1-Introduction

As a determinant factor, the increasing importance of creativity in the organizations survival, has attracted the managers' attention to the growth and development of creativity among employees. Organizations have found creativity as one of the most important factors influencing the sustainable development. As the human needs getting more complicated, the importance of creativity is not limited to manufacturing sectors, but the need for it is more and more pronounced in human resources and services sectors. Organizations, and consequently society, do not suffer from stagnation as a result of the continuation of training, creativity and creative power. Scientific and technological advances generally require human creative skills, and its identification, stimulation and development (Stojanova, 2010). In order to survive, compete and grow, organizations need to be more creative and innovative than before (Gumusluoglu & Ilsev, 2007). Almost all organizations are faced with a dynamic environment today, characterized by rapid technological changes, shorter product life cycles and globalization (Gumusluoglu & Ilsev, 2007). By replacing the old products by new products, creativity is the identification factor for the path that we choose to do things. The organization's emphasis on creativity today is based on the fact that creativity is a factor influencing innovation and, consequently, the success of organizations. Creativity refers to transforming new ideas and fantasies into reality, characterized by the ability to understand the world in new ways, identifying the hidden patterns, creating link between apparently unrelated phenomena and creating solutions. On the other hand, attention to creative education has increased in the elementary and basic levels of education, as a result of the need to develop expert and efficient workforce. Realizing this requires the use of creative and efficient educational resources.

2-Theoretical Foundations and Research Background

As the organizations cannot succeed without endless efforts of them, human resources are the most valuable asset of organizations. Therefore, human resources will increase the productivity and performance of the organization and as a result, ensuring organization survival if can play their role well. Hence, persuading employees to function beyond traditional performance has been of great interest to managers. Then, it can be said that employee volunteering behavior is one of the

determinant factors in the success of organizations. These behaviors, which reflect the concept of corporate citizenship behavior, is a well-studied concept of employee behavioral consequences in management literature (Zhao et al., 2021). Organizational Citizenship Behavior (OCB = Organizational Citizenship Behavior) has always been one of the most complicated subjects in the workplace for employees and researchers. OCB is in fact a fantasy term for employees. In other words, it is an optional behavior not required by the employees; however, it is effective in improving the organization's performance; hence, it can be referred to as additional efforts on the job description in the organization. The concept of organizational citizenship behavior was first developed by Batman and Organ in the early 1980s. However, before that, researchers such as Katz and Kohen by distinction between "role play" and "innovative and spontaneous behaviors" in the 1970 and 1980, and before them, Chester Barnard by developing the concept of "willingness to cooperate" in 1938 have (Ebrahimpour et al., 2011, p. 1992). Initial research on organizational citizenship behavior was more about identifying the employees' responsibilities or behaviors in the organization that were often overlooked. Although they were poorly measured or even neglected in traditional assessments of job performance, these behaviors were so effective in improving organizational effectiveness (Binstok et al., 2003; 360). However, some research suggests that pre-employees encouragement OCB in the organization is more common than post-employees encouragement OCB.

Since companies are looking for ways to improve the employees' participation in the workplace, it is important to know how to transform the organization's employees into an organizational citizens. An organizational citizen does not seek rewards from the organization for voluntary behaviors and tasks. In fact, an organization citizen believes that his or her behavior in the organization is because of engagement to the organization's progress and development (Sun et al, 2007).

As a result, he perform an extra effort to improve the organization (Cardona et al, 2004). According to Kyle Shapiro et al. (2004), OCB could be a critical factor for an organization or group to succeed; since all the necessary commercial activities in an organization cannot be expressed and projected in the design and description of the job in the pursuit of success. There is several definitions of organizational citizenship behavior that were proposed bellow. The voluntary and optional behaviors which are not part of the formal duties of the employee, nonetheless it is done

by him and improves the effectiveness of the organization's roles (Apple Baum et al., 2004). Organ also believes that organizational citizenship behavior is an individual and voluntary behavior that is not directly designed by formal reward systems in the organization, however, increases the effectiveness and efficiency of the organization (Kohen & Cool, 2004). Organizational Citizen Behavioral construct is aimed at identifying, managing and evaluating the employees' extra-role behaviors in the organization, and their effectiveness will improves through these behaviors (Bienstok et al., 2003, p360-361). Organ (1988) knows Organizational Citizenship Behavior as a spontaneous and informed behavior that is not directly or explicitly enhanced by the formal organizational reward system, but generally enhances the organizational effectiveness. Being spontaneous and conscious means that this behavior is not the imperative necessity of the role ort not been raised on job description, however, it is a behavior mainly based on personal choices will not result in punishment, if not done (Sobhaninezhad et al, 2010).

The studies conducted on related research indicates that different citizenship behaviors are separate and different definitions are provided for them. However, there is a large overlap between them. Some of these approaches include: Organ model, Graham model, Fareh et al. model, Podsakoff model etc. The components of each of these models are briefly summarized below:

Table 1: The dimensions of organizational citizenship behavior from different perspectives

Organ (1977)	Graham (1989)	Net mayer et al. (1997)	Fareh et al. (1997)	Podsakoff et al. (2000)	Lambert (2000)
Consciousness Altruism Civic virtue Chivalry Respect and reverence	Help each other Loyal support Individual effort Individual passion	Altruism Conscience Forgiveness and dedication good intentions	Social customs Altruism Consciousness Preserving organizational interests	Chivalry Organizational loyalty Organizational obedience Civic virtue Personal growth	obedience Loyalty and development activities responsibility

The present study was conducted inspired by Podsakoff's model and utilizing the Podsakoff's organizational citizenship behavior questionnaire.

The increasing advances in science and technology is an inevitable issue, which has led to the emergence of basic training needs for specialized employees for the rapid and effective realization of this trend. Creativity plays a key role in the success of business as well as organizations in the dynamic and unpredictable change of environment, as it affects the expansion of ingenuity and innovation, and consequently business success and productivity increase (Sirková M., Ali Taha V., Ferencová M., Shafárik PJ2014). Training expert force requires fundamental developments in the field of education; however, these developments could not adequately met in higher education and academia courses. Therefore, it is necessary to apply these changes from the elementary levels, so that the desired results can be achieved. Nurturing creative people is possible in the presence of a suitable context that enables the growth and development of ideas (Hosseini and Sadeghi, 2010, p. 3). In order to achieve this goal, it is necessary to examine the factors influencing creativity development in teachers so that they can take more effective steps to improve the education system and, as a result, the increase of specialized and creative forces and, consequently, the better performance of the organizations will be realized.

There have been various researches and studies on organizational creativity in the past decades. By studying the research and publications in the field of creativity, we find that the first time, Joy Powell Gilford started research formally in this field with a special attention to the distinction between intelligence and creativity. He also presented a 3D model of intelligence-divergent thinking-convergent thinking in this regard. So, Guildford is considered one of the founders of creativity psychology. Another notable figure in the field of creativity is Ellis Paul Tournus. Torrance is known as the father of modern creativity. From Tournus' point of view, creativity is the process of testing problems and gaps in information, identifying problems and seeking solutions through tests and errors, or creating hypotheses. Creativity, in the sense of bringing new ideas for change in products, services, and processes in order to achieve organizational goals as well as the key to achieve sustainable benefits (Amabile et al, 2005). Creativity is the emergence and production of a new thought. In other words, creativity refers to the creation of new ideas (Alvani, 2006). Alvani, quoted by Kontz and Virich (1990), states that creativity is the creation of what does not exist, and a new nature can be considered either mentally or objectively. Creativity is the ability to combine ideas in a unique way for unusual communication between different ideas (Rezaian, 2012). Creativity does not refer to the invention of a whole new thing; however, it is creating a series of align communication (Sternberg, 2005; Silivia, Kaufman, Peretz, 2008 quoted

by Valizadeh, Ghara Qozlou, 2016). Astin knows creativity as a process that results in a personal effect and is accepted by a group at some point in time as a useful and satisfying thing. Mednik considers creativity as shaping the associated elements suited to certain requirements, or somehow useful. Whatever the new combination is different, the solving process will be more creative (Tasdighi, 2004; p. 29). Creativity and innovation are the prerequisites for survival, a key to the success of organizations and an important source of competitive advantage (Ganter & Hacker 2, 2013). Woodman (1993) defines organizational creativity as the creation of valuable products, services, ideas, methods, or processes by the individuals function together in a complex social system (Sundgren & Styhre, 2007). Creativity in the organization can be expressed as a function of factors such as creative person, creative task, and organizational context for creativity emergence (Brennan & Dooley, 2005).

Studying research on creativity indicates that various factors influence creativity, and we can provide a suitable platform for the growth and development of creativity only by scrutinizing these factors. The factors influencing creativity can be divided into three groups of individual factors, group factors and organizational factors.

Individual factors: Individual factors are directly related to personality traits and potential and actual capabilities of people. Sternberg and Loubert (1995) suggest factors such as personality, intelligence, knowledge, mentality, motivation, and environment as individual factors influencing creativity. While these factors are the main items in the study of the individual characteristics, we must look at factors such as age, gender, social intelligence, and education (Garaigordobil, 2003). In his paper entitled "How to eliminate creativity", Amabil (1998) has introduced six different indicators in the field of indicators affecting creativity, which include accepting challenges, freedoms, resources and facilities, work group features, supervisor's encouragements, organization support (Amabile, 1998)

Group factors: A group is a set of individuals that has relationships, interactions, and dependencies. The members of the group are influential on each other and the group has ceremonies, professions, values, beliefs and norms that regulate the members' behavior (Babit, 1978). Therefore, the interaction of individuals with each other in groups leads to more dynamism, and the exchange of information and ideas, and also because of the difference between people, motivates the emergence of new ideas. Barzman regards creativity as the cognitive process of creating an idea, concept,

good, or novelty (ibid, 39) Hunter 2009; quoted from Jahanian (2016) suggested that there is a significant relationship between transformational leadership styles and creativity or, in other words, organizations that have an organic structure and use group participation and have more vertical and horizontal relationships are more capable of creating creative ideas and enhancing organizational performance. In an article entitled "What Leaders Need to Know?: The content and social inspection of factors promoting or preventing creativity", Shali and Gilson (2004) considers the communication system and features of the working group as the creativity driving factors.

Organizational factors: Jacob (1998) points out that organizational creativity is more than a collection of creative people in the organization (Sundgren and Styhre, 2007). Then, the presence of a large number of creative people in the organization cannot ensures the organization creativity, because organizational creativity is the result of a wide range of factors in the organization. According to the studies of Amabil, Andreopolous, Cardinals and Hatfield, creativity is influenced by organizational level variables (Hasan Beygari, 1998). Organizational factors affecting creativity include institutional culture, organizational support, organizational trust, leadership style, management style, organizational communication, and so on. In a paper titled "Organizational Creativity and Organizational Innovation in relation to Organizational and Psychological Factors", Rasoulzadeh and Duckert (2009), include other components such as organizational climate, leadership style and management support in addition to the mentality of resources and facilities as the components of creativity.

It should be noted that various researchers did not considered three individual, group and organizational factors separately, and considered all three factors as creativity driving factors.

This research is a correlation type. In this plan, only the degree of correlation and relationships between variables are examined. In this research, the researcher attempts to investigate the effectiveness of organizational justice perception and organizational citizenship behavior on the job satisfaction of Alborz insurance employees in Ahvaz city. After obtaining the necessary permits and identifying the members of the sample and coordinating with the officials of the education department, according to the previous planning, the researcher after the establishment of the relationship and the sensitivity of the subjects about the questionnaires and the reasons for their selection in the sample, the necessary explanations by the researcher The questionnaire was completed and the subjects completed the questionnaires. Subjects were asked if they asked the

researcher to explain more precisely when completing questionnaires with ambiguity. In the end, the cooperation of the subjects was appreciated and appreciated. To analyze the collected data, SPSS software version twenty four was used. Meanwhile, for all hypotheses, the significance level is considered to be $\square = 0.05$.

The following tools are used to measure the variables:

A. Organizational justice questionnaire Nijouf and Morman 1993

B) Organizational Citizenship Behavior Questionnaire (SPSS). Sakov et al. 1990

(C) The Viscosity and Chrome JDI Job Satisfaction Questionnaire

The reliability coefficients of organizational justice questionnaire were calculated using Cronbach's alpha method, which is equal to 0.91 for the whole questionnaire, which indicates the desirable reliability coefficients of the questionnaire (see Table 35).

n this research, the research hypotheses are:

1- There is a relationship between organizational citizenship behavior and job satisfaction of employees.

2- There is a relationship between organizational citizenship behavior and job satisfaction of employees.

3- There is a relationship between organizational justice and organizational citizenship behavior with job satisfaction of employees.

4- There is a relationship between the components of organizational justice and organizational citizenship behavior with job satisfaction of employees.

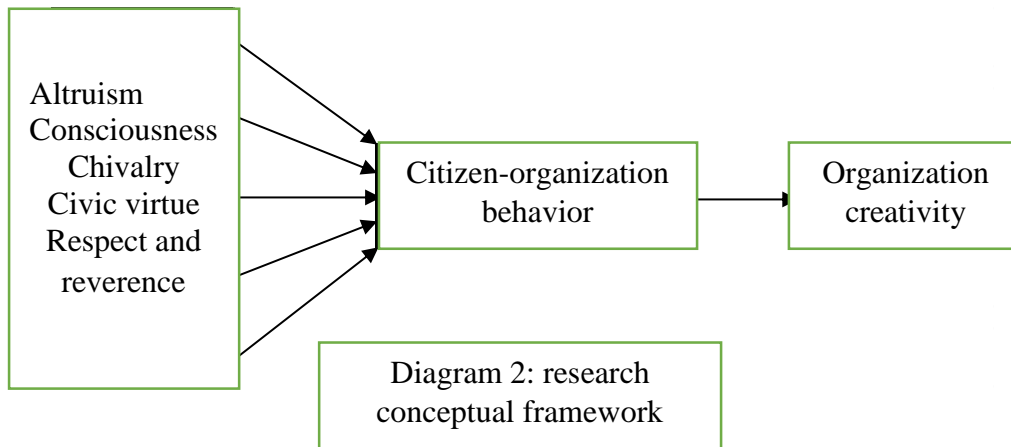Classification of Organizational Creativity Drivers
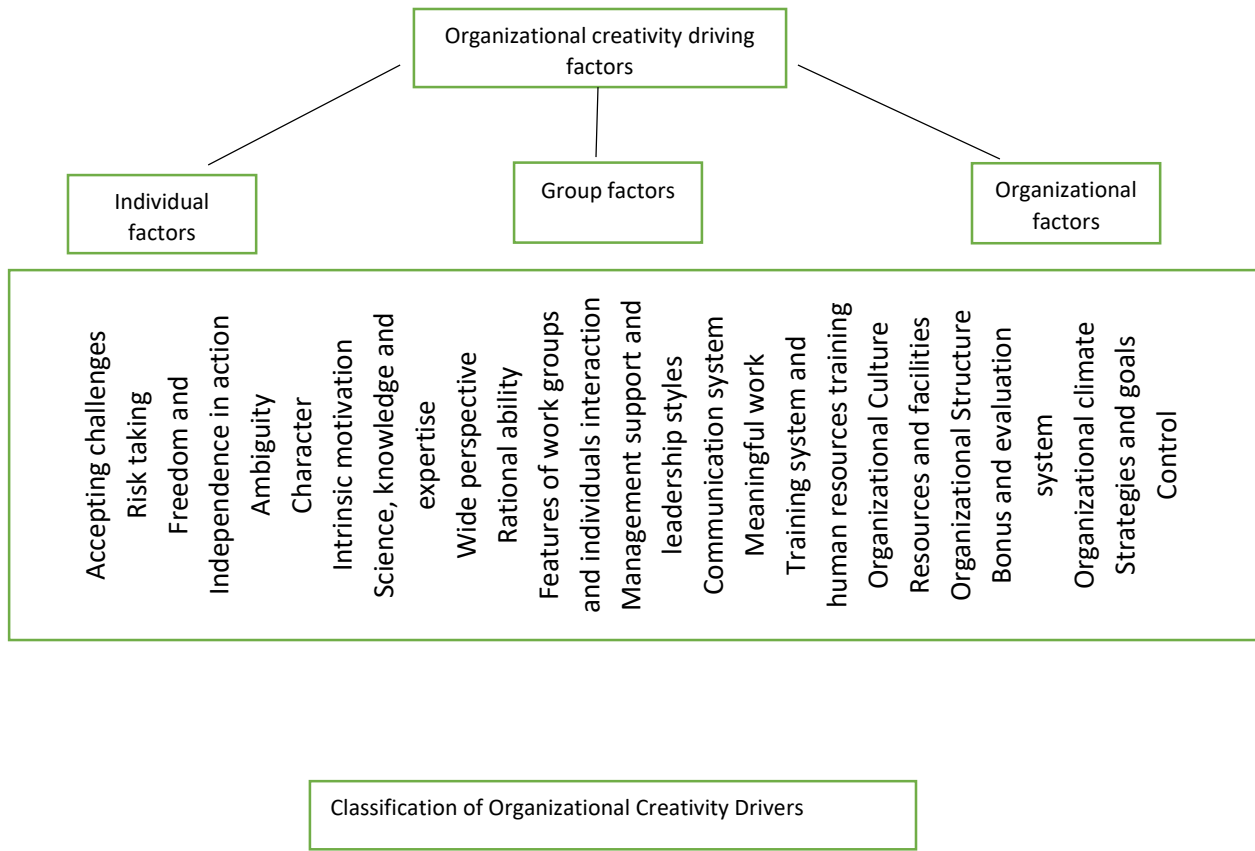
Some research has been performed on the relationship between creativity and organizational citizenship behavior. We suggest that members of the organization must be emotionally dependent on their work environment, so that an organization can experience a creative atmosphere. This leads to a greater sense of belonging to the organization, and consequently, employees will strive to improve their own performance and organization, including the emergence of tendency towards creative behaviors in the organization. Perry Smith and Shali (2003) stated how the organizational climate affects employees' creativity and suggest that social interactions in the workplace enhance the sense of organizational creativity. Hence, these conditions create a sense of engagement with the organization and strengthen the emergence of voluntary behaviors. If employees are supportive, interacting with the organization voluntarily and sharing their useful information, they

will be able to generate and create opportunities for creating new ideas and plans in the work of everyone in the organization. Creativity depends on the exchange process in the organization.

Research by Mostafa Kasen et al. (2016) shows that organizational identity affects organizational creativity through the mediation of organizational citizenship behavior. Abdolghadir Aktoran et al. (2016) also explains that organizational citizenship behavior has a significant positive effect on organizational creativity.

3-Theoretical framework and research hypotheses

As a prerequisite, creativity plays a key role in survival and sustainability of organizations according to the conducted studies. Enzworth et al. (2005) emphasize that creativity requires the creation of a powerful atmosphere to show a high level of voluntary behavior at the organization level. Since the research results indicate the impact of the environment and the interactions in the organization on the enhancement of employees' creativity, then we develop the conceptual model and research hypotheses as follows:

Altruism Consciousness Chivalry Civic virtue Respect and reverence → Citizen-organization behavior → Organization creativity

Diagram 2: research conceptual framework

Hypothesis 1: There is a significant relationship between organizational citizenship behavior and teachers' creativity in elementary school.

Hypothesis 1-1: There is a significant relationship between organizational citizenship behavior in terms of altruism and teachers' creativity in elementary school.

Hypothesis 2-1: There is a significant relationship between organizational citizenship behavior in terms of consciousness and teachers' creativity in elementary school.

Hypothesis 3.1: There is a significant relationship between organizational citizenship behavior in terms of chivalry and teachers' creativity in elementary school.

Hypothesis 4.1: There is a significant relationship between organizational citizenship behavior in terms of civic virtue and teachers' creativity in elementary school.

Hypothesis 5.1: There is a significant relationship between organizational citizenship behavior in terms of the respect and reverence and teachers' creativity in elementary school.

Hypothesis 2: There is a significant multiple relationship between the components of organizational citizenship behavior and teachers' creativity in elementary school.

4-Research methodology

The first hypothesis: There is a relationship between organizational citizenship behavior and teachers' creativity in elementary school.

As can be seen from Table 2, there is a significant positive correlation between organizational citizenship behavior and teachers' creativity in elementary school (p = 0.0001 and r = 0.45). Therefore, the first hypothesis is confirmed. In other words, the teachers' creativity in elementary schools have increased with increasing organizational citizenship behavior.

Table 2 - Simple correlation coefficients between organizational citizenship behavior and teachers' creativity in elementary school

Criterion variable	Statistical index / Predictive variable	Correlation Coefficient (r)	Sig (p)	No. of sample
Creativity	Organizational Citizenship Behavior	0.45	0/0001	153

Hypothesis 1-1: There is a relationship between organizational citizenship behavior in terms of altruism and teachers' creativity of elementary schools.

According to Table 3, there is a significant positive correlation between organizational citizenship behavior in terms of altruism and teachers' creativity in elementary school (p = 0.0001 and r = 0.47). Therefore, hypothesis 1-1 is confirmed. In other words, whatever organizational citizenship behavior increases in terms of teachers' altruism in elementary school, their creativity would increase.

Table 3: Simple relationship between organizational citizenship behavior in terms of altruism and teachers'
creativity in elementary school

Criterion variable	Statistical index / Predictive variable	Correlation Coefficient (r)	Sig (p)	No. of sample
Creativity	Organizational Citizenship Behavior in altruism	0.47	0/0001	153

Hypothesis 2.1: There is a relationship between the organizational citizenship behavior in terms of consciousness and teachers' creativity in elementary school.

As can be seen from Table 4, there is not a significant positive correlation between organizational citizenship behavior in terms of consciousness and teachers' creativity in elementary school (p = 0.501, r = 0.05). Therefore, hypothesis 2-1 is not confirmed.

Table 4 - Simple correlation coefficients between organizational citizenship behavior in terms of consciousness and teachers' creativity in elementary school

Criterion variable	Statistical index / Predictive variable	Correlation Coefficient (r)	Sig (p)	No. of sample
Creativity	Organizational Citizenship Behavior in consciousness	0.05	.501	153

Hypothesis 3.1: There is a relationship between organizational citizenship behavior in terms of chivalry and teachers' creativity in elementary school.

As can be seen from table 5, there is a significant positive relationship between organizational citizenship behavior in terms of teachers chivalry and creativity of elementary school (p = 0.001 and r = 0.26). Then, the hypothesis 3-1 is confirmed. In other words, increasing the organizational citizenship behavior in terms of teachers' chivalry has been accompanied by increasing their creativity in elementary school.

Table 7: Simple Correlation Coefficients among organizational citizenship behavior in terms of respect and teachers' creativity in elementary school

Criterion variable	Statistical index / Predictive variable	Correlation Coefficient (r)	Sig (p)	No. of sample
Creativity	Organizational Citizenship Behavior in respect	0.28	0.0001	153

The second hypothesis: There is a multiple relationship between the organizational citizenship behavior components and teachers' creativity in elementary school.

It can be seen from the Table 8 that prediction regression of teachers' creativity in elementary school is significant (P = 0.0001, p <0.001) and variables of organizational citizenship behavior (altruism, duty, chivalry, civic virtue, respect, and reverence) are significant (F=9.52, p <0.001). Therefore, the second hypothesis is confirmed. Altruismic variable with beta coefficient of 0.18, chivalry variable with beta coefficient of 0.23, civic virtue variable with beta coefficient of 0.16, and respect and reverence variable with beta coefficient of 0.19 can positively and significantly predict the creativity of elementary school teachers. Also, the R2 value indicates that 24% of the variance in creativity of elementary school teachers is explained by the mentioned variables. The results of stepwise regression analysis have shown that organizational citizenship behavior variables are the predictors of teachers' creativity in elementary school in the areas of civic virtue, altruism, chivalry and respect and reverence, respectively.

Table 8. Multi-correlation coefficients of variables of the organizational citizenship behavior components with teachers' creativity in elementary school with simultaneous and stepwise entry methods

Predictive variables	R	R^2	F	p=	β	t	p=
Altruism					0/18	1/97	0/050
Consciousness					0/01	0/169	0/856
Chivalry	0/49	0/24	9/52	0/0001	0/23	2/55	0/012
Civic virtue					0/16	1/97	0/050
Respect and reverence					0/19	2/23	0/027
1 Civic Virtue	0/37	0/14	24/41	0/0001	0/37	4/94	0/0001

					0/25	2/99	0/003
2 altruism	0/43	0/18	17/17	0/0001	0/25	2/94	0/004
					0/19	2/27	0/024
3 chivalry	0/47	0/22	13/89	0/0001	0/26	3/16	0/002
					0/18	2/48	0/014
					0/16	1/97	0/050
4 Respect and Reverence	0/49	0/24	11/95	0/0001	0/17	1/97	0/050
					0/23	3/04	0/003
					0/19	2/25	0/026

5-Discussion and conclusion

According to the obtained results, there is a significant and positive relationship between the organizational citizenship behavior and creativity of elementary school teachers. The information analysis also indicates that there is a significant positive relationship between Altruismic, chivalry, civil virtue, respect and reverence components (minor components of organizational citizenship behavior) and organizational creativity. However, there is no significant relationship between the conscientious component and organizational creativity. In addition, the regression of creativity prediction of elementary school teachers is significant on the components of organizational citizenship behavior (altruism, conscientious, chivalry, civic virtue, respect, and reverence). Therefore, there is a multiple relationship between the organizational citizenship behavior components with teachers' creativity in the elementary level. According to the results of stepwise regression analysis, organizational citizenship behavior variables predict the creativity of elementary school teachers in the areas of civic virtue, altruism, chivalry and respect and reverence, respectively.

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