

**The Relationship between Social Health and
Organizational Citizenship Behavior (Case Study:
Elementary teachers in Birjand)**

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Abstract:

Incorporating social health into the organization generates additional energy beyond the job duties through voluntary activities, which shapes organizational citizenship behavior. The purpose of this article is to identify the relationship between social health and organizational behavioral components of elementary school teachers in Birjand. Theoretical foundations are formed by emphasizing the theory of Keyes (social health) and the theory of Bateman and Ergan (organizational citizenship behavior). The methodology of this research was descriptive correlational survey, the study population of Birjand teachers in the academic year 2017-2018 equals 1150 students. Using Cochran sample size of 285 people by cluster random sampling of respondents was collected based on standardized interview questionnaire. Cronbach's alpha for social health items was equal to (75.4) and organizational citizenship behaviors were equal (78.6). AMOS, PLS and SPSS softwares were used for data analysis. The results show that among the independent variables (social health) of social cohesion social

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acceptance, social contribution also had the highest average among the dependent variables (organizational citizenship behavior) on respect & honor, altruism and magnanimity. Most of the participants in this study, 155 (54.4%) were women. The results indicate that at the 0.05 level of social health has the most influence on the components of magnanimity behavior (0.74), Also, the lowest intensity of the effect of social health on participatory behavior was observed (0.47). Hypotheses test show that social health affects the components of organizational citizenship behavior such as: magnanimity (0.74) deontology (0.70) respect & honor (0.66) altruism (0.60) and participation (47.47). 0) has had a significant and direct impact, also, all the parameters of the measurement model and the corresponding paths of the hypotheses are confirmed.

keyword: Birjand, Organizational citizenship behavior, Social Health, Teachers

Introduction

The development of social health requires a comprehensive approach that is part of individual health and can affect a person's behavioral performance and activities. One of the most important steps to have a better life is to benefit from social health indicators, which unfortunately are not given enough attention. One of the social environments in which a person spends most of his time and energy is the work environment and in the case of strengthening the social health indicators, double energy will be created in the person and in the attitude towards the job and performing job duties, he/ she will perform voluntary and spontaneous activities beyond his/ her role. This will lead to personal development and development of organizational goals. Creating social health in the organization, through voluntary activities, generates additional energy beyond performing job duties, which leads to the formation of organizational citizenship behavior. In this study, it is tried to consider the organizational citizenship behavior of teachers in the workplace as a variable that is affected by social health and its



characteristics. Also, at present, this welfare and service measure in the organizational environment of our society employees, can strengthen the dimensions of organizational citizenship behaviors; and internal and external satisfaction with the performance of job results can be enhanced by strengthening, receiving and laying the groundwork for this variable at the organizational level.

Research Methods

The methodology of this research was survey and descriptive correlation. The study population was 1150 teachers in Birjand in the 2017- 2018 academic year. Data were collected through cluster and random sampling of respondents' information based on a standard interview questionnaire. Cronbach's alpha has been obtained for social health items equal to (75.4) and organizational citizenship behavior items equal to (78.6). AMOS, PLS and SPSS software were used to analyze the findings.

Research Findings

The results show that among the components of the independent variable (social health) social cohesion, social acceptance, social contribution, as well as among the components of the dependent variable (organizational citizenship behavior) respect, altruism and chivalry have had the highest mean, respectively. Most people in this study, that is 155 people (54.4%), were women. The results indicate that at the level of 0.05, social health has the greatest impact on the components of chivalry behavior (0.74). Also, the lowest intensity of effect was observed between social health on participatory behavior (0.47). Hypotheses test shows that social health has a significant and direct effect on the components of organizational citizen behavior, i.e. on chivalry (0.74), conscientiousness (0.70), respect and honor (0.66), altruism (0.60), and participation (0.47). Also, all the indicators of the measurement model and the corresponding paths of the hypotheses are confirmed.

Conclusion

In the first step, to strengthen the organizational citizenship behavior of the studied community, teachers should feel that they are part of their community (organization) and belong to it and are supported through the organization and have a share in its development (social adaptation). In the second step, these people understand it according to the position of their organization and feel comfortable (acceptance and connection) with a positive view and trust in the inherent good of others (acceptance and connection). In the next step, teachers feel that they are a vital member of their organization and therefore they value their daily activities with the organization. In other words, these people automatically perform certain behaviors, accomplish certain goals, and accept certain commitments in relation to their organization (contributed). Ultimately, teachers reinforce citizenship behavior in the organization when they are optimistic about their future and their organization and believe that their situation and school will be better than it already is (social prosperity).

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