

國民小學教師知覺的組織公平、 工作滿意與組織公民行為的關係： 以關係導向為干擾變項

丁學勤、黃德信^{*}

摘要

組織公平、工作滿意及組織公民行為在學校運作中有其密切的關係，而過去探討組織公平的研究忽略了個體在關係導向上的差異。本研究以高雄市之公立國民小學教師為研究母群，除了探討組織公平—工作滿意—組織公民行為的關係，還特別加入教師的關係導向作為干擾變項。以階層迴歸分析475份有效問卷之後，本研究獲得以下兩點重要發現：一、教師對分配公平及程序互動公平的認知會正向影響教師的工作滿意，其中，程序互動公平的影響程度較大；經濟導向強的教師在乎分配公平及程序互動公平，而社會導向強的教師只在乎程序互動公平。二、教師工作滿意會產生組織公民行為，尤其是對組織的認同；社會導向強的教師如果工作滿意比較會主動助人及自我要求。

關鍵詞：工作滿意、組織公平、組織公民行為、關係導向

^{*} 丁學勤，國立臺南大學教育學系教授

電子信箱：tingsc@ms49.hinet.net

黃德信，國立臺南大學教育經營與管理研究所碩士

電子信箱：letter1110@yahoo.com.tw

投稿日期：2013 年 02 月 20 日；修正日期：2013 年 05 月 28 日

採用日期：2013 年 10 月 08 日

The Relationships among Elementary School Teachers' Perceived Organizational Justice, Job Satisfaction and Organizational Citizenship Behaviors: Relationship Orientation as a Moderator

Shueh-Chin Ting Te-Hsin Huang^{*}

Abstract

Organization justice, job satisfaction and organizational citizenship behaviors are closely related in the operation of schools, yet past research on organizational justice ignored individual differences in relationship orientation. Participants in this study were teachers of public elementary school in Kaohsiung city. In addition to exploring the relationship among organizational justice—job satisfaction—organizational citizenship behaviors, teacher' s relationship orientation was also added as the

* Shueh-Chin Ting, Professor, Department of Education, National University of Tainan

e-mail: tingsc@ms49.hinet.net

Te-Hsin Huang, Master, Graduate Institute of Educational Entrepreneurship and Management, National University of Tainan

e-mail: letter1110@yahoo.com.tw

Manuscript received: Feb. 20, 2013; Modified: May 28, 2013

Accepted: Oct. 08, 2013

moderator. After analyzing 475 valid questionnaires by hierarchical regression analysis, two important findings were discovered. First, teacher perceptions of distributive justice and procedural-interactional justice had positive influences on teacher job satisfaction, and procedural-interactional justice had a higher influence than distributive justice; strong economic oriented teachers were concerned about distributional justice and procedural-interactional justice, and strong social oriented teachers were only concerned about procedural-interactional justice. Second, teacher job satisfaction led to organizational citizenship behaviors, and in particular, identification to organization; while strong social oriented teachers had job satisfaction, they were more actively helping colleagues and regulated themselves than others.

Keywords: job satisfaction, organizational justice, organizational citizenship behaviors, relationship orientation