



Teachers' individual citizenship behavior (ICB): the role of optimism and trust

Teachers' ICB

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Abstract

Purpose – The purpose of this paper is to examine the role of teachers' optimism and trust in their individual citizenship behavior (ICB), and the extent to which teachers' optimism is related to teachers' ICB, and mediated by teachers' trust. ICB is a concept coined by Hoy *et al.* (2008). The concept refers to teachers' voluntary and discretionary behavior directed toward colleagues, students, and the students' parents, that exceeds the formal job expectations. The primary aim of ICB is to enhance students' academic success.

Design/methodology/approach – In all, 370 teachers from public elementary schools in northern Israel completed questionnaires, assessing teachers' optimism, trust, and ICB; the category was examined both by direct and projective measures. Factor and reliability analyses; a bi-variate correlation Pearson test; a hierarchical regression analysis; and a structural equation modeling (SEM) analysis were conducted to analyze the data.

Findings – The research hypotheses were partially supported: teachers' optimism, trust, and ICB were positively correlated; teachers' optimism and trust predicted ICB; trust in students and their parents mediated the association between optimism and ICB, whereas trust in teachers mediated the association between optimism and the projective measure of ICB.

Originality/value – The study results confirm that optimism and trust in students and their parents, and in other teachers have a significant presence in teachers' ICB; emphasize the importance of a positive school environment; emphasize the importance of teachers' ICB toward students' and their parents; indicate the potential benefit of using direct and projective measures; and show support for the mediating model.

Keywords Trust, Organizational citizenship behavior, Teachers, Parental involvement, Optimism, Positive psychology, Principals, Projective measures, Mediating model

Paper type Research paper

In the past three decades, much attention has been paid to the study of teachers' voluntary extra-role behaviors, referred to as Organizational Citizenship Behavior (OCB). OCB is an important concept in fostering organizational efficiency and effectiveness (Bogler and Somech, 2005). OCB affects the school climate, teachers' commitment, students' learning, and teachers' empowerment (Bogler and Somech, 2005; DiPaola, 2009; DiPaola and Hoy, 2005; DiPaola and Tschannen-Moran 2001; Oplatka, 2009; Somech and Drach-Zahavy, 2004).

A recent study by Hoy *et al.* (2008) utilized a slightly different OCB scale, termed "ICB". Similar to OCB, individual citizenship behavior (ICB) is "a voluntary and discretionary behavior of teachers that exceeds the formal expectations of the job" (Hoy *et al.*, 2008, p. 825). However, in addition to assisting faculty, ICB focusses on the

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interactions with students' parents, and aims at ensuring students' academic success. ICB is an individual measure, which is rooted in a part of the original construct of OCB developed by DiPaola and Hoy (2005). ICB contains items from the original construct (DiPaola and Hoy, 2005; DiPaola, 2009) with items from the constructivist parent scale (Teacher Beliefs Survey (TBS)) by Woolley *et al.* (2004), presented in Hoy *et al.* (2008). Much is still unknown about the nature of teachers' citizenship behavior in regard to other teachers, let alone regarding behaviors that are directed toward the students' parents. We argue that the increase in class and school parental involvement requires teachers' extra-role behaviors that go beyond specified role requirements. Extra-role behaviors toward teachers and parents are discretionary and voluntary (Belogolovsky and Somech, 2010). These behaviors may increase teachers' role conflict, which derives from ambiguity and uncertainty about their role expectations (Oplatka, 2006). Teachers' sense of ambiguity is partially due to the fact that the expectations for teachers' performance have changed with the implementation of neoliberal education reforms. These reforms have promoted school-based management and privatization within schools, and the increase in competition among schools. Based on these reforms, teachers are now more aware of their professional responsibilities and the rewards associated with them, which at times may limit teachers from doing more than their prescribed job requirements.

ICB has a positive connotation, and it represents an approach found in Positive Psychology (PP). PP is an umbrella term for the study of positive emotions and positive character traits. This branch of psychology focusses on the study of individual competencies and capabilities of reaching contentment and self-fulfillment (Seligman *et al.*, 2005). PP focusses on processes that contribute to the flourishing and functioning of people (Gable and Haidt, 2005). PP focusses on the civic virtues and organizations that motivate individuals toward better citizenship (Seligman, 2002).

Other such potential concepts associated with PP are those of optimism and trust, expressed through well-being and a trustful view of the world (Uslaner and Brown, 2005). Optimism is a personality construct that refers to one's favorable view of life and well-being (Carver *et al.*, 2010); trust refers to the extent to which one is willing to have confidence in another person, and to be vulnerable to that person, being uncertain about the outcome of his or her action (Daly, 2009; Hoy *et al.*, 2006, 2008).

Both optimism and trust have been studied extensively. Optimism has been studied from both a psychological (Scheier *et al.*, 1994; Seligman and Csikszentmihalyi, 2000) and from an organizational point of view (Halpin, 2001; Hoy *et al.*, 2008; Tait, 2008). Trust has been an enduring topic of discussion, and comprehensively studied in the field of educational research (Goddard *et al.*, 2000, 2001, 2009; Hoy and Tschannen-Moran, 1999; Tschannen-Moran, 2004, 2009; Van Houtte, 2006; Van Maele and Van Houtte, 2009).

We explain the relationships among optimism, trust, and ICB based on the relationships among trust, optimism, and civic participation. Civic participation stems from one's moral sense, and benefits society; this participation reveals a basic sense of optimism and control (Uslaner, 1998). Similar to civic participation, ICB benefits the school community: the students, the parents, and the teachers. A study of inequality, trust, and civic participation (Uslaner and Brown, 2005) reveals that trust rests on a psychological foundation of optimism and control over one's environment. According to the study, people, who are optimistic, are likely to have trust in others, and people who trust others are more likely to participate in civic activities, whereas the lack of trust is strongly linked to the decrease in civic engagement (Uslaner, 1998; Uslaner and Brown, 2005). Likewise in this study, we suggest that teachers who are optimistic

may also be trustful of the people that they engage with at work, and may be more inclined to perform ICB at school. Studying these concepts in education from both a PP perspective and in relation to ICB in Israel presents a context that has not been examined.

Finally, we believe that understanding the relationships among teachers' optimism, trust, and ICB is essential and beneficial for teachers and the school organization's performance. We hope that the study benefits teachers and school principals, and provides them with tools to enhance teachers' well-being, and ICB in their schools.

1. Theoretical framework

The implementation of OCB has become popular in educational organizations in recent years. Teachers, who demonstrate OCB are conscientious about their teaching, portray altruistic behaviors, are courteous, and are committed to implement civic virtues such as helping others (DiPaola and Hoy, 2005; Hoy *et al.*, 2008). Teachers, who demonstrate ICB help both students on their own time, help new teachers and volunteer to serve on committees, and schedule personal appointments other than on school days, invite parents to their classrooms almost any time, and facilitate the means for parents to contact them at school or at home (Hoy *et al.*, 2008).

Information about ICB is limited. In order to understand the meaning of ICB, we will first review OCB in business and in education, which is the source of ICB. We will then review the rationale for ICB.

The original term OCB originated in the late 1980s in the field of management research, and is referred to as an extra-role behavior, as defined by Organ (1988, p. 4):

Individual behavior 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. By discretionary, we mean that the behavior is not an enforceable requirement of the role or the job description, that is, the clearly specifiable terms of the person's employment contract with the organization; the behavior is rather a matter of personal choice, such that its omission is not generally understood as punishable (p. 4).

In addition, OCB was originally referred to as "those organizationally beneficial behaviors and gestures that can neither be enforced on the basis of formal role obligations nor elicited by contractual guarantee or recompense" (Organ, 1990, p. 46). A more recent definition presented by Organ (1997) claims that OCB is a "performance that supports the social and psychological environment in which task performance takes place" (p. 95).

A meta-analysis of more than 200 articles that examined OCB (Podsakoff *et al.*, 2000) yields seven common characteristics of OCB:

- (1) helping behavior;
- (2) sportsmanship;
- (3) organizational loyalty;
- (4) organizational compliance;
- (5) individual initiative;
- (6) civic virtue; and
- (7) self-development.

Specifically, helping behavior and individual initiative are the two characteristics most relevant to this study. Helping behavior refers to acts of altruism, and individual

initiative is any task that employees perform beyond their assigned duties. In the education context, individual initiatives and helping behaviors help promote improvements in students' learning and achievement, and help advance the teachers and the principals' effective functioning in school.

OCB is viewed in the literature both as individual and organizational measures. The individual measure is referred to as OCBI, and is directed toward the benefit of other individuals. OCBO is the organizational measure of OCB, and is directed toward the benefit of the organization (Williams and Anderson, 1991). Examples of individual-level outcomes of OCBI are employee performance, reward allocation decisions, and a variety of withdrawal-related criteria (Podsakoff *et al.*, 2009). In comparison with OCBI, OCBO is directed toward organizational outcomes such as organizational productivity, efficiency, profitability, and strategic planning, client satisfaction, and unit-level turnover, as well as group outcomes, such as enhancing team spirit, morale, and cohesiveness (Podsakoff *et al.*, 2009). OCB has been studied extensively in many fields, including business and educational management.

Over the last two decades, numerous studies have explored citizenship behavior as an organizational construct in the field of education (Bogler and Somech, 2005; DiPaola and Hoy, 2005; DiPaola and Tschannen-Moran 2001). OCB is conceptualized both as person-specific (Somech and Drach-Zahavy, 2004) and context specific (DiPaola and Hoy, 2005), and varies from one organization to another (DiPaola, 2009). OCB is intended to promote the welfare of the individual, the group, or the organization toward which it is directed (Oplatka, 2009).

A review of the study of OCB in education proposes that OCB is correlated with various dimensions that contribute to a positive school environment: school climate (DiPaola and Tschannen-Moran, 2001); teachers' commitment (Somech and Bogler, 2002); organization learning (Somech and Drach-Zahavy, 2004); participation in decision making and teacher empowerment (Bogler and Somech, 2005); school trust (DiPaola and Hoy, 2005); and social justice (Yilmaz and Taşdan, 2009). Teachers, who demonstrate OCB seem to have an impact on student learning and academic achievements (Oplatka, 2009) in general, and specifically on standardized tests (DiPaola, 2009). Oplatka (2009) suggests that OCB is related to teachers' positive emotions toward both their class and school, and to improved discipline in school, as well as to an improved school image, and the fostering of a cooperative collegial school climate. OCB has an impact on school leadership too. School principals, who promote and encourage OCB in their schools, apparently have experienced innovation, flexibility, productivity, and responsiveness for their survival and success (Garg and Rastogi, 2006).

OCB measures in education provide the context in which teachers make efficient use of their time, work collaboratively, and emphasize professional activities rather than personal ones. ICB proposes two dimensions to the study of citizenship behavior in education: First, ICB emphasizes teachers' voluntary altruistic behaviors toward students and other teachers. These behaviors are rooted in the original OCB measure, and are identical to these OCBs. For example, helping students during teachers' own time; volunteering to mentor and assist new teachers; serving on committees are all items that appear in both OCB and ICB measures (DiPaola and Hoy, 2005; Hoy *et al.*, 2008). Second, ICB emphasizes teachers' voluntary commitment toward the students' parents (Hoy *et al.*, 2008). These behaviors indicate the growing demands of teachers to initiate interaction with parents beyond parental expectations of teachers' traditional roles (Becker and Epstein, 1982).

The literature on teacher-parent interaction shows that parents are an external and significant factor that introduces uncertainty into teachers' work (Ogawa and Studer, 2002). Furthermore, the parents' involvement at school presents a dilemma for teachers: whereas both principals and teachers favor parents' involvement in their classes and teaching, teachers feel vulnerable to their increasing influence (Addi-Racah and Arviv-Elyashiv, 2008). This vulnerability signifies that parents are welcome as long as they do not interfere with or scrutinize the teacher's work (Addi-Racah and Arviv-Elyashiv, 2008).

Outreach to parents and interacting with them is a demanding task. Outreach involves talking with children's parents, sending home notices and interacting with parents on open-school nights (Becker and Epstein, 1982), but outreach may also demand some extra-role activities, such as scheduling a personal appointment other than on school days, inviting parental involvement almost any time, and making it easy for parents to contact teachers at school or at home (Hoy *et al.*, 2008).

Teachers' outreach to parents apparently is most important in predicting parents' involvement. In a study of parents' attitudes and practices in inner-city schools (Patrikakou and Weissberg, 2000), parent perception of teacher outreach was the only and the most pronounced variable that was statistically significant in predicting parent involvement both at home and school (p. 117). Likewise, in a study of the parents' motivations for involvement in their children's education (Green *et al.*, 2007), the school-based parental involvement was predicted most notably by invitations from teachers and children. The more the parents perceive their child's teacher as valuing their contribution to their child's education, trying to keep them informed regularly, and providing them with specific suggestions to help their child, the more parents are willing to be involved (Patrikakou and Weissberg, 2000). Yet, teachers' reward and acknowledgment for outreaching parents is scarce, and teachers who work to develop insight into issues of parental involvement are seldom rewarded for those efforts by school systems, and whatever reward the system grants seems absurd (Lazar and Slostad, 1999). Only a minority of teachers initiate interaction that goes beyond parental expectations of teachers' traditional roles (Becker and Epstein, 1982). This very behavior, we believe, describes teachers' commitment to parents as an extra-role behavior and a part of ICB.

Optimism

Optimism refers to the extent to which people hold generalized favorable expectations of their future positive experiences (Carver *et al.*, 2010), and is the antithesis of helplessness and pessimism. As a personality construct (Scheier *et al.*, 1994) optimism reflects hope, responsibility, and a general positive view of life (Hoy *et al.*, 2008; Scheier and Carver, 1985). Optimists are hence likely to exhibit less hostile experiences than non-optimistic people (Boman and Yates, 2001).

Optimism is beneficial for people's physical and psychological well-being (Scheier *et al.*, 1994; Seligman and Csikszentmihalyi, 2000). Statistically, optimism is related to subjective well-being, to engagement coping, to proactivity, and to low levels of avoidance (Scheier *et al.*, 1994). Optimism is also related to work productivity (Halpin, 2001), and to workplace success (Tait, 2008).

Studies of teachers' optimism and well-being have produced contradictory results. Some research indicates that teachers' job satisfaction and their sense of well-being are high (Murphy, 1989). In a Gallup study conducted between July, 2008 and June, 2009 (Lopez and Agrawal, 2009), more than 179,000 adults, aged 18 and older in the USA

were interviewed about their well-being and job satisfaction. Results indicated that teachers scored highest among all 12 job types examined on many aspects of well-being, even in comparison to non-teaching professionals and business owners. However, it is difficult to determine if teachers scored high on well-being because the teaching profession enhances their sense of well-being, or because people who have a higher sense of well-being in general enter the teaching profession.

Other research shows that teachers are less content at work than any other professional group (i.e. Halpin, 2001), or that teachers are so disillusioned with their work, they would resign if they had other gainful employment. Teachers feel overwhelmed by the teaching load required of them (Whitaker, 2011), which often results in continuous turnover. Nearly a half of all new teachers in urban public schools in the USA quit within five years of teaching (Nieto, 2003), and in 2008-2009 alone, 8 percent of public school teachers and 16 percent of private school teachers left the teaching profession, and another 7 percent of all teachers moved to another school (US Department of Education, 2011).

Teachers' sense of well-being proves beneficial to their students and the broader community (Lopez and Agrawal, 2009). Many teachers enter the field of education with optimism and the desire to help students achieve (Murphy, 1989). The act of teaching in itself implies optimism about people and trust in people's future (Murphy, 1989). However, the level of the teachers' optimism can affect their enthusiasm toward their teaching, and the people with whom they interact. In general, optimistic teachers look at the bright side, and emphasize the positive qualities of their students, schools, and communities (Hoy *et al.*, 2008). Furthermore, these teachers assume that good and positive results will occur, such as improved learning, higher achievement rates, and improved social relationships among children (Hoy *et al.*, 2008). Why would a student make an effort and aspire to succeed when his or her teacher feels that "nothing much can make a difference"?

Trust

Trust refers to one's or a group's willingness to be vulnerable to another party, based on the confidence that the latter party is benevolent, reliable, competent, honest, and open (Hoy and Tschannen-Moran, 1999, p. 189; Hoy and Tschannen-Moran, 2007; Tschannen-Moran, 2004). These five facets of trust incorporate capacity, competence, and intention to rely on others, to put at risk what one cares about, to experience transparent interactions with others, and to act with mutually serving motives in order to accomplish a task or those things that one cannot realize alone (Goddard *et al.*, 2009; Hoy and Tschannen-Moran, 1999, 2007; Tway, 1994). Trust is based on the common belief that individuals or groups would act in ways that are in the best interest of the other party (Hoy and Tschannen-Moran, 2007).

Trust is an important construct that affects the effective functioning in school (Van Maele and Van Houtte, 2009), teachers' instructional practices, and students' academic achievement (Addi-Raccah, 2012). Trust is positively associated with variables such as teachers' professionalism and collaboration, and teachers' OCB (Addi-Raccah, 2012), as well as with the school faculty's sense of efficacy (Goddard *et al.*, 2000), and the faculty's satisfaction (Van Houtte, 2006). Trust is also associated with students' achievements (Van Maele and Van Houtte, 2009) and performance (Goddard *et al.*, 2001).

Trust can be viewed as a quality indicator in the relationships between teachers and their students and the students' parents. We explain these relationships with an analogy to public health-care systems. The literature on public health-care systems

shows that trust can be regarded as a quality indicator from interpersonal and organizational perspectives (Mizrahi *et al.*, 2008). From an interpersonal perspective, patients suggest that high-quality doctor-patient interactions are characterized by high levels of trust. From an organizational perspective, trust is an important collective good for the provision of delivering effective health-care. The authors (Mizrahi *et al.*, 2008) report a study of the health-care system in the UK which indicates that patients have high levels of trust in individual physicians, but lower levels of trust in the health-care institution. This example shows that trust can be viewed differently in regard to micro, interpersonal, and macro-institutional factors. It is therefore possible that teachers experience different trust levels regarding students and parents, and regarding colleagues, which may consequently have a varied effect on teachers' citizenship behaviors. Following is a brief review of trust in students and their parents, and trust in teachers.

Teachers' trust in students and in students' parents

Trust impacts teachers' relationships with students and their parents (McGuigan and Hoy, 2006), and with teachers' colleagues (Cosner, 2009). Teachers who trust their students and their students' parents are ones who believe that their students are interested in, and capable of learning, and are genuinely open to attain higher levels of learning and scholarship (Hoy and Tschannen-Moran, 2007). Also, teachers set higher expectations for students they trust, and rely on their students' parents for support (Hoy *et al.*, 2008). The teachers' trust can enhance their students' self-confidence and achievement at all levels of schooling – elementary, middle, or high school (McGuigan and Hoy, 2006). Teachers who establish a trusting classroom atmosphere may create higher expectations among students and the students' parents. This in turn may act as a “Pygmalion effect” in encouraging students to perform better. Together with optimism, optimistic teachers stimulate their students to trust themselves through their own trust (McGuigan and Hoy, 2006). This is true when relating to teachers' trust in students and in the students' parents. An empirical study of the measure trust in students and trust in parents, administered in 50 different schools, yielded surprising results: trust in students and in parents formed a single factor, which was called “trust in clients” – both recipients of the services that the school offered (Hoy and Tschannen-Moran, 2007). In this study we use the concepts: trust in students and trust in the students' parents rather than “trust in clients”.

Teachers' trust in teachers (colleagues)

Trust may be considered both as an individual, and as a collective feature of teachers (Cosner, 2009; Daly, 2009; Van Houtte, 2006; Van Maele and Van Houtte, 2009). As a collective property, the school's effectiveness and success are dependent on teacher's trust in one another (Cosner, 2009). The more teachers trust each other, the more they feel comfortable to collaborate and work in teams, to share knowledge, ideas and materials, and the more they are likely to promote their students' achievement (Cosner, 2009).

Trust among colleagues enhances teachers' knowledge and skills, and facilitates dialogue among educators (Daly, 2009). Teachers who trust their colleagues believe that they make good-faith efforts to behave in accordance to any implicit or explicit commitments agreed upon, are honest in relation to these commitments, and would not take advantage of them, even when the opportunity arises (Cummings and Bromiley, 1996).

Collegial trust has substantial and varied benefits within organizational boundaries (Kramer and Cook, 2004). Collegial trust makes staff feel good about their work environment and colleagues (Bryk and Schneider, 2003). This trust acts to support conflict resolution and contributes to psychological safety at school (Cosner, 2009). As trust promotes the exchange of information among teachers, it also reduces uncertainty, increases cooperation, and facilitates problem solving and decision making among school colleagues (Cosner, 2009). Trust among colleagues has been positively related to teachers' commitment, and to teachers' attachment to the school and its mission (Bryk and Schneider, 2003), and to teachers' ICB in low socio-economic environments (Hoy *et al.*, 2008).

Regarding school leadership, principals who value the importance of trust at school, establish both respect and personal regard when they acknowledge the vulnerabilities of others, actively listen to their concerns, and eschew arbitrary actions (Bryk and Schneider, 2003). Effective principals make the connection between trust and the school vision, and act to advance both trust and vision, not through sensitive training sessions, but rather through day-to-day social exchanges (Bryk and Schneider, 2003).

In summary, based on the existing literature, we posit that: optimism is a personality trait that is essential and beneficial for teachers, and the school organization's performance and sense of well-being; trust is vital in the relationships among teachers and their colleagues, and among teachers and their students and the students' parents; and teachers' ICB benefits both the individual and the organization, in assisting students to achieve. We consequently suggest one main hypothesis, regarding the extent to which teachers' optimism is related to teachers' ICB, and mediated by teachers' trust.

2. Hypothesis

The variables: trust in students and their parents, and trust in teachers are expected to mediate the association between teachers' optimism and teachers' ICB and teachers' projective ICB. In other words, the effect of optimism would work both through the teacher' trust in students and their parents, and through the teachers' trust in their colleagues, and also directly on teachers' ICB and on the projective ICB.

The study considers that teachers might exaggerate their ICB simply because they believe it is socially desirable and expected. In an attempt to minimize exaggerated reporting and gain as much valid data as possible about teachers' ICB, we used both a direct self-report questionnaire, and an indirect, projective questionnaire. Participants, who answer the direct self-report questionnaire, refer specifically to themselves, whereas when they answer the projective questionnaire, they answer generally in a "most-people" form, and they do not answer about themselves.

Proponents of the projective technique assume that individuals are more likely to express themselves truthfully on sensitive issues if they are not asked to talk specifically about themselves (Bégin and Boivin, 1980; Smith, 1954). Smith (1954) suggested that questions should be formulated generally, in a "most people" form, assuming that a person might feel less threatened to admit the behavior under a more impersonal form than in a directive form. Accordingly, we assumed that teachers may find it difficult to admit that they perform as required and not beyond their duty, and we therefore measured ICB both in a directive (ICB) and in a projective technique (projective ICB) (Figure 1).

ICB and projective ICB were both measured at the individual level, however, the original measure (ICB) represents the participants' report regarding self, whereas projective ICB represents the reported perception of "other teachers". In the psychological

literature (Kaplan and Scuzzo, 2009), such measures are often used as projective indicators of the same essence (e.g. instead of assessing one's hostility, one is asked how he perceives another's hostility as a projective manifestation of his or her own). Such measures often reflect less social-desirability that is inherent in self-report measures.

3. Methodology

Participants and procedures

In total, 370 active teachers from public elementary schools in northern Israel participated in the study. The teachers were recruited on a voluntary basis.

Questionnaires were distributed to the participants individually during school breaks and individual encounters. To ensure the anonymity of this data, no identifying information was collected. Furthermore, the participants were assured that every effort would be made that the data that they would provide would not be traced back to them in the research reports. Data were collected between December, 2009 and February, 2010 and coded for the purposes of the analysis. Of the total sample, 285 (77 percent) of the participants held bachelor's degrees (i.e. BA, BSc, or BEd), 63 (17 percent) held masters' degrees (i.e. MA, MSc, or MEd), and the remaining 22 (6 percent) held teacher training certificates and other diplomas. The teachers' average number of years of experience in the school was 12 (SD = 8.6), and of the 370 participants, 329 (89 percent) were women. These data are quite similar to the Israeli census, according to which 95.5 percent of the teaching staff in elementary schools are women, with an average 15.5 years of teaching experience (Israel Central Bureau of Statistics, 2011).

Instruments and measures

The research survey questionnaire relied on previously published scales with acknowledged validity and reliability. The questionnaire contained 31 items assessing teachers' optimism, trust, and ICB, based on Hoy *et al.* (2008) research instruments, and modified in accordance with the study's objectives. The questionnaire included five scales:

- (1) optimism;
- (2) trust in students and parents;
- (3) trust in teachers;
- (4) (teachers') ICB; and
- (5) projective ICB.

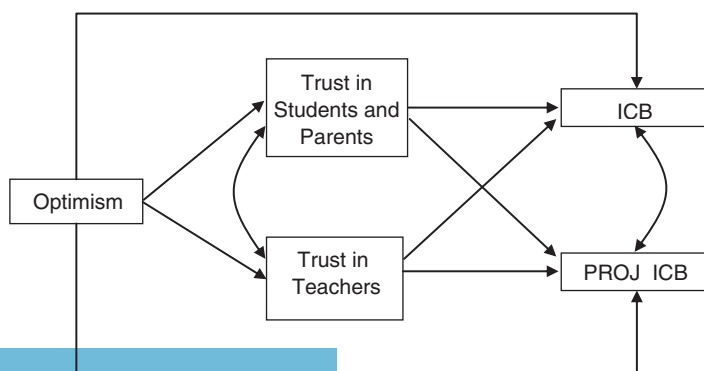


Figure 1.
The proposed study model, associating optimism with ICB and projective ICB, mediated by trust

In addition, the questionnaire included demographic questions such as education, participants' role in school, and years of teaching experience. The English version questionnaire was translated into Hebrew and validated by two researchers. Table I presents the summary of the questionnaire variables, the number of statements, and the scale reliabilities, which ranged between 0.65 and 0.88. Table I contains a detailed description of the study scales.

ICB and projective ICB. ICB was examined using Hoy *et al.* (2008) ICB scale, which consists of six items, as follows: three of the items originated from the OCB scale (DiPaola and Hoy, 2005; DiPaola, 2009), of 'going the extra mile' to ensure that students succeed. Examples are, "I serve on committees in this school," "I help students during my own time." Three additional items originated from the TBS constructivist parent scale as presented in Hoy *et al.* (2008). An example is: "I make it easy for parents to contact me at school or home". The item "I am rarely absent" on the original ICB scale (Hoy *et al.*, 2008) was omitted from the ICB scales of this study. An eye ball analysis of the ICB items showed that reporting to work consistently, and rarely being absent are not indicative of a teacher's extra-role behavior, but a formal job expectation in Israel. In addition, the results of a factor analysis test indicated that this item is poorly associated with other items in the Israeli context, with a loading of 0.24. The ICB instrument ranges from "strongly disagree" (1) to "strongly agree" (6) on a six-point scale; the higher the score, the greater the degree of ICB expressed.

ICB was measured twice, directly and projectively. The ICB instrument was modified accordingly, and the stem phrase of "I ..." was changed to "Teachers ...". Projective ICB measured the participants' perceptions of other teachers' citizenship behaviors through the use of the word "teachers," to indicate a "most people" meaning. This measure resembles OCB but is referred to as projective OCB because it originated in the ICB scale in a projective manner. Example items are: "teachers assist students on their own time," "teachers volunteer to mentor and assist new teachers".

ICB: a factor analysis and reliability tests. In order to examine the stability of the ICB and projective ICB constructs, an exploratory factor analysis was performed, using principal component analysis with Varimax (orthogonal) rotation (Table II).

The analysis (Table II) yielded two factors, explaining 46.45 percent of the variance for the entire set of variables. The analysis demonstrated good construct validity for projective ICB. The construct validity for the original variable ICB was good, except for the variable: "I make it easy for parents to contact me at school or home," whose loading was weak. As this statement's loading was good on the projective ICB scale, we decided to retain the ICB scale (Hoy *et al.*, 2008) as is.

In order to verify that ICB and projective ICB are separate scales, a Pearson correlation analysis was performed. The results showed significant moderate correlation ($r = 0.39$; $p < 0.001$), which indicates that the scales are different, and that

Variables	No. of statements	Hoy <i>et al.</i> (2008) (α)	This study (α)
1. Optimism	6	0.84	0.65
2. Trust in students and parents	6	0.83	0.81
3. Trust in teachers	5	–	0.88
4. ICB	6	0.69	0.70
5. Projective ICB	7	–	0.78

Table I.
Questionnaire: variables,
number of statements
and reliabilities

Item	Projective ICB	ICB
Teachers help students during their own time	<i>0.74</i>	0.171
Teachers schedule personal appointments other than (on) school day(s)	<i>0.73</i>	0.188
Teachers make it easy for parents to contact them at school or home	<i>0.73</i>	-0.12
Teachers volunteer to mentor and assist new teachers	<i>0.68</i>	0.17
Teachers invite parents to volunteer in or visit their classroom almost any time	<i>0.67</i>	0.08
Teachers serve on committees in this school	<i>0.46</i>	0.266
I make it easy for parents to contact me at school or home	<i>0.33</i>	0.17
I volunteer to mentor and assist new teachers	0.11	<i>0.75</i>
I help students during my own time	0.08	<i>0.71</i>
I serve on committees in this school	-0.00	<i>0.69</i>
I schedule personal appointments other than (on) school day(s)	0.27	<i>0.66</i>
I invite parents to volunteer in or visit my classroom almost any time	0.33	<i>0.53</i>
Eigenvalues	3.08	2.49
% of variance	25.67	20.77
Total variance		46.45%

Notes: $n = 370$; factor loadings over 0.30 appear in italic

Table II.
Factor loadings for
exploratory factor
analysis for ICB and
projective ICB

there is not any multicollinearity effect between the scales. The internal consistency on the Hebrew ICB scale indicated that the α -reliability of teachers' ICB in this study is 0.7, whereas the α -reliability of the instrument in the study of Hoy *et al.* (2008) was 0.69. The α -reliability of "Projective ICB" is 0.78.

Appendix 1 presents the sources and the development of ICB and projective ICB, and their Cronbach's α -reliabilities. Appendix 1 also presents a comparison between the original scale items of ICB, as composed by teachers' OCB (DiPaola and Hoy, 2005; DiPaola, 2009) and teachers' TBS (Woolley *et al.*, 2004); the original teachers' ICB scale (Hoy *et al.*, 2008); and both teachers' ICB and projective ICB of this study.

Optimism. To measure optimism as a personal characteristic, we used the Life Orientation Test (LOT), originally developed by Scheier and Carver (1985). We administered the LOT in the manner used in Hoy *et al.* (2008), without the amendments used by Scheier *et al.* (1994). LOT is a common measure of dispositional optimism from the fields of psychology and medicine, significantly associated with individual psychological symptoms (Scheier and Carver, 1985; Scheier *et al.*, 1994).

The optimism scale consists of a total of six items: three related to optimism and three related to pessimism. An example is: "I'm optimistic about my future". The instrument items are on a six-point scale from "strongly disagree" (1) to "strongly agree" (6); the higher the score, the greater the optimism, respectively. Negative items were reversed for purposes of analysis. The α -reliability of the instrument in this study is 0.65, whereas the α -reliability in Hoy *et al.* (2008) study was 0.84.

Trust in students and parents. To measure teachers' trust in students and parents, we administered Hoy *et al.* (2008) scale, based on the rationale of McGuigan and Hoy (2006) and Hoy and Tschannen-Moran (2007). Even though teachers' trust in students and parents seemingly are two separate concepts, the authors considered this as a unified concept (McGuigan and Hoy, 2006; Hoy and Tschannen-Moran, 2007).

The trust scale is one subset of the faculty trust in clients from the omnibus T-scale, reworded to facilitate the analysis of an individual teacher's trust in both students and parents. An example is: "I trust my students." The items on the trust instrument are scored using a six-point scale ranging from "strongly disagree" (1) to strongly agree

(6); the higher the score, the greater the trust. The α -reliability of trust in students and parents in this study is 0.81, whereas the reliability of the scale was 0.83 in the study conducted by Hoy *et al.* (2008).

Trust in teachers. To measure teachers' trust in other teachers, we administered the same subscale that we used for measuring trust in students and parents; reworded accordingly, for other teachers. Examples are: "I trust the teachers who work with me," and "teachers on our team are reliable in their commitments". The α -reliability of trust in teachers in this study is 0.88.

Data analysis

Numerous techniques were employed to test the research hypothesis: first, we used descriptive statistics of percentages, means, and standard deviations to examine the extent of the participants' optimism, trust, and ICB. Second, we used a bi-variate correlation Pearson test to examine the relationships between the pairs of research variables, and to assess if there is multicollinearity among the variables. Once the results provided support for our model, we performed a hierarchical regression analysis to examine the extent to which teachers' optimism and trust in others predict teachers' ICB, and projective ICB, respectively. Finally, a SEM analysis was used in order to test the full model (Grimm and Yarnold, 1995), using AMOS 16.0 (The IBM Corporation, Armonk, NY, USA).

4. Results

Descriptive statistics and intercorrelates for the measured variables

An examination of the means (Table III) shows that optimism received the highest score ($M=5$), followed by trust in other teachers ($M=4.9$) and trust in students and parents ($M=4.6$). Teachers' ICB and projective ICB scored similar means, with a slightly higher means for teachers' ICB ($M=4.38$) than projective ICB ($M=4.36$) (both rounded to 4.4 in Table III). In summary, Table III shows that teachers display a high level of optimism, and have a greater trust in their colleagues than they do in students and their students' parents. Furthermore, teachers perceive teachers' ICB and projective ICB similarly.

To test the associations among teachers' optimism, trust, and citizenship behavior, we performed an examination of the bi-variate correlations of the study variables. Table III indicates that there are positive and statistically significant relationships among all of the variables ranging from $r=0.15$ to $r=0.42$, except between trust in teachers and ICB. The degree of these associations indicates that a multicollinearity does not exist among the variables. The strongest relationship was found between trust in teachers and projective ICB ($r=0.42$; $p<0.001$), and the weakest relationship

Variables	<i>M</i>	<i>SD</i>	2	3	4	5
1. Optimism	5.0	0.72	0.27**	0.24**	0.25**	0.22**
2. Trust in teachers	4.9	0.69	1	0.29**	0.59	0.42**
3. Trust students and parents	4.6	0.64		1	0.28**	0.15*
4. ICB	4.4	0.93			1	0.39**
5. Projective ICB	4.4	0.79				1

Table III.
Means, standard deviations, and Pearson's correlation matrix for the research variables

Notes: $n=370$; the variables were measured on a six-level scale, ranging from 1 = "strongly disagree" to 6 "strongly agree". * $p<0.05$; ** $p<0.01$

was found between optimism and trust in students and parents ($r = 0.15$; $p < 0.01$). Specifically, regarding teachers' optimism, all of the bi-variables were positively, statistically, yet moderately correlated, with the highest correlation between optimism and trust in teachers ($r = 0.27$; $p < 0.001$).

Regarding trust, the highest correlation was found between trust in teachers and projective ICB ($r = 0.42$; $p < 0.001$). Finally, regarding teachers' citizenship behaviors, most of the variables, except for trust in teachers were positively and statistically related.

Predictors of teachers' ICB and projective ICB

We performed a hierarchical regression analysis, in order to examine the extent to which teachers' optimism and trust predict teachers' ICB and projective ICB. The hierarchical regression was used to examine the relationships among the independent variables: optimism, trust in students and parents, and trust in teachers, and the two dependent variables, each in a separate analysis: ICB, and projective ICB. The hierarchical regression analysis controls for the impact of the independent variables on the dependent variable. We first entered optimism into the regression equation; we then added teachers' trust in students and their parents, and finally, we entered teachers' trust in teachers.

The results (Table IV) indicate that the degree of optimism and trust in students and their parents was positively related both to teachers' ICB and to projective ICB. Trust in teachers was significantly related to projective ICB, but was not related to ICB. Whereas 11 percent of the variance in ICB can be accounted for optimism and trust in students and their parents, 19 percent of the variance in projective ICB is accounted for optimism, trust in students and parents, and trust in teachers.

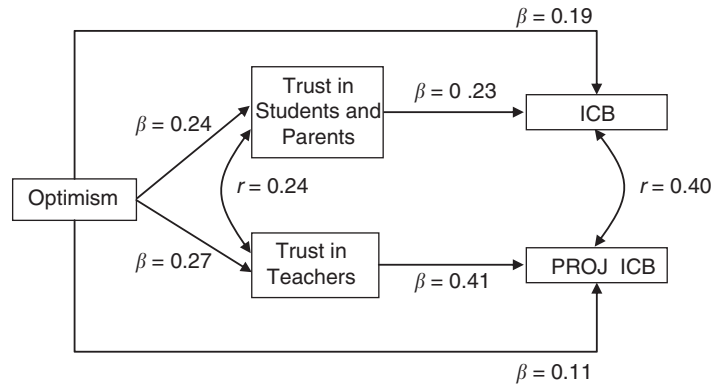
The mediating model

We used SEM in order to examine the full model and the effect of optimism and trust, as a mediating variable, on ICB and projective ICB (the study hypothesis). The SEM analysis examines the whole model simultaneously, and allows for the comprehensive testing of a model, rather than testing individual paths separately. According to the model, trust mediates between optimism and ICB and projective ICB. The analysis provided the adjustment rate measures of the model to the data (model fit); and the results provided a partial support for our hypothesis (Figure 2). We found that

Variables	B	B	t	R ²
<i>Predicting teachers' ICB</i>				
Step 1: optimism	0.316	0.247	4.88**	0.058
Step 2: optimism and trust in students and parents	0.347	0.236	4.65**	0.108
Step 3: optimism, trust in students and parents, and trust in teachers	-0.094	-0.070	-1.324	0.110
<i>Predicting projective ICB</i>				
Step 1: optimism	0.240	0.219	4.29**	0.045
Step 2: optimism and trust in students and parents	0.134	0.106	2.03*	0.053
Step 3: optimism, trust in students and parents, and trust in teachers	0.446	0.387	7.68**	0.19

Notes: $n = 370$; * $p < 0.05$; ** $p < 0.001$

Table IV.
Hierarchical regression
examining the impact of
optimism and trust on
teachers' ICB and
projective ICB



Notes: Model fit indices: $\chi^2 = 1.783$; $df = 2$; $p = 0.41$; CFI = 1.000; NFI = 0.993; and RMSEA = 0.000

Figure 2.
Structural equation
modeling (SEM): the
study model findings

the degree of optimism among teachers affects directly and indirectly all of the variables: trust in students and their parents, trust in teachers, ICB, and projective ICB. Trust in students and their parents seem to mediate the association between optimism and teachers' ICB, and trust in teachers seems to mediate the association between optimism and projective ICB. The path coefficients are moderate to high, ranging between 0.24 and 0.41 and statistically significant. The direct paths between optimism and ICB and projective ICB are moderate and statistically significant. The association between trust in students and parents is not significantly related to projective ICB, and trust in teachers is not significantly related to teachers' ICB (and therefore not shown in Figure 2, for the sake of clarity).

5. Discussion and interpretations

In this study, we examined the potential role of optimism and trust in teachers' citizenship behavior, and the effect of optimism and trust on teachers' ICB and projective ICB. The assumption of the study was that teachers' optimism and trust in students and their parents, and trust in other teachers are positive characteristics that may affect teachers' extra-role performance in the framework of PP. We hypothesized that the association between teachers' optimism and citizenship behavior is mediated by teachers' trust in students and their parents, and in other teachers. Teachers' ICB was examined as an individual measure (ICB: I...) and as a projective measure (projective ICB: teachers...), both at the individual level. Both teachers' ICB and projective ICB were tested for validity, and the factor analysis and the Pearson correlation tests yielded good construct validity.

The results showed as hypothesized, that optimism affects the trust in students and their parents and in teachers, and ICB. Trust appears as an important construct: trust in students and in their parents affects teachers' ICB, and mediates the association between optimism and teachers' ICB. This finding indicates that when teachers can trust students and their parents to cooperate with them, teachers might perform more than required outreach and ICB to parents, students, and other teachers. The results of this study support research, which posits that trust is an important school characteristic that makes a difference in teachers' behaviors; and these may affect the students' learning behavioral changes (McGuigan and Hoy, 2006; Tschannen-Moran, 2009).

Teachers' trust in other teachers has an effect on the projective ICB. The more teachers have trust in the work of their colleagues, the more they are likely to believe that their colleagues perform ICB, and thus may contribute to students' learning and achievement. This assumption supports previous findings of other research which indicate that when trusting one another, teachers are more likely to promote their students' academic achievement (Cosner, 2009).

Finally, this study showed that ICB is an important measure of OCB. ICB expands the meaning of OCB and teachers' extra-role behavior to include teachers' helping behaviors toward students' parents in addition to helping other teachers (Appendix). This approach reinforces the agreement among researchers and practitioners that parental involvement is of high importance to students' academic success (Jeynes, 2005), and that teacher-parent interaction is a positive determinant of student academic performance (Xu and Gulosino, 2006). This study adds to the existing literature by incorporating the teachers, students and the students' parents jointly, as a part of teachers' citizenship behavior. Yet, one may argue that helping students on teachers' own time, scheduling personal appointments other than on school days, inviting parents to volunteer to visit the classroom, and making it easy for parents to contact teachers are "in-role" behaviors, which constitute teachers' professionalism; in other words, teachers are paid to do these activities. The study builds on earlier research that views teachers' outreach to the students' parents as extra-role behaviors (Becker and Epstein, 1982; Hargreaves, 2000; Hoy *et al.*, 2008).

The explanation of outreaching to teachers and parents as teachers' extra-role behaviors may lie in the understanding of the change and complexity of teachers' role in the modern school system. The ICBs are desired teachers' characteristics that are not mandatory or required. Teachers today work under highly regulated work conditions more than ever before, resulting from policies and reforms of standardized testing. Teachers are pressured to be accountable, to adhere to prescribed standards and curricula, and to respond to increasing parental expectations and demands (Addi-Racah, 2012). These responsibilities may limit teachers to perform only the minimum necessary tasks, which makes any additional behavior, including outreach to help a student, a parent, or another teacher on one's own time, an appreciated extra-role behavior. Also, teachers' may view helping the students, the students' parents, and their colleagues as extra-role behaviors based on the common public viewpoint that the teachers' role is primarily to promote the students' academic achievement and development (Belogolovsky and Somech, 2010).

Theoretical and practical implications

The results of this study present some theoretical and practical implications. First, the results confirm that both optimism and trust in students and their parents, and in other teachers have a significant presence in teachers' ICB. Furthermore, optimism and more so trust are essential in fostering teachers' voluntary behaviors as a means to enhance students' academic achievement and success. Second, the results emphasize the importance of a positive school environment, and the potential benefit that may arise from working in such schools, and in an environment in which teachers feel comfortable in expressing optimism and trust toward others. Third, the results show the importance of going the extra mile toward students and their parents as an integral part of teachers' citizenship behavior, in addition to going the extra mile toward helping other teachers voluntarily at the school. Finally, the results of this study

indicate the potential benefit that may arise from using direct and projective measures in order to broaden our knowledge of ICB.

Beyond the theoretical contributions, the study also presents some practical implications for teachers and for school principals. The study posits that teachers and principals should be encouraged to create comfortable and positive school environments. Principals should focus on building and enhancing trust in schools, and on affecting the development of a school culture of “giving” and promoting teachers’ citizenship behaviors. This view gains support in McGuigan and Hoy’s (2006) work that principals who organize schools that facilitate the work of the teachers, and in which teachers are optimistic that students will learn, may stimulate a higher teachers’ performance. Furthermore, being optimistic about students’ learning and having trust in their capabilities and in their parents may serve as a vehicle to promote students’ academic success.

In addition, principals should try to select teachers who are inclined to exhibit ICB, and aim to create a work environment that encourages behaviors of optimism, trust, and ICB. This recommendation is partially supported by Podsakoff *et al.* (2009), according to which business managers should try to select employees with a propensity to engage in OCBs, and to create a work environment that encourages employees to exhibit these behaviors (p. 134). Finally, principals are encouraged to consider teacher-client (students and the students’ parents) relationships, and the potential effect that increased trust and ICB may have on the students’ learning and academic achievement.

Limitations

Several limitations of this study are worth noting, coupled with recommendations for future research. First, the choice of constructs and the sample of teachers may not be broad enough to obtain an understanding of the factors that affect teachers’ ICB. The examination of other constructs in addition to optimism and trust that represent instructional and structural dimensions ought to be examined in relation to teachers’ ICB. Furthermore, the sample size, although adequate to provide meaningful results, could be larger and varied. Conducting research that examines the principals’ and parents’ viewpoints may contribute to our understanding of the factors that affect the teachers’ ICB and students’ academic achievement.

In addition, the connection between the results of this study and students’ academic achievement has not been established. We therefore recommend the performance of research which examines such a relationship. A future study that examines the impact of ICB on students’ academic success and on the teachers’ effective and positive functioning in school as well as the effect of social conditions on faculty and the school clients may yield information that is beyond the scope of the current study. Finally, we find that the term, ICB, coined by Hoy *et al.* (2008) does not sufficiently encapsulate both the original measures of OCB combined with the outreach offered to the students’ parents. We therefore recommend that a new name for this term be defined for this construct.

Conclusion

Notwithstanding these limitations, the results of this study indicate that teachers’ ICB is an important extra-role behavior positively affecting teachers, students, and their parents; trust is a significant factor in affecting teachers’ ICB; and direct and projective measures provide a broader perspective to the study of ICB.

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OCB original	ICB	ICB	Projective ICB
DiPaola and Hoy (2005), DiPaola (2009)	Hoy <i>et al.</i> (2008)	This study identical to Hoy <i>et al.</i> (2008)	This study ICB modified from I... to teachers...
4 out of 12 items	7 items	6 items	7 items
(4) Teachers volunteer to serve on new committees	(1) I serve on committees in this school	I serve on committees in this school	Teachers serve on committees in this school
(6) Teachers help students on their own time	(2) I help students during my own time	I help students during my own time	Teachers help students during their own time
(7) Teachers voluntarily help new teachers	(3) I volunteer to mentor and assist new teachers	I volunteer to mentor and assist new teachers	Teachers volunteer to mentor and assist new teachers
(8) Teachers arrive to work and meetings on time	(5) I am rarely absent	–	–
TBS original Woolley <i>et al.</i> (2004)			
2 out of 4 items	(4) I schedule personal appointments other than (on) schools day(s)	I schedule personal appointments other than (on) school day(s)	Teachers schedule personal appointments other than (on) school day(s)
(17) I make it easy for parents to contact me at school or home	(6) I make it easy for parents to contact me at school or home	I make it easy for parents to contact me at school or home	Teachers make it easy for parents to contact them at school or home
(23) I invite parents to volunteer in or visit my classroom almost any time	(7) I invite parents to volunteer in or visit my classroom almost any time	I invite parents to volunteer in or visit my classroom almost any time	Teachers invite parents to volunteer in or visit their classroom almost any time
Reliabilities	0.68	0.70	0.78

Table A1.
ICB and projective
ICB – the scales and
their sources

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