

THE RELATIONSHIP BETWEEN TEACHER JOB
SATISFACTION AND ORGANIZATIONAL
CITIZENSHIP BEHAVIOURS
IN JUNIOR HIGH SCHOOL
OF SHANDONG
PROVINCE,
CHINA

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THESIS REPORT IS SUBMITTED TO MEET THE
REQUIREMENTS FOR OBTAINING A MASTER
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ABSTRAK

Kajian ini bertujuan untuk membincangkan hubungan antara kepuasan kerja guru dengan tingkah laku kewarganegaraan organisasi dalam kalangan guru sekolah menengah awam, menangani ketidakhadiran guru. Kaedah yang dipilih dalam kertas kerja ini ialah kajian kuantitatif untuk menjawab tiga persoalan kajian dan dua hipotesis. Dua set alat kajian telah dipilih untuk mengukur kepuasan kerja guru dan tingkah laku kewarganegaraan organisasi. Menggunakan kaedah persampelan bola salji, 447 guru telah dipilih sebagai sampel, dan analisis korelasi Pearson digunakan untuk menggambarkan hubungan antara kepuasan kerja guru dan tingkah laku kewarganegaraan organisasi. Keputusan akhir menunjukkan bahawa kepuasan kerja guru mempunyai kesan yang signifikan terhadap tingkah laku kewarganegaraan organisasi. Ia juga menunjukkan bahawa semakin tinggi kepuasan kerja guru, semakin rendah kadar ketidakhadiran guru, sekali gus memastikan kerja guru dan kecekapan bilik darjah ke tahap yang lebih tinggi.



THE RELATIONSHIP BETWEEN TEACHER JOB SATISFACTION AND ORGANIZATIONALCITIZENSHIP BEHAVIOURS IN JUNIOR HIGH SCHOOL OF SHANDONG PROVINCE, CHINA

ABSTRACT

This study aims to discuss the relationship between teacher job satisfaction and organizational citizenship behavior among public secondary school teachers, addressing teacher absenteeism. The method chosen in this paper is a quantitative research to answer three research questions and two hypotheses. Two sets of research tools were selected to measure teacher job satisfaction and organizational citizenship behavior. Using the method of snowball sampling, 447 teachers were selected as a sample, and Pearson correlation analysis was used to reflect the relationship between teachers' job satisfaction and organizational citizenship behavior. The final results show that teachers' job satisfaction has a significant impact on organizational citizenship behavior. It also shows that the higher the teacher's job satisfaction, the lower the teacher's absenteeism rate, thus ensuring the teacher's work and classroom efficiency to a greater extent.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

China's education system is undergoing a transformation process. China's education urgently needs to cultivate innovative and efficient talents, because creating and cultivating innovative talents is country's strategic need to accelerate the construction of a world power of science and technology, and it is also to build the advantages of human resources., to as an important measure to win the initiative of international competition. In order to meet the constant changes in society, teachers in schools are no exception, because they are people who play a vital role in developing high-quality students, teachers play a very important role in the teaching process and education system. The demand for teachers with professional teaching skills is also increasing. It

is necessary to improve the criteria for selecting teachers, and to screen out high-quality teachers, so as to cultivate more potential students to meet the growing social needs.

1.2 Research Background

With the advancement of the times, the whole country advocates people-oriented, coordinated and comprehensively implement the sustainable scientific development concept, starting from the needs of people, exploring teachers' perception of work, and closely combining teacher development with organizational development, so as to improve the teachers' work satisfaction and work productivity (Tian, 2013). The behavior of teachers affects the quality of teachers. However, some teachers may be late for class due to a series of reasons, such as their own physical conditions, or failure to prepare teaching aids in advance, or disappointment with the content of their work, or teachers may appear "invisible absenteeism". For example, teachers do not carefully correct homework, do not test students in time, or do not prepare lessons carefully, delay class progress by chatting in the office, use the school network to surf the Internet, and engage in things unrelated to teaching work, thus affecting the quality of teaching.



According to Cheng (2020), if the level of organizational behavior is relatively low, the absentee rate of the corresponding employees will be high, and if the absenteeism rate is high, an organization will not function normally. Shi (2009) stated that teachers' absenteeism will be affected by a series of factors, such as teachers being distracted by household chores, unsound school rules and regulations, teachers' heavy workload leading to high work pressure, and some teachers also will be utilitarian psychology, there will be a second job as their sideline, or some schools have better treatment, they will have the thoughts of switching jobs, also, there are some teachers who are absent from work by fluke, thinking that the supervisor will not find their laziness and lack of concentration. Another particularly common problem is the interpersonal relationship between teachers and between teachers and students. Inappropriate handling of some teachers will greatly increase their psychological pressure, which may also lead to problems of absenteeism. Tian (2013) claimed that there is also a certain relationship between job satisfaction and employee absenteeism, that is, the higher the job satisfaction, the lower the absenteeism. This is not only applicable to staff in enterprises and hotels, but also in schools. Shi (2009) showed that teachers with higher satisfaction will have more optimistic and positive work attitudes, be more willing to devote themselves to education, and be more supportive to students. Be caring and consider problems from the perspective of students, therefore, the absence rate will not be high. On the contrary, teachers will lack the initiative to work, the probability of leaving the office will increase, and they





will be even less good at listening to students' inner thoughts, impatient, and the absenteeism will become higher.

Research has shown that human resource management and organizational behavior researchers believe that if employees are satisfied with their jobs, they will face the organization with a more positive attitude, help colleagues, and even perform work that exceeds expectations. Will be more willing to take more responsibility for work, which is more conducive to the overall development (Shi, 2008).

In fact, organizational citizenship behavior has increasingly become the focus of research in Western countries, and China has begun to pay attention to it in recent years. In the violent and ever-evolving wave of technology, and in the global competition, companies and even schools will be placed in an uncertain environment, making them feel unprecedented panic, if only employees, faculty and staff are framed in a narrow In the content of work, they will not be able to face the volatile external environment, if has flat organizational structure, it will better allow them to have autonomy and allow employees to have more sense of ownership. It can be seen that organizational citizenship behavior plays a pivotal role in the teacher system. For employees, organizational citizenship behavior is consciousness rather than coercive. It does not formally exist in the work of employees, but the existence of this behavior can speed up the process of work. Organ (1988) believes that with the continuous advancement of time, organizational citizenship behavior will gradually be





superimposed, and the efficiency of the organization can be improved. The existence of organizational citizenship behavior in a team will make the team atmosphere more harmonious and the working environment more pleasure. Employees will reduce stress, they will also become more adaptable, leading to unprecedented improvements in performance. Organizational citizenship behavior can embody a form of cooperation and constructiveness, and even if it has no formal rewards, no formal contractual processes, or even no formal job roles, but that doesn't stop it from working (Allen, Barnard, & Russell, 2000).

If some employees have organizational citizenship behavior, then these employees will have more sense of mission in their work, not only limited to their own work content. When colleagues have difficulties, they are willing to pass on their experience to others. The benefit of the whole is far greater than that of the individual, they are more dedicated and sacrificed, and they will consider problems as a whole, and the reason why employees exhibit organizational citizenship behavior because they have a strong sense of belief in the organization, a sense of identity, and even having a sense of belonging to the organization will unconditionally trust the organization, and the extra effort of employees can, to a certain extent, help the organization implement a more effective course of action and make decisions quickly. (Du & Liang, 2008).



And these behaviors also apply to teachers in schools. For example, teachers who have won many outstanding teacher awards will be willing to spend time imparting experience to new teachers or inspiring new teachers. Another example is, teachers are tolerant of each other, inclusive of characters, way of doing things, etc., as well as maintaining the reputation of the school, always maintaining enthusiasm for work, and having a learning attitude of hard work and improvement. work attitude, etc.

In China, the research on organizational citizenship behavior is actually limited to enterprises in many cases, and the research object is also mainly employees, and rarely involves the field of teachers. But the public school in our country also belongs to the institution nature unit, so the profession of teachers is also very special. It is undeniable that it is of great practical significance to explore the relationship between the organizational behavior of teachers and the job satisfaction of teachers. This paper examines the relationship between the two and provides a theoretical basis for improving teachers' organizational effectiveness.

1.3 Problem Statement

Teachers play an indispensable role not only for China, but also for the future of all countries. The talents cultivated by teachers through teaching and educating people



are the inexhaustible driving force to ensure the prosperity of the country. The overall quality of teachers determines the future builders of the country. Teachers are not only diligent gardeners who disseminate culture and knowledge, but also play a role as a medium for the development of human society. They cultivate students with good ideological morals, souls, noble sentiments and patriotism since students was young.

However, the quality of teachers is uneven now, and not all teachers can be a role model. In recent years, the problem of teacher absenteeism has become more and more serious, and it has attracted more and more attention from the society. According to media reports and an increasing number of documents, The proportion of teachers absent from work has gradually increased. According to news reports, a middle school in Guangdong Province needs to conduct job training, and 6 teachers are absent from work without asking for leave. In a middle school in Henan Province, 22 teachers were fined by the school for being absent or late. In recent years, similar incidents have occurred in successive provinces, and it is not uncommon for some schools to fail to notify for fear of affecting the school's reputation. The Ministry of Education should enough attention.

According to a World Bank report, 25% of teachers in Indian public schools are absent every day, the second-highest rate of absenteeism after Uganda among the



eight countries surveyed. The absenteeism rate for secondary school teachers is even more exaggerated, ranging from 14.6% in Maharashtra to 41.9% in Jharkhand (Ma, 2010).

There is an old saying in China, “an ant may well destroy a whole dam” If this bad behavior is not curbed effectively, there will be huge hidden dangers not only in China’s education system, but also in the world’s education system. Finlayson (2009) pointed out that students’ performance will be negatively affected if teachers are repeatedly absent, that is, the higher the teacher’s absenteeism rate, the worse the students’ test scores will be. When teachers are excessively absent from school, the most direct impact is to make the classroom orderly disorder, the teaching process slows down, and the students’ learning enthusiasm is not high, thus reducing the students’ academic performance.

Due to COVID-19, schools in China have begun to adopt online teaching. Teaching students through online teaching platforms can not only detect the number of student absences, but also record whether teachers have absenteeism to improve the ability to supervise teachers (Chinese Ministry of Education, 2020). At the same time, it can supervise the duration of teachers’ teaching, and check whether the teachers are spending time in troubled waters by spot-checking recorded videos, so as to maximize the use of teaching time.

The 2021 National Education Reform and Development Plan has revised and improved China's education system, updated educational concepts, met the public and parents' expectations for children's education, made every effort to ensure the harmony and happiness of students, optimized the allocation of human resources, and it proposes 10 thematic contents required to realize the above-mentioned vision and promote the overall improvement of the national quality.

In addition, in this reform, the threshold for applying for teachers in schools has been raised, and junior college students will hardly be able to engage in preschool education. In the general environment for recruiting teachers, the degree of education will be increased to a master's degree. If someone wants to be a lecturer in a university, many schools are required to require a doctorate, which will mean that the Ministry of Education will screen out more high-quality teacher resources and improve teachers' professional standards. In addition, due to the frequent occurrence of academic misconduct in the university in the past few years, the university will strictly control the number of graduates and must meet academic standards in order to graduate. Only by improving the academic performance of graduates can ensure that the teachers who come to the university can carry out high-quality and stable teaching.

Due to the gradual increase of uncontrollable factors in recent years, the unemployment rate has increased, so people are more and more fond of relatively

stable jobs. Teachers are the first choice for many job seekers, but many people are interested in the salary and welfare of teachers and long winter and summer vacations for them to rest, but they have never seen what the profession of teaching itself means to them, whether they really love the profession of teaching and whether they can be loyal to it, teachers are not only just teaching students, they are people who can affect the students' life, therefore, not just a person with a high degree of education and high professional teaching ability can completely become a good teacher.

When the problem of teacher absenteeism becomes more and more serious, the Ministry of Education also begins to realize this problem gradually, and we, who may be able to conduct education management in the future, are constantly trying to find the relationship between teacher job satisfaction and organizational citizenship behavior, and try our best to improve teacher attendance.

This study initially mentioned that to explore the relationship between job satisfaction and organizational citizenship behavior, job satisfaction as an independent variable, organizational citizenship behavior as a dependent variable, and the scope is set as public secondary schools in China. To study the extent to which job satisfaction will affect the corresponding organizational citizenship behavior level, whether there is a positive relationship or a negative relationship between the two, this paper will try its best to explore the mystery.

1.4 Research Objectives

The purpose of this study was to investigate the relationship between teacher job satisfaction and organizational citizenship behavior among secondary school teachers.

a. To identify the level of Job Satisfaction of teachers, and Organisational Citizenship Behaviour.

b. To identify the relationship between Teacher Job Satisfaction, and Organisational Citizenship Behaviour.

c. To judge the dedication of Job Satisfaction of teachers towards teacher's Organisational Citizenship Behaviour

1.5 Research Questions

The following three research questions are posed:

RQ1. What are the levels of Job Satisfaction of teachers and Organisational Citizenship Behaviour of secondary school teachers?

RQ2. What is the relationship between Teacher Job Satisfaction and teacher's Organisational Citizenship Behaviour?

RQ3. To what degree does Teacher Job Satisfaction of secondary school



teachers dedicate to Organisational Citizenship Behaviour?

1.6 Hypotheses

Two hypotheses have been shown in order to response the three questions just mentioned:

H₀₁: There is no significant relationship between Job Satisfaction of teachers and Organisational Citizenship Behaviour of secondary school teachers.



H₀₂: There is no significant dedication of Teacher Job Satisfaction to Organisational Citizenship Behaviour of secondary school teachers.

1.7 Operational Definitions of Terms

1.7.1 Teacher

The teacher is a full-time person who can spread and transmit human civilization, and is the main implementer of school education. In a narrow sense, teachers refer to professionals who have undergone special training and are engaged in education and teaching in schools. In a broad sense, anyone who imparts skills, knowledge, and



techniques to others can be called a teacher. Teachers are the main implementers of school education, and their fundamental task is to teach and educate people (Cao, 2016).

Teachers in this paper refers to teachers who teach in public secondary schools.

The quality of teachers refers to the level of education and the degree of effectiveness. The high quality of teachers can guide students' learning and ensure students' academic performance. The quality of teachers determines the quality of education to a large extent, and the quality of education determines the quality of schools (Cao, 2016).

Teacher quality applies to teacher effectiveness, ensuring student academic performance (Amirrudin, 2013).

1.7.2 Absenteeism

At present, absenteeism is divided into two categories in China, namely dominant absenteeism and presenteeism. Dominant absenteeism refers to the absence of employees that the organization can fully know through technical assessment, such as

late arrival, early departure, etc. In a general sense, most of the absences in daily life and in the research of dissertation refer to dominant absenteeism. The term presenteeism was first used in industrial management, also known as informal absenteeism or potential absenteeism, which is a component of general absenteeism. The main features of presenteeism are concealment. It refers to the absenteeism of employees when the technical assessment cannot be controlled or when the company system cannot be directly restrained, such as network absenteeism. (Zhang, 2006). Huang (2007) claimed that in the study of teachers' presenteeism, he pointed out that presenteeism refers to the phenomenon of "being on duty but not being responsible". Based on the above explanation of absenteeism, here is a definition of absenteeism, that is, absenteeism means that an employee does not participate in work within the specified working days, and also means that although an employee is on the job, but due to external factors or internal reasons, the lack of enthusiasm for work, continue to do things unrelated to work content during working hours, such as chatting online, playing games, etc. In this paper, for the convenience and availability of the research, dominant absenteeism is used.

1.7.3 The National Education Reform and Development Plan

The National Education Reform and Development Plan refers to the measures and projects of the Chinese education system to promote sustainable and comprehensive

development by 2025 (Chinese Education Ministry, 2021).

1.7.4 Teacher Job Satisfaction

Teacher Job Satisfaction refers to the extent to which a teacher feels challenged, rewarded, secure when they do their work and finish their tasks (Amoroso, 2002). Teachers' job satisfaction also includes a benign feeling that can be expressed about work pressure, work status, work environment, interpersonal relationships and work methods.

1.7.5 Organisational Citizenship Behaviour

Organ (1988) explained that OCB is a kind of spontaneous individual behavior of employees, even if these behaviors are not explicitly or directly rewarded by the organization's formal compensation system, but these behaviors can greatly improve the organization's overall performance. Later, Organ wanted to make the definition clearer, and revised the definition again, arguing that although organizational citizenship behavior cannot provide support for the realization of task performance, it can promote the development of the psychological environment and society in the organization. It plays a certain role in promoting performance. Dipaola and Tschannen-Moran (2001) pointed out that the organizational citizenship behavior of school teachers can go beyond the general job requirements, and their behaviors

indicate that they are willing to undertake extra workload, and their behaviors are proactive and obligatory.

1.8 Significance of the Study

The main reason that put the pressure on school management to see that decreasing teacher absenteeism as a method to make the education better.

1.8.1 Theoretical Significance

The issue of job satisfaction and organizational citizenship behavior involves multiple disciplines, such as sociology, management, psychology, etc., and the interdisciplinarity and cross-cutting are very strong. To study the relationship between the two, and then put forward findings and conclusions, so that satisfaction theory and OCB theory can be applied and developed among teachers in, so as to provide theoretical research value for the comprehensive development of teachers' organizational efficiency.

Apart from that, unsatisfactory attitudes to work are characterized by lack of commitment, poor performance, interpersonal tension, absenteeism and resignation (Jewell, 2007). Therefore, the study of job satisfaction in this paper has important theoretical significance for absenteeism.

1.8.2 Practical Significance

In the current society, most of the research fields on organizational citizenship behavior are actually concentrated in enterprises, and the research objects are also employees of enterprises, and rarely involve the teaching profession. However, it is worth noting that school are also pulic institutions in China, so school teachers themselves have certain particularities, which have important practical significance for the research on human resource management, education management, and the organizational behavior of them, and will also have a partial impact on the future development of education in our country.

In conclusion, paying close attention to the relationship between teachers' job satisfaction and organizational citizenship behavior seems to improve job seekers' job expectations and the recruitment efficiency of human resource departments in public schools. The findings and conclusions of this paper may provide some potential suggestions, minimize the adverse factors as much as possible, and explore the fundamental problems, especially the increasing problem of teacher absenteeism, so as to take the first step to improve school efficiency.

1.9 Limitation of the Study

First of all, the independent variable of this paper is only job satisfaction. In fact, compared with organizational citizenship behavior, there are other independent variables that can affect it, such as emotional intelligence, organizational commitment, organizational fairness, etc., due to time and ability constraints, so that only one independent variable can be selected for detailed study.

Though this research, the questionnaire survey to spend a lot of time and energy, due to the actual conditions of constraints, this study only once for the same sample data collection, because the outbreak as well as the teachers' work time into consideration, it can't do it to accurately continuous observation data, it is a pity that the analysis results cannot be comprehensive. In the future, a comparative analysis will be conducted on the relationship between job satisfaction and OCB to further confirm it.

In addition, when conducting a questionnaire survey on teacher satisfaction and organizational citizenship behavior, the evaluation results only depend on the respondents themselves, so the authenticity and accuracy of the survey results may be have some problems, because the presentation of the results depends entirely on the respondents. When handing out the questionnaire, I can only hope that the interviewee can answer based on the facts, but whether their answer is completely true or partially

concealed, whether they are candid, it is impossible to judge, because in their own opinion, their answers are highly expected by others, so the reliability of the questionnaire needs to be verified.

Thirdly, the research scope of this paper is only some public middle schools in Shan Dong province, in order to represent the teachers of schools in China, and the sample has limitations.

Fourthly, generally speaking, job satisfaction and organizational citizenship behavior are often researched in enterprises, the purpose is for the profit of the enterprise and even the long-term development in the future, but for this topic, its research environment is not the enterprise, but the school, premised on academic background, is service-oriented, not directly linked to the school's profit.

1.10 Summary

The first chapter is a basis to study the relationship between teachers' job satisfaction and organizational citizenship behavior. Providing the materials needed for this research from research background, problem statement, research objectives, research questions, hypotheses, operational definitions of terms, significance of the study, limitation of the study. This paper also raises three questions and two hypotheses to



fix a direction for the paper to explore, trying to find out what impact teachers' job satisfaction has on teachers' organizational citizenship behavior. To a large extent, except for teachers' salaries and treatment issues, current job seekers will also consider more about how the work environment can bring them a sense of happiness. Except for satisfying the superiors in the content of the job, whether the feeling of the job will make them feel better, that is, self-satisfaction is also what they need to consider. This study also attempts to explore the impact of teacher job satisfaction on the level of organizational citizenship behavior of teachers.

