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THE RELATIONSHIP BETWEEN SPIRITUALITY IN THE WORKPLACE AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR AND TEACHERS OF QOM (IRAN)

AMIR HOSSEIN MOGHIMI YAZDI[1]*, DR.MEHDI KALANTARI[2], HOSSEIN MAHMOUDI[1]

[1]MA, Department of Psychology and Educational Sciences, Roudehen Branch, Islamic Azad University, Roudehen, Iran.

[2]Faculty Member, Department of Psychology and Educational Sciences, Roudehen Branch, Islamic Azad University, Roudehen, Iran.

*Corresponding Author: moghimy.amir@gmail.com

ABSTRACT

The study aimed at investigating the relationship between spirituality and organizational citizenship behavior in the workplace Teachers All schools in the city of Qom in Iran. The community consists of the teaching staff of Education Organization of Qom with the number of 12,819 people. The sample table studied the seats Morgan, Consisting of three hundred and seventy-five of the population. The purpose of this study was functional and the way of the cross. Stratified random sampling and Data, Inventory Milyman Spirituality in the Workplace (2003) and organizational citizenship behavior Podsakoff and et al. (1990) are used. 0/867 was obtained as Cronbach's alpha for Spirituality in the Workplace Questionnaire, o/885 was obtained as Cronbach's alpha for organizational citizenship behavior. For assessment and analysis of the key assumptions and Sub-hypothesis, the t-test, analysis of variance, Pearson correlation test was used. Using Pearson's correlation coefficients between components, with the result that sense, a sense of spirituality in the workplace component of self-awareness, self-management, and manage the relationship of emotional intelligence sample positive correlation is established. The component alignment with organizational values and social consciousness does not establish a connection. The results indicate a direct relationship between the variables.

Keywords: Spirituality in the workplace, organizational citizenship behavior, teachers of Qom, Iran Education

INTRODUCTION

Always and at any time considering the efficient and joyful manpower has been part of the main concerns of the community. Paying attention to this important point in line with the needs of human life in the third millennium has taken a new form.So that the effectiveness and vitality of the workforce have taken various forms in research and research scientists.

The main asset of any organization, especially knowledge-based organizations such as the education organization is its employees.

If we consider some behaviors of the teachers due to low motivation, stubbornness and low efficiency that affect the performance of education, we conceive the role of the OCB and related components.So studying these variables can be beneficial in participation of teachers in these behaviors.

Teachers who have spirituality in workplace, theyare more successful in dealing with the emotions and management and identify that, a good relationship and to create an environment based on mutual understanding, trust and effective communication (Karimi et al., 2011).With the advancement of technology and the demand for increased production and busy corporate

environments,it seems that people in their working environment are looking for something more than material rewards.

Spirituality in workplace: Spirituality in a place or space in which the work is done and Milyman and colleagues has three levels: the individual level 2. Level 1 group 3. Organizational level (Prosper, 2010) spirituality in the workplace under component 3 is as follows: 1. Work with the meaning (of a person): a deep sense of meaning and purpose of work. The spiritual dimension Workplace specifies how employees in their daily work at their own interactions. Every individual has intrinsic motivation, willingness and interest to engage in activities that give more meaning to their life. (Mytrof and Denton, 2003) 2. Solidarity group (the group): a feeling of connection and solidarity with colleagues, Staff support each other and connected by a common goal is to eat. (Ebrahimi, 2011) 3. Alignment with the values of the organization (organizational level): a feeling of connection and solidarity with organizational goals, Identify the mission and values of the organization and the support and care of the employee. (Rastegar, 2010)

Of interest in spirituality in the workplace and Dachn Ashmvs In recent years the following reasons: 1. Environmental

miniaturization which is unfit for work. 2. Loss of family relationships and 3. Encourage neighbors to prioritize workplace meditation and values such as loyalty 4. The increase in population and population aging and nearing death and desire to live with meaning 5. Increasing global competition among organizations (Ashmvs and Dachn, 2000).

The researchers believe that the use of spirituality in the workplace leads to improve productivity, performance and financial indicators (Heaton et al., 2004).Some features of spirituality in the workplace are as follows:

1. Explanation of humanas someone who has inherent values superior than duty. 2. Recognizing the spiritual dimensions, transcendent and holy truth. 3. Servant behavior at work and leadership. 4. Expressing spiritual values such as honesty, kindness and respect5. The emphasis on responsibility towards society and the environment (Pourkiani et al., 2010).

Spirituality at work brings awareness and consciousness, intuition creates and witnesses drawn to the creativity and spirituality at a high level in their organizations is to grow faster and increase their efficiency (Davis, 2007; According to the Pourkiani et al., 2010).

The concept of organizational citizenship behavior was entered to the world of science first by Batman and organs in the early 1980s. Research in the field of organizational citizenship behavior was early to identify the responsibilities and behaviors of the employees in the organization, but were often ignored. Although these behaviors were measured in traditional assessments impairs job performance or sometimes were neglected, but were effective in improving organizational effectiveness (Binostak et al., 2003).An example of OCB of teacher at the school: volunteer helping to students and colleagues at the time when relates to the teachers.The teachers offer innovative activities beyond the classroom program and they use their time effectively, instead of professional activities focus on privacy, without waiting for their compensation and bonuses (DiPaola and Da Costa Neves, 2009, quoted Karimi, 2011).

This concept in recent years, in many studies have been regarded as so important in the eyes of the people thought that is more specific. Also, the most important factors that could behaviors, attitudes and interactions with staff in order to provide better quality services to work, the organizational citizenship behavior (Yazdani et al., 2011). In organizational citizenship behavior, behavior outside of

official duties, and the whole complex, it is not considered a reward for that. This behavior causes an increase in the effectiveness of the organization and the set. (Tabarsa and Raminmehr, 2010)

Since the concept of organizational citizenship behavior is relatively new, but various definitions are presented for that, some of which are presented below:

Organ (1997) defined organizational citizenship behavior as a type of performance that the social and the mental (psychological) environment supports organizations that functions in that environment is a task organization.

OCB includes optional behavior (voluntary and informed) staff that directly improve the effectiveness of organizational goals, and of course the effects may be independent of the productivity of the employees (Podsakoff, MacKenzie, 2000).

In fact, in organ's view OCB has three main features: (1) voluntary, not a predetermined task and not part of the official duties. 2. The advantages of this behavior, organizational aspects in the sense that this behavior is a function of promoting efficient organization. 3. Explicitly and directly in the formal system will not be rewarded (Abel, 2008, quoted by Fanny et al., 2013).

Organizational citizenship behaviors are three kinds:

Organizational compliance: This term describes behaviors that their need and desirability are identified and accepted in reasonable structure of discipline. Indicators of organizational compliance are behaviors such as respect for the rules of the organization, tasks to complete and fulfill responsibilities with regard to organizational resources, such as "on time presence at work" or "compliance with laws, regulations and guidelines in workplace.

Organizational loyalty: loyalty to the organization of loyalty to themselves, other people and different departments and units and express the degree of sacrifice in the interests of staff and organizational support and defend the organization (Van Dyne, Graham, and Dienesch, 1994).

Organizational participation: This term emerges with involvement in managing the organization such as attending meetings, to share their ideas with others and awareness of current issues.

Experts in the field of organizational behavior after numerous studies on this phenomenon presented the following three characteristics as organizational citizenship behavior as their main features.

A: uncertainness (non-directive) B. behaviors caused by individual initiative and independent workers is C. OCB will be profitable for the organizations.

An example of organizational citizenship behavior support teachers, students and colleagues, and others even after working hours and during that time is their own.

Moorman and Blackly also have known organizational citizenship behavior as acts which are useful for the organization, but as part of the basic elements of a job is not considered (Hvsam quoted Shateri et al. 2012).

Allen and his colleagues believe that the organizational citizenship behavior is a set of constructive and cooperative behavior not only is specified by job description directly or contract, it will not be rewarded by the official system (Allen and et al quoted Shateri and et al. 2012).

According Vigoda and Gadot OCB includes a variety of informal and voluntary contributionsthat the employee does regardless of official sanctions and rewards as free individuals (Vigoda and Gadot quoted Shateri et al., 2012)

Organizational citizenship behavior in terms of P0udsakf is as follows:

Helping Behavior:Voluntary helping others or preventing problems at work

Sportsmanship: Tolerance to accept the inevitable and uncomfortable at work without complaint and displeasure.

Organizational Loyalty: Compliance with organizational standards and to work beyond individual interests and groups.

Organizational Compliance: Acceptance of the necessity and desirability of reasonable rules and regulations of the organization.

Individual Initiative: Meta-role behavior that is expected beyond the minimum general requirements.

Civic virtue: Civic behavior caused by interest or commitment in the organization.

Self-Development: voluntary actions to improve employees' knowledge, skills and abilities to (Podsakoff, 2000, quoted Karimi et al., 2011)

Research has shown that the more spiritual organizations of 400 to 500 percent the increase in net income from other similar companies, Improving ROI and increasing shares, and the shareholders are better (Thompson, 2000).

Brown believes that organizations spirituality at work promote and encourage the unique attitudes and A unique feature is that the effectiveness of the team.

Login spiritual organization gives employees the ability to a more integrated vision of the organization, family and Obtain their society. (Cavanagh, 1999)

Research has emphasized that spirituality in the workplace, is positively associated with creativity, job satisfaction, team performance and organizational commitment, job involvement, honesty and trust, increased sense of personal development, reduce turnover and increase

consciousness, which in turn all of these words will be more effective organization (Mylymn et al., 2003, he and colleagues, 2007Farhangi et al., 2006)

Hansen (2003) noted that the staff needs in terms of type and size has changed. If successful organizations will be present entirely of biological, psychological, social and spiritual attention of staff. Spirituality at work with creativity, honesty, trust and commitment in the workplace with increased sense of personal evolution and development of employees is linked (Mousavi et al., 2011)

Mytrof and Denton concluded that the study of spirituality in the workplace is managed and this is the most important and most basic duties. (Mytrof and Denton, 1999).

Ebrahimi (2011) to investigate the relationship between emotional intelligence and spirituality in paid work, which results suggest that These two factors have a significant relationship with each other.

This study attempts to answer the question whether there is a significant relation between "the spiritual and emotional intelligence in the workplace Teachers of Qom?"

Main hypothesis

There is a relation between spirituality and emotional intelligence in the workplace Education Teachers of Qom.

Sub-hypotheses

1. Work with school teachers in Qom, are related in ense of emotional intelligence.

2. The solidarity group and EI teachers of schools in Qom are related.

3. Alignment with organizational values and emotional intelligence among school teachers in Qom are related.

Type of research

This study is a descriptive - correlational research according to the objective.

The research, sample and sampling

The population includes all teaching staff (teachers and trainers) male and female areas of education, the city of Qom in all courses of study in public schools, which number 12,819 persons, of whom 5770 were males and 7049 females, respectively, the statistics by gender and region 4 persons, it is as follows:

Table 1: population Divided Zone 4 districts of Qom

Total	Four	Three	Two	One	Area / Gender
5770	1361	1465	1668	1276	**Male**
7049	1594	2238	1795	1422	**Female**
12819	2955	3703	3463	2698	**Total**

The table seats Morgan sample included 375 teachers in Qom areas, of which 169 are males and 206 females.

Table 2: Examples of sex

Percent	Number	Gender
45	169	**Male**
55	206	**Female**
100	375	**Total**

Random sampling was also conducted research.

Measuring Tools

Two questionnaires were used to collect information from the spiritual and emotional intelligence in the workplace is as follows:

Spirituality in the Work place Questionnaire is a 20-item scale that is 3 by Milyman and colleagues in 2003 to measure spirituality in the workplace is made. The questionnaire included 3 with mean (6 items) solidarity group (7 items), and alignment with organizational values (7 items). The ratings are based on Likert scale from strongly agree to strongly disagree quite widespread. Reliability and validity of the questionnaire, Cronbach's alpha was reported to 0/867 percent.

Emotional Intelligence Questionnaire Bradbry by Travis and Jane Graves in 2005, has been developed. The reliability of the questionnaire was 0/877. The highest score is 100 and has 4 subscales of self-awareness, self-management, social awareness and relationship management is. This is a test of 28 items. It is ranked as a 5-point Likert. Questions the first six components of self-awareness, self-management questions elements of the seventh to the fifteenth, sixteenth to twentieth questions component of social consciousness and twenty to twenty-eight questions to measure the components of relationship management. Questions fourteenth, fifteenth and twentieth centuries have been expressed in reverse.

FINDINGS

In order to analyze the data collected from the questionnaire Spss 19 software is used. The analysis of descriptive and inferential statistics is designed.

Table 3: Descriptive statistics of spirituality in the workplace and its subscales

Highest	Least	Amplitude	Standard deviation	Average	Variable
100	28	72	10/32	69/74	**Spirituality in the Workplace**
35	14	21	4/11	28/47	**Work with Meaning**
30	7	23	4/11	20/48	**Solidarity group**
35	7	28	4/75	20/78	**Alignment with organizational values**
148	**56**	**92**	**12/09**	117/24	**Organizational citizenship behavior**

According to the table above average spirituality in the workplace is 69/74 Teachers of Qom. The component works with meaning, 28/47, 20/48, and consistent with the values of solidarity group is 20/78.

Mean, standard deviation, range, minimum and maximum response given to teachers

in the areas of emotional intelligence is a 4-fold above the Qom.

Also, the mean of OCB was obtained 117/24.

The main hypothesis: the spiritual and organizational citizenship behavior in the workplace, are related with Teachers of Qom.

Table 4: Correlation coefficient between organizational citizenship behavior and spirituality in the workplace

Spirituality in the Workplace	Variable
506$0/$	Organizational citizenship behavior

**= $p<0/01$

As can be seen in the table above between spirituality and emotional intelligence in the workplace, there is a significant relationship Teachers of Qom. The calculated correlation coefficients (r =0/01, p <0/439) Hence, the null hypothesis is rejected and opposed confirmed with 99% confidence, we can conclude there is a

significant relationship between the two variables, and almost 19% of emotional intelligence variance is explained by spirituality in the workplace.

Alternative hypothesis:

Sub-Hypothesis 1: Work with teachers in Qom, are related meaning and emotional intelligence.

Table 5: Correlation coefficient between the components of meaningful work and organizational citizenship behavior

Meaningful work	Variable
442$0/$	Organizational citizenship behavior

**= $p<0/01$

From the above table, the Pearson correlation coefficient (r = 0/01, p <0/445), we come to the conclusion that There seems the components of emotional

intelligence, teachers and educators work with meaning and Zone 4 districts of Qom.

Sub-Hypothesis 2: the solidarity group and EI teachers of schools in Qom are related.

Table 6: Correlation coefficient between the components of group solidarity and emotional intelligence

Solidarity group	Variable
448$0/$	Organizational citizenship behavior

**= $p<0/01$

Considering the correlation coefficient obtained in the above table (r= 0/01, p <0/417), we can conclude with 99% confidence that the component group solidarity and There is emotional intelligence School Teachers of Qom. Therefore, the null hypothesis is rejected and opposed confirmed. And almost 17%

of the variance in emotional intelligence can be explained by a sense of group solidarity.

3 sub-hypothesis: the alignment with organizational values and emotional intelligence School Teachers of Qom are related.

Table 7: Correlation coefficient between the alignment with organizational values and emotional intelligence

Alignment with organizational values	Variable	**= $p<0/01$
329$0/$	Organizational citizenship behavior	

According to one hundredth of a significant level of correlation coefficient (r= 0/01, p <0/207), the alignment with the values of the organization (organizational level) spirituality in the workplace is associated with emotional intelligence. So with 99% confidence that the relationship is established. As a result, the null hypothesis is rejected and opposed hypothesis is confirmed.

CONCLUSION

Based on the findings of this study with regard to the background of the research and the results of other studies, the results of this study are as follows: As shown in Table 5, the main hypothesis of this study regarding the correlation coefficient Approval is obtained, we can conclude with 99% confidence that Between spirituality and emotional intelligence in the workplace, there is a significant relationship between teachers zones 4 districts of Qom. Also according to Table 6, the personal level of spirituality in the workplace variables (with meaning) and There is a significant correlation between emotional intelligence community. We realized Table 7 and 8 also in relation to emotional intelligence and organizational level teachers.

So in general it can be said that teachers do their job duties spirituality at all levels (individual, group and organizational) are observed to have a higher emotional intelligence. Literature also shows the relationship between the two variables with one another. The findings are consistent with the results achieved by Ebrahimi (2011).

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