational system without considering the capacities of societies for jobs and etc. The competitive environment of the education in today's world has created new needs for stakeholders including the students, the society and the employers, which entails capacity building for schools to enable them to meet such needs.

Increasing the quality of schools activities is one such strategy. Ramsden (2003) believes resolving such challenges in education involves maintaining, improving, and promoting quality in education settings which in turn, necessitates taking into account all functions of schools.

Teaching quality is one important process for both students and teachers, indicating the amount of satisfaction of students' need in an educational setting. On the other hand, the quality of teaching is

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related to quality of teachers .Therefore, teaching quality can act as a critical factor for assessing the students' educational needs as well as for reflecting the competencies of teachers.

Researchers have found that teachers' teaching quality has a direct influence on students' output (Howes et al., 2008 'Rice, 2003). Moreover, teachers' qualities including their teaching quality can predict students' success more than teachers' salary, class size, and other factors (Darling-Hammond, 1997). A high-quality teacher can neutralize the bad effects of economic and social status of students on students' learning ability and bring about an increase in students' output (Porter-Magee, 2004). Barrett et al. (2008) believe that to improve the quality of education, both teaching and learning quality should equally be taken into account.

Teaching quality has a fundamental role in students' learning quality; knowledge and skills learnt by students are undeniably connected to the quality of their learning. Highly-qualified graduates can have better output in producing knowledge, applying it, and, also, in playing important roles in the society. Regard for education quality will be necessary in order to prevent waste of human capital and material and financial resources, and harmonizing educational systems development with their efficiency (Ramsden, 2003).

Among factors which seem to be effective on the quality of teachers' teaching are self-efficacy and

organizational citizenship behavior of teachers of schools.

The main purpose of this research is to study the relationships of self-efficacy and organizational citizenship behavior of teachers to their teaching quality in primary schools' teachers of Noorabad Mamasani, to specify the contribution of these factors to teaching quality, and to present a structural model for showing these relationships. Also we studied the interrelationships between teachers' self-efficacy and organizational citizenship behavior and their role in teaching quality.

Background Teaching Quality

Teaching quality is really important for educating efficient and qualified human resources in education. Vlăsceanu et al. (2007) say: "quality in education is a multidimensional, multi-faceted and dynamic concept which depends on several factors. Specifically speaking, it depends on the context of education, on the schools aims and mission, and on special standards of a discipline, of educational curriculum of school. Betters-Reed et al. (2003) believe that teaching quality depends on both suitability for goals and suitability of goals. Teaching and learning need goal-setting at different levels and creation of suitable standards for the determined plan.

By high-quality teaching, they mean highly-effective teaching having rich materials; they mention knowledge, methodology,

responsiveness, and enthusiasm as the main elements of teaching (Biggs & Tang, 2007). OECD (2009) believes that high-quality teaching has three elements: teaching time quality, quality of materials coverage in teaching, and quality of ensuring results. Ramsden (2003) considers six factors as important for leading to high-quality teaching in schools: Interest and suitable explanation, giving importance to students and their learning, good assessment and feedback, clear goals and mental challenges, autonomy, control, and engagement of students in teaching, and learning from students.

Self-efficacy

For the first time, Armor et al. (1976) defined teachers' self-efficacy as "the extent to which the university teacher believes he/ she has the capacity to influence university students' learning. Bandura (2000) defined self-efficacy as individuals' beliefs in their abilities to fulfill duties successfully." Self efficacy is the ability to obtain results or outputs, the ability to know effective actions. Self-efficacy relates to personal beliefs about competence and self-ability. Competence describes a person's belief in his capacity/ability to accomplish tasks well (Luthans,2011).

Self-efficacy beliefs are beliefs in an individual's own perceived competencies and that she/ he believes that she/ he can perform an action well or at least satisfactorily" (Gist & Mitchell, 1992). Robbin and Coulter (2012) said that self-

efficacy is the confidence of an employee in his ability to get the job done, the belief in which a person can perform well in certain situations. Self-efficacy is a matter of the individual's perception about the ability to deal with specific situations about assessing the ability to take actions related to carrying out certain tasks or situations (Ivancevich, Konopaske, & Matteson, 2013), the belief that someone can do anything in a situation adequately (Gibson, Donnelly Jr, Ivancevich, & Konopaske, 2012). Social cognitive or social learning theory refers to an individual's belief which they can do a task (Robbins & Judge, 2017).

Dellinger et al. (2008) defined teachers' self-efficacy as "teachers' beliefs in their own abilities to fulfill teaching and learning duties successfully within their own class context". They insist on teachers' teaching context in their own classes and this is what does not exist in Bandura's definition of teachers' self-efficacy (Yough, 2011).

Tschannen-Moran et al. (1998)'s define teachers' self-efficacy as "teacher's belief in his/ her abilities to organize and perform activities required for fulfillment of teaching duties against a specific background". Teacher self-efficacy beliefs may affect learners' success in many different ways. Teachers who have higher self-efficacy tend to use innovative teaching methods in the classroom and classroom management as well as the different perspectives and different teaching methods to encourage learners to

self-reliance and reduce the severe supervision of teacher (Guskey & Passaro, 1998, p 631). Chacón (2005) stated that teachers having higher self-efficacy beliefs can manage class issues better.

Also Gist & Mitchell (1992) defined, self-efficacy beliefs as an outcome of the comparison process, composition and evaluation of information about a person's ability to select and define the duties of her efforts to effects.

Research carried out by different researchers on the impact of teachers' self-efficacy in cognitive development showed that they self-efficacy can increase students' learning and academic achievement.

Awang et al (2012) in a study about the application of knowledge management in the learning system in Malaysia, concluded that knowledge management is an important factor in improving the professional status of teachers and the development of the educational system and increase the academic achievement of students.

Ghalai et al (2012) reported that teachers' self-efficacy had a significant and positive relationship with academic achievement. Drang (2011) in a research stated that using knowledge management among teachers in preschool centers improve their classroom management status and enhance the capabilities of their training.

Margolis and McCabe (2010), in their research concluded that the teachers' self-efficiency would increase the motivation to learn in learners. Cerit (2010) reported that

the teachers' self-efficacy would improve the quality of teaching and their educational activities. Ohlsen (2010) also showed that the quality of teachers will improve outcomes for learners. He knows that one of the characteristics of quality teachers to improve their efficacy and leadership abilities to teach.

Organizational citizenship behavior

Organizational citizenship behavior was first coined by Organ who defined it as a discretionary individual behavior that promotes the effective functioning of an organization, although it is not explicitly recognized by the formal reward system (Organ, 2006). Izhar (2009) defines organizational citizenship behavior as a set of behaviors that are not formal requirements of an organization, but they nevertheless help the effectiveness of the organization forward. Bolino and Turnley (2003) believe that OCB is defined by its nature and has two general states; the first is that they cannot be reinforced directly and the second is that they are due to extraordinary efforts which indicate the organization expectation from its employees to achieve its success. Vondey (2010) in his definition of organizational citizenship behavior defines it as discretionary. These behaviors are the actions that support major functions and in themselves, moreover, they are optional, since they are not parts of a person's main task (Moorman, Blakely & Niehoff 1998). OCB has theoretical foundations in Social

Exchange Theory that explains the work behavior of individuals based on trust. As a result of good will extended to the employees, workers develop positive relationships with each other and display a positive behavior within the company. Employees who benefit with such positive experiences in the organization generally tend to reciprocate this feeling or experiences by contributing towards the organizational objectives (Habeeb,2019). In line with that, an individual is willing to cooperate and enlarge its engagement beyond the set duties and rewards provided by the organization with the intention of achieving more significant goals (Veličkovska, 2017). Components of organizational citizenship behavior that in fact play a defining role for this concept, based on Podsakoff et al (2000) are; Altruism, Sportsmanship, Courtesy, Civic Virtue, and Conscientiousness.

A. Altruism (to help colleagues to perform well the job duties)

B. Civil Virtue (intentional participation in the service of organizational goals)

C. Courtesy (gestures that help others to prevent interpersonal problems from Occurring)

D. Conscientiousness (a discretionary behavior that goes well beyond the minimum role requirement level of the organization)

E. Sportsmanship (holding justice in organizational ups and downs) Podsakoff et al. (2000)

Buric and kim (2020) showed that teachers self-efficacy was positively related to the teaching quality but not to student motivational beliefs. Anfajaya and Rahayu (2020) showed that there was a direct positive effect of self-efficacy on organizational citizenship behavior and high self-efficacy individuals tend to have high organizational citizenship behavior and vice versa.

West et al (2014) showed that teachers' self-efficacy and their teaching quality are strongly related in Texas schools. Aslam et al (2018) showed that organizational citizenship behavior had a significant impact on self-efficacy in Pakistan. Idrus et al (2019) studied organizational citizenship behavior in Malaysian universities and showed that staffs that undertake their responsibility at the workplace above and beyond their official responsibility is normally vested with higher level in Citizenship Behavior. Also Gati and Sujanto (2018) showed that organizational citizenship behavior had a mediating role in relationship between self-efficacy and organizational commitment. Dussault (2006) showed that there is a positive and significant correlation between teachers' self-efficacy and organizational citizenship behaviors such as altruism, courtesy, conscientiousness, and civic virtue. So, according to this background, this research tries to find if teachers' self-efficacy has a mediating role in the relationship

between organizational citizenship behavior and teaching quality.

Research hypothesis

According to this background, the main purpose of this research is to study the relationships between self-efficacy and organizational citizenship behavior of teachers in primary schools of Noorabad Mamasani. So, the research hypotheses were:

1-There is a significant relationship between teachers' self-efficacy and their teaching quality.

2-There is a significant relationship between teachers' organizational citizenship behavior and their teaching quality.

3- There is a significant relationship between teachers' self-efficacy and their organizational citizenship behavior.

4- self-efficacy has a mediating role in the relationship between organizational citizenship behavior and teaching quality.

Research Methodology

The descriptive correlational method, of surveying type, was used for conducting the study. Research population included 715 teachers of primary schools in Noorabad Mamasani. The sample consisted of 252 persons which were selected by random cluster sampling based on krejciey Morgan table. To collect data for this research, the following questionnaires were used.

Shahidi Teaching Quality Evaluation Questionnaire (2011): This researcher-made questionnaire has 27 statements based on *Likert*

scale. In this questionnaire, 6 dimensions of planning and preparation, class management, education, evaluation, professional responsibilities, and participation are tested. Its validity was confirmed through using factor analysis, and its reliability was 0.861 by calculating Chronbach Alpha.

Schwarzer et al. (1999)'s teachers' Self-Efficacy Questionnaire: this questionnaire has 10 statements based on *Likert scale* and the reliability of it was 0.82 by calculating Cronbach Alpha.

Podsakoff et al (2000) organizational citizenship behavior questionnaire (Cronbach alpha=0.84), including 18 items presented on a Likert-type scale. This questionnaire has five dimensions which is: Altruism, Sportsmanship, Courtesy, Civic Virtue, and Conscientiousness.

After collecting data, Kolmogorov-Smirnov test was first used to examine the normality of variables distribution. Pearson's correlation coefficient and structural equation modeling were used to analyze research data and test research hypothesis.

Results

Kolmogorov- Smirnov test was used for testing the normality of variables distribution and given the probability of the variables in the Kolmogorov-Smirnov test, in table 1 which is greater than .05, the H0 hypothesis that variables are of normal distribution is accepted, and the research variables have a

normal distribution. Also mean and standard deviation of variables are shown in table 1.

Table1- Mean , Standard deviation and Kolmogorov- Smirnov test of variables

variable	Mean	S.D	K.S	P value	result
Self- efficacy	4.71	0.58	0.074	0.117	Normal
Teaching quality	3.92	0.61	0.108	0.135	Normal
OCB	4.37	0.72	0.091	0.125	Normal

OCB= Organizational Citizenship Behavior, K.S = Kolmogorov- Smirnov test

Pierson coefficient of correlation used to test first hypothesis and the result are shown in table 2.

Table 2- correlation matrix between self-efficacy and teaching quality.

Variable	1	2	3	4	5	6	7	8
Planning &preparation	1							
Class management	0.228**	1						
Education	0.234**	0.214**	1					
Evaluation	0.244**	0.197**	0.313**	1				
Professional responsibility	0.306**	0.218**	0.331**	0.191**	1			
Participation	0.296**	0.277**	0.189**	0.223**	0.334**	1		
Teaching quality	0.651**	0.732**	0.801**	0.683**	0.783**	0.562**	1	
Self-efficacy	0.328**	0.312**	0.353**	0.291**	0.367**	0.374**	0.381**	1

** = p<0.01

As it is observed, findings indicate a positive and significant relationship between teachers' self-efficacy and their teaching quality and all dimensions of it.

For testing second hypothesis Pierson coefficient of correlation was used; results are presented in table 3.

Table 3- correlation matrix between Organizational Citizenship Behavior and teaching quality

Variable	Planning &preparation	Class management	Education	Evaluation
Altruism	0.124**	0.131**	0.136**	0.122**
courtesy	0.162**	0.181**	0.173**	0.193**
Conscientiousness	0.021	0.012	0.015	0.019
Sportsmanship	0.253**	0.261**	0.249**	0.216**
Civic virtue	0.164**	0.152**	0.147**	0.171**

OCB	0.211**	0.198**	0.184**	0.175**
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Table 3- Continue

Variable	Professional responsibility	Participation	Teaching quality
Altruism	0.128**	0.137**	0.139**
courtesy	0.189**	0.192**	0.197**
Conscientiousness	0.011	0.016	0.017
Sportsmanship	0.238**	0.259**	0.264**
Civic virtue	0.169**	0.155**	0.172**
OCB	0.179**	0.201**	0.271**

OCB= Organizational Citizenship Behavior ** = p<0.01

As can be seen, findings indicate a positive and significant relationship between teachers' organizational citizenship behavior and their teaching quality. From All dimensions of organizational citizenship behavior, only Conscientiousness had non-significant relationship with teaching quality and its dimension.

Other dimensions of organizational citizenship behavior (Altruism, courtesy, Sportsmanship, and Civic virtue) had significant relationship with teaching quality and its dimension.

Pierson coefficient of correlation used to test third hypothesis and the result are shown in table 4.

Table 4- correlation matrix between self-efficacy and Organizational Citizenship Behavior

Variable	1	2	3	4	5	6	7
Altruism	1						
courtesy	0.151**	1					
Conscientiousness	0.106*	0.091*	1				
Sportsmanship	0.145**	0.171**	0.098*	1			
Civic virtue	0.133**	0.186**	0.082	0.164**	1		
OCB	0.141**	0.202**	0.031	0.263**	0.181**	1	
Self-efficacy	0.161**	0.158**	0.151**	0.165**	0.163**	0.17**	1

OCB= Organizational Citizenship Behavior ** = p<0.01 * = p<0.05

As can be seen, findings indicate a positive and significant relationship between teachers' organizational citizenship behavior and their self-efficacy.

Finally, path analysis used to studying the mediating role of teachers' self-efficacy in the relationship between organizational citizenship behavior and teaching quality.

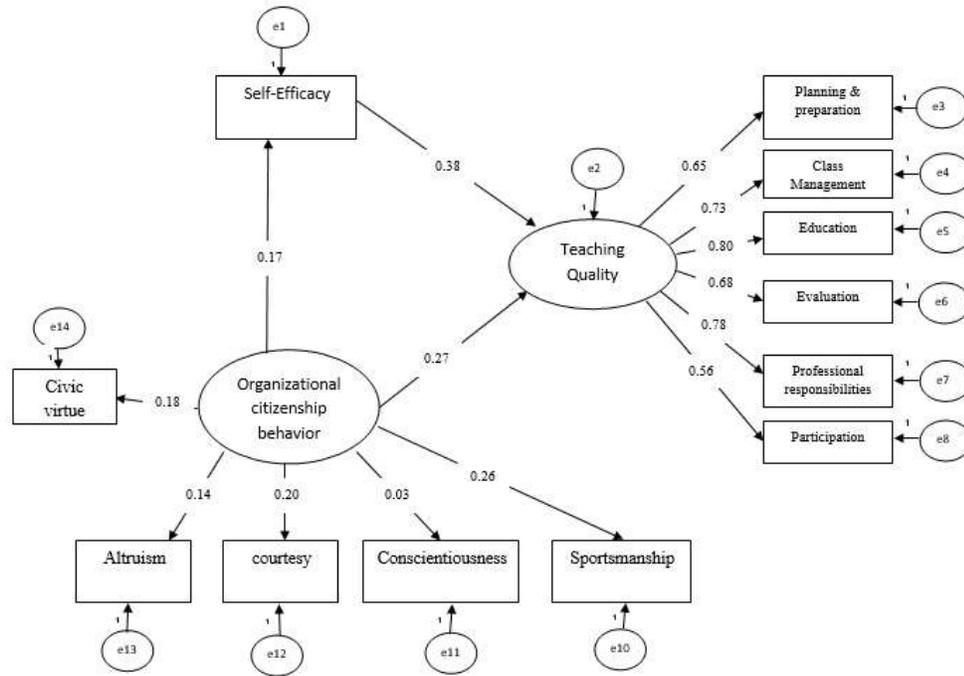


Fig 1- A model of Structural Relationship between Variable.

Table 5- Fit indices for presented model.

Model	CMIN/dF	P-value	GFI	CFI	NFI	RMSEA
1	1.881	0.675	0.961	0.974	0.948	0.047
Acceptable range	<3	>0.5	>0.9	>0.9	>0.9	<0.05

Fit indices of the model are shown in table 5. and all show model's good fitness. Also the

direct and indirect effect of each path can be seen in table 6.

Table 6- direct and indirect effects of model paths.

Path	Direct effect	Indirect effect	Total effect	Standard error	t	P value
SE → TQ	0.381	-	0.381	0.02	5.22	0.001
OCB → TQ	0.273	0.064	0.337	0.06	6.20	0.001
OCB → SE	0.17	-	0.17	0.07	4.64	0.003

SE=Self=Efficacy, TQ= Teaching quality, OCB= Organizational Citizenship Behavior

As it is observed, the direct effect of self-efficacy on teaching quality is 0.381 also the direct effect of Organizational citizenship behavior on teaching quality is 0.273 and it has an indirect effect through self-efficacy which is 0.064 so the total effect of it is 0.337. Organizational citizenship behavior has a direct effect on self-efficacy which is 0.17. Based on these results, it is confirmed that teachers' self-efficacy has a mediating role in the relationship between organizational

citizenship behavior and teaching quality.

Conclusion

Results of this study showed teachers' self-efficacy had a positive and significant relationship with their teaching quality. This means that teachers' self-efficacy beliefs, which help them know their abilities better and influence students' learning have a positive effect on their teaching quality, help them fulfill their duties and hence increase the teaching quality such as educational planning, class management, professional responsibility fulfillment, evaluation, and participation. And where teachers have high self-efficacy, we can expect that teaching quality in that university is in a good level. Also, the contribution of this variable to teaching quality is 0.38 based on the model achieved. These results are consistent with results of researches done by Buric and kim (2020), west et al (2014), Ohlson (2010), Chan (2008), Margolis & McCabe (2004).

Also, the results showed a positive and significant relationship between teachers' organizational citizenship behavior and their teaching quality. Components of sportsmanship, courtesy, civic virtue and altruism have significant relationship teaching quality as well. In other words, teachers' organizational citizenship behavior brings about their good performance in activities of planning, education, evaluation, class management, fulfillment of

professional responsibilities, and participation. This in turn brings improvement to students' learning and good output in schools. Direct effect of this variable on teaching quality equals to 0.273 and its indirect effect equals to 0.064, and therefore, total effect of this variable on teaching quality equals to 0.337. This shows that organizational citizenship behavior, both directly and through influencing teachers' self-efficacy can increase teachers' teaching quality. The results achieved are consistent with results of the researches done by Aslam et al (2018), Idrus et al (2019), Tamosaitis (2006), Smeenk et al. (2006). Also, the interrelationships among variables is also significant; the relationship between organizational citizenship behavior and self-efficacy is with a coefficient of 0.17 and a significance level of 0.003. This shows that these variables having mutual relationship with each other and strengthening each other can increase teaching quality.

And also teachers in doing their roles in teaching in primary schools, in order to be more efficient based on their abilities and competencies (self-efficacy), should pay more attention to organizational citizenship behavior. Teachers can improve their self-efficacy by adopting organizational citizenship behavior. The results achieved are consistent with results of the researches done by Rahman et al. (2014), Dussault(2006), Bogler and Somech (2004), and Somech & Drach-Zahavy(2000).

According to results, it can be concluded that teachers' self-efficacy can strengthen the effect of organizational citizenship behavior on teaching quality. So, if schools can provide a basis for enhancing teachers' self-efficacy, indirectly their organizational citizenship behavior and its dimensions such as sportsmanship, altruism, civic virtue, courtesy and Conscientiousness will also be strengthened, which will improve the quality of teachers' teaching.

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