INTERACTIONS BETWEEN ORGANIZATIONAL CITIZENSHIP BEHAVIORS, INTERPERSONAL TRUST, ORGANIZATIONAL TRUST, AND ORGANIZATIONAL SUPPORT

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ABSTRACT

This study aims to analyze the existing relationships between Organizational Citizenship Behaviors (OCBs), Interpersonal Trust, Organizational Trust and Organizational Support, from the perspective of employees in the educational sector. In order to achieve this objective the descriptive character research of the survey type. The instrument filled out by 988 employees was elaborated from the Organizational Citizenship Behavior Scale for Knowledge Workers (OCB-KW), Interpersonal Trust Measure (IT), Trust Scale Employee in the Organization (TSEO) and Organizational Support Perception Scale (OSPS). The main results show the existence of a relationship between the constructs of the social context and the OCB. The highest correlation found between Interpersonal Trust and Organizational Citizenship Behaviors (OCBs) (r=.462), indicating that the existence of trust among the individuals in the organization is directly proportional to their involvement in positive and discretionary behaviors for the common good.

Keywords: Organizational Citizenship Behaviors (OCBs), Interpersonal Trust, Organizational Trust, Organizational Support

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INTRODUCTION

Organizational Citizenship Behaviors (OCBs) assume great relevance in organizational studies. Organ (1988) defines organizational citizenship as an individual, discretionary behavior, not explicitly recognized by the formal reward system, which contributes to the effective functioning of the organization (PODSAKOFF *et al.,* 2014). These behaviors can also be considered as a set of interpersonal and voluntary behaviors that sustain the social and psychological environment in which the task is performed (ORGAN, 1997).

Several scholars have emphasized the important influence Organizational Citizenship Behaviors (OCBs) exert on organizations' viability (PODSAKOFF *et al.,* 2009). For Yaghoubi and Khomegah. Yazdani and Khornegah (2011), such behaviors cause individuals to become aware of and develop a proactive behavior in the face of various organizational situations. These behaviors also indicate a concern with other individuals through the manifestation of spontaneous and volunteers´ behaviors of participation and help in solving problems.

However, one cannot think of Citizenship Behaviors in the organizational sphere independent of the social context, since man, as the great constructor of all social, is also constructed by him (Freitas, 2000). In analyzing the social context that permeates organizations, Interpersonal Trust, Organizational Trust and Organizational Support contribute greatly to the understanding of the interactions of individuals at work. Trust occupies a central place in research on contemporary organizations, since work arrangements presuppose the existence of trust among individuals and between individuals and the organization. As Fukuyama (1996) argues, high-Trust workplaces are characterized by shared responsibilities, a sense of reciprocal obligation, and a lower incidence of rigid controls.

The development of Organizational Sciences reflects the importance of the relationships of Interpersonal Trust, Organizational Trust to the effectiveness of the organization, since efficiency within complex systems of coordinated action is possible when actors trust each other and work together effectively (MCALLISTER , 1995). Still, the need to trust is as important as the satisfaction of being equally trustworthy, otherwise there is no cooperation among people (FUKUYAMA, 1996). In this respect, trust, both at the interpersonal and organizational levels, can be considered an essential element for the existence of discretionary behavior for the community benefit.

It should be emphasized that trust relations existing in the social context also depend on other environmental variables and on the personal experience of the individual in the scope of work. From this perspective, Organizational Support emerges as a construct associated with the social context, which can stimulate trust among members of the organization. For EISENBERGER and Stinglhamber (2011), Organizational Support is associated with the global beliefs of employees about that the organization values their contributions and is concerned with their welfare.

Thus, when perceiving Organizational Support, individuals tend to trust more in the organization, returning in a positive way with behaviors beneficial to the social system.

Besides, one of the motivations for this study lies in the interest in understanding the interactions between Interpersonal Trust, Organizational Trust and Organizational Support with Organizational Citizenship Behaviors (OCBs). The joint analysis of these themes from the perspective of the workers in the education sector enriches the panorama about the interactions between these constructs, since education contributes greatly to the changes that take place in society and also experiences the impact of social transformations on its practice (MONTEIRO, 2009).

In this way, the objective of this work is to analyze the existing relationships between Organizational Citizenship Behaviors (OCBs), Interpersonal Trust, Organizational Trust and Organizational Support, from the perspective of employees in the education sector.

2.1 Organizational Citizenship Behaviors.

The term citizenship has historically been used to explain, the social, political and legal content, the condition of the human being as having rights and duties, as a member of a society. Modern definitions of citizenship emphasize that to be considered a citizen, the individual would need to belong to a group, present appropriate standards of conduct and contribute to the well-being of the community or any kind of human association in a frequent and valuable way (SMITH, 2002). These perspectives were conveyed to the organizational context and related to the behaviors of the individual at work, permeating their relationship with others and with the organization.

As stated by Siqueira (1995), the Organizational Citizenship Behaviors (OCBs) do not constitute rights or duties, being configured much more like gestures of social solidarity with the system, seeming more appropriate to place them within a behavioral vision of Organizational Civism. In the study proposed by Porto and Tamayo (2003), the term Organizational Civism is associated with spontaneous acts of workers who benefit the organizational system, which allow particular forms of manifestation, not providing for formal retribution by the organizational system. In analyzing this definition, we can see similarity to the concept of OCB proposed by Organ (1988). For Organ (1988), these individual and discretionary behaviors can neither be imposed as duties nor functions, nor induced by the guarantee of a formal reward.

When Katz and Kahn (1978) analyzed the dynamics of organizations, they observed three basic types of fundamental behaviors for their operation: entering and remaining in the system, trustworthy behavior (perform the role requirements reliably), and innovative and spontaneous behavior. In this understanding, the innovative and spontaneous behaviors are necessary for the organization, since they constitute a performance above the role requirements for the achievement of the organizational functions. According to these authors, such behaviors can be classified into five categories:

a) activities cooperating with the other members;
b) actions protective to the system;
c) creative suggestions for organizational improvement;
d) self-training for greater organizational responsibility,
e) creating a favorable climate for organization in the external environment.

From these theoretical conceptions, the notion of Organizational Citizenship Behaviors (OCBs) was approached by the studies of Organ and its employees (BATEMAN and ORGAN, 1983, ORGAN, 1977, 1988 for Organ (1988), these individual and discretionary behaviors can neither be imposed as duties of the functions, nor induced by the guarantee of a formal reward. By discretionary the author states that the behavior is not an executable requirement of the role or job description, but a matter of personal choice, such as its omission is not generally understood as punishable.

For EISENBERGER *et al.*, (2001), when analyzing the behavior of citizenship from a perspective of exchange, attention is focused on the interchange between organization and individual. Thus, in the view of these authors, the Social Change Theory has explained the OCBs, since

it suggests that this is expected when the employee is satisfied with the organization and feels motivated to respond reciprocally to it.

Thus, as Rapp, Bachrach and Rapp (2013) affirm, Organizational Citizenship Behaviors, driven by feelings of reciprocity, facilitate social interactions among employees, contributing to the accomplishment of work tasks. On the other hand, employees who show the lowest incidence of this behavior are likely to have few social exchanges, which may contribute to a decrease in performance on tasks.

The results of empirical studies, however, indicate the need for additional theories that could explain in greater depth the Organizational Citizenship Behaviors (SALAMON, DEUTCH 2006). Moreover, as Dekas *et al.,* (2013) the world of work has changed and, fundamentally with this change, the nature of Organizational Citizenship Behaviors for contemporary workers has also changed.

Thus, Dekas *et al.,* (2013) proposed a typology that gave rise to the Organizational Citizenship Behavior (Knowledge Worker) scale, composed of the following factors:

1. Employee Sustainability: Participate in activities to maintain or improve their health and well-being, or to support the efforts of others to maintain their health and well-being.

 2. Social Participation: Participate in social activities, which are not directly related to central work tasks.

3. Civic Virtue: Take actions indicative of a macro level of interest of the organization as a whole - actions that reflect recognition of being part of a larger whole and accept the responsibilities that this compliance entails.

4. Voice - Initiative: participate in activities, making suggestions, or speaking intending to propose the improvement of the organization, products, or some aspect of the individual, group or organization operating.

5. Help - Assistance: voluntarily assist co-workers with issues related to work.

The Organizational Citizenship Behavior Scale for Knowledge Workers (OCBs-KW) was applied in numerous samples and its reliability was satisfactory, with Alphas de Cronbach between 0.78 and 0.88 (DEKAS, 2010; DEKAS *et al.,* 2013). Among these categories, three are aligned with the preexisting dimensions of citizenship in the literature: civic virtue, voice and help. Two other categories, Employee Sustainability and Social Participation were proposed dimensions in the model developed by Dekas *et al.,* (2013). For these authors, these dimensions emerged in the social context related to knowledge workers, where the transformations of the world of work were significant in the last decades, demanding a new employee profile, with a proactive and participative attitude in the social sphere.

2.2 Interpersonal Trust

Interpersonal trust refers to an individual's willingness to be vulnerable to the actions of another party based on the expectation that they will perform a particularly important action for those who trust, regardless of their ability to monitor or control the other party (MAYER, DAVIS. For Costa (2003), interpersonal trust refers to trust between individuals, and their bases are personal or group perceptions of the motives and intentions of the other party.

Relationships of trust reproduce an institutionalized set of values, that is, norms that make stable and order social interaction, building and reinforcing a framework of shared obligations and expectations, in which social actors can invest (REED, 2001). For Oliveira and Tamayo (2008), in trusting, the individual believes that the other will not act in an opportunistic way, harming him, and trust is an indicator that social interaction can be established and maintained

over time.

The interpersonal trust in organizations has been considered a complex and dynamic phenomenon (MCCAULEY; KUHNERT, 1992; OH, Y.O.; PARK, 2011), suggesting the need for new studies that seek to broaden the understanding about this phenomenon. The construct has traditionally been associated with favorable consequences, both for the individual and for the organization (ALTUNAS; BAYKAL, 2010). Trust has been positively related to organizational performance (Davis *et al.,* 2000), job satisfaction (Guinot *et al.,* 2014), cooperation among team members (LEE *et al.,* 2011), organizational commitment, (Pillai *et al.,* 1999), commitment to the goals (SHOLIHIN *et al.,* 2011) and Organizational Citizenship Behavior (PILLAI *et al.,* 1999; SINGH; SRIVASTAVA, 2009).

As McAllister (1995) argues, open communication, showing concern for others, and offering assistance to achieve goals are typical and observable consequences of trusts. In this regard, interpersonal trust can also function as a catalyst of social interactions, allowing team members to be more willing to offer help and support each other. (LEE *et al.,* 2011).

On establishing that interpersonal trust impacts on the performance of teams, Ding and Ng (2009) suggest a reflection on the managers´ role. For the authors, team managers have the role to encourage social interactions between individuals and provide guidance on desirable attitudes towards work, such as responsibility, seriousness and entrepreneurship, so that the level of interpersonal trust can be improved. In addition, trust in the managers themselves may also contribute to encouraging interpersonal and volunteers´ behavior that favor social relationships (ERTÜRK, 2007).

Regarding the elements of interpersonal trust, McCauley and Kuhnert (1992) and Ting (1997) indicate that interpersonal trust is composed of vertical and lateral trust. The vertical trust refers to trust relationship between a subordinate and his superior (supervisor or manager) direct. The lateral trust, on the other hand, refers to trust relationship between an employee and his coworkers. As Guinot *et al.,* (2014), these sub categories of interpersonal trust suggest that there are different dimensions of social relationships among workers in the workplace. Thus, an individual can rely on his co-workers, but being somewhat suspicious at relation to his superior or vice versa (GUINOT *et al.,* 2014).

2.3 Organizational Trust.

Organizational trust is becoming more important as the formal controls used in the relations between organizations and between them and their employees have become insufficient to generate security for the parties involved in a relationship (BATISTA; OLIVEIRA, 2012). As Puusa and Tolvanen (2006) argue, trust is the key to understanding the link between the individual and the organization and building a strong identity with it, as well as being responsible for fostering beneficial behaviors for the group and the organization itself.

For Li *et al.,* (2012), organizational trust refers to the collective perception about the organization´s reliability. According to Costa (2003), trust in the organization is associated with the relationship established with the formal system, being based on laws, institutional regulations and practices that maintain it.

The idea of organizational trust has given rise to a set of reflections and hypotheses about the role of processes related to trust in the functioning of organizations (KEATING *et al.,* 2010). For these authors, a common aspect of various approaches is the idea that an organization is a way of ensuring cooperation among people with different interests.

In this sense, the higher the level of trust in organizations, the greater the spontaneous

cooperation, the less the need for "legal apparatuses" as systems of norms and regulations, negotiated or coercive, to guarantee cooperation (FUKUYAMA, 1996). Yet, Fukuyama (1996) argues that organizations with the highest level of internal trust become more economically efficient because they do not need to invest heavily in these systems. In this regard, Keating *et al.,* (2010) complement that where there is no trust, the guarantee mechanisms, for example, contracts regarding the counterparts to be received for the proper execution of a work, are more complex, more expensive and of more unforeseeable results.

For the purpose of investigating and diagnosing employees' beliefs regarding the reliability of their work organization, Oliveira and Tamayo (2008) developed Trust Scale Employee in the Organization (TSEO), validated in the national context. It is a multidimensional measure made up of five dimensions: promoting employee development, organizational strength, standards for employee dismissal, organizational financial recognition and ethical standards.

2.4 Organizational Support

The concept of Organizational Support, introduced in the studies on organizational behavior from 1986, by EISENBERGER and his employees, brings other perspectives on the interactions between the individual and the organization. These studies broaden the consideration of the links that bind them, considering socio-emotional needs, social exchanges, and reciprocity. For EISENBERGER *et al.,* (1986), perceived Organizational Support (POS) is associated with the idea that employees develop global beliefs about the extent to which the organization values their contributions and takes care of their well-being. The Organizational Support Theory (EISENBERGER *et al.,* 1986; EISENBERGER; STINGLHAMBER 2011; RHOADES; EISENBERGER, 2002) considers the development, nature and consequences of such perceived support (NEVES; EISENBERGER, 2014).

According to Organizational Support Theory, the development of POS is stimulated by the tendency of employees to assign human characteristics to the organization (EISENBERGER *et al.,* 1986). The authors mentioned, these attributions of anthropomorphic characteristics to the organization are the workers' behavior consequences when perceiving the actions of the organizational actors as the organization own actions. Shoss *et al.,* (2013), argue further, that the organization is morally and legally responsible for the actions of its members. It acts through the individual behavior of key members, which are in management and leadership position (TAMAYO; TROCOLLI, 2002).

In this sense, the basic notions that maintain the Organizational Support Theory include indications such that the more employees perceive the organization´s support, the more they commit with it (SIQUEIRA; GOMIDE Jr., 2008). Thus, the expectation of recognition and retribution given by the organization as a reward for the work done is directly related to POS, revealing the existence of expectations of social exchanges and reciprocity in the interactions between individual and organization.

For Chen *et al.,* (2009), Perceived Organizational Support meets social and emotional needs, is used by employees to infer the willingness of their organization to reward their efforts. Therefore, the feeling that the organization provides care, recognition and respect to its employees can lead them to satisfy socio-emotional needs, since employees feel like organizational members. (SIQUEIRA; GOMIDE JR., 2008).

Evidence indicates that employees with high levels of POS judge their work more favorably and invest more in their organization, contributing to positive results at the individual and organizational levels (CHEN *et al.,* 2009). At the individual level, the quality of social exchanges is

associated with reduced stress, decreased burnout rates (CROPANZANO *et al.,* 1997) and emotional exhaustion (TAMAY, TROCOLLI, 2002). Still, PSO is positively related to well-being at work (PASCHOAL *et al.,* 2012), to satisfaction in the work environment (CHEN *et al.,* 2009; RHOADES; EISENBERGER, 2002) and positive mood (RHOADES and EISENBERGER, 2002), Regarding the organizational level, the Organizational Support perception may contribute to increased the performance of the organizational performance, greater emotional commitment of employees (CHEN *et al.,* 2009), to achieve the goals and objectives of the team (KENNEDY *et al.,* 2009). In addition, Edwards (2009) argues that this feeling of gratitude will encourage a psychological return, and may even contribute to the identification of employees with the organization, reduction of retaliatory behaviors (RHOADES; EISENBERGER ER, 2002), absenteeism (EISENBERGER *et al.,* 1986) and turnover (RHOADES, EISENBERGER and AMELI (2001). Moreover, as stated by Neves and EISENBERGER (2014) employees with high perceived Organizational Support can reciprocate with increased role performance and also extra role, as well as demonstrating ethical behavior at work (CHEN *et al.,* 2009; TREMBLAY and LANDREVILLE, 2014).

3. METHOD

This descriptive study was guided by the survey method. According to Fowler Jr. (2013) aims to produce quantitative statistics or numerical descriptions on aspects of a population studied.

The target population of this research was composed of workers from the private educational sector, belonging to five cities in the state of Rio Grande do Sul. In the present study 1510 questionnaires were applied, obtaining a return of 65%, which represent 988 individuals, belonging to thirteen private educational organizations, located in the cities of Santa Maria/RS, Passo Fundo/RS, Porto Alegre/RS, Cruz Alta/RS and Caxias do Sul/RS.

The data collection was carried out from the application of a questionnaire, elaborated from the following instruments:

(a) Organizational Citizenship Behavior Scale for Knowledge Workers (OCB-KW), developed by Dekas, 2010 and Dekas *et al.,* 2013, composed of 23 variables and five factors (Employee Sustainability, Social Participation, Civic Virtue, Voice and Help), having a *likert* scale of 5 points, ranging from (1) totally disagree to 5 (totally agree). The OCB-KW Scale was translated, adapted to Portuguese and validated in Brazil by Andrade (2017). After the Factorial Confirmatory Analysis, the OCB-KW scale had the number of factors altered, being composed by the following factors: Civic Virtue, Voice, Altruism to colleagues and Help (ANDRADE, 2017), which were analyzed in the present study.

(b) Interpersonal Trust Measure, including the dimension Trust in Colleagues, proposed by Oh, Y.O. and Park (2011), composed of 4 variables and Trust in Superior, proposed by Nyhan (2000), also having 4 variables. This measure has a *likert* scale of 5 points, ranging from (1) totally disagree to (5) strongly agree The Interpersonal Trust Measure was translated, adapted to Portuguese and validated in Brazil by Andrade (2017).

(c) Trust Scale Employee (TSE), developed by Oliveira and Tamayo (2008), in its reduced version, composed of 28 questions and five factors (Promoting Employee Development, Organizational Strength, Rules on dismissal, Organizational Financial Recognition and Ethical Standards), having a *likert* scale of 5 points, ranging from (1) totally disagree to 5 (totally agree). In the study developed by Andrade (2017), after the Factorial Confirmatory Analysis, the Norms to dismissal

factor was excluded, which did not present satisfactory values in relation to reliability. (ANDRADE, 2017). Thus, this factor was excluded from the present study.

(d) Perceived Organizational Support Scale (POSs), developed by EISENBERGER *et al.,* (1986) and validated in the national context by Siqueira (1995), composed of 6 variables, having a likert scale of 5 points ranging from (1) totally disagree to 5 (totally agree). The research design is presented in accordance with Figure 1.

Figure 1: Research design
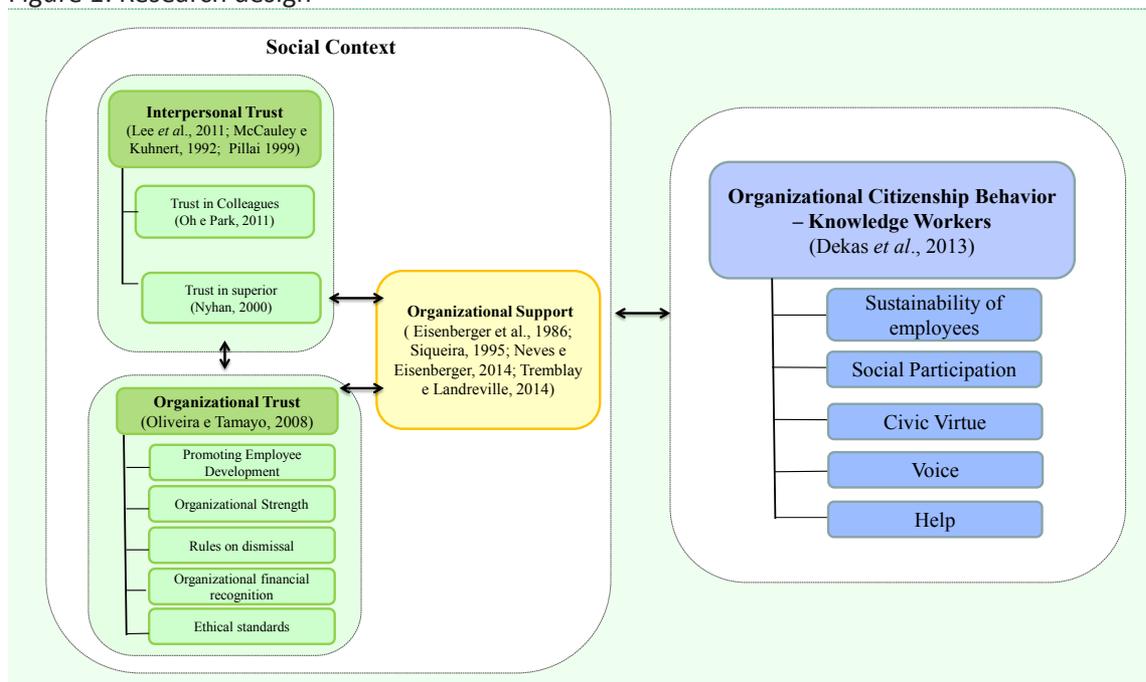
Source: Prepared by the authors

The data obtained in this stage of the study were analyzed with the support of SPSS software (Statistical Package for the Social Sciences). As the data of the present research were configured as parametric, the Pearson Correlation Coefficient calculation was performed, which indicates the strength of association between any two variables (HAIR *et al.,* 200).

4 RESULTS

The sample profile is characterized by 28.1% of men and 71.9% of women, with an average of 35.54 years of age (standard deviation 0.98). from 30 to 44 years. Regarding the marital status, the majority of the respondents are represented by married individuals (43.3%) and 38.3% by single individuals.

Regarding the educational level of the participants, there was a predominance of individuals with a complete postgraduate degree (39.85%) and with complete higher education (22.8%). It was also verified that a large part of the respondents have the upper course in Pedagogy (25.5%) and in Administration (14.5%). In the sample investigated, there was a predominance of teacher positions (47.3%) and administrative assistants (13.2%). On average, respondents had 5.02 years of company time (standard deviation 1.08), 4.35 years of time in the position (standard

deviation 0.99) and exercise their activities in 8 hours, daily.

4.1 Relationships between Organizational Citizenship Behaviors, Interpersonal Trust, Organizational Trust and Organizational Support.

In order to establish relationships between Organizational Citizenship Behaviors, Interpersonal Trust, Organizational Trust and Organizational Support, the Pearson Correlation coefficient was calculated, the results of which are presented in Table 1. According to Hair *et al.,* (2005), Pearson's correlation coefficient measures the linear association between two metric variables and ranges from -1.00 to +1.00. The higher the correlation coefficient, the stronger the connection, either the level of association between the variables which may be positive or negative (HAIR *et al.,* 2005). Variations in the correlation coefficient between 0.01 and 0.2 are considered to be very low associations; between 0.2 and 0.39 are classified as low associations; between 0.4 and 0.69 are called moderate associations; between 0.7 and 0.89 are considered as high associations; and between 0.9 and 1 are classified as very high associations (Pestana and Gageiro, 2003).

Table 1: Correlation matrix between Organizational Citizenship Behaviors, Interpersonal Trust, Organizational Trust and Organizational Support

Corr.	Voz	Altr. col	Ajuda	Conf. col	Conf. sup	Pro. cresc.	Soli. org.	Rec. fin	Padr. eti	Sup. Org
Virt.civ.	,448**	,344**	,311**	,252**	,356**	,384**	,311**	,308**	**,387****	**,378****
Voz		,355**	,419**	,187**	,244**	,187**	,269**	,107**	,282**	,248**
Altr.col			**,489****	**,376****	,317**	,260**	,249**	,219**	,370**	,304**
Ajuda				,352**	,314**	,239**	,293**	,183**	,331**	,279**
Conf. col					**,527****	,320**	,385**	,292**	,469**	,478**
Conf. sup						,460**	,409**	,432**	**,526****	**,560****
Pro.cresc.							,527**	**,703****	,593**	,662**
Sol. orga.								,536**	,700**	,582**
Rec.fin									,521**	,626**
Padr. eti										**,687****

Corr = correspondents; Virt.civ = Civic Virtue; Voz = Voice; Altr.col = Altruism colleagues; Ajuda = Help; Altr.col = Trust in colleagues; Conf. Sup = Trust in superiors; Pro.cresc = Promotion of development; sol.organ = Organizational Strength; Rec. fin = Financial recognition; Padr.eti = Ethical standards

** Significant correlations at the 0.01 level.

Virt. Civ. - Civic Virtue; Altr. Col.- Altruism to Colleagues; Conf. Col - Trust in Colleagues; Conf. Sup. - Trust in Superiors; Pro. Cresc - Promoting employee development; Sol. Orga. - Organizational Strength; Rec. End. - Organizational Financial Recognition; Padr. Eti. - Ethical Standards; Sup. Org. - Organizational

Support Source: Research Data

The interactions between the Organizational Citizenship Behaviors for Knowledge Workers and Interpersonal Trust factors revealed the greatest association between the dimensions of trust in colleagues and Altruism in colleagues, which was considered positive and low (r = 0.376). Thus, these results point to the understanding that for workers in the educational sector investigated, the greater trust in co-workers, the more evident will be altruistic behaviors compared to colleagues.

For McAllister (1995), interpersonal trust is based on cognitive and affective bases, representing the extent to which one person is secure and willing to act in relation to the other. Interpersonal trust signals that the individual believes that the other will not act opportunistically, and that trust may last for a long time (OLIVEIRA; TAMAYO, 2008). The greater trust in colleagues, the greater the frequency of volunteer assistance to co-workers with work-related issues (DEKAS *et al.,* 2013). Still, trust in colleagues may be associated with the norm of reciprocity, as advocated by authors Reed (2001) and McAllister (1995), in which an individual will act in some way expecting others to act similarly in the future.

We note also that the relationship between Organizational Trust factors and Organizational Citizenship Behavior for Knowledge Workers, the highest correlation was found between ethical standards and civic virtue, considered positive and low (r = 0.387). In this respect, it can be seen that the more the worker perceives the ethical principles of the organization, such as honesty, equality, transparency, responsibility, commitment and respect (OLIVEIRA; TAMAYO, 2008), the greater will be its involvement with actions indicative of a macro level of interest of the organization, which reflect the recognition of being part of a larger whole (DEKAS *et al.,* 2013).

Regarding the correlations between Organizational Support and OCB-KW, it was observed that the highest correlation was observed between the Organizational Support and Civic Virtue (r = 0.378) factors, which is set to be positive and low. In this way, the more workers perceive the organization's concern with their well-being and the appreciation of their contributions (PAULLE *et al.,* 2000; DULAC *et al.,* 2008), the greater their involvement in voluntary behaviors related to spontaneous participation in events and activities promoted by the organization for its development (DEKAS *et al.,* 2013, DEKAS, 2010).

Considering the depth of the issue the interactions between Interpersonal Trust and Organizational Trust, was observed between the factors Trust in superiors and Ethical Standards, which was positive and moderate (r = 0.526). For workers in the educational sector investigated, the greater trust in superiors the greater will be trust in the organization's ethical standards, suggesting the importance of the role of managers in relation to trust of the individuals in the organization. This fact may be associated with what Levinson (1965) defines as the personification of the organization, which can occur through its agents who exercise power over each of the

employees. By relying on their superiors, workers tend to rely more on the organization in which they work.

Also, when analyzing the relationships between the factors of Interpersonal Trust and Organizational Support, it can be observed that the highest correlation was between trust in the superiors and Organizational Support (r = 0.560), which was positive and moderate. Likewise, the more individuals trust their superiors, the greater their awareness of the support offered by the organization. Organizational Support Theory argues that the development of POS is associated with the tendency of employees to assign the organization human characteristics, especially when associating the actions of organizational agents as actions of the organization itself (EISENBERGER *et al.,* 1986). The interactions between Trust in superiors and Organizational Support may be grounded in this theoretical perspective.

Finally, the highest correlation between Organizational Trust and Organizational Support factors was observed between Ethical Standards and Organizational Support (r = 0.687), which was positive and moderate. This result allows us to infer that the more workers perceive support from the organization, the greater their assessment of honesty, reliability and business ethics. As Dulac *et al.,* (2008) and Paille, Bourdeau and Galois (2010), trust in an organization tends to increase when workers perceive that they show concern for their well-being and value their contributions.

FINAL CONSIDERATIONS

In the present study, we sought to analyze the existing relationships between Organizational Citizenship Behaviors, Interpersonal Confidence, Organizational Trust and Organizational Support, from the perspective of employees in the education sector. Based on a *survey*, conducted through questionnaires, a first relevant finding refers to the high level of education of the participants, and most of them have post-graduate and post-graduate education. The high levels of schooling of the individuals in the sample may be associated with the requirements of the National Education Guidelines and Bases Law, number 9394, of December the twentieth, 1996, which specifies professional training in undergraduate courses for teachers and education professionals for administration, planning, inspection, supervision and educational guidance for basic education.

Considering the relationship between the investigated constructs, it was noticed that the associations were low, moderate, high. When assessing the correlations between social context constructs and OCBs, the highest correlation was found between Civic Virtue and Ethical Standards (r = 0.387). This correlation indicates that in perceiving the ethical principles of the organization, the workers tend to present greater participation in the organizational activities, as well as greater involvement with the interests of the company.

It can still be concluded that there is a positive and moderate association between the other constructs of the social context (Organizational Trust and Organizational Support) and the OCB. From the pragmatic point of view, these findings pointed to the importance of the variables of the social context present in the organization, and their interaction with OCBs. In this way, organizations can develop strategies and actions that promote the development of Interpersonal and Organizational Trust and Organizational Support, fostering recognition, collaboration and interaction among its members.

It should be emphasized that the limits of the study should be considered. The first is its scope, since the sample used was characterized by being non-probabilistic for convenience,

and the results and conclusions obtained were restricted to the studied reality. As a conclusion, to make generalizations about the educational sector, it is important to expand the sample of individuals and organizations investigated.

Another point that can be raised as a limitation refers to the accomplishment of an exclusively quantitative research, being recommended to use in later studies, multi-method methodologies, in order to deepen the obtained results. Also, it is highlighted as a limitation of the study the data discussion exclusively from the Correlation analysis, suggesting for future studies a greater depth of data, including also the analysis of multiple regression.

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