

**THE RELATIONSHIP STUDY BETWEEN TEACHERS'
PERCEPTIONS TOWARD ORGANIZATIONAL CULTURE AND
THEIR JOB SATISFACTION AT A POLYTECHNIC IN
HENAN, CHINA**

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Abstract: The aim of this study was to analyze the relationship between teachers' perceptions towards organizational culture and their job satisfaction at the Polytechnic in Henan, China. The participants were 60 full-time teachers from Economics and Management department during academic year 2019 at a Polytechnic in Henan, China. In this study, two major research instruments were used to identify respective research objectives. The researcher adopted the survey including two parts: the part of organizational culture based on Saravanan (2013) and the part of job satisfaction based on Herzberg's (1959) Two-Factor Theory. The collected data was analyzed by Descriptive Statistics, Frequency and Percentage, Mean and Standard Deviation, and Pearson Product Moment Correlation Coefficient. The study results indicated that the level of teachers' perceptions of organizational culture was *High*, and their Job Satisfaction was *High*. Consequently, it was determined that the relationship between the two variables was found to be *Significant*, it was interpreted that the relationship between the two was *positive* due to the correlation (r) value of .702. This study provided some information for the school leaders to understand teachers' job satisfaction toward organizational culture in the school. It was recommended that teachers should evaluate whether their teaching behaviors are optimized, pay attention to the quality of teaching work, improve their professional ability to achieve career path.

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Introduction

It is worth noting that 21st century brings both challenges and opportunities to today organizations through its advancement in technology and experience in 4th industrial revolution. This kind of challenges will result in many origination changes and innovation, including the educational organizations. Education mode, school culture and other aspects have gained more focused as the 21st century social requirements for education (Schein, 2004). It is very clear that organizational culture is an important core of organizational survival and development, which has been shaped eventually by the force of the presenting changes and leadership capacity of both the leaders and each member in the organization.

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Organizational culture is a set of shared assumptions that guide employees' behaviors, as Ravasi and Schultz (2006) pointed, it is also the model of this collective behavior and assumption, taught to new members of the organization as a way of feeling, even thinking and feeling. For this regard, organizational culture could influence how employees and teams interact with each other, as well as with customers and stakeholders. Moreover, organizational culture may also affect employees' sense of identity with the organization.

Job satisfaction has been described as the amount of positive feeling that an employee may experience toward a particular job or organization (Price, 1997). Job satisfaction in the teaching profession is the level of commitment that teachers feel for their job, and it is another important issue which has not been focused a lot in the school administrative work. In the past decades, most schools were not aware of the vital importance of job satisfaction. However, nowadays, every successful school or organization tries to monitor their teachers' job satisfaction to maintain good quality teaching and high learning standards. Teachers feel part of an organization that cares and are motivated to produce good results and stay long term. The schools benefit by becoming

good examples to other schools and raising standards in education.

In China, through past literature analysis, it is found that the factors influencing teachers' job satisfaction include teachers' demographic variables, subjective reasons, and objective reasons at the level of teachers, as well as factors of school organizational culture, including school scale, school climate, system and culture, colleague relationship, teacher-student relationship and so on (Mu, Hu, Liu, 2016). Teachers' job satisfaction is not only a very important comprehensive evaluation standard to measure teachers' overall working experience, but also an important starting point for China's in-depth education reform and effective management of teachers (Pan, Zhang, 2012). Therefore, it is very important to study the job satisfaction of teachers.

The Polytechnic, for a long time, the Polytechnic tries to provide the best vocational and technical education for the students in Henan province. The school leaders value the development of organizational culture and focus on teachers' satisfaction. The current school leadership team established the goal to build a good school organizational culture, enhance the teachers' satisfaction, and promote their professional development, to ensure the quality higher vocational education. The Polytechnic is also trying to promote the healthy school organizational culture for improving their teachers' satisfaction. For this regard, this researcher plans to conduct a study to explore the relationship from the teachers' perspective towards the organizational culture and their job satisfaction in this Polytechnic.

The main purpose of this study was to analyze the relationship between teachers' perceptions towards organizational culture and their job satisfaction at the Polytechnic in Henan, China. This study firstly determined the teachers' perceptions towards organizational culture, determine the teachers' job satisfaction, and finally analyze the relationship between teachers' perceptions towards organizational culture and their job satisfaction.

The study was conducted to survey of 60 full time teachers from academic year 2019 at a Polytechnic in Henan, China. Means and Standard Deviations were used to report the teachers' perceptions towards organizational culture and their job satisfaction; to analysis the relationship between these two variables, Pearson Product Moment Correlation Coefficient was applied to test

in this paper. The results showed that, the teachers in the target school had a relatively positive attitude towards organizational culture. Whereby the Pearson Correlation test indicated that there was a significant relationship between teachers' perceptions towards organizational culture and their job satisfaction at the Polytechnic in Henan, China.

For the school's future improvement, the teachers and administrators from the Polytechnic are recommended to realize the importance and the relationship between teachers' perceptions towards organizational culture and their job satisfaction.

Research Objectives

1. To determine the level of teachers' perception towards organizational culture at a Polytechnic, Henan Province, China.
2. To determine the level of teachers' job satisfaction to organizational culture at a Polytechnic, Henan Province, China.
3. To analyze the relationship of teachers' perception toward organizational culture and their job satisfaction at a Polytechnic, Henan Province, China.

Significance of the Study

This study was of great significance to contribute in the work to improve teachers' perception toward organizational culture and their job satisfaction at a Polytechnic, Henan Province, China. By studied the organizational culture of the Polytechnic, which could be improved the level of teachers' job satisfaction and take effective measures to improve it. The research would also encourage the development of a positive organizational culture; Establish a collaborative relationship among teachers; Create more opportunities for teachers to participate in decision-making.

Additionally, for teachers, this study would give them a better understanding of the Polytechnic's organizational culture and improves their work motivation and satisfaction. For school leaders and administrators, this study would help analyze and understand school organizational culture, because teachers' needs are diverse, and retaining excellent teachers is a bit of a struggle. School administrators may be able to use organizational culture as a tool for school improvement and maintaining a relatively high level of teacher job satisfaction. Finally, for future researchers, this study would benefit them to

do relevant research. It would provide some background knowledge and information for research on similar topics in different schools or any other educational background, local or international.

Literature Review

The literature review presented basic relevant areas that reflect the purpose of the study, such as the concept of organizational culture, and the concept of job satisfaction. The literature review also comprised Organizational Culture Theory by Saravanan (2013), Job Satisfaction Theory by Herzberg's (1959) Two-Factor Theory and some related theories such as “Job Satisfaction Concept”, “Schein’s Theory on Organizational Culture”. Additionally, “Previous Studies on Organizational Culture and Job Satisfaction”, “Vocational Education in China”, “Background of The Polytechnic” were also included.

Conceptual Framework

The conceptual framework showcases the hypothesized relationship between teachers’ perceptions of organizational culture and their job satisfaction. The following figure depicts critical elements of teachers’ perceptions towards organizational culture based on Organizational Culture Theory by Saravanan (2013) on the left and the right side presents factors of job satisfaction based on Herzberg's (1959) Two-Factor Theory.

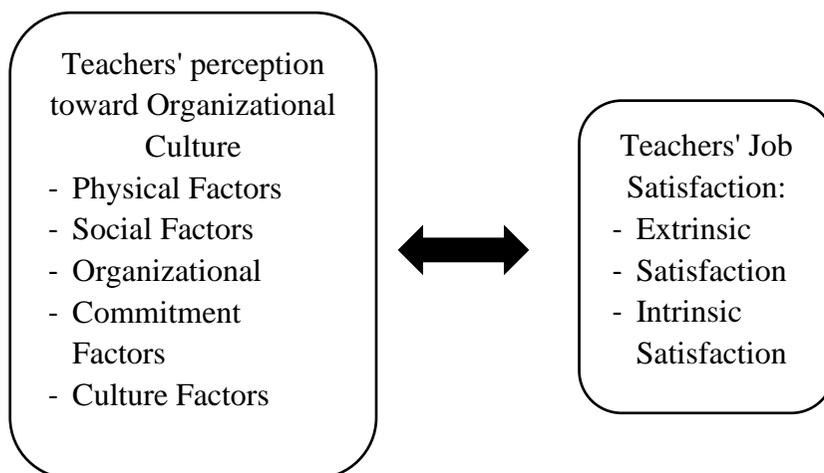


Figure 1: Conceptual Framework

Research Method

To determine the three research objectives, the researcher of this study employed quantitative and correlation research design by adopting Organizational Culture Survey (OCS) by Saravanan (2013), and Job Satisfaction by Herzberg's (1959) Two-Factor Theory. The study utilized means, standard deviation, and Pearson Product Moment Correlation for data analysis to determine the relationship between the two variables.

The target population of this study was 60 full-time teachers from Economics and Management department of the Polytechnic, Henan Province, China during the academic year 2019.

Findings/Results

Research Objective One

The research objective one was to determine the level of teachers' perceptions towards organizational culture through Organizational Culture Survey (OCS) with a total of 20 questions developed by Saravanan (2013). The researcher analyzed the means and standard deviations of each question item which clarified the following process of interpretation through the use of a five-point Likert scale: (1.00-1.50= Very Low, 1.51-2.50= Low, 2.51-3.50=Moderate, 3.51-4.50= High and 4.51-5.00= Very High).

Table 1: *The Summary of Means and Standard Deviations of Teachers' Perceptions towards Organizational Culture (n=60)*

No.	Organizational Culture	Mean	SD	Interpretation
1	Physical Factors	3.68	0.82	High
2	Social Factors	3.88	0.74	High
3	Organizational Commitment Factors	3.44	0.64	Moderate
4	Culture Factors	3.71	0.75	High
	Total	3.75	0.61	High

Table 1 presents the summary of the level of teachers' perceptions toward organizational culture based on the four constructs with 20 questions designed to assess each area. According to the total mean which resulted at (3.75), the level of teachers' perceptions toward organizational culture was interpreted as *High* for Economics and Management department at the Polytechnic, Henan Province, China.

Research Objective Two

The research objective two was to identify the level of teachers' perceptions towards organizational culture through Organizational Culture Survey (OCS) with a total of 20 questions developed by Saravanan (2013). The researcher analyzed the means and standard deviations of each questions items which clarified the following processes of interpretation using a five-point Likert scale: (1.00-1.50= Very Low, 1.51-2.50= Low, 2.51-3.50=Moderate, 3.51-4.50= High and 4.51-5.00= Very High).

Table 2: *The Summary of Means and Standard Deviations of The Level of Teachers' Job Satisfaction to Organizational Culture (n=60)*

Teachers' Job satisfaction	Mean	SD	Interpretation
Intrinsic Satisfaction	3.8	0.57	High
Extrinsic Satisfaction	3.67	0.74	High
Total	3.73	0.65	High

Table 2 presents the summary of level of intrinsic satisfaction and extrinsic satisfaction was both high. According to the total mean which resulted at (3.73), in the scale of 3.51-4.50, which meant teachers' job satisfaction level was 'High' for Economics and Management department at the Polytechnic, Henan Province, China.

Research Objective Three

The researcher utilized Pearson Product Moment Correlation Coefficient to determine if there was a significant relationship between teachers' perception toward organizational culture and their job satisfaction in Economics and Management department at the Polytechnic, Henan Province, China.

Table 3: *Pearson Correlation between the Level of Teachers' Perception toward Organizational Culture and Teachers' Job Satisfaction (N=60)*

Correlation Test	Teachers' Job Satisfaction	Conclusion
Teachers' perception toward organizational culture	Pearson Correlation .702*	There is a significant relationship
	Sig.(2-tailed) .000	

*. Correlation is significant at the 0.05 level (2-tailed)

Table 3 presents the result of Pearson Correlation between the level of

Teachers' Perception toward Organizational Culture and Teachers' Job Satisfaction. According to the findings the significant value was .00 which was smaller than .05. Therefore, the researcher concluded that there was a significant relationship between teachers' perception toward organizational culture and their job satisfaction in Economics and Management department at the Polytechnic, Henan Province, China. The researcher accepted the research hypothesis and rejected the null hypothesis in this study. The researcher also asserted that there was a positive relationship between the two variables due to the correlation (r) value was .702*.

Discussion

According to the analysis result of this study, the level of the teachers' perceptions towards organizational culture in the Economics and Management department was high (3.75), and the level of teachers' job satisfaction in Economics and Management department at the Polytechnic was high (3.73), the findings result shown that there is a positive relationship between teachers' perceptions towards organizational culture and their job satisfaction in Economics and Management department at the Polytechnic. Batugal and Maria (2019) conducted a study to investigate the organizational culture, organizational commitment, and job satisfaction of SPUS faculty. The study found that job satisfaction could predict organizational commitment, and the results showed that job satisfaction was positively correlated with organizational culture. In order for the organizers to achieve a high level of organizational commitment, efforts must be made to emphasize each member and respect the organizational culture of each organization member. Employees with high job satisfaction identify more with the values of the organization and are more loyal to the organization.

The total mean score of teachers' job satisfaction to organizational culture in Economics and Management School, was 3.73 in the range of 3.51-4.50 levels of teachers' job satisfaction level was high in the school. And teachers had the level of intrinsic satisfaction and extrinsic satisfaction were high. The indicated that the teachers' job satisfaction level in Economics and Management department at the Polytechnic, Henan Province, China were high. Based on Wu (2015), the data of this study shown that teachers had the level of intrinsic satisfaction and extrinsic satisfaction were moderate. Meanwhile, the overall result of mean score of 3.36, in the range of 2.51-3.50,

which meant teachers' job satisfaction level was Moderate for that school. Because the factors affecting the job satisfaction of teachers were not the same, so the job satisfaction of teachers would also change.

In the depth analysis of intrinsic satisfaction, the teachers scored in the highest on they had the chance to do something that makes use of their abilities and the lowest on they had the chance to be 'somebody' in the community in the school. Therefore, teachers have a chance to show their abilities, but not much chance to be a central figure. For the extrinsic satisfaction, the teachers scored in the highest on the way school policies are put into practice in the school and the lowest on the chances for advancement on their job in the school.

Anyway, there have been some international studies conducted on teachers' job satisfaction or employee's job satisfaction (Sanjay & Shiladitya, 2014), as they believed studying this can bring the schools or organization development and success. Teachers' job satisfaction in schools is as important as in other schools around the world because they are stakeholders in future leaders. Therefore, every school should actively evaluate teachers' job satisfaction for the development and success of the school.

Data from the research showed that the probability significance of .000, is less than .05, therefore, the research hypothesis was accepted, which mean there were significant relationship between teachers' perception toward organizational culture and their job satisfaction in Economics and Management department at the Polytechnic, Henan Province, China. Pearson correlation r is .702, which mean the relationship between teachers' perception toward organizational culture and their job satisfaction is positive.

Similarly, with many previous studies (Mu, Hu, Liu 2016), the influence of each dimension of school culture on teachers' job satisfaction is different, and the influence degree is higher than that of teachers themselves. In the long-term development process, the school as a kind of cultural existence, each school has formed its own unique culture. Through the study showed that school teachers to teacher's professional development support, the principal leadership of teaching, teachers' decision-making participation is extremely remarkable influence on teachers' job satisfaction, and there is a strong positive prediction function, regulation, the educational reform of teaching

and school support, there is no significant influence on middle school teachers' job satisfaction, but overall, school organizational culture explanatory power on teachers' job satisfaction than the teacher himself about 73.17% increase. School culture plays a decisive role in influencing teachers' job satisfaction. That was same with the results of this study.

Many studies have shown that school organizational culture is closely related to teachers' job satisfaction. School organizational culture plays a decisive role in the influence of schoolteachers' job satisfaction. Many studies also show that the organizational culture of schools is closely related to the job satisfaction of teachers. In the same way, a study from Xu & Zhang (2011) also found that organizational culture identification and people-oriented organizational culture have a significant impact on school effectiveness.

All in all, this study found a positive relationship between teachers' perception toward organizational culture and their job satisfaction at the Polytechnic, Henan Province, China, which illustrated that teachers' perception toward organizational culture and their job satisfaction not only played important roles in schools and organization, but also, they are related to each other in the educational administration work. School administrators and leaders should consider teachers' job satisfaction while making decisions on organizational culture. In other words, when school administrators and leaders want to improve teachers' job satisfaction, they can start to consider developing better organizational culture firstly.

To sum up, the researchers of this study proposed that if the organizational culture of the school is improved, there will be a strong relationship between the two variables of organizational culture and teachers' job satisfaction. A positive school organizational culture will also encourage teachers to work actively. In other words, the higher the level of school organizational culture, the higher the job satisfaction of teachers.

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