

Research Article

## Investigating OCB's Mediating Effect of School Organizational Justice on Teachers' Performance: Evidence from Indonesia

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**Abstract:** This study investigates the empirical effect of school organizational justice (SOJ) and organizational citizenship behavior (OCB) on teachers' performance and proves the theoretical model regarding OCB as a mediator between SOJ and teachers' performance. A questionnaire collected research data. The questionnaire for all research variables is reliable with an alpha coefficient  $> .7$ . The research participant is 455 teachers of the public elementary schools in Indonesia select by accidental sampling. Data analysis uses path analysis supported by descriptive statistics and correlational matrices. The research result reveals that SOJ and OCB significantly affect teachers' performance. SOJ is also significantly influenced teachers' performance. Besides, OCB was significantly indirectly mediating the effect of SOJ on teachers' performance. The empirical model of SOJ on performance mediating by OCB was confirmed. This model can discuss among researchers and educational practitioners to build models of performance that can adapt as new approaches or strategies to enhancing teachers' performance. Therefore, the research suggested that the teachers' performance can improve through SOJ and OCB.

**Keywords:** School Organizational Justice, OCB, Performance, Teacher, Indonesia.

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## INTRODUCTION

Performance, including teachers' performance in school organizational contexts, is consistently a critical issue in several decades recently because its existence is related to individual performance, which strongly determines the organizations' life, both profit and non-profit organizations. Individual performance is proven to increase organizational effectiveness [1] and organizational performance [2]. For Aguinis [3], performance is about behavior or what employees do. The performance also refers to a set of employee work-related behaviors designed to accomplish organizational goals [4] and the value of the set of employee behavior that contributes, either positively or negatively, to organizational goal accomplishment [5]. Hence, performance can view from a perspective on contextual performance, which includes those behaviors that contribute to the organizations' effectiveness by providing a suitable environment in which task performance can occur, such as persisting with enthusiasm and exerting extra effort as necessary to complete one's task activities successfully; volunteering to carry out task activities that are not formally part of the job; helping and cooperating with others; following organizational rules and procedures; and endorsing, supporting, and defending organizational objectives [3].

This also applies to teachers in the school organizations' context in Indonesia. In this context, teacher performance is related to a set of employee work-related behaviors designed and contributes to accomplishing school goals through persisting with enthusiasm and exerting extra effort as necessary to complete one's task activities successfully; volunteering to carry out task activities that are not formally part of the job; helping and cooperating with others; following school organizational rules and procedures; and endorsing, supporting, and defending school organizational objectives. Thus, as happens in other organizations, teacher performance can also influence and determine school organizational effectiveness and performance. Therefore, teacher performance is essential to research, especially from the perspective of SOJ and OCB.

## LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

### *SOJ and Teachers' Performance*

Every employee, including teachers as schools' members and employees, wants to be needed fairly in their work. Such justice is commonly referred to as organizational justice. According to Muchinsky [6],

organizational justice is the fair treatment of a person in the organization. For Ivancevich, Konopaske, & Matteson [4], organizational justice is related to the extent to which individuals feel treated fairly in the workplace. Organizational justice is also how fairly employees feel that the company treated them [7]. Moreover, organizational justice refers to a persons' perception of fairness within the organization, which includes perceptions of how decisions are made in relation to the distribution of results and perceptions of fairness for the outcomes themselves [8, 9]. Aamodt [10] states that organizational justice has three dimensions, which are distributive, procedural, and interactional justice. Distributive justice is related to the perceived fairness of the actual decision made in an organization. Procedural justice is referred to the perceived fairness of the method used to arrive at a decision. Meanwhile, interactional justice related to the perceived fairness of the interpersonal treatment received. Organizational justice can also occur in school organizations. In this perspective, school organizational justice (SOC) can be interpreted as teachers' perception or feel treated fairly in the workplace and school organization reflected in distributive, procedural, and interactional justice. If in good condition, these dimensions can stimulate increasing teachers' performance manifested in persisting with enthusiasm and exerting extra effort as necessary to complete one's task activities successfully; volunteering to carry out task activities that are not formally part of the job; helping and cooperating with others; following organizational rules and procedures; and endorsing, supporting, and defending organizational objectives [3]. The scholars also claimed that organizational justice affects teachers' performance [11-15]. Based on the argues and studies above, the first hypothesis in this study is:

**H<sub>1</sub>:** SOJ had a direct effect on teachers' performance.

#### ***OCB and Teachers' Performance***

OCB, in several decades, is an essential factor for the organization, including school organizations. Several studies indicated that OCB affects productivity [16] and organizational performance [17]. The scholars state that OCB related to employee behavior that is beyond the call of duty, exceeds formal job duties, such as cooperation and helpfulness to others that support the organizations' social and psychological context, but is often necessary for organizational survival [18, 19]. OCB is also referring to the set of behaviors that sustain or enhance the organizations' cooperative system but are not systematically or generally recorded in the organizations' formal system or tied in any consistent way to specific rewards [20]. OCB is also included such behaviors as taking on additional assignments, voluntary assisting other people at work, keeping up with the developments in one's field or profession, following company rules even when no one is looking,

promoting and protecting the organization, and keeping a positive attitude and tolerating inconveniences at work [7]. OCB consists of five indicators, which are altruism, conscientiousness, sportsmanship, courtesy, and civic virtue [21]. These indicators, if at a high level, can be someone who enhances their performance. The researchers' investigation [22-25] shows that OCB influences performance. Based on argues and studies above, the second hypothesis in this study is:

**H<sub>2</sub>:** OCB had a direct effect on teachers' performance.

#### **SOJ and OCB**

SOJ is also affecting OCB besides performance. The school with distributive, procedural, and interactional justice [10] stimulates enhancing teachers' OCB, such as altruism, conscientiousness, sportsmanship, courtesy, and civic virtue [21]. For example, Schools that treat teachers fairly will inspire and encourage awareness and helpful behavior among teachers. The research carried out by researchers [26-31] also indicate that organizational justice related to OCB. Based on argues and studies above, the third hypothesis in this study is:

**H<sub>3</sub>:** SOJ had a direct effect on OCB.

#### ***SOJ and Teachers' Performance Mediating by OCB***

From the various results of the research above, OCB mediates SOJs' effect on teachers' performance. The school that has distributive, procedural, and interactional justice [10] can stimulate enhancing teachers' OCB, such as altruism, conscientiousness, sportsmanship, courtesy, and civic virtue [21] and then implicate to teachers' performance manifested in persisting with enthusiasm and exerting extra effort as necessary to complete one's task activities successfully; volunteering to carry out task activities that are not formally part of the job; helping and cooperating with others; following organizational rules and procedures; and endorsing, supporting, and defending organizational objectives [3]. The studies carried out by scholars [28-31] proved that SOJ has a significant correlation with OCB, while the studies conducted by scholars [32, 33, 17, 34] claimed that OCB affects performance. Based on argues and studies above, the fourth hypothesis in this study is:

**H<sub>4</sub>:** SOJ had an indirect effect on teachers' performance mediating by OCB.

## **RESEARCH METHODS**

This research uses a quantitative approach to the survey method through a Likert scale model questionnaire with five option answers: strongly disagree, disagree, neutral, agree, and strongly agree to verify the hypotheses [35]. The questionnaire makes researchers themselves based on the theoretical dimensions or indicators from the experts. SOJ

indicators are distributive, procedural, and interactional justice [10]. OCB consists of five indicators: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue [21]. The performance consists of five indicators: persisting with enthusiasm and exerting extra effort as necessary to complete one’s task activities successfully; volunteering to carry out task activities that are not formally part of the job; helping and cooperating with others; following organizational rules and procedures; and endorsing, supporting, and defending organizational objectives [3]. SOJ consists of 6 items with an alpha coefficient = .874, OCB consists of 10

items with an alpha coefficient = .874, and performance consists of 10 items with alpha coefficients = .796. All variables have an alpha coefficient > .7, so it is reliable as a research instrument [36, 35].

The research participant is 455 teachers of the public elementary school in Indonesia spread across seven provinces (Jakarta, Banten, West Java, Central Java, Riau Island, NTT, and East Kalimantan) determined by accidental sampling based on participant willingness to fill in the questionnaire at the time the research was conducted [37].

**Table-1: Profile of the Research Participant**

Profile	Amount	Percentage
<b>Gender</b>		
1. Male	89	19.56
2. Female	366	80.44
<b>Age</b>		
1. ≤ 25 Year	19	4.18
2. 26 – 35 Year	122	26.81
3. 36 – 45 Year	154	33.85
4. 46 – 55 Year	101	22.20
5. ≥ 56 Year	59	12.97
<b>Education</b>		
1. Diploma (D3)	37	8.13
2. Bachelor (S1)	407	89.45
3. Postgraduate (S2)	11	2.42
4. Doctoral (S3)	0	0
<b>Status</b>		
1. Married	421	92.53
2. Unmarried	34	7.47
<b>Length of Teaching</b>		
1. ≤ 5 Year	79	17.36
2. 6 – 10 Year	49	10.77
3. 11 – 15 Year	161	35.38
4. ≥ 16 Year	166	36.48

As present in Table-1, the majority of gender is female (80.44%), ages 36 - 45 years (33.85%), bachelor education (89.45%), marital status (92.53%), and length of teaching ≥ 16 years (36.48%). Data analysis by path analysis and to test the significance of the path coefficient uses a t-test supported by correlational and descriptive statistics. Descriptive analyzes were performed by SPSS version 22, while the path analysis by LISREL 8.80.

## RESULT AND DISCUSSION

The descriptive statistical analysis result for the three research variables are present as follows in Table-2. The mean values of the three variables from the lowest to the highest in succession are SOJ (24.77), teachers’ performance (40.52), and OCB (41.54). The correlation analysis results in all variables have significant relationships with the other variables at level  $p < .01$ . This condition indicates that all the variables have a mutual relationship with each other. The correlation coefficient from the lowest to the highest in succession are SOJ and performance (.420), SOJ and OCB (.432), and OCB and performance (.749).

**Table-2: Descriptive Statistics and Correlation Matrix**

Variables	Mean	Std. Deviation	1	2	3
1. SOJ	24.77	4.052	1.00		
2. OCB	41.54	4.750	.432**	1.00	
3. Teachers’ Performance	40.52	5.025	.420**	.749**	1.00

\*\*  $p < .01$

The results of hypothesis testing with path analysis of the effects of SOJ on teachers' performance mediating by OCB are summarized in Table 3 and visualized in Figure 1 and 2. All of the hypotheses were supported (t value > t table at  $\alpha = .01$ ). Therefore the result of this study revealed that SOJ had a significant direct effect on teachers' performance, OCB had a significant direct effect on teachers' performance, SOJ had a significant direct effect on OCB, and SOJ had a

significant indirect effect on teachers' performance mediating by OCB. The direct effect of SOJ on OCB (.43) was greater than that of teachers' performance (.12). The indirect effect of SOJ on teachers' performance through OCB (.30) was also greater than the direct effect of SOJ on teachers' performance (.12). This shows that the existence of OCB as a mediating variable is vital for teachers' performance.

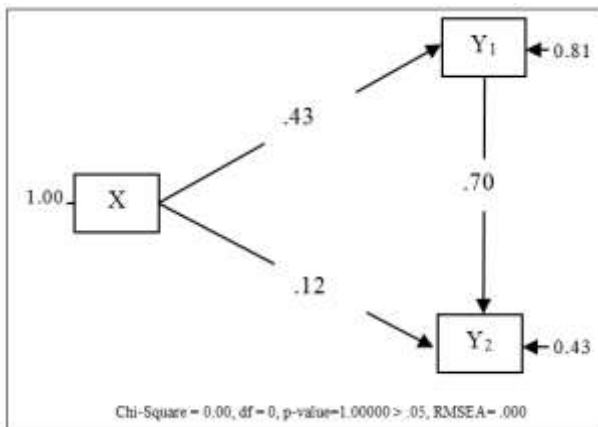
**Table-3: Summary of Path Coefficients and T Values**

Hypothesis	Path Coefficients	T Value	Hypothesis Testing
H <sub>1</sub> : SOJ (X) on teachers' performance (Y <sub>2</sub> )	.12**	3.53	Supported
H <sub>2</sub> : OCB (Y <sub>1</sub> ) on teachers' performance (Y <sub>2</sub> )	.70**	20.40	Supported
H <sub>3</sub> : SOJ (X) on OCB (Y <sub>1</sub> )	.43**	10.19	Supported
H <sub>4</sub> : SOJ (X) on teachers' performance (Y <sub>2</sub> ) mediating by OCB (Y <sub>1</sub> )	.30**	9.12	Supported

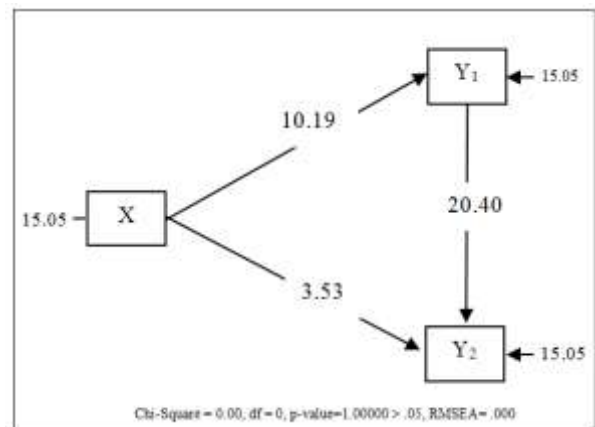
\*\* p < .01

In Figure 1 and 2, the test results of the model with the goodness of fit statistics show the significant with Chi-Square = 0.000, df = 0, p-value = 1.00000 > .05 and RMSEA = .000 < .08. That means the model tested is fit. This result indicates that the theoretical

model being test is supported by empirical data from teachers of the public elementary schools in Indonesia spread across seven provinces (Jakarta, Banten, West Java, Central Java, Riau Island, NTT, and East Kalimantan).



**Fig-1: Path Coefficients**



**Fig-2: T Values**

This research proved that SOJ significantly affected teachers' performance, directly or indirectly mediating by OCB. The indirect effect of SOJ on teachers' performance through OCB greater than the direct effect of SOJ on teachers' performance. This shows that the existence of OCB as a mediating variable is vital for teachers' performance. This evidence addresses that OCB plays a significant role as a mediator of the effect of SOJ on teachers' performance. This research also indicates the vitality of SOJ and OCB for teachers' performance. That means the existence of SOJ and OCB are important determinants for enhancing teachers' performance. This is similar and consistent with studies conducted by researchers that performance influenced by SOJ [29-31], and OCB [22-25].

This empirical fact confirms that SOJ and OCB are vital for teachers' performance so that it needs to manage and develop optimally and adequately. Consequently, school principals need to more seriously increase SOJ in the school, potentially enhancing teachers' OCB and teachers' performance. In the SOJ context, school principals need to adequately apply distributive, procedural, and interactional justice [10]. Regarding teachers' OCB, school principals need to creating school conditions that can encourage teachers' OCB reflected in good altruism, awareness, sportsmanship, courtesy, and civic virtue. This kindness will have implications for the school organizations' effectiveness and performance, which is needed to improve the quality of education output and nations' human resources.



Finally, the research results found an empirical model of SOJ on teachers' performance mediating by OCB based on data from teachers of the public elementary school in Indonesia was confirmed. This model can discuss among researchers and educational practitioners to build models of performance that can adopt as new approaches or strategies to enhancing teachers' performance.

## CONCLUSION

This research result concluded that SOJ and OCB significantly affect teachers' performance. SOJ is also significantly influenced teachers' performance. Besides, OCB is indirectly mediating the effect of SOJ on teachers' performance. The empirical model of SOJ on performance mediating by OCB was confirmed. This model can discuss among researchers and educational practitioners to build models of performance that can adapt as new approaches or strategies to enhancing teachers' performance. Therefore, the research suggested that the teachers' performance can improve through SOJ and OCB.

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