

Electronic Questionnaire of Organizational Citizenship, Job Satisfaction and Their Relationship to Performance Quality for Physical Education Teachers in the Western Region - KSA

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Summary

The research aims to identify the degree of the organizational citizenship, satisfaction and performance quality of the teachers and relationship between organizational citizenship, job satisfaction and performance quality for physical education teachers. The researcher used the descriptive method, The participants were (195) teachers. The researcher conducted the research main study in the period from 05/12/2022 to 30/12/2022 use the website to distribute and collect the questionnaire: <https://www.surveymonkey.com>. The researcher used the computer in the statistical processing, using the SPSS statistical program, and the following methods: Mean, SD, percentages, Correlation Coefficient, Alpha Cronbach coefficient, differences Indicator using χ^2 . **Conclusions:** There is high degree of organizational citizenship behavior practices, job satisfaction and performance quality for some teachers at the schools. Recommendation the importance of enhancing the organizational citizenship behavior in schools, according to the positive effects of these behaviors on the individual and group performances.

Keywords:

performance quality, organizational citizenship, job satisfaction, KSA

1. Introduction

The human element is considered the key to the success of organizations, and no organization can exist without it. Therefore, no matter how advanced the automated and technological equipment is, and no matter how excellent the financial position, the human element is considered one of The elements capable of eliminating any organization.

In order for any organization to ensure the continued efficiency of its workforce, it must focus on developing relations between the organization on one hand and the workers on the other hand, especially the distinguished ones with high skills and precise specializations. This focus would lead to the development of creative behavior among individuals and find motivation for them to exert more effort and performance.[11]

The concept of organizational citizenship behavior is considered one of the administrative concepts produced by contemporary administrative thought, and it has captured the attention of many researcher, and become very reliable to improve the level of performance of the organization and employees both, this concept revolves around the employee who is considered the most valuable organizational resources at all as it is not possible to imagine the existence of any organizational basis without it, as the human element represents the pillar of development and prosperity in various fields. [7]

Each individual in the organization has an official role that he plays, which is determined by the job description, but there is another type of behavior that has increased interest in it recently, which is the behavior of the additional role, and so to achieve goals of educational organizations not only by official roles of the employee but also by possible additional roles, which is known as "organizational citizenship behaviors", and these behaviors are not included in the duties of the job, but are optional behaviors that are not included in the formal reward structure of the organization, and by not having these additional behaviors and depending only on official ones, make the organizations fragile and easy to collapse, therefore it becomes clear the importance of this concept in maintaining the effectiveness and continuity of organizations. [17]

George & Brief pointed out that the difficult conditions in the environment surrounding business organizations require that members of the organization perform voluntary innovative work that is difficult to include in the job description because these works cannot be determined in advance, and the researcher believe that these works are necessary for the continuation of job organizations. It has become clear from the results of one of the studies that the extent to which individuals perform organizational citizenship behaviors affects the financial value of work results as perceived by supervisors, meaning that organizational citizenship behaviors performed by individuals at work have a financial impact. [15]

And by looking at the organizational citizenship behaviors from an opportunistic perspective only, these behaviors lose their meaning, because the organizational citizenship behaviors by the individual should not be subject to such calculations, at least from the perspective that it is a voluntary behavior carried out by the individual regardless of the penalties or rewards. This is due to the nature of organizational citizenship behaviors in terms of being optional and undefined behaviors in the tasks of the official role of individuals, in which traditional incentive systems are unable to deal with. This is what prompted researcher to study its determinants and the factors or variables that may affect it, with the aim of knowing those factors that help organizations in their ability to predict organizational citizenship behaviors by controlling the factors affecting them and contribute to creating a work environment that encourages individuals to adopt organizational citizenship behaviors.[6]

In the field of psychology and organizational behavior, researcher began to pay attention to the issue of job satisfaction since the beginning of the thirties of the twentieth century, until it became one of the vital and important topics as it deals with the human aspect of the human element, which is considered the most important resource of organizations, and controls other material and technical resources. Rather more, it is the real wealth and the main focus of performance despite the tremendous development in equipment and devices that still depend in one way or another on the human mind that manages and drives them.[27]

The importance of studying work satisfaction among working individuals is due to the fact that work is one of the ways by which the individual integrates into the group and society. The truth prompts the belief that job satisfaction has a direct relationship with productivity, and most studies and researches that dealt with aspects of work and workers agree on the existence of a positive and closely related relationship between the individual's satisfaction with his work in one hand and the quality and quantity of his production on the other hand.[[3]

Satisfaction with work and conviction in it is a scientific fact that drives the individual to exert maximum efforts to accomplish it, as work satisfaction form a motive to accomplish to large extent, so his productivity and professionalism is a prof on work satisfaction and feeling of success and progressing, which increased by what provided to him by work from the satisfaction of his needs and motives and the better use of his energies. [9]

One of the most important trends in organizations is job satisfaction, and it is important to differentiate between the term Work Satisfaction and Employee Morale because they are sometimes used synonymously. Satisfaction with work

is due to the attitudes of a single worker, while the term morale is used to describe the overall feelings of a group of workers. [13]

The human element has a very important and influential role in that effectiveness and efficiency, as it represents one of the most important elements in the educational institutions, and it is an important and vital part of any institute, and the individual represents the capital for the educational institute, and the relation of human element with the school a key parameter to the educational institute performance level. For this relation to be positive, several factors must be available, the most important of which are organizational citizenship behaviors, job satisfaction, and many educational institutions do not know much about these two factors, nor about the variables that contribute to their formation or the factors that affect these variables, so that those variables can be dealt with and deal in a way that supports the level of organizational citizenship behaviors satisfaction with work and the quality of performance within the administrative levels operating within educational institutions. And in the light of the literature confirmed and referenced by previous related studies, as it confirmed the results of the study (Bayoumi, 2011)[6], the study of (Muhammad, Habib and Elias, 2011)[23], the study (Al-Hawli, 2009)[5], and the study (Abdul Jalil, 2008)[1], and the study of (Al-Yousifi, Naasani, and Sharbatji, 2006)[10], the study of (Varela, Garcia González & Garazo, 2006)[16], the study of (Al-Amri, 2003)[4], the study of (Al-Shehri, 2002)[8], the study of (Kidder, 2002)[19], and the study of (Podskov and Ahearne & MacKenzie and Podsakoff, 1997)[29], on the divergence of trends in relation to the variable of organizational citizenship behaviors, job satisfaction and quality of performance.

Hence, the researcher found that the problem revolves around the human element and its organizational behavior in schools in terms of identifying the degree of organizational citizenship and job satisfaction as main variables and pillars of organizational behavior and their relationship to each other and their relationship to the quality of performance, whether teachers, principals or mentors. This study seeks to know the relationship between organizational citizenship and job satisfaction with the performance quality of physical education teachers. The researcher raised the concept of organizational citizenship as a concept that is more accurate, clear, modern, and able to be measured, and that it is a more general and comprehensive concept, as organizational citizenship behaviors include organizational loyalty, organizational culture, organizational justice, and organizational policy, which are considered among the most important determinants of organizational citizenship behaviors, and that the interaction between these determinants shows

citizenship behaviors, which are extremely important for educational institutions - schools in particular, need more than others to pay attention to this behavior and work to glorify it and make it a tangible reality to meet the growing demand for quality education.

research aims:

- The research aims to identify:
- Degree of organizational citizenship for some physical education teachers.
- Degree of job satisfaction for some physical education teachers.
- Degree of performance quality for some physical education teachers.
- The relationship between organizational citizenship, job satisfaction, and performance quality among some physical education teachers.

Methods :

The researcher used the descriptive approach due to its suitability to the nature of the study.

Participants

Teachers of physical education in public education schools for boys in the western region of the Kingdom of Saudi Arabia were (165) teachers as a basic participant, in addition to 30 teachers for scientific transactions.

Design and protocols:

The researcher used the following standards after verifying the scientific transactions (honesty and reliability as well as the coefficient of ease and difficulty) on 30 teachers participants ,other than basic participants in the period from 11/25/2022 to 11/30/2022.

- Electronic organizational citizenship questionnaire
- Electronic job satisfaction questionnaire
- Electronic performance quality questionnaire

The researcher used the international information network to distribute and receive the questionnaire on the website <https://www.surveymonkey.com>. regarding conducting and distributing questionnaires, from 5/12/2022 to 30/12/2022.

The researcher used the computer to perform the statistical treatments using the SPSS version 26 statistical program, and used the following treatments:

- Mean.
- Standard deviation .
- Percentages.
- Alpha Cronbach coefficient
- Correlation coefficient.
- chi²

Results and Discussion:

It is clear from Table (1) that the arrangement of the aspects in the organizational citizenship questionnaire as follows: The aspect (general commitment) is in the first place with relative importance (88.12%), which is a high degree, that indicates the behavior of physical education teachers that exceeds the minimum requirements in the field of attendance and absence, respecting the rules and regulations, taking breaks, and working seriously.

Table(1)weight , relative importance , rank and total measures of organizational citizenship behaviors

aspect	weight	Relative importance	rank
Altruism	3438	83.35	3
Generosity	3637	88.11	2
Sportsmanship	1987	60.21	5
General commitment	3635	88.12	1
Civilized behavior	3182	77.14	4
Total measurement	16146	%80.089	

Then the aspect (generosity) in the second place with a relative importance (88.11%), which is a high degree, that indicates the atmosphere in which mutual respect prevails and coordination between some teachers of physical education to accomplish the work and care to avoid problems before they occur and avoid provoking problems with others.

Then the aspect (altruism) in the third place with a relative importance (83.35%), which is a high degree, that indicates the initiative of physical education teachers to help each other to achieve the tasks required to be implemented in addition to positive interaction and giving a helping hand to each other.

Then the aspect (Civilized Behavior) in fourth place with relative importance (77.44%), which is a high degree, that indicates the constructive and responsible participation of physical education teachers in managing the affairs of the club, and caring for the fate of the school through attending important informal meetings, and perform work in a manner that helps in maintaining the school's reputation.

Then the aspect (sportsmanship) is in the fifth place with relative importance (60.21%), which is a medium degree, that indicates that physical education teachers carry out the work without grumbling or complaining, and that there is condoning mistakes and harassment for the sake of the school higher interest.

Table (2) weight , relative importance , rank and total measures of job satisfaction

Aspect	weight	Relative Importance	Rank
satisfaction with the salary	2071	62.76	5
satisfaction with opportunities for growth and progress	2371	57.48	6
satisfaction with the administrative style	3353	67.74	3
satisfaction with appropriate working conditions	2199	66.64	4
satisfaction with the nature of work	4049	70.11	1
satisfaction with the work group and social relations	2847	69.02	2
Total measurement	17218	%66.121	

It is clear from Table (2) that the arrangement of the aspect in the measure of job satisfaction is as follows: The aspect (satisfaction with the nature of work) is in the first place with relative importance (70.11%), which is a medium degree, that indicates that most of the research sample individuals are satisfied with their business and commit to it because it is in harmony with their aspirations and that it meets their desires that they aspired to, or it may be due to the lack of other jobs for them in light of the difficult economic situation that the country is going through.

Then the aspect (satisfaction with the work group and social relations) came in the second place with relative importance (69.02%), which is a medium degree, that indicates the exchange of social courtesies by workers with each other outside the scope of work, in addition to mutual understanding between workers in educational institutions and also between them and the administration, which leads to generate their desire to cooperate, participate and diversify experiences among them.

Then the aspect (satisfaction with the administrative style) is in the third place , with relative importance (67.74%), which is a medium degree, that indicates existence of a kind of harmony between the heads and subordinates in the educational institutions, as this degree indicates the extent of respect and understanding that exists on the part of the senior management and employees, which affects the level of satisfaction of teachers of physical education for their work.

Then the aspect (satisfaction with appropriate working conditions) is in fourth place with relative importance (66.64%), which is a moderate degree, that indicates that educational institutions provide a comfortable and safe work environment, including tools, devices, maintenance, equipment, programs, and means of communication for their employees.

Then the aspect (satisfaction with the salary) is in the fifth place with relative importance (62.67%), which is a medium degree, that indicates that the opinions of the participants agree that there is satisfaction with the salary in an average manner that is somewhat low as a result of the

salaries received by some physical education teachers being insufficient to achieve a decent living for him due to the high prices, and that what affects the workers most is the delay in paying salaries due to the obligations associated with them and the feeling of the participants that the salaries they receive are not appropriate for the effort they make at work.

Then the aspect (satisfaction with opportunities for growth and progress) in the sixth place with relative importance (57.48%), which is a low degree that indicates the feeling of workers in sports schools that there is a role for mediation, nepotism and inefficiency in promotion and progress in work as a result of the failure of educational institutions to follow the correct administrative standards or their omission of that. In addition, educational institutions do not follow the correct promotion systems for employees and evaluate their performance periodically, as well as failure to develop the necessary plans to develop the performance of employees or follow up on their implementation.

It was also shown from Table (2) that the percentage of job satisfaction among some physical education teachers in the western region is (66.121%), which is a medium degree, that indicates that the participants attitudes were positive and to a moderate degree towards feeling satisfied with the job , and that degree reflects the internal administrative environment of educational institutions from understanding and mutual respect . However, there are deficiencies in the employee evaluation systems, lack of interest in their development, and the absence of administrative systems followed for the promotion of employees, as well as the inadequacy of the salary for the effort made by the employees, which causes psychological pressure on them in light of the high cost, which affects the level of satisfaction among teachers, and this result is consistent with the study of Abed (2010)(13), and the study of Khalil, Shrair (2008), which indicated that the level of satisfaction with work among the participants was moderate, but it differed with The results of Al-Ajami's study (1999), in which he indicated that the participants members have a high level of job satisfaction.

Table (3) weight , relative importance , rank and total measures of performance quality

Aspect	Weight	relative importance	Rank
Achievement	7583	76.60	3
Personal maturity	3372	81.75	1
thinking and problem solving	2671	80.94	2
orientation towards others	1809	73.09	4
Total measurements	15844	%78.591	

It is clear from Table(3) that the arrangement of the aspects in the performance quality measure is as follows: The aspect

(personal maturity) is in the first place with relative importance (81.75%), which is a high degree, that indicates the awareness and confidence of physical education teachers in their personal and practical abilities. They enjoy it in their performance of the tasks required of them to implement them, as well as in their interest in the work environment.

Then the aspect (thinking and problem solving) in the second place with a relative importance (80.94%), which is a high degree, that indicates the capabilities of workers in facing any problems that may occur with high efficiency and skill, as a result of the technical, practical, scientific and mental capabilities of physical education teachers that elevate their thinking, which leads to innovation and dividing the work required of them in order to perform it efficiently.

Then the aspect (Achievement) in the third place with a relative importance (76.60%), which is a high degree, that indicates the completion of the tasks entrusted to the teachers in the specified time and at the level required to be implemented by them and higher than what is expected of them, as a result of the interest of physical education teachers in developing their abilities and their eagerness to acquire new skills from time to time, which leads to innovation, simplification of work procedures, and interest in performance, which leads to achieving results, which leads to achievement.

Then the aspect (orientation towards others) in the fourth place with relative importance (73.09%), which is a medium degree, that indicates the cooperation, understanding and harmony that prevails between physical education teachers and their abilities in facing problems, as well as this indicates the high capabilities enjoyed by physical education teachers in carrying out tasks required from them, and this appears in their lack of need for guidance much during the implementation of the tasks required from them.

It was also shown from Table (3) that the percentage of performance quality among some physical education teachers is (78.591%), which is a high degree, that indicates the attitudes and values of some teachers, the most important of which is team spirit and school service, the desire of continuous improvement, and these factors represent the basis for a system or the culture or nature of work in educational institutions, and then the workers must take it into account when carrying out the tasks required from them, which help them improve all aspects of their performance and thus increase personal success and the success of educational institutions.

Table (4) weight, relative importance, rank and total measures of organizational citizenship, job satisfaction, and performance quality

Aspect	weight	relative importance	, rank
organizational citizenship	16146	%80.089	1
Job satisfaction	17218	%66.121	3
Performance quality	15844	%78.591	2

Through Table (4) it is clear that there is a difference with the theoretical framework of the research, that indicated that job satisfaction is one of the most important determinants and is considered the main and fundamental determinant of the emergence of organizational citizenship behaviors that lead to quality performance, but the arrangement of the measures according to relative importance showed that Organizational citizenship behaviors and performance quality have a high degree of job satisfaction, which has a medium degree, and the difference between them is rather large, which indicates that despite the presence of some complaints and work-related problems on the part of some physical education teachers that affect their level of satisfaction, they practice Organizational citizenship behaviors that affects the level of performance, which leads to high performance quality, which shows us the good administrative environment in which the research participants work and their desire to advance and achieve success for the educational institutions in which they work.

There is a statistically significant correlation between the measure of organizational citizenship behavior (the altruism aspect) and between each of the aspects and the total measure of organizational citizenship behavior, the aspects and the total measure of the job satisfaction, and the aspects and the total measure of performance quality. While there is a non-statistically significant correlation between the measure of organizational citizenship behaviors (aspect of altruism) and job satisfaction (aspect of satisfaction with salary). There is a statistically significant correlation between the measure of organizational citizenship behaviors (the aspect of generosity) and both of organizational citizenship behaviors (the aspect of general commitment, the aspect of civilized behavior) and the total measure, and of job satisfaction (the aspect of satisfaction with the nature of work), and the quality of work. Performance (aspect of achievement, aspect of personal maturity, aspect of thinking and problem-solving) and the total measure. While there is a non-statistically significant correlation between the measure of organizational citizenship behavior (the aspect of generosity) and the organizational citizenship behavior (the aspect of sportsmanship), and job satisfaction (the aspect of satisfaction with salary, the aspect of satisfaction with opportunities for growth and development, satisfaction with

the administrative style). Satisfaction with appropriate working conditions, satisfaction with colleagues and social relations) and the total measure, and the measure of quality of performance (the aspect of orientation towards others).

There is also a statistically significant correlation between the measure of organizational citizenship behavior (the aspect of sportsmanship) and between each of the aspects and the total measure of organizational citizenship behavior, and the measure of job satisfaction (the aspect of satisfaction with the nature of work, satisfaction with colleagues and social relations), and the measure of performance quality. (Achievement aspect, orientation towards others). While there is a non-statistically significant correlation between the measure of organizational citizenship behaviors (the aspect of sportsmanship) and the work satisfaction measure (the aspect of satisfaction with salary, the aspect of satisfaction with opportunities for growth and development, satisfaction with the management style, satisfaction with the appropriate working conditions) and the total measure. And the measure performance quality (the aspect of personal maturity, the aspect of thinking and problem-solving) and the total measure.

It is also clear that there is a statistically significant correlation between the measure of organizational citizenship behavior (the aspect of general commitment) and between the aspect and the total measure of organizational citizenship behavior, the aspect and the total measure of the measure of job satisfaction, and the aspect and the total measure of the two measures of performance quality . There is also a statistically significant correlation between the measure of organizational citizenship behaviors (the aspect of civilized behavior) and each of the total measure of organizational citizenship behavior, the aspect and the total measure of job satisfaction, the aspect and the total measure of performance quality . And it turned out that there is a statistically significant correlation between the total measure of the organizational citizenship behaviors between each of the aspect and the work satisfaction measure, and the aspect and the total measure of performance quality. There is also a statistically significant correlation between the measure of job satisfaction (the aspect of satisfaction with salary) and the measure of job satisfaction (the aspect of satisfaction with opportunities for growth and development, the aspect of satisfaction with the nature of work) and the total measure, and the measure of performance quality (the aspect of personal maturity).).

While there is a non-statistically significant correlation between the measure of job satisfaction (the aspect of satisfaction with salary) and the measure of job satisfaction (the aspect of satisfaction with administrative style, the aspect of satisfaction with appropriate working

conditions, the aspect of satisfaction with colleagues and social relations), and the measure of performance quality (the aspect of performance quality). The achievement aspect, the aspect of thinking and problem solving, the aspect of orientation towards others) and the total measure.

It is also clear that there is a statistically significant correlation between the work satisfaction measure (the aspect of satisfaction with opportunities for growth and development) and each of the aspect and the total measure of the work satisfaction measure, and the aspect and the total measure of the measure of performance quality. While there is a non-statistically significant correlation between the measure of job satisfaction (the aspect of satisfaction with opportunities for growth and development) and the measure of quality of performance (the aspect of thinking and problem-solving). And that there is a statistically significant correlation between the measure of job satisfaction (the aspect of satisfaction with the opportunities of management style) and each of the aspect and the total measure of satisfaction with work, and the aspect and the total measure of performance quality . There is also a statistically significant correlation between the measure of job satisfaction (the aspect of satisfaction with appropriate conditions for work) and each of the aspect and the total measure of satisfaction with work, and the aspect and the total measure of performance quality , while there is a non-statistically significant correlation between the measure of satisfaction with work (The aspect of satisfaction with appropriate conditions for work) and the measure of the performance quality (the aspect of thinking and problem solving)

It is also clear that there is a statistically significant correlation between the work satisfaction measure (the aspect of satisfaction with the nature of work) and both the aspect and the total measure of the work satisfaction and the aspect and the total measure of the performance quality. And there is a statistically significant correlation between the work satisfaction measure (the aspect of satisfaction with colleagues and social relations) and both the aspect and the total measure of the work satisfaction, and the aspect and the total measure of the performance quality. Also, there is a statistically significant correlation between the total measure of the work satisfaction and the aspect and the total measure of the performance quality. There is also a statistically significant correlation between the performance quality measure (the achievement aspect) and each of the aspect and the total measure of the performance quality.

It is also clear that there is a statistically significant correlation between the performance quality measure (the aspect of personal maturity) and each of the aspect and the total measure of the performance quality. There is also a statistically significant correlation between the performance

quality measure (the aspect of thinking and problem solving) (the aspect of orientation towards others) and both aspect and the total measure of the performance quality.

It is also clear that there is a statistically significant direct correlation between the measure of organizational citizenship and the measure of job satisfaction.

there is a statistically significant direct correlation between the measure of organizational citizenship and the measure of quality of performance.

there is a direct, statistically significant correlation between the work satisfaction measure and the performance quality measure.

The researcher believes that these relationships illustrate the interaction between the aspects of the different organizational citizenship behaviors measure and each of job satisfaction and performance quality in their different aspect in educational institutions, where organizational citizenship affects and is affected by job satisfaction and appears in the quality and nature of the performance of some physical education teachers, where the direct relationship appears, i.e. the higher there is organizational citizenship, there is an increase in the satisfaction of some physical education teachers, as well as the level of performance quality of physical education teachers.

Conversely, the lower the organizational citizenship, the lower the job satisfaction as well as the level of performance quality within some educational institutions. These relations agree with the theoretical frame which illustrated that organizational citizenship behaviors is the key that connect job satisfaction with performance quality as consistent with Scotter (1994)[26] and Motowidlo (2000)[25]. Also, these results are consistent with the results of the study of Youssef, Naasani, Sharbatji (2006)[11], Zayed's study (2000)[31], Monfared, Mousavi, Sajjadi, Heidary's study (2011)[24]. And the study of Varela, Garcia, Varela & Garazo (2006)[16], and Mishra (2010)[22], which indicated that there is a statistically significant direct correlation between job satisfaction and organizational citizenship behaviors. Organizational citizenship is affected by the components of job satisfaction, as the workers who are more satisfied and satisfied with work are more motivated to perform organizational citizenship behaviors.

These results also consistent with, Al-Hawli's study (2009)[5], which proved that there is a statistically significant correlation between organizational citizenship behaviors and performance quality, and also consistent with the study of Podsakoff, Ahearne & MacKenzie. (1997) [29], in which researcher proved that organizational citizenship behaviors have a significant impact on the quantity and quality of performance, as indicated by MacKenzie.,

Podsakoff., & Richard: (1993)[20] that the presence of organizational citizenship behaviors affects the productivity of workers in a positive way.

These results also consistent with the results of Deputy Eman(2010)[14], in which he concluded that there is a direct positive correlation between job satisfaction and performance, and also consistent with the results of Abed-Zuhair study (2010)[2], which proved that there is a direct positive correlation between job satisfaction and the level of productivity.

The result of the study of Varela, Garcia & Garazo (2006) [16], George, et al. (1992) [15]. which consistent with the results of the current research, indicated that attention should be given to job satisfaction and the development of organizational citizenship behaviors because they affect the quality of service (performance quality).

Conclusions:

- The place of the aspect of the organizational citizenship behavior measure came according to the relative importance of the aspect, where the aspect of general commitment came in first place, then the aspect of generosity, then the aspect of altruism, then the aspect of civilized behavior, and finally the aspect of sportsmanship.
- There is a high degree of practicing organizational citizenship behaviors for some employees in educational institutions.
- The arrangement of the aspect of the work satisfaction measure came according to the relative importance of the aspect. The aspect of satisfaction with the nature of work came in first place, then the aspect of satisfaction with the work group and social relations, then the aspect of satisfaction with the administrative style, then the aspect of satisfaction with the appropriate working conditions, then the aspect of satisfaction with the salary, and finally the aspect of satisfaction with opportunities for growth and advancement.
- There is a medium degree of job satisfaction among some employees in educational institutions.
- The arrangement of the aspect of the performance quality measure came according to the relative importance of the aspect. The aspect of personal maturity came in the first place, then the aspect of thinking and problem-solving, then the aspect of achievement, and finally the aspect of orientation towards others.
- There is a high degree of performance quality among some employees in educational institutions.
- The design and protocols were arranged according to the relative importance of each measure, which is the measure of organizational citizenship in the first place, then the measure of performance quality in the second place, then the measure of job satisfaction in the third place.

- There is a direct, statistically significant correlation between the measure of the aspect and measure of organizational citizenship behaviors, the measure of aspect and measure of job satisfaction, and the measure of aspect and measure of performance quality .
- There is a statistically significant inverse correlation between the measure of job satisfaction (the salary aspect) and the total measure of organizational citizenship behaviors.
- There is a statistically significant correlation between the total measure of work satisfaction, the organizational citizenship behaviors aspect and measure, and the performance quality aspect and measure.
- There is a non-statistically significant correlation between the total measure of work satisfaction and the organizational citizenship behaviors measure (generosity, sportsmanship).
- There is a direct, statistically significant correlation between the total measure of performance quality, the aspect and the total organizational citizenship behaviors measure, and the aspect and total measure of work satisfaction.
- There is a non-statistically significant correlation between the total measure of performance quality and the organizational citizenship behaviors measure (sportsmanship) and the job satisfaction measure (salary).
- There is a statistically significant direct correlation between the measure of organizational citizenship and the measure of job satisfaction.
- There is a statistically significant direct correlation between the measure of organizational citizenship and the measure of performance quality.
- There is a direct, statistically significant correlation between the work satisfaction measure and the performance quality measure.

Recommendations:

- Generalization of the results of this study to educational facilities, bodies and organizations in the Kingdom of Saudi Arabia to move physical education to higher levels.
- The importance of promoting organizational citizenship behaviors in schools, given the positive effects of these behaviors on individual and group performance. Promoting such behaviors requires building a positive organizational climate dominated by the spirit of cooperation, participation, and job satisfaction.
- Raising awareness of organizational citizenship behaviors within schools to raise the efficiency of the facility and to show the teacher's positive image inside and outside the school and in various forums.
- Increasing interest in new teachers and implementing the values of cooperation and support, respecting time and preserving property. This in turn requires emphasizing introductory training courses, and accelerating the integration of new teachers into schools.

Raising awareness of attending seminars and lectures for physical education teachers, and providing specified places for advertising.

- Emphasis on modifying and developing work systems and methods and job descriptions for teachers to feel the importance of work so that they are satisfied with the salary, the work group, social relations, the nature of the work, the administrative style, the opportunities for growth, development ,and satisfaction with the appropriate working conditions.

- Following a clear administrative system known to all teachers to clarify the items and criteria on which the teacher's performance is evaluated, promoted and advanced at work, which affects their level of work satisfaction.

The salary that the physical education teacher receives should be commensurate with the effort made by the teacher and be according to experience and competence and not be subject to personal relationships.

- Paying attention to raising the efficiency of physical education teachers through administrative development and refining courses in order to distinguish performance and achieve job performance and the quality of service provided to students through the activities available in schools.

- Providing a system for communication between teachers that helps to speed up the completion of work and clarify the duties and obligations of each job so that it can be dealt with easily and smoothly and avoid problems that may occur and work to solve them quickly.

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