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The magnitude of organizational justice affects teachers' organizational citizenship behavior and task performance

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ABSTRACT

This study investigates the effect of organizational justice on teachers' task performance mediated by organizational citizenship behavior (OCB). Research data were collected from 220 teachers of Senior High Schools in Indonesia through questionnaires in Likert scale. The data obtained were analyzed by path analysis supported by descriptive and correlational statistics. The results show that organizational justice significantly affects teachers' task performance, directly or indirectly, mediated by OCB. Thus, teachers' task performance can be improved through organizational justice and OCB. Furthermore, these findings can be discussed as a reference among researchers and practitioners to develop new, better, and comprehensive models of teachers' task performance in the future.



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Introduction

Performance remains dazzling to be a critical issue until now. The charm arises because performance is at the peak of individual achievement (employees) and the organization in order to realize its goals. At the individual level, performance is the last rung to achieve the success that promises prosperity and happiness in life. Likewise, at the organizational level, performance is the last rung on the ladder to realizing the prosperity of stakeholders. Moreover, individual performance is a predisposition to organizational performance. Study Fahmi et al. (2019) demonstrated that Individual performance is proven to increase organizational performance. Conceptually, performance is related to behavior, or what employees do (Aguinis, 2018) that are designed and aimed at achieving organizational goals (Ivancevich et al., 2018; Colquitt et al., 2019). In practice, the core of the performance is task performance (Ellington et al., 2014). It relates to the extent to which employees can meet the formal and informal requirements of the organization through the effective use of knowledge and skills in carrying out tasks (Mom, et al., 2015).

Task performance includes activities changing materials raw or organizational resources into goods or services, helping organizational effectiveness, and encouraging organizational efficiency (Aguinis, 2018). Therefore, task performance is very vital for organizations, including educational organizations, such as schools. This vitality is strengthened when in reality, task performance employees are not optimal. For example, in the context of school organizations, teachers less succeed in carrying out their duties professionally, indicating that the output of student learning achievement is still far from optimal. Based on this urgency, the research seeks to investigate the teachers' task performance of teachers' from the perspective of organizational justice, mediated by OCB.

Organizational Justice and Task Performance

Organizational justice is still an interesting issue today because its existence can affect the condition of employees and the organization. Employees who feel they are treated fairly by the leadership and organization will tend to take constructive and good actions in return (Ghosh et al., 2017). Employees' perceptions of organizational

justice can also determine the quality of their exchange relationship with the organization (Swalhi et al., 2017). Organizational justice can also affect employee performance (Shan et al., 2015) and organizational productivity (Imran et al., 2015). In healthcare organizations, low organizational justice has an adverse effect on nurses' behavior towards their colleagues and can lead to poor employee-patient interactions (Pekurinen et al., 2017). In addition, Shkoler and Tziner (2017) show that perceptions of injustice are frustrating and exhausting, which in turn develops into destructive behaviors, such as theft, sabotage, withdrawal, and harassment.

Conceptually, organizational justice is the extent to which employees are treated fairly by the organization (Muchinsky, 2006; Ivancevich et al., 2018; Schultz & Schultz, 2016), including in making decisions about the distribution of outcomes and their enforcement (Greenberg & Baron, 2008; Asadullah et al., 2017). Aamodt (2016) identified organizational justice in three indicators. First, distributive justice, refers to fairness about the actual decisions made by the organization. Second, procedural justice, relates to the method of decision making. Third, interactional justice, refers to the interpersonal treatment received. If conducive, the three organizational justice can stimulate teachers' task performance. The previous studies is also claimed that organizational justice affects teachers' performance (e.g., Nurak & Riana, 2017; Krishnan et al., 2018; Aditya, 2019; Purnama et al., 2020). Therefore, it can formulate a hypothesis (H). H₂: Organizational justice has a direct effect on teacher's task performance.

OCB and Task Performance

OCB is crucial for the organization, primarily non-profit organizations, such as school organizations. Several studies indicated that OCB affects individuals and organizations. For example, OCB can improve productivity (Barsulai et al., 2019) and organizational performance (Sadeghi et al., 2016). OCB refers to voluntary employee behavior beyond the formal call of duty for organizational survival (Kreitner & Kinicki, 2010; McShane & Von Glinow, 2018). OCB includes taking on additional tasks, helping colleagues, being loyal to organizational rules, maintaining organizational reputation, promoting the organization, tolerating workplace discomfort, and maintaining positive attitudes and behaviors (Schultz & Schultz, 2016). According to Organ et al. (2006), OCB consists of five indicators: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. If at a high level, these indicators can drive task performance. Specific studies by Yang and Chae (2021) and Casu et al. (2021) also indicated that OCB is related to task performance. Further, other studies concluded that OCB influences job performance (e.g., Albloush et al., 2020; Tagliabue et al., 2020; Santoso et al., 2020; Taufiqurrahman & Kurniawati, 2021; Setiawan & Surya, 2021). Thus, it can formulate a hypothesis: H₂: OCB has a direct effect on teacher's task performance.

Organizational Justice and OCB

Besides affecting task performance, OCB is also influenced by organizational justice. The researchers claimed that organizational justice affects teachers' OCB (e.g., Odor et al., 2019; Al-ali et al., 2019; Donglong et al., 2020; Ajlouni et al., 2021; Widodo & Sulistiasih, 2021). It means that organizational justice is an essential determinant of OCB. When organizational justice manifests in distributive, procedural, and interactional justice (Aamodt, 2016) in conducive conditions, it can stimulate an increase in OCB, reflected in altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (Organ et al., 2006). As an illustration, private schools that provide compensation to teachers proportionally and transparently according to the income received by considering the performance and contribution of teachers to the school will be positively appreciated by teachers so that they voluntarily and a high conscientiousness and sportsmanship help schools achieve their goals. Accordingly, it can promote a hypothesis. H₃: Organizational justice has a direct effect on teacher's OCB.

OCBs' Mediating Effect

The prior studies above indicated that OCB mediates the effect of organizational justice on teachers' task performance. The researchers' investigation indicates that organizational justice influences OCB (e.g., Donglong et al., 2020; Ajlouni et al., 2021; Widodo & Sulistiasih, 2021), meanwhile other studies by Yang and Chae (2021) and Casu et al. (2021) show that OCB affects task performance. In practice, when organizational justice manifested in distributive, procedural, and interactional justice (Aamodt, 2016) can realized at school, it potentially enhancing teacher's OCB, such as altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (Organ et al., 2006). Further, it implicates teachers' task performance, reflected in activities changing universities resources into services excellent, helping organizational effectiveness, and encouraging organizational efficiency (Aguinis, 2018). Therefore, the following hypotheses can be proposed. H₄: Organizational justice had an indirect effect on teacher's task performance mediated by OCB.

Method

This research was conducted using a quantitative approach to the survey through a questionnaire in a Likert scale model with five option answers, from strongly disagree (score= 1) to strongly agree (score= 5). The questionnaire made by the researcher themselves is based on the theoretical indicators of the experts. The indicators of organizational justice are distributive, procedural, and interactional justice (Aamodt, 2016). OCB: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (Organ et al., 2006). Task Performance: transform raw materials into goods and services, helping organizational effectiveness, and encouraging organizational efficiency (Aguinis, 2018). The organizational justice consists of six items with a corrected item-total correlation coefficient (CICC) between .685 – .824 and an alpha coefficient = .909, OCB comprises ten items with a CICC between .375 – .841 and an alpha coefficient = .903, and task performance consists of ten items with a CICC between .463 – .791 and an alpha coefficient = .886. All items have CICC > .361, and all variables have an alpha coefficient > .7. It indicating valid and reliable as a research instrument (van Griethuijsen et al., 2015; Hair et al., 2018).

The research participant is 220 teachers of Senior High School in Indonesia spread across three provinces (Jakarta, Banten, and West Java) determined by accidental sampling based on participant willingness to fill in the questionnaire when the research was conducted (Widodo, 2019). As shown in Table 1, the majority of gender is female (55.91%), ages 26 - 35 years (35.91%), bachelor of education (81.82%), marital status (80.91%), and length of teaching 6 – 10 years (26.36%).

Table 1 <Profile of The Research Participant>

Profile	Amount	Percentage
Gender		
1. Male	97	44.09
2. Female	123	55.91
Age		
1. ≤ 25 years	21	9.55
2. 26 – 35 years	79	35.91
3. 36 – 45 years	64	29.09
4. 46 – 55 years	49	22.27
5. ≥ 56 years	7	3.18
Education		
1. Diploma (D3)	1	.45
2. Bachelor (S1)	180	81.82
3. Postgraduate (S2)	39	17.73
Status		
1. Married	178	80.91
2. Unmarried	42	19.09
Length of Teaching		
1. ≤ 5 years	56	25.45
2. 6 – 10 years	58	26.36
3. 11 – 15 years	53	24.09
4. ≥ 16 years	53	24.09

Data analysis by path analysis and test the significance uses a t-test, supported by descriptive and correlational analysis. The path analysis was performed by LISREL 8.80, while the descriptive and correlational analysis by SPSS version 26.

Result and Discussion

Result

The descriptive and correlational analysis result for the three variables is presented as follows in Table 2. The mean values of the three variables from the lowest to the highest in succession are organizational justice (24.80), task performance (40.43), and OCB (41.05). Meanwhile, the standard deviation (Std. Dev) of all variables from the lowest to the highest in succession are organizational justice (4.198), OCB (4.665), and task performance (4.673). In general, the standard deviation value is smaller than the mean value, indicating a good representation of the overall data. The correlation analysis results of all variables show significant relationships with the other variables at level $p < .01$. In detail, the correlation coefficient from the lowest to the highest in succession are

organizational justice and task performance (.506), organizational justice and OCB (.592), and OCB and task performance (.708). It indicates that all the variables have a mutual relationship with each other.

Table 2 <Descriptive Statistics and Correlation Matrix>

Variables	Mean	Std. Deviation	1	2	3
1. Organizational Justice	24.80	4.198	1.00		
2. OCB	41.05	4.665	.592**	1.00	
3. Task Performance	40.43	4.673	.506**	.708**	1.00

** p < .01

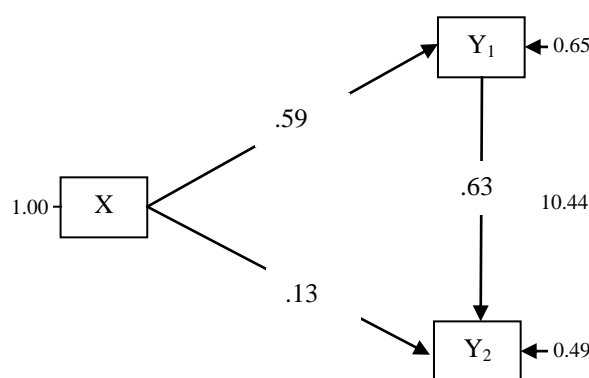
The hypothesis testing results with path analysis of organizational justice affecting task performance mediated by OCB are summarized in Table 3 and visualized in Figures 1 and 2. All hypotheses were supported (t value > t table at $\alpha = .01$). In detail, organizational justice had a significant direct effect on task performance (.13, $p < .01$). Further, OCB had a significant direct effect on task performance (.63, $p < .01$). Then, organizational justice had a significant direct effect on OCB (.59, $p < .01$). Finally, organizational justice had a significant indirect effect on task performance mediated by OCB (.37, $p < .01$).

Table 3 <Summary of Path Coefficients and T-Values>

Hypothesis	Path Coefficients	T Value	Hypothesis Testing
H ₁ : Organizational justice (X) on task performance (Y ₂)	.13**	2.27	Supported
H ₂ : OCB(Y ₁) on task performance(Y ₂)	.63**	10.76	Supported
H ₃ : Organizational justice (X) on OCB (Y ₁)	.59**	10.85	Supported
H ₄ : Organizational justice (X) on task performance(Y ₂) mediating by OCB (Y ₁)	.37**	7.64	Supported

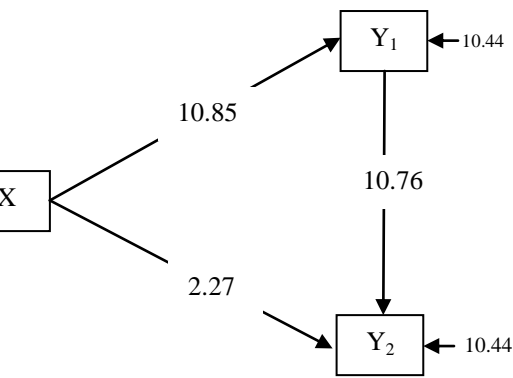
** p < .01

In Figures 1 and 2, the goodness of fit statistics results show the significant with Chi-Square = 0.00, df = 0, p-value = 1.00000 > .05 and RMSEA = .000 < .08. It indicates the model tested is fit. That means the theoretical model being tested is supported by empirical data from teachers of Senior High Schools in Indonesia spread across three provinces (Jakarta, Banten, and West Java).



Chi-Square = 0.00, df = 0, p-value=1.00000 > .05, RMSEA=.000

Figure 1 <Path Coefficients>



Chi-Square = 0.00, df = 0, p-value=1.00000 > .05, RMSEA=.000

Figure 2 <T Values>

Discussion

This study found that organizational justice significantly affects teachers' task performance, directly or indirectly mediated by OCB. Besides, it also confirmed a fit model in which the theoretical model was in accordance (fit) with empirical data from the teachers in Indonesia, especially from the province of Jakarta, Banten, and West Java. This finding indicates that organizational justice and OCB are essential predictors for teachers' task performance. It is in line and consistent with previous studies used as a reference to develop this research hypothesis. For example, several studies in various contexts and fields concluded that task performance is

influenced by organizational justice (e.g., 2018; Aditya, 2019; Purnama et al., 2020) and OCB (e.g., Albloush et al., 2020; Tagliabue et al., 2020; Taufiqurrahman&Kurniawati, 2021; Setiawan& Surya, 2021). Due to this evidence, school principals urgently manage organizational justice better through various policies and approaches that are can rely on to improve teachers' OCB and task performance. For instance, school principals should be stimulating and driving the school to become a learning organization to ensure realized sense of justice among school members, especially distributive, procedural, and interactional justice.

This study also found that OCB plays a significant role as a mediator of the effect of organizational justice on teachers' task performance. It is in line with previous studies that organizational justice influences OCB (e.g., Donglong et al., 2020; Ajlouni et al., 2021; Widodo&Sulistiasih, 2021), OCB affects task performance (Yang &Chae, 2021; Casu et al., 2021), and organizational justice related to teachers' performance (e.g., Aditya, 2019; Purnama et al., 2020). The indirect effect of organizational justice on task performance mediated by OCB is greater than the direct effect of organizational justice on task performance. It indicated the vitality of OCB in mediating the direct influence of organizational justice on task performance. This finding reveals empirical facts that the existence of OCB is crucial and urgent to consider in improving teachers' task performance through OCB. It has the consequence that school principals urgently develop OCB optimally through improving organizational justice.

Conclusions

Performance, primarily task performance, is the last rung to achieve the success that promises prosperity and happiness. This study found that organizational justice significantly affects teachers' task performance, directly or indirectly mediated by OCB. Besides, it confirmed a fit research model about the organizational justice affects teachers' task performance mediated by OCB with the research field of the teachers in Indonesia, particularly in Jakarta, West Java, and Banten. This model can be discussed as a reference among researchers and practitioners to develop new, better, and comprehensive models of teachers' task performance in the future by adding more participants, variables, indicators, and another statistical approach, such as structural equation modeling (SEM).

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