

The Relationships between Organizational Justice and Teachers' Organizational Citizenship Behaviour in Secondary Schools in Akwa Ibom State, Nigeria

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ABSTRACT

The focus of this study was to strengthen the base of knowledge and to empirically test the relationship between the dimensions of organizational justice and organizational citizenship behaviour of teachers of public secondary schools in Akwa Ibom State of Nigeria. Five null hypotheses were formulated to guide the study. The sample size was 50 principals and 350 teachers. The sample was obtained using random sampling technique. The instruments used for data collection were questionnaire. The data collected were analyzed using Pearson Product Moment Coefficient and Regression Analysis. The weight of statistical evidence showed that, there is significant positive correlation between the sub-dimensions of the teachers' perception of justice at school and organizational citizenship behaviour. Based on the findings, it was recommended that educational institutions (employer of teachers) should increase the level of justice to increase teachers' engagement in organizational citizenship behaviour. Similar studies should be done in private secondary schools.

Keywords: Organizational justice, altruism, sportsmanship, procedural justice, distributive justice, public secondary schools

INTRODUCTION

Over the past couple of decades, it has been common practice to assess employees (teachers) by job description and job specification but today over duties behaviours are sine-qua-none. Inyang (2014) citing Katz averred that a well-functioning organization needs three types of employees behaviour: (1) people must be induced to enter and remain with the organization, (2) they must reliably carry out specific role or job requirements, and (3) there is also needs to be innovative and spontaneous activity that goes beyond role prescriptions. The third behaviour mentioned by Katz indicates the extra-role behaviours that every organization requires. For example, it is explained that extra-role behaviour is critical for school effectiveness because schools cannot operate with perfect accuracy to all those activities required for reaching objectives (Edem, 1987). This organizational citizenship behaviour has a favourable view of the organization as it seeks to achieve organizational goals and contribution to its effectiveness (Allen & Rush, 1998). Organ (1988) defined organizational citizenship behaviour as individual behaviour that is discretionary, not directly or explicitly recognized by the formal reward system and that in aggregate promotes the effective functioning of the organization. This implies that, a teacher for instance, who loves his school can go all out to perform duties that he is not obliged to do, all for the well-being of the institution.

The willingness of members to exert effort beyond what the job formally prescribes has long been recognized as a catalyst for effective school performance (Organ & Ryan, 1995; Dipaola

and Tschanner – Moran, 2001). The educational implication of this is that, employee (teacher) perception of justice is manifested by the increase or decrease of organizational citizenship behaviour. Hoy and Miskel (2005) citing Organ analysed organizational citizenship behaviour into five types. (1) altruism (2) conscientiousness (3) sportsmanship, (4) courtesy and (5) civic virtue. Podsakoff, Mackenzie, Paine and Backrach (2000), also added another dimension to organizational citizenship behaviour. This is self-development.

Self-development includes voluntarily behaviours employees engage in to improve their knowledge, skills and abilities. Still, other types that are distinguished are: organizational loyalty and organizational compliance. Organizational loyalty includes promoting the organization to outsiders, protecting and defending it against external threats, and remaining committed to the organization even under adverse conditions. Organizational compliance is about a person's internalization and acceptance of the organization's rules, regulations, and procedures, which result in a scrupulous adherence to them, even when no one observes or monitors compliance.

Altruism: Incorporates spontaneous behaviours that help a specific individual with an organizationally relevant task, difficulty, or issue. This is about an individual voluntarily helping others with, or preventing the occurrence of, work related problems.

Conscientiousness: This relates to subordinate discretionary role behaviours that go beyond minimal role requirements. This behaviour is extra-role in the sense that it involves engaging in task-related behaviours at a level that is so far beyond minimally required or generally expected level that it takes on a voluntary favour.

Sportsmanship: This characterizes the subordinate who avoids complaining and agreeably tolerates the annoyances that are an inevitable part of any employment setting.

Courtesy: It embodies those subordinate discretionary behaviours aimed at preventing work-related problems with others from occurring.

Civic Virtue: It refers to subordinate discretionary behaviours that indicate a sincere caring and involvement in the political life of the organization. This is evident when a subordinate attends meetings, reads internal mail, and responsibly offers constructive suggestions that can benefit the overall organizational well-being. In this study, we use these constructs for organizational citizenship behaviour.

Benefits of Organizational Citizenship Behaviours for Organizations

A key principle of the definition of OCBs of Organ, is when aggregated over time and people, organizational citizenship behaviours enhances organizational effectiveness. There may be several reasons why citizenship behaviours influence organizational effectiveness. OCBs may contribute to organizational success by (Podsakoff et al., 2000): (a) enhancing co-worker and managerial productivity, (b) freeing up resources so they can be used for more productive purposes, (c) reducing the need to devote scarce resources to purely maintenance functions, (d) helping to coordinate activities both within and across work groups, (e) strengthening the organization's ability to attract and retain the best employees, (f) increasing the stability of the organization's performance, and (g) enabling the organization to adapt more effectively to environmental changes.

This line of reasoning fits perfectly with the notion that people provide organizations an important source of sustainable competitive advantages. It is the effective management of human capital that may be the ultimate determinant of organizational performance.

CONCEPT OF ORGANISATION JUSTICE

The construct of organizational justice has emerged from the research literature on equity theory (Greenberg, 2009 and Colquit, 2004). Hoy and Miskel (2005) opined that organizational justice (OJ) is organizational members' perceptions of fairness in the organization. That is organizational justice is one's perception of justice based on the practices in his organization. It represents teachers' beliefs about how fair they are treated. Elovainio, Vanden Bos, Linna, Vahiera (2005), hypothesized that organizational justice is the fairness and honest treatment to lecturers in the organization. In the same vein, Habel and Assad (2005) uphold that it is the process of these outcomes that are fair or not. The concept of organisational justice correlates with other significant organizational variables such as organisational citizen behaviour, loyalty, motivation, organizational climate, absenteeism and productivity (Hoy and Miskel, 2005).

McDowall and Fletcher (2004) explained that the vector of true organizational justice is characterized by four attributes. They listed them to include: (1) distributive justice, (2) procedural justice, (3) interactional justice and (4) informational justice. The centrality of organization justice in school setting is undisputed. In influential studies by Folger, Konovsky and Greenberg organizational justice has been addressed as a favourable value related to the various organisational and work oriented output (Bolat, 2010).

Distributive Justice

As stated earlier, Adams grounds the perception of justice on the comparison of inputs and outputs of individual with the reference person. If the input-output ratio of an employee is equal to another, equality or distributive justice comes into existence (Hoy and Miskel, 2005). In other words, distributive justice (DJ) is related to the sharing of gains among teachers such as services, opportunities rewards, punishments, roles, incentives and promotions (Cropanzano & Schminke, 2001). The bottom line is that distributive justice (DJ) is the fair observed interest and proficiency that a person (teacher) receives from an organisation (school).

Procedural Justice (PJ)

The fairness of the distribution procedures. Teachers perceive administrators' (principals') behaviours as the indicators of justice in schools. The educational implication of this is that if decisions are equally and consistently stated and performed by the administration, teachers' perceived procedural justice (PJ) will increase.

Interactional Justice (IJ), which is propounded by Bias and Moag, (2006), is related with interpersonal interactions, is a follow-up of procedural justice. It implies respect and honesty in the conduct of social interaction with employee (Blakely, Andrews, & Moorman, 2005).

Teachers (employees) are sensitive to Principal communicating with them and respecting them during procedural justice. Expectedly, principal's rational assessments, the degree of respect in their approaching to teachers have importance for the employees (Greenberg, 2007). Thus interactional justice involves considering interpersonal communication related with procedures as fair.

Informational Justice (IJ), refers to the behaviour of the actors in transmitting information. Colquitt (2004) opined that informational justice indicates how information is fairly presented to the society in terms of location, time and situation. Moorman et al (1993) conducted a research on the relationship between procedural justice (PJ) and five dimensions of organizational citizenship behaviour in a TV broadcasting firms' employees and managers.

Descriptive research design was adopted in carrying out the study. The findings revealed that a positive and significant relationship between procedural justice and the five dimensions of organizational citizenship behaviour (OCB).

Similarly, Efanga, Aniedi and Idante (2015) determined positive and significant relationship between formal procedural justice, distributive justice and interactional justices and organizational citizenship behaviour of workers in various sectors including manufacturing, finance, education, ICT, banking in a city at the South-South zone of Nigeria.

Among the studies is South-South education zone in Nigeria, Inyang (2014) found a significant effect of perceived justice on organizational citizenship behaviour and lecturers of Federal universities within the area of the study. From the foregoing, the focus of this study is to carry out an investigation on the relationship that exists between the various dimensions of organizational justice and organizational citizenship behaviour in secondary schools in Akwa Ibom State of Nigeria. To achieve this goal, three null hypotheses were formulated to guide the study.

RESEARCH HYPOTHESES

The following null hypotheses were formulated to direct this study:

1. There is no significant relationship between procedural justice and organizational citizenship behaviour in public secondary schools in Akwa Ibom State.
2. There is no significant relationship between distributive justice and organizational citizenship behaviour in public secondary schools in Akwa Ibom State.
3. There is no significant relationship between interactional justice and organizational citizenship behaviour in public secondary schools in Akwa Ibom State.
4. There is no significant relationship between informational justice and organizational citizenship behaviour in public secondary schools in Akwa Ibom State.
5. There is no significant influence of joint contribution of organizational citizenship behaviour in public secondary schools in Akwa Ibom State.

METHODOLOGY

Design of the Study

The research design used for this study was the ex-post facto survey design. It was a causal-comparative study that sought to determine the causal relationship between the variables of the study. The design was deemed appropriate for the study because it aimed at investigating the interaction of already existing variables. These are teachers' perception of organization justice (independent variable) and their organizational citizenship behaviour (dependent variable).

Population of the Study

The population of this study comprised all principals and teachers in 243 public secondary schools numbering 243 principals and 6839 teachers (Source: State Secondary Education Board, 2014 Annual Report).

Sample and Sampling Technique

The sample size was 400 respondents, 50 principals and 350 teachers, drawn from public secondary schools in Akwa Ibom State. The schools were stratified into three zones. The parameter for stratification was the senatorial district of the state, namely, Ikot Ekpene, Uyo

and Eket senatorial districts. Subsequently, simple random technique was used to select 350 teachers and 50 principals from the sampled schools. Principals were used to assess the teachers.

Instrumentation

Data collection tools in this study were two separate questionnaire for assessing organizational justice and teachers’ organizational citizenship behaviour. The two instruments titled: “Organizational Justice Questionnaire (OJQ) and “Teachers Organizational Citizenship Behaviour Questionnaire (OCBQ) were developed by the researchers. The OJQ and OCBQ contain 20 and 30 items respectively. The items on OJQ were responded by the teachers while principals completed questions on OCBQ. The responses were measured by a-4 point rating scale as follows:

- Strongly Agree (SA): 4 points
- Agree (A): 3 points
- Disagree (D): 2 points
- Strongly Disagree (SD): 1 point

Reliability of the Instrument

The reliability of the instrument was determined by pilot testing the instrument. The instruments were administered to 50 teaching staff in the area of the study, who were not part of the sample for the study. Using test re-test method, a reliability coefficient of 0.75 was obtained. This coefficient was high enough for the instrument to be considered reliable.

Administration of the Instrument

The instruments were administered to the respondents by the researcher and with assistance of some teachers who served in the schools sampled for the study. All copies of the questionnaire were correctly filled. The data collected were analyzed using Pearson Product Moment Correlation Coefficient (PPMC) and Regression Analysis to reflect the extent of linear relationship between the variables. The null hypotheses were tested at .05 level of significance.

RESULTS

Hypothesis One (Ho₁)

The null hypothesis stated that there is no significant relationship between procedural justice and organizational citizenship behaviour in public secondary schools in Akwa Ibom State.

Table 1. Pearson Product Moment Correlation Analysis of the Relationship between procedural justice and teachers’ organizational citizenship behaviour in secondary schools

<i>Variables</i>	$\frac{\sum X}{\sum Y}$	$\frac{\sum X^2}{\sum Y^2}$	$\sum XY$	<i>r-cal</i>	<i>r-crit</i>
Procedural Justice (x)	706	50661	59674	0.458	0.088
Organizational Citizenship Behaviour (y)	9468	2138622			

P < .05, df = 398, r-crit = 0.088

Table 1 presents the calculated r-value as 0.458. This value was tested for significance by comparing it with the r-critical value of 0.088 at .05 alpha level with 398 degree of freedom (df). The weight of statistical evident depicts that, the computed r-value (0.458) was greater

than the table value (0.088). Hence the null hypothesis was rejected and the alternative accepted. This suggests that, procedural justice has a significance influence on teachers' organizational citizenship behaviour.

Hypothesis Two (H₀₂)

The null hypothesis stated that, there is no significant relationship between distributive justice and organizational citizenship behaviour in public secondary schools in Akwa Ibom State.

Table 2. PPMC analysis of the relationship between distributive justice and organizational citizenship behaviour

<i>Variables</i>	$\frac{\sum X}{\sum Y}$	$\frac{\sum X^2}{\sum Y^2}$	$\sum XY$	<i>r-cal</i>	<i>r-crit</i>
Distributive Justice (x)	694	43910	58212	0.497	0.088
Organizational Citizenship Behaviour (y)	9468	2138622			

P < .05, df = 398, r-crit = 0.088

As presented in Table 2, the statistics captured computed r-value of 0.497 which is greater than critical r-value of 0.088 at 0.05 alpha level. The result caused the null hypothesis to be rejected while the alternative which states that there is a significant relationship between distributive justice and organizational citizenship behaviour was upheld.

Hypothesis Three (H₀₃)

The null hypothesis stated that, there is no significant relationship between interactional justice and organizational citizenship behaviour in public secondary schools in Akwa Ibom State.

Table 3. Pearson Product Moment Correlation analysis of the relationship between interactional justice and organizational citizenship behaviour

<i>Variables</i>	$\frac{\sum X}{\sum Y}$	$\frac{\sum X^2}{\sum Y^2}$	$\sum XY$	<i>r-cal</i>	<i>r-crit</i>
Interactional Justice (x)	6942	48450	57623	0.461	0.088
Organizational Citizenship Behaviour (y)	9468	2138622			

P < .05, df = 398, r-crit = 0.088

To test this hypothesis, scores from organizational justice and that of organizational citizenship behaviour were correlated. Table 3 presents the obtained r-value of (0.461). This was tested for significance by comparing it with the critical r-value of (0.088) at 0.05 alpha level with 398 df. Since the obtained r-value was greater than the critical-value at the given degree of freedom (df); the null hypothesis that predicted a no significant relationship between the two variables was rejected and the alternative hypothesis was accepted.

Hypothesis Four (H₀₄)

The null hypothesis stated that there is no significant relationship between informational justice and organizational citizenship behaviour in public secondary schools in Akwa Ibom State.

Table 4. Pearson Product Moment Correlation analysis of the relationship between interactional justice and organizational citizenship behaviour

<i>Variables</i>	$\frac{\sum X}{\sum Y}$	$\frac{\sum X^2}{\sum Y^2}$	$\sum XY$	<i>r-cal</i>	<i>r-crit</i>
Informational Justice (x)	698	49082	57804	0.458	0.088
Organizational Citizenship Behaviour (y)	9468	2138621			

$p < .05$, $df = 398$, $r\text{-crit} = 0.088$

As presented in Table 4, the statistics showed computed r-value of 0.458 at 398 degree of freedom. The result showed that the obtained r-value is greater than the critical r-value. Hence the result is positively significant. Therefore the null hypothesis is rejected in favour of the alternative hypothesis, which states that, there is a significant relation between IJ and OCB.

Hypothesis Five (Ho₅)

The null hypothesis stated that there is no significant influence of joint contribution of organizational justice on organizational justice citizenship behaviour in public secondary schools in Akwa Ibom State.

Table 5. Model Summary of Joint Relationship between Organizational Justice (Dimensions) and Teachers' Perception of Organizational Citizenship Behaviour in Secondary Schools

<i>Model</i>	<i>R</i>	<i>R-square</i>	<i>Adjusted R-Square</i>	<i>STD Error of the Estimate</i>
1	0.978*	0.956	0.955	1.19743

$p < 0.05$; critical R-value = 0.098; $df.398$.

Table 5 presented information on the tested hypothesis as measured by Regression Coefficient (R-value) to determine the significance or otherwise of the relationship between organizational justice and organizational citizenship behaviour. The result showed the value of R-value (0.978) with degree of freedom 398 which is greater than the critical R-value of 0.0956. The R-square (0.956) predicts 96% of the impact of joint relationship between OJ and OCB. Thus, the null hypothesis was rejected and the alternative retained. The managerial implication of this is that, increase in dimensions of organizational justice will increase teachers' engagement is organizational citizenship behaviour.

DISCUSSION OF FINDINGS

The Relationship between Procedural Justice and Teachers' Organizational Citizenship Behaviour in Secondary Schools

On perusal of the Table 1 it is evident that, there is a significant relationship between procedural justice (PJ) and teachers' organizational citizenship behaviour in secondary schools. This finding is in consonance with the finding of Inyang (2014) whose study on "the effect of procedural justice on lecturers' organizational citizenship behaviour" indicates a positive significant relationship.

A possible explanation for this is that, the behaviour of individual is likely to affect individual's attitudes. The implication of this is understanding the variables that may influence teachers' perception of procedural justice is critical for every institution.

Perception of Distributive Justice and Teachers' Organizational Citizenship Behaviour

Table 4 illustrates a positive significant relationship between distributive justice (DJ) and teachers' organizational citizenship behaviour. The finding agreed with those of Cropanzano and Schminke (2001) whose study indicates that (DJ) is related to the sharing gains among employees, such as services, rewards and punishment. This finding may be informed by the fact that, DJ is based on treating people alike who behave in similar ethical manners and treating them differently when they behave in different ethical manners. This suggests that, the emotions of employees (teachers) about the DJ are definitely the outcome of organization.

Interactional Justice (IJ) and Organizational Citizenship Behaviour

The finding of this hypothesis indicates that there is a significant positive relationship between interactional justice and organizational citizenship behaviour in public secondary schools. This result is in conformity with finding of Williams (2002) who in his own finding opined that there is a positive and significant relationship between interactional justice and organizational citizenship behaviour intent of workers in various sectors including Banking and ICT in a city at the South-West of United State of America. A possible explanation for this finding is that, interactional justice like procedural justice is more relationship oriented.

Informational Justice and Organizational Citizenship Behaviour in Public Secondary Schools

The finding of this hypothesis showed that, there is a significant positive relationship between informational justice and teachers' perception of organisational citizenship behaviour in public secondary schools. This finding tally with the views of Inyang (2004) who observed that, a positive informational justice would increase teachers' perception of organizational citizenship behaviour.

Summary of Joint Contribution of Organizational Justice on Organizational Citizenship Behaviour

The finding of this hypothesis revealed that, there is a significant positive relationship between dimensions of organizational justice and organizational citizenship behaviour. This finding suggested that, the more positive the organization justice the higher the potential for teachers' organizational citizenship behaviour. The relevance of all these empirical results to this study's finding is the increasingly close relationship between teachers' increasing interest toward organizational citizen. This is manifested by the significant positive relationship between the independent and dependent variables.

CONCLUSION/ RECOMMENDATION

The findings of this investigation have shown that, there is statistically significant relationship between dimensions of organizational justice and teachers' organizational citizenship behaviour in public secondary schools in Akwa Ibom State, Nigeria. That; educational institutions should increase the level of justice in order to increase their engagement in organizational citizenship behaviour.

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