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## **CULTURAL INTELLIGENCE, ORGANIZATIONAL JUSTICE AND CITIZENSHIP BEHAVIOR IN WOMEN TEACHERS (EDUCATIONAL MANAGEMENT PROJECT)**

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### **ABSTRACT**

*Purpose: Cultural intelligence (CQ) helps individuals effectively manage and control intercultural differences. In fact, cultural intelligence as a concept in the contemporary world, is a cognitive ability. The purpose of this study was to investigate the relationship between cultural intelligence and organizational justice with the organizational citizenship behavior in woman's teachers in the Zahedan schools. Methodology: The research method was descriptive and correlational study. The statistical population of this study is all woman teachers in Zahedan (850 teachers) which according to Morgan table 265 teachers were selected by random sampling method. Research tool is three questionnaires included Cultural Intelligence by Ang (2009), Organizational justice questionnaire by Nadi and Tughræi (2012), Organizational citizenship behavior questionnaire by Tabesh (2012) and Podsakoff (2000) and reliability of 0/86, 0/78, 0/81. In order to analyze the data, two descriptive statistics (mean and standard deviation) and inferential statistics were used. The calculations were performed using SPSS16 software. Findings: The results showed that there is a significant relationship between cultural Intelligence and organizational justice with organizational citizenship behavior. Also, the results of step by step regression analysis showed that 68% of changes in organizational citizenship behavior were predicted by cultural intelligence variable and organizational justice. Conclusion: finally, Due to the low metacognitive dimension of the dimensions of cultural intelligence, it is suggested that managers should have educational and in-service workshops for teachers to inform them about the job path, the probability of upgrading, and current and future occupational responsibilities.*

**Keywords:** Organizational Citizenship Behavior, Organizational Justice, Cultural Intelligence, Woman Teacher.

### **INTRODUCTION**

An outstanding feature of globalization, which is profoundly affecting on today's organizations, is a greater tendency towards cultural diversity. Organizations are dramatically involved in more interactions among collections of cultures and perspectives. This fact has caused many dynamics relationships in multicultural environments, so that, differences in language, ethnicity, politics, and many other characteristics can appear as potential sources of conflict, and in the absence of a proper understanding, it make difficult in development of the right work relationship.

Justice, as an essential requirement for the human life, throughout history has always been the subject. The study of organizational literature shows that trust is a critical factor for individual and organizational success (Darvish, 2013). The trust of teachers to colleagues and their

manager is two dimensions of trust that is important for the development of perceived organizational justice in schools (Dehghanian, 2013). The term of organizational citizenship behavior was first introduced by Bateman and Organ (1983), which in their study addressed the relationship between affection and employee citizenship behavior. Studies on organizational citizenship behavior indicated that the existence of these kinds of behaviors has a positive and significant impact on public and private organizations (Memarzadeh Tehran, 2009).

Research in this field is mainly focused on three types; a series of studies focused on the prediction and empirical testing of the factors causing citizenship behavior. Another set of research has focused on the consequences of citizenship behavior and, finally, a limited group of research focused exclusively on the concept of citizenship behavior.

The Citizenship behavior is a kind of behavior that, while generating benefits such as greater productivity, has a tremendous impact on improving quality of life (Bateman, 1983). Researches have shown that there is always a kind of injustice among teachers, and teachers are glorifying the existence of a kind of injustice, and it should be noted that issues related to Justice and fairness in educational systems should not be looked at superficially.

Many factors effect on organizational justice, one of which is organizational health (Khorasani, 2012).

Cultural intelligence (CQ) helps individuals effectively manage and control intercultural differences. In fact, cultural intelligence as a concept in the contemporary world, is a cognitive ability. In addition, it can be considered as the ability to modify verbal and nonverbal behaviors that can guide individuals in specific situations or special interactions.

Justice has always been an essential requirement for the human life. Since, each organization faces challenges to its internal and external environment, the organization seeks to align its staff with its culture and mission and to focus its actions on achieve their goals. Because people who feel justice in their organization, they will change concepts so that be coordinate with the vision and mission of the organization (Naghsh, 2017).

In this regard, one of the issues that agreed upon by most experts of management and educational planning, is equilibrium in using the effective mechanism of cultural intelligence and organizational justice of teachers. The importance and necessity of this balance and understanding the need to educate teachers and its role in improving performance and attainment of goals, has led to that today, fewer organizations or institutions can be found that do not have cultural intelligence. Cultural intelligence of teachers is necessary to increase their ability to competition (Alaei, 2014). To compete, each organization needs to have high-performance staff in different sectors. According to the mentioned contents and due to the fact that the present research has not been carried out in Zahedan and also because of the interest and appropriateness of the selected subject with the job of the researcher, the present study was conducted to examine the relationship between cultural intelligence and organizational justice with the organizational citizenship behavior of the women teachers in Zahedan schools.

## **MATERIAL AND METHOD:**

This research is applied in terms of purpose and from the perspective of the method is descriptive-survey and correlation study. The statistical population of this study is all woman



teachers in the Zahedan (850 teachers) in the academic year of 2016-2017. A random stratified sampling method was used. Based on Morgan's table, a total of 265 woman teachers in District 1 in Zahedan were selected as samples. The data collection in this study was two types of library and field method. In this research, three questionnaires include Cultural Intelligence questionnaire (Ang et al., 2009), Organizational Justice questionnaire (Niehoff & Moorman, 1993; Nadi and Tugraei, 2012) and Organizational Citizenship Behavior questionnaire (Tabesh, 2012; Podsakoff, 2000) were used. Validity of the questionnaires was carried out by content validity method and with the opinion of five experts and approved by the supervisor. The test-retest method was used to estimate the reliability coefficient of the questionnaires used in this study. First, the questionnaires were completed by 20 teachers and then completed by the same 20 teachers after 10 days. Finally, the results of the two tests, using the Cronbach's alpha coefficient, were 0.86 for the cultural intelligence scale, Organizational Justice Measurement was 0.78 and 0.81 for the Citizenship Behavior Scale, which shows the reliability of these questionnaires fairly well.

In order to analyze the data, two descriptive statistics (mean and standard deviation) and inferential statistics were used. In inferential statistics for data normalization, Kolmogorov-Smirnov test was used first, and then Pearson correlation coefficient and regression analysis were used to analyze the data. The calculations were performed using SPSS16 software.

## RESULTS:

The results showed that in the age groups, 31-40 group had the highest participation (47/2%), and 78.9% of women teacher had bachelor degree, and also 44/9 % of them had 10 to 15 years work experience. As it is seen, according to the descriptive statistics related to the cultural intelligence variable and its dimensions, all dimensions are in a good level, but the average of the data for the motivational dimension was the highest (3/714 out of 5) (Table 1).



**Table 1: Statistical Indicators Related to the Dimensions of the Cultural Intelligence Variable**

Dimensions	Behavioral	Motivational	Cognitive	Metacognition	Total score of Cultural Intelligence
Mean	3/55	3/714	3/389	3/136	3/43
SD	0/124	0/62	.282	0/621	0/375

The results showed that the organizational justice variable and its dimensions are at a good level, but the mean of the data for the procedural justice dimension was the highest (3/98 out of 5) (Table 2).

**Table 2: Statistical Indicators Related to the Dimensions of Organizational Justice**

Dimensions	Interactive Justice	Procedural Justice	Distributive Justice	Total Organizational Justice Score
Mean	3/61	3/98	3/047	3/63
SD	0/316	0/343	0/539	0/322

And also, results showed that based on the descriptive statistics related to the variable of citizenship behavior and its dimensions, all dimensions are at a good level, but the mean of the data for the dimension of participation was the highest (4/33 out of 5) (Table 3).

**Table 3: Statistical Indicators Related to the Dimensions of the citizenship Behavior**

Dimensions	Self Confidence	Responsibility	Participation	Tendency to the law/Legalism	Total Citizenship Behavior Score
Mean	3/75	3/5	4/33	3/5	4/11
SD	0/259	0/342	0/542	0/265	0/381

*Main hypothesis: there is a positive relationship between the cultural intelligence and organizational justice with the organizational citizenship behavior of woman teachers in the Zahedan schools.*

The results indicated that the correlation coefficient between cultural intelligence and citizenship behavior is equal to 0/553 and between organizational justice and organizational citizenship behavior is 0/707, which is significant in terms of significance level at 99% level. Therefore, considering the estimated correlation coefficients, it can be concluded that there is a positive and direct relationship between cultural intelligence and organizational justice with organizational citizenship behavior in Zahedan Schools.

Regarding the relationship between cultural intelligence and organizational citizenship behavior, the correlation coefficient between cultural intelligence and citizenship behavior is equal to 0/553 with the significance level 99%. Therefore, considering the estimated correlation coefficients, it can be concluded that there is a direct and significant relationship between cultural intelligence variables and citizenship behavior, that is, with increasing cultural intelligence, the behavior of citizenship is also increased.

Regarding the relationship between dimensions of cultural intelligence and citizenship behavior, there is a positive and significant correlation between dimensions of cultural intelligence and citizenship behavior in the level of 99%. Therefore, with 99% confidence, it can be concluded that the dimensions of cultural intelligence have a positive and significant correlation with citizenship behavior. The results also showed that among the dimensions of cultural intelligence, the motivational dimension with a correlation coefficient of 0/649 has a stronger relationship with teachers' citizenship behavior.

Regarding the relationship between cultural intelligence and the dimensions of citizenship behavior, it was determined that there is a positive and significant correlation between cultural intelligence and dimensions of citizenship behavior in the level of 99%. Therefore, with 99% confidence, it can be concluded that cultural intelligence has a positive and significant correlation with dimensions of citizenship behavior.

The results also showed that among the dimensions of citizenship behavior, the legalism dimension with a correlation coefficient of 0/634 has a stronger relationship with cultural intelligence.

Regarding the relationship between organizational justice and citizenship behavior, the results showed that the correlation coefficient between organizational justice with citizenship behavior is equal to 0/707 and significant level (0.000). Therefore, considering the estimated correlation coefficients, it can be concluded that there is a direct and significant relationship between organizational justice variables with citizenship behavior.

Concerning the relationship between cultural intelligence and organizational justice, the results showed that the correlation coefficient between cultural intelligence and organizational justice was equal to 0/335 and significant level (0.000). Therefore, considering the estimated



correlation coefficients, it can be concluded that there is a positive and direct relationship between cultural intelligence variables and organizational justice.

Regarding the relationship between dimensions of cultural intelligence and organizational justice, it was revealed that there is a positive and significant correlation between cultural intelligence with organizational justice in the level of 99%. Therefore, with 99% confidence, it can be concluded that the dimensions of cultural intelligence with organizational justice have a positive and significant correlation.

The results also showed that among the dimensions of cultural intelligence, the motivational dimension with a correlation coefficient of 0/398 has a stronger relationship with organizational justice.

Concerning the relationship between cultural intelligence and organizational justice dimensions, the results showed that there is a positive and significant correlation between organizational intelligence and organizational justice dimensions in the level of 99%. Therefore, with 99% confidence, it can be concluded that cultural intelligence has a positive and significant correlation with the dimensions of organizational justice. The results also show that among dimensions of organizational justice, the dimension of distributive justice with a correlation coefficient of 0/445 has a stronger relationship with cultural intelligence.

***Hypothesis: Teacher's citizenship behavior is predictable by variables of cultural intelligence and organizational justice.***

To test this hypothesis, stepwise regression test has been used. In this way, cultural intelligence and organizational justice are added one by one to the regression equation and, if they do not play a meaningful role in the regression, are eliminated.



**Table 4: indicators of the adequacy model between cultural intelligence and organizational justice with citizenship behavior**

Model	Correlation Coefficients	R-squared	R2 Adjusted	Standard Error
organizational justice	0/807	0/651	0/65	0/336
cultural intelligence	0/826	0/683	0/68	0/321

As Table 4 showed that regression analysis has progressed to two stages. In the first stage, organizational justice variable entered the model, whose correlation coefficient (R) with citizenship behavior was equal to 0/807, in this stage, the R-squared is equal to 0/651 and the R2 adjusted is 0/65, which means that 65 percent of the changes in citizenship behavior are determined by the organizational justice variable. In the second stage, the cultural intelligence variable entered the model, whose correlation coefficient (R) with the citizenship behavior is equal to 0/826, at this stage, the R-squared is equal to 0/683 and the R2 adjusted is 0/68, This means that 68% of changes in citizenship behavior are determined by two variables of organizational justice and cultural intelligence.

Ultimately, in order to judge of the rate effect of each variable on the citizenship behavior. It has been observed (regression analyses) that the organizational justice variable with the coefficient of 0/620 has the most effect and therefore is in the first priority and the cultural intelligence variable with a coefficient of 0/258 is in the second priority.

## DISCUSSION AND CONCLUSION

- Results showed that there is a meaningful relationship between cultural intelligence and teachers' citizenship behavior. Correlation coefficient of cultural intelligence with citizenship behavior was also positive. The findings of this hypothesis are in line with the research carried out by Hajatpour (2015) as the study of the relationship between managers' cultural intelligence and organizational citizenship behavior in the social security organization. His study indicate that there is a positive and significant relationship between all components of cultural intelligence and organizational citizenship behavior components. The findings of this hypothesis are also in line with the research by Badri et al. (2015), Entitled the Relationship between Cultural Intelligence and Organizational Citizenship Behavior in Sports and Youth Departments of East Azarbaijan Province.
- The results showed that there was a significant relationship between organizational justice and teachers' citizenship behavior. Also, organizational justice correlation coefficient with citizenship behavior was positive. So, by increasing organizational justice, citizenship behavior also increases. The findings of this hypothesis are in line with the research carried out by Baharifar et al. (2011), Entitled "The Relationship between Ethical Values, Organizational Justice, Organizational Commitment, Ethical Behavior, and Organizational Citizenship Behavior" among the employees of the Payame Noor University of Tehran Province.
- The results showed that there is a meaningful relationship between cultural intelligence and organizational justice. Correlation coefficient of cultural intelligence with organizational justice was also positive. By increasing cultural intelligence, organizational justice also increases. The findings of this hypothesis are in line with the research by Alaei and Mirmohammadi (2014) entitled "The Relationship between Cultural Intelligence and Desired Organizational Culture" (Case Study: Master's Degree Students in Islamic Azad University, Central Tehran Branch).
- The results showed that 65 percent of changes in citizenship behavior were predicted by organizational justice variable and 68 percent of changes in citizenship behavior predicted by two variables of organizational justice and cultural intelligence. The findings of this hypothesis were in line with a research conducted by Kazemzadeh Bitali and Hasani (2015), with the title of explaining the role of organizational characteristics of schools on teachers' trust and organizational citizenship behavior, and showed that between organizational characteristics of schools (other than organizational size) with trust and Teachers' citizenship behavior has a meaningful positive relationship.

According to the results obtained for each of the research hypotheses, suggestions are presented as follows:

- Due to the low metacognitive dimension of the dimensions of cultural intelligence in this research, it is suggested that managers should have educational and in-service workshops for teachers to inform them about the job path, the probability of upgrading, and current and future occupational responsibilities.



- Due to the low average of the dimension of distributive justice of organizational justice dimensions are suggested that Managers in different educational areas, especially in rural areas, distribute their teachers based on their age and work experience.
- Regarding the low mean of legalization dimension, from the dimensions of organizational citizenship behavior in this research, it is recommended that managers direct the workshops on the subject of the rules and frameworks in education so that the employees are fully and accurately informed by the rules.
- Regarding the low mean of responsibility, from the dimensions of organizational citizenship behavior in this research, it is recommended that, In the formulation of educational guidelines, induction of prescriptive instructions that prevent the innovation and creativity of teachers be avoided and managers conducting a series of seminars and workshops, in particular by classifying sections and bases of education, and then collect their teachers comments, suggestions and constructive plans, and finally, develop organizational guidelines and rules.
- Considering the high level of participation spirit in the dimensions of organizational citizenship behavior in this research, it is suggested that managers use their teachers in different educational and administrative departments as active and dynamic members.

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