The Relationship Between Organizational Citizenship Behavior and Job Performance for Public Kindergarten Teachers in Dammam And Khobar

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This research aimed to identify the level of organizational citizenship behavior with its five dimensions: (Altruism, Civic Virtue, Sportsmanship, Courtesy, Consciousness), to identify the level of job performance, and to reveal the relationship between them among government kindergarten teachers in the cities of Dammam and Khobar. To achieve the goals of the research the relational descriptive approach was used, a questionnaire was designed consisting of two main dimensions: the behavior of organizational citizenship and the dimension of job performance. The research was applied to all members of the population of 70 leaders, and 54 completed questionnaires were retrieved (77.0% of the research population). The results of the research showed that the level of organizational citizenship behavior among government kindergarten teachers in the cities of Dammam and Khobar was with an arithmetic mean of 4.34 and with a very high degree, and that the level of job performance among government kindergarten teachers in the cities of Dammam and Khobar was with an arithmetic mean of 4.46 and a very high degree, and that there is a statistically significant positive correlation at level ($\alpha \leq 0.01$) between the level of organizational citizenship behavior, its dimensions, and the job performance of kindergarten teachers in the cities of Dammam and Khobar, the research also included the viewpoints of kindergarten leaders about some behaviors that promotes the behavior of organizational citizenship in Kindergarten teachers.

Key words: *Organizational Citizenship Behavior, Job Performance, altruism, civic virtue, sportsmanship, courtesy, consciousness.*

Introduction

Educational institutions are striving to keep pace with the global changes and developments imposed by globalization and the technological revolution, furthermore, to keep pace with the rapid and evolving pace of change, educational institutions had to invest all its resources and employ them to achieve its goals, the most important of which is human resources since it is the most important element on which the educational institutions depends to succeed and achieve its goals efficiently and effectively.

Due to the importance of the human element in the advancement of organizations, and because all elements of the organization depend on it, researchers have increased their interest in improving organizations' performance, and many have even focused on the behavior of individuals and their role in organizations, in order to direct this behavior to achieve the organizations' goals (Harem, 2009).

Consequently, many studies and research have been conducted and produced many modern concepts, one of the concepts produced by these studies related to the utilization of human resources in organizations is the concept of voluntary behavior, or what is known as Organizational Citizenship Behavior (Al-Amiri, 2002). Organizational citizenship is that optional behavior that aims to improve the performance of the organization, without signing any formal contract in exchange for that behavior, which is represented in a set of voluntary actions by the employee, and exceeds the official duties assigned to her stemming from the self of the individual and her will (Al-Naasani, 2012; Al-Salloum & Al-Adayleh, 2013).

The concept of organizational citizenship behavior is one of the modern concepts that began in the eighties, where the article of Organ published in 1977 is a spark that lit the interest of researchers in this concept (Jaballah, 1994), also, (Al-Amiri, 2003) confirmed that the studies demonstrated the positive results of this behavior that favor the advancement of the organization and the achievement of its goals. The study in (Ali & Waqar, 2013) added that the behavior of organizational citizenship promotes cooperation between colleagues at work and creates a work environment that stimulates creativity and innovation and educational institutions are involved. The results of the study of (Altinkurt & Yilmaz, 2012) indicated the impact of the organizational citizenship behavior on teachers' performance, providing assistance and support among them, and raising their level of performance, thus ensuring the success of the educational system.

Thus, due to the importance of the kindergarten stage which is not less important than the other educational stages, but maybe the most important; because it is the base upon which all educational stages are built, its importance in raising the child in all aspects, and because it is the main resource for the development of societies in the future (Amer, 2008), given the importance of this stage and the lack of studies published in this topic in the Arabic language, this research aimed to identify the relationship between the behavior of organizational

citizenship and the job performance of government kindergarten teachers in the cities of Dammam and Khobar from the viewpoint of the leaders of kindergartens.

Research Problem

In order to define the research problem, and through what was produced by modern theories about the concept of organizational citizenship, which is one of the important concepts to raise the efficiency and effectiveness of the performance of workers in all organizations, organizations that depend on the official role of the employee become unable to adapt developments and achieve their goals, especially educational organizations which are just as important as other organizations. (Al-Amiri, 2003) emphasized the importance of this behavior and its positive effects on the performance of organizations, and its ability to advance the level of the organization's performance (p. 66).

Also in continuation of the approach of the Ministry of Education in the Kingdom of Saudi Arabia to raise the levels of performance and develop plans to build an institutional formation commensurate with the foundations required for the child's entry and preparation for higher education stages, where it was mentioned in the Ministry's organizational guide issued by the Council of Ministers' Decision No. (511) and date 2-9-1440H that the general goal of the work of the General Administration for Early Childhood of the General Education Agency is focused on providing distinguished educational services for children (from the age of 3 to the third grade). Also, following the performance of early childhood according to the approved indicators to prepare students for enrollment in basic education, and this is achieved through initiatives, one of which is: It is concerned with developing kindergartens and expanding its services to include all regions of the Kingdom, where programs and projects are included to achieve the strategic goal (ensuring fair, comprehensive and quality education for all and promoting lifelong learning opportunities for all) through the indicator (the gross enrollment ratios in kindergartens) which one of its most important goals is to raise the enrollment rate of children in kindergarten from 17% to 95% in 2030 (Ministry of Education, 2019).

Thus , this research seeks to answer the following questions

1. What is the level of organizational citizenship behavior among public kindergarten teachers in the cities of Dammam and Khobar with its dimensions: (Altruism, Civic Virtue, Sportsmanship, Courtesy, Consciousness) from the leaders 'point of view?
2. What is the level of the job performance of government kindergarten teachers in Dammam and Khobar from the leaders 'point of view?
3. Is there a statistically significant correlation at the level of significance ($\alpha \leq 0,01$) between the level of organizational citizenship behavior with its dimensions: (Altruism, Civic Virtue, Sportsmanship, Courtesy, Consciousness) and job performance of government kindergarten teachers from the perspective of leaders?

4. What are the promoting behaviors of the organizational citizenship behavior of kindergarten teachers?

Research Objectives

This research aims to achieve the following objectives:
1. To know the level of organizational citizenship behavior of government kindergarten teachers in the cities of Dammam and Khobar with its dimensions: (Altruism, Civic Virtue, Sportsmanship, Courtesy, Consciousness).
2. To know the level of job performance for government kindergarten teachers in Dammam and Khobar.
3. To reveal the relationship between the dimensions of organizational citizenship behavior and the level of job performance.
4. To reveal the promoting behaviors of the organizational citizenship behavior in kindergarten teachers.

Literature Review

Organizational Citizenship Behavior

The concept of Organizational Citizenship Behavior is a modern management concept, born in foreign literature and met with interest in Arabic literature, this literature referred to it with multiple names; such as civilizational behavior, the extra role, voluntary behavior, voluntary participation, non-mandated behavior, and institutional automatic behavior (Al-Maamari & Zahi, 2014).

Among the most important definitions of this concept is that proposed by the pioneer of this trend and his spiritual father, Dennis W. Organ, "OCB represents individual behavior that is discretionary, not directly or explcitly recognized by formal reward system, and that in the aggregate promotes the effective functioning of the organization" (Organ, 1988, p. 4).

From the above, it can be defined procedurally: as an optional job behavior, which the teacher does to perform voluntary work and cannot be enforced by a formal contract of employment without incentives. The result of this behavior raises the level of kindergarten effectiveness in its dimensions (Altruism, Civic Virtue, Sportsmanship, Courtesy, Consciousness). This is measured by the responses of the research sample to the research tool on the level of organizational citizenship behavior.

The importance of organizational citizenship behavior

Organizational citizenship behavior has received great attention in both foreign and Arab studies and research; This is a result of the positive effect that it can achieve at the individual, collective and organizational levels.

Individual-level:

The literature revealed that the behavior of organizational citizenship leads to improved performance and productivity of the individual, promoting entrepreneurship, selflessness, and self-development, and building positive beliefs towards work. It also improves positive self-perception and independence of the individuals, encourages professional development and the sense of accomplishment and promotes it, which is good for work (Momani, 2017; Salehi & Gholtash, 2011; Somech & Drach-Zahavy, 2000).

Collective level:

(Baker, 2016) indicated that organizational citizenship behaviors foster good career behaviors, such as job satisfaction, self-respect, and organizational commitment among workers in the organization, as it enhances the productivity of work, and increases the motivation of employees.

Organizational level

The importance of organizational citizenship behavior for the extra role that has become a requirement for many organizations lies in its positive effects that contribute to improving the overall performance of the organization, by making use of all available resources, increasing the size of the organization's overall outputs, achieving success and excellence, and breaking the routine role of the organization. This enhances creativity, belonging and love of work, reducing the organization's need to allocate scarce materials for maintenance jobs, maintaining unity in the cohesiveness of the organization, and building reciprocal relationships between employees and different departments, as well as increasing the time of managers to perform their work by allocating more time to effective planning (Al-Raqqad & Dayyah, 2012; Podsakoff, Ahearne, & MacKenzie, 1997).

(Baker, 2016) indicated that the behavior of organizational citizenship overcomes work pressures and increases employee engagement with the organization; it thus enhances the effectiveness of structured performance and induces workers to fulfill the required professional responsibilities and duties on time. Also, (Salehi & Gholtash, 2011) indicated that it reduces the need for specializing scarce resources by emphasizing the behavior of extra roles.

Nowadays, the importance of organizational citizenship behavior in enhancing organizational effectiveness in an ever-changing context stems from many investigations, as the business environment grows increasingly because of globalization and technology development, job descriptions are outdated and formal reward systems have become less accurate in identifying key factors that encourage performance, and organizations rely on additional role behaviors to bridge gaps between role behaviors. Depending on job descriptions and those required by the changing environment since organizational citizenship behavior is separate from the formal reward system, it is important to explore the main characteristics of the workforce. So that organizations can motivate employees to conduct such beneficial behaviors (Gong, Greenwood, Hoyte, Ramkissoon, & He, 2018).

Considering the importance of organizational citizenship behavior and its positive effects on the organizational performance of organizations in general, and educational organizations in particular; its vision and mission advocate quickly keeping pace with the surrounding environmental changes, and with the development and progress around us. Also, its important role in developing the human capital that underpins the renaissance of nations; because school regulations and systems do not have the right to compel the teacher to love work, sincerity and cooperation. Hence, the interest in organizational citizenship behavior to bridge the gap that systems and regulations cannot bridge.

Researchers have addressed the issue of organizational citizenship behavior in various ways, they split into two directions, some of them believe that it is represented in two basic dimensions, and some see that it includes five dimensions, and in fact, they complement each other, and are not contradictory, because they think that the five dimensions can be included under the two main dimensions.

The First Trend

The advocates of this trend like Bolon classification (Bolon, 1997) argue that the dimensions of organizational citizenship behavior have two basic dimensions, an organizational dimension, and an individual dimension where the first dimension - which is voluntary behavior - aims to improve the performance, improve and develop the organization, and work to maintain it. The other dimension - which is voluntary behavior - aims to help the organization's workers carry out their work tasks, and to assist their colleagues, which ultimately is in the interest of achieving the goals of the organization.

The Other Trend

The advocates of this trend (Organ & Ryan, 1995) argue that the dimensions of organizational citizenship behavior are based on five main dimensions:

1. **Civic Virtue**: Civic Virtue refers to overcoming and solving problems, avoiding raising them among workers, not using the rights of others, and carrying out tasks more effectively and efficiently.

2. **Altruism**: It is intended to assist a specific person, either inside or outside the organization, such as (colleagues, bosses, clients) in work-related tasks.

3. **Sportsmanship**: means the employee's ability to assume more of the required work responsibilities, without complaining or protest. Hence preserving the organizational energy to accomplish any task.

4. **Courtesy**: This includes constructive and responsible participation in managing the affairs of the organization, caring for the organization's fate by ensuring attending important informal meetings, maintaining change, reading the organization's notes and announcements, and performing work in a manner that helps preserve the organization's reputation.

5. **Consciousness:** It represents the employee's voluntary behavior that exceeds the minimum requirements of the job in the field of attendance, respecting regulations and systems, working seriously... etc.

The above five dimensions are the basis for the concept of organizational citizenship behavior, and the names of these dimensions have differed in some literature, but they remain similar in essence and procedural definitions, and in contrast, there has become a similar consensus among researchers recently that these five dimensions are the basic dimensions of the organizational citizenship behavior.

The Concept of Job Performance

Job performance is considered the backbone of the administrative process and the basis of management science and administrative behavior, it has received great attention from thinkers and researchers in the field of management, and the reason is due to its great connection to the effectiveness of the organization in achieving its goals. The organizations seek - regardless of their types and sizes - to achieve high rates of efficiency and productivity, and to develop continuously and to compete with the environmental changes around them depending, to a large degree, on the human capital which is the main focus of all activities and functions in the organization (Hussein Mohamed Al-Harahisha, 2012; Rashid, 2018).

 (Ghalem, Chafik, Chroqui, & El Alami, 2016) indicated that the concept of job performance is the contribution of specific systems (organizational units of different sizes, staff, and processes) to achieving the goals of the institution and verifying them. It can also be defined

as the behavior the individual performs as part of the organization to fulfill the needs of the required, expected, or formal job role within the organization (Chia-Hao & Ting-Ya, 2018).

So it can be defined procedurally as the set of activities and behaviors carried out by the kindergarten teacher according to the employment contract to achieve the desired goals efficiently and effectively, this is measured by the responses of the research individuals on the research tool.

Importance of Job Performance

Human capital is of great importance in the life of any institution, and its importance for the organization and the employee lies in:

– **Importance for the Organization**

Job performance is of importance within any organization seeking to achieve its goals in various fields, as job performance is the outcome of all activities undertaken by the employee within the organization, where there is a direct relationship, the higher the performance, the organization achieves its success and stability. When the organization employs the capabilities of the employee through improving the quality of performance and training employees to acquire the skills necessary to perform the work efficiently and effectively. This leads the organization to achieve its goals, and does not stop when achieving its goals and plans, but goes beyond that by achieving the economic, development, and social plans of the country since it is part of the whole (Ashour, 2016).

The importance of the human element in the organization arises because it converts resources into higher-value outputs and that their distinctive performance makes the organization more stable and longer-lasting, in this way, the organization can confront the currents of development and change that occur in the external environment, thus the performance of the organization is a reflection of the capabilities and motivations of the workers and the capabilities and motivations of the leaders as well (Al-Badri, 2013).

– **Importance For The Employee**

The importance of job performance for the employee stems from the fact that employers rely on an evaluation of job performance in decisions related to promotion, incentives, and rewards that the employee acquires, as high-performance employees enjoy stability in their organization, and vice versa: those with low performance are subject to dismissal (Caillier, 2010).

Job Performance Dimensions

The dimensions of job performance included three dimensions as follows:

1. Performing the basic task: It refers to the basic tasks required for a specific job, which are defined by the job description or direct behaviors that contribute to the transformation and organization of the organization's outputs.

2. Contextual performance, or what is known (organizational citizenship behavior): These are optional extra behaviors in which employees participate (such as helping co-workers) and contribute to enhancing the effectiveness of the performance of the organization and it is not included in the reward system.

3. Adverse performance: These are deliberate negative behaviors by employees in which organizational standards are violated, and they threaten the organization or its members or both intending to cause harm, such as (aggression, misuse of the organization's resources, violence and attack) (Choi, Miao, Oh, Berry, & Kim, 2019).

Through the above dimensions it becomes clear that the employee's performance within her organization has two directions: Either it has a positive direction in favor of the organization and its goals and colleagues at work, or it may have a negative direction for the organization, and this counts on the organization's management for taking care of the employee's performance in the interest of the organization. , because, as we mentioned earlier, it is the hand capable of achieving the desired results in the future.

The Relationship Between Organizational Citizenship Behavior and Job Performance

Organizational citizenship behavior is one of the most widely studied topics in organizational behavior research recently, and this interest stems primarily from the belief that these behaviors enhance organizational effectiveness.

As the effect of this extra behavior increases the efficiency of the organization's performance, (Podsakoff & MacKenzie, 1997) cited several forms of the effect of this behavior as follows:

1. That organizational citizenship behaviors work to strengthen social relations within the organization with colleagues and superiors, thereby contributing to the dissemination of best practices that may increase organized administrative productivity.

2. Assisting employees to each other in solving work problems to allow time to unlock the potentials of managers and free them for their administrative work, such as: making plans for the organization.

3. Organizational citizenship behaviors enhance the organization's ability to attract and retain the best employees by making it a more attractive place.

4. This behavior enhances the organization's ability to adapt to changes and developments in the external environment thus increasing their competitiveness.

5. Organizational citizenship behavior adopts work teams, coordinates efforts among workers, and contributes to the formation of coherent close working teams working in a team spirit (p. 135-139).

Research Methodology

Starting with the nature of the research, its questions, and the goals that the research seeks to achieve to recognize the relationship between the behavior of organizational citizenship and the job performance of public kindergarten teachers in the cities of Dammam and Khobar, the descriptive relational approach was used, the research was applied in the academic year 2019-2020, and the research population consisted of all leaders of government kindergartens in the cities of Dammam and Khobar, whose number is 70 leaders or mandated to lead the kindergartens, and the number of respondents was 54 leaders (77% of the population). The questionnaire was used as a tool to collect data, due to its relevance to the research objectives.

Research Sample

The research sample who answered the research questionnaire was 54, and the results were analyzed according to this number, with the employing characteristics of specialization and years of service, as follows:

1. **Specialization**: When looking at the distribution of research sample according to the specialization variable; We find that there are (29) leaders (53.7%) who answered with "others" specialization, while there are (25) leaders (46.3%) who are specialized in kindergartens, these numbers indicate the diversity of academic specializations of the research sample, which contributes to obtaining more diverse results about the level of organizational citizenship behavior of government kindergarten teachers.

2. **Years of Service**: Concerning years of service, more than two-thirds of the research sample has 10 years of experience or more, who were 37 leaders (68.5% of the sample), while there are (14) leaders with a percentage of 25.9% have 5-10 years of experience, and there are 3 leaders with 5.6% have less than 5 years of experience.

The previous figures indicate the diversity of years of service of the research sample. This makes them able to form more accurate opinions about the level of organizational citizenship behavior and job performance of government kindergarten teachers, where experience is one of the most influencing factors in individual opinions.

Research tool

The questionnaire was used as a data collection tool due to their suitability of the research objectives, methodology, and population, and to answer its questions. The questionnaire is considered one of the most important means of collecting data and standardized information.

Due to the nature of the research and its objectives, the research relied on the questionnaire as a tool to collect data from the research sample and after reviewing the literature and previous studies related to the subject of the research. The statements of the organizational citizenship behavior scale developed by (Niehoff & Moorman, 1993) were used to measure the behavior of organizational citizenship, also, the studies in (Al-Nasafi, 2017; Al-Suhaimat, 2007a; Sarhani, 2017).

Considering the data and questions of the research and its objectives the tool was built (the questionnaire). The questionnaire consisted of two parts, the first is demographic data for the sample, and the second section consists of three dimensions. The first dimension deals with the behavior of organizational citizenship and consists of 20 statements distributed on five sub-dimensions: (Altruism, Civic Virtue, Sportsmanship, Courtesy, Consciousness), the second dimension deals with the level of job performance for the kindergarten teacher and consists of 15 statements with a scale of five options for each statement, and the third dimension is an open question.

To ensure the face validity of the research tool and its relevance to its goals, it was presented to a group of arbitrators of specialized faculty members in Saudi universities, who are 10 faculty members, in order to benefit from their views, and considering them about the nature of the statements, and the extent of coverage of the elements of the topic, and the extent of its adequacy or the need to add some statements, phrases or words, or make some adjustments. Based on the comments and suggestions made by the arbitrators, the researcher made the necessary comments agreed upon by the majority of arbitrators with a rate of 40.5%, and the modification of some statements and the deletion of other statements that were agreed upon with a rate of 59.5%, until the questionnaire became final.

The Internal Consistency of the Research Tool

To verify the internal consistency of the questionnaire, the Pearson Correlation Coefficients were calculated between the score of each of the dimension statements and the degree of all the statements contained in the dimension to which they belong, in order to ensure the internal consistency of the tool through an exploratory sample consisting of 17 leaders as shown in table (1):

Table (1): Pearson correlation coefficients for the statements of the sub-dimensions of organizational citizenship behavior dimension and the overall degree for each sub-dimension (n = 17).

Altruism		Civic Virtue		Sportsmanship		Consciousness		Courtesy	
statement	correlation coefficient	statement	correlation coefficient	statement	correlation coefficient	statement	correlation coefficient	statement	correlation coefficient
1	0.772**	5	0.599*	9	0.683**	13	0.758**	17	0.790**
2	0.663**	6	0.888**	10	0.706**	14	0.761**	18	0.920**
3	0.800**	7	0.730**	11	0.634**	15	0.807**	19	0.735**
4	0.788**	8	0.753**	12	0.701**	16	0.821**	20	0.916**

** significant at level (0.01) * significant at level (0.05)

It is clear from Table 1 that all statements of the sub-dimensions of the dimension of "organizational citizenship behavior among government kindergarten teachers" were significant at the level of (0.01), where the values of correlation coefficients for the "Altruism" sub-dimension ranged between 0.663 and 0.800, for the sub-dimension of Civic Virtue ranged between 0.599 and 0.888, for the sportsmanship sub-dimension between 0.634 and 0.706, for the "consciousness" between 0.758 and 0.821, and for the Courtesy dimension between 0.735 and 0.920, all of which are good correlation coefficients. This indicates an increase in internal consistency, as it indicates high and enough validity indicators that can be trusted in the application of the current research tool. Pearson correlation coefficients for the sub-dimensions of the organizational citizenship behavior dimension have been calculated with the overall degree of the dimension as shown in table 2.

Table (2): Pearson Correlation Coefficients for the sub-dimensions of the organizational citizenship behavior dimension with the overall degree of the dimension (n = 17).

Sub-Dimension	Correlation Coefficients
Altruism	0.806**
Civic Virtue	0.826**
Sportsmanship	0.700**
Consciousness	0.772**
Courtesy	0.939**

** significant at level (0.01)

It is clear from Table 2 that all sub-dimensions of the organizational citizenship behavior dimension of government kindergarten teachers were significant at 0.01 level, where the values of correlation coefficients ranged between 0.700 and 0.939, all of which are good correlation coefficients. This indicates high internal consistency, as it indicates high and enough validity indicators that can be trusted in the application of the current research tool. In the same context, Pearson's correlation coefficients were calculated for the statements of the level of the job

performance of the kindergarten teacher dimension with the overall degree of the dimension as shown in table 3.

Table (3): Pearson correlation coefficients for the statements of the level of the kindergarten teacher's job performance dimension with the overall of the dimension (n = 17).

Statement	Correlation Coefficients	Statement	Correlation Coefficients
21	0.915**	29	0.896**
22	0.960**	30	0.889**
23	0.946**	31	0.805**
24	0.985**	32	0.965**
25	0.903**	33	0.934**
26	0.661**	34	0.958**
27	0,781**	35	0.819**
28	0.879**	-	-

** significant at level (0.01)

It is clear from Table 3 that all statements of the dimension of the level of the kindergarten teacher's job performance were significant at the level of (0.01), where the values of correlation coefficients for the sub-dimensions ranged between 0.661 and 0.985, all of which are good correlation coefficients, and this gives an indication of high internal consistency, as it indicates high and sufficient validity that can be trusted in the application of the current research tool.

The Consistency of The Research Tool

The consistency of the research tool has been confirmed by using Cronbach's Alpha (α) as shown in table 4.

Table (4): Cronbach Alpha coefficient to measure the consistency of the questionnaire.

#	Sub-dimension	Number of statements	Alpha Cronbach coefficient
1	Altruism	4	0,852
2	Civic Virtue	4	0.759
3	Sportsmanship	4	0.881
4	Consciousness	4	0.869
5	Courtesy	4	0.846
6	Total for organizational citizenship behavior dimension	20	0.891
7	level of the kindergarten teacher's job performance	15	0.877
	Overall Consistency	**35**	**0.917**

It is clear from table 4 that the research questionnaire has statistically acceptable consistency as the value of the total consistency factor reached 0.917, which is a high degree of consistensy. Also, the consistency parameters of the research tool ranged between 759. 0 and 0.891, which are high consistency factors that can be trusted in the application of the current research tool. We extract the results of the validity and consistency tests of the research tool (the questionnaire). The questionnaire is valid in measuring what was designed to measure, and it is also sufficiently consistent.

Results Analysis and Discussion

The first question: *"What is the level of organizational citizenship behavior among public kindergarten teachers in the cities of Dammam and Khobar with its dimensions: (altruism, Civic Virtue, sportsmanship, Courtesy, consciousness) from the leaders' point of view?".*

To identify the level of organizational citizenship behavior among government kindergarten teachers in Dammam and Khobar, the arithmetic means and the standard deviation of the sub-dimensions of organizational citizenship were calculated, and the sub-dimensions were arranged according to the arithmetic mean for each of them as shown in table 5.

Table (5): The arithmetic means and the standard deviation of the responses of the research sample on the level of organizational citizenship behavior among the kindergarten teachers in the cities of Dammam and Khobar.

#	Organizational Citizenship Behavior	Arithmetic Mean	Standard Deviation	Order	Degree
2	Civic Virtue	4.59	0.63	1	Very High
4	Consciousness	4.58	0.57	2	Very High
5	Courtesy	4.48	0.66	3	Very High
1	Altruism	4.47	0.71	4	Very High
3	Sportsmanship	3.55	1.09	5	High
Overall Arithmetic Mean		**4.34**	**0.60**	**-**	**Very High**

It is clear from Table 5 that the dimension of the level of organizational citizenship behavior among government kindergarten teachers in Dammam and Khobar includes five sub-dimensions, which are respectively, according to their arithmetic means (civic virtue, Consciousness, courtesy, altruism, sportsmanship), four sub-dimensions were of a very high level, respectively: (civic virtue, consciousness, courtesy, altruism). While one sub-dimension

was with a high level which is (sportsmanship); Where the arithmetic means for the sub-dimensions ranges between 3.55 and 4.59, which are in the fourth and fifth categories of the five-points scale. Hence, the previous result indicates that the level of organizational citizenship behavior for government kindergarten teachers in Dammam and Khobar ranges between (high to very high).

The overall arithmetic mean for the dimension was 4.34 out of 5.0, with a standard deviation of 0.60, this indicates that the level of organizational citizenship behavior among government kindergarten teachers in Dammam and Khobar was very high, where Civic Virtue comes first with general arithmetic mean of 4.59 and a standard deviation of 0.63, followed by the sub-dimension of Consciousness with arithmetic mean of 4.58 and a standard deviation of 0.57. The third among the sub-dimensions of organizational citizenship behavior was the sub-dimension of Courtesy with an arithmetic mean of 4.48 with a standard deviation of 0.66, followed by the fourth sub-dimension of Altruism with an arithmetic mean of 4.47 and a standard deviation of 0.71, and in the last is the sub-dimension of Sportsmanship in terms of the level of organizational citizenship behavior of government kindergarten teachers in Dammam and Khobar with an arithmetic mean of 3.55 and a standard deviation of 1.09.

The result of this research was in agreement with the result of the study of (Al-Suhaimat, 2007a), which concluded that the degree of secondary school teachers' practice of organizational citizenship behavior was high, also with the results of the study of (Al-Qahtani, 2014), which concluded that the level of organizational citizenship behavior of secondary school teachers in Jeddah was high. The result of this research was consistent with the result of (Nassar, 2017) study which concluded that the level of organizational citizenship behavior at the University of Palestine was high. Also, the result of this research agreed with the result of (Alshaikh, 2017) study which found that teachers in Dhahran schools have a high level of organizational citizenship behavior. While the results of this research differed from the result of (Al-Rabiah, 2015) study, which concluded that the degree of practicing organizational citizenship behaviors by the teaching staff members in Saudi public universities from their point of view was moderate, and that difference is due to the difference in sample and location.

The Second Question: *"What is the level of the job performance of government kindergarten teachers in Dammam and Khobar from the leaders 'point of view?"*

To know the level of the job performance of government kindergarten teachers in the cities of Dammam and Khobar from the leaders' point of view the frequencies, mean and standard deviation for the responses of the research sample were calculated, and statements were arranged according to their arithmetic means as shown in table 6.

Table (6): The level of job performance for government kindergarten teachers in Dammam and Khobar.

#	Statement	Degree of Agreement										Arithmetic Mean	Standard Deviation	Order	Degree
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree					
		frequency	%	frequency	%	frequency	%	frequency	%	frequency	%				
27	Adheres to the official working hours.	35	64.8	19	35.2	0	0.0	0	0.0	0	0.0	4.65	0.48	1	Very High
28	Adheres to work rules and procedures.	35	64.8	18	33.3	0	0.0	1	1.9	0	0.0	4.61	0.60	2	Very High
35	Maintains her human relationships with everyone in the work environment.	35	64.8	18	33.3	0	0.0	1	1.9	0	0.0	4.61	0.60	3	Very High
30	Responsible for performing her job and educational tasks.	34	63.0	19	35.2	0	0.0	1	1.9	0	0.0	4.59	0.60	4	Very High
31	Monitors the progress of kindergarten children continuously	31	57.4	22	40.7	0	0.0	1	1.9	0	0.0	4.54	0.61	5	Very High
25	Accomplishes the tasks assigned to her within the specified time.	33	61.1	19	35.2	0	0.0	2	3.7	0	0.0	4.54	0.69	6	Very High
32	Works effectively with team spirit.	34	63.0	16	29.6	1	1.9	2	3.7	1	1.9	4.48	0.86	7	Very High
33	Participate with colleagues in developing their performance standards.	32	59.3	18	33.3	0	0.0	4	7.4	0	0.0	4.44	0.84	8	Very High
22	Offers useful suggestions that contribute to raising the performance of children.	31	57.4	18	33.3	1	1.9	4	7.4	0	0.0	4.41	0.86	9	Very High
26	Carried out the work in line with the leader's expectations.	28	51.9	23	42.6	0	0.0	2	3.7	1	1.9	4.39	0.83	10	Very High
34	Can solve kindergarten related problems.	29	53.7	21	38.9	1	1.9	2	3.7	1	1.9	4.39	0.86	11	Very High
23	Sets the necessary plans to develop its educational performance.	29	53.7	19	35.2	3	5.6	3	5.6	0	0.0	4.37	0.83	12	Very High
29	Works with enthusiasm and motivation.	31	57.4	16	29.6	2	3.7	5	9.3	0	0.0	4.35	0.93	13	Very High

#	Statement	Degree of Agreement										Arithmetic Mean	Standard Deviation	Order	Degree
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree					
		frequency	%	frequency	%	frequency	%	frequency	%	frequency	%				
21	Does voluntary work in kindergarten.	29	53.7	19	35.2	0	0.0	6	11.1	0	0.0	4.31	0.95	14	Very High
24	Adopts developmental goals that contribute to raising the level of kindergarten.	32	59.3	12	22.2	3	5.6	6	11.1	1	1.9	4.26	1.03	15	Very High
	Overall Arithmetic Mean											4.46	0.67	-	Very High

It is clear from Table 6 that the dimension of the job performance level of government kindergarten teachers in Dammam and Khobar cities consists of 15 statements, the arithmetic mean ranged between 4.26 and 4.65. The previous result indicates that the level of the job performance of government kindergarten teachers in Dammam and Khobar is very high. The standard deviation of the statements ranged between 0.48 and 1.03, which are values less than 1.03, this reflects the homogeneity of the responses of the research sample on the statements of the job performance level of the kindergarten teachers in the cities of Dammam and Khobar. The overall arithmetic mean of the statements of the dimension is 4.46, and the standard deviation is 0.67, this indicates that the level of the job performance of government kindergarten teachers in Dammam and Khobar is very high.

The high degree of job performance is attributed to several reasons such as, the quality of the preparation of kindergarten teachers, the continuous courses held by the General Administration of Kindergarten for a teacher in line with the Ministry's plans to achieve the goals of the Kingdom Vision of 2030 which can be achieved by education.

Also, the Ministry of Education has contracted with Al-Bilad Company to recruit kindergarten teachers, some of whom have previously worked in the private sector, this led to the exchange of experiences between them and the teachers of Al-Bilad Company.

The result of the current research was in agreement with the result of the study of (Al-Suhaimat, 2007a), which concluded that the level of the job performance of secondary school teachers was high, and with the result of the study of (Althaqfi, 2016), which concluded that the level of the job performance of teachers in government schools in the city Taif was high. Also, it was consistent with the result of (Atsebeha, 2016) study, which concluded that the level of job performance for teachers in the Tigray region of Ethiopia was high. While the result of the current research differed from the result of (Al-Sharif, 2013) study which found that the job

performance levels of workers in public higher education institutions were moderate, as the result of the current research differed from the result of (Al-Qurashi, 2017) study, which concluded that the level of job performance among members of the teaching staff at Umm Al-Qura University was moderate, and this difference is attributed for the different research samples, places, and educational stages.

The Third Question: *"Is there a statistically significant correlation at the level of significance (α ≤ 0,01) between the level of organizational citizenship behavior with its dimensions: (Altruism, Civic Virtue, Sportsmanship, Courtesy, Consciousness) and job performance of government kindergarten teachers from the perspective of leaders?"*.

To know the relationship between the level of organizational citizenship behavior sub-dimensions: (Altruism, Civic Virtue, Sportsmanship, Courtesy, Consciousness) and the job performance of government kindergarten teachers from the leaders' perspective; Pearson Correlation Coefficient was used as shown in Table 7.

Table No. (7): Pearson Correlation Coefficient for the relationship between the level of organizational citizenship behavior in its sub-dimensions and the job performance of government kindergarten teachers.

#	Organizational Citizenship Behavior	Job Performance	
		Correlation Coefficient	Level of Significance
1	Altruism	0.825	0.01
2	Civic Virtue	0.783	0.01
3	Sportsmanship	0.325	0.01
4	Consciousness	0.846	0.01
5	Courtesy	0.865	0.01
	Overall Dimension	**0.859**	**0.01**

** significant at level (0.01)

It is clear from table 7 that there is a positive correlation of statistical significance at level (0.01) between the level of organizational citizenship behavior and its various sub-dimensions: (Altruism, Civic Virtue, Sportsmanship, Consciousness, Courtesy) and job performance of governmental kindergarten teachers in the cities of Dammam and Khobar, where the value of the Pearson correlation coefficient for the dimensions was respectively 0.825, 0.783, 0.325, 0.846, 0.865, and for the overall degree is 0.859. The previous result indicates that the increased

level of organizational citizenship behavior contributes to increasing the teachers' job performance levels.

It has been observed that there is a relationship between the behavior of organizational citizenship and job performance, this is because when kindergarten teachers adopt organizational citizenship behaviors, their job performance will be raised. This affects the overall performance of the kindergarten and leads to its rise as well. Organizations with high performance do not depend on the official roles of the employee, but exceed it to their efforts and extra work that are in the interest of achieving the organization's goals, and not only increases performance, but also contributes to solving many problems, providing additional resources for the organization, and developing the professional level for employees, this was confirmed by (Al-Amiri, 2002; Hashem, 2005; Podsakoff & MacKenzie, 1997).

The results of the current research were consistent with the results of the study of (Al-Suhaimat, 2007b), which concluded that there is a positive correlation of statistical significance at (0.05) between the degree of practicing organizational citizenship behavior and teacher performance in general secondary schools in Jordan. Also, the result of the current research agreed with the result of study (Rose, 2012) which concluded that there is a positive correlation between organizational citizenship behaviors and job performance for employees of higher education institutions.

Fourth Question: *"What are the promoting behaviors of organizational citizenship behavior of teachers?"*

Through the open-ended questionnaire on the promoting behaviors of organizational citizenship behavior among teachers, 48 leaders responded to the question, who are 68.0% of the total research population, and 10 answers were excluded because they are not related to the question, the responses were varying different, and through the leaders' contact with the teachers and their relationship with them, the notes they receive, and knowing their needs we got these answers.

The behaviors that promote the behavior of organizational citizenship will be listed from the most frequent to the least frequent, where the answers of the research sample were under the umbrella of organizational support, Such as: (material and moral motivation for kindergarten teachers, continuous support from the leader, continuous development of the teacher, offering workshops, appreciating the teachers and acknowledging their efforts, providing a stimulating environment) with a frequency of 23, and it is noticeable that it is agreed that providing organizational support helps them to promote organizational citizenship behaviors, and contributes - positively - to the emergence of this behavior. The result of the current research was consistent with the study of (Moreno, 2015) which found that the leaders showing encouragement, interest, recognition, and appreciation of teachers helps to reinforce organizational citizenship behaviors, (Al-Shanti, 2015) mentioned that the employee's

awareness of the organization's support for her and appreciation of her accomplishments and the keenness to develop the employee positively reflects on her behaviors, so this increases her commitment and helps in achieving goals and providing her best towards the organization, and this was confirmed by the studies in (Al-Salloum & Al-Adayleh, 2013; Noah, 2013) which found a statistically significant effect of perceived organizational support in organizational citizenship behaviors.

The answers that stated that cooperation and teamwork is a promoting behavior, as expressed by the research sample with (cooperation and work in the spirit of one team and help new teachers to integrate into kindergarten and enhance their cooperation with employees) with a frequency of 11.

It becomes clear through the responses that cooperation and working in the spirit of the team which is one of the dimensions of organizational citizenship behavior (Altruism) help to create a healthy organizational climate generate organizational citizenship behaviors among teacher and it is one of the promoters of this behavior, this was also confirmed by (Al-Amiri, 2003).
After that the following answer (Application of organizational justice between teachers in the distribution of earnings, resources, rights, and duties) with a frequency of 4, since when the employee feels justice and fairness from her organization she will be induced for more voluntary behavior (the behavior of organizational citizenship) as mentioned in (Majeed & Al-Awfi, 2016), also some studies have demonstrated a correlation between the dimensions of organizational justice and the dimensions of organizational citizenship behavior such as the studies in (Al-Zahrani, 2013; Hussein, 2010; Karriker & Williams, 2009; Majeed & Al-Awfi, 2016).

Research Recommendations

In light of the results, the research recommends the following:

1. The results of the research revealed that the level of behavior of organizational citizenship for kindergarten teachers was very high, except for the dimension of Sportsmanship which was high. Therefore, we recommend kindergarten leaders to work more to provide a healthy organizational climate in which the focus is on human behavior between leaders and teachers.

2. Fiscal and moral stimulation of teachers who have a high level of organizational citizenship behavior in order to encourage them and maintain it, and not only giving certificates of appreciation and recognition but diversification in appreciation and tribute.

3. Given that the level of job performance was very high, we recommend giving more empowerment and delegation of teachers and adding enough space for innovation and creativity.

4. Since there is a correlation between the behavior of organizational citizenship and job performance, we recommend the Ministry of Education to include seminars and meetings of teachers and leaders on the importance of organizational citizenship behavior and its role in enhancing their job performance levels.

5. Providing training courses for kindergarten leaders on organizational support and spreading awareness of its importance to promote organizational citizenship behaviors among teachers.

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