

THE INFLUENCE OF TEACHERS' PERCEIVED
ORGANIZATIONAL JUSTICE ON ORGANIZATIONAL
CITIZENSHIP BEHAVIOR IN CHINESE PRIVATE UNIVERSITIES:
MEDIATE ROLE OF JOB SATISFACTION

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Abstract

This study aims at exploring the influence of teachers' organizational justice perceptiveness on job satisfaction, then verify the indirect effect of job satisfaction between organizational justice perceptiveness and organizational citizenship behavior. The convenience sampling method is used, and 837 teachers from 10 private universities in different provinces or cities of mainland China are selected as samples. It is found that the organizational justice perceived of teachers shows a significant predictive power for their organizational citizenship behavior and job satisfaction. It also exerts partial mediate effects on organizational citizenship behavior through job satisfaction.

Key words: Chinese Private University Teachers, Higher Education; Perceived Organizational Justice, Job Satisfaction, Organizational Citizenship Behavior

Introduction

How to improve internal governance, stimulate teachers' positive work performance, boost competitiveness of private universities of mainland China has become an urgent research subject. Although an organization can improve its competitiveness in many ways,

more and more western scholars emphasize the importance of employee behavior. Studies show that the development of an organization rely on its members' active implementation of extra-role behaviors which organization don't require (Organ, 1990). Organizational citizenship behavior provides a new perspective on the behav-

ior of college teachers.

Literature review

Organizational citizenship behavior

Organ (1990) believes that organizational citizenship behavior (OCB) refers to various behaviors that are not directly recognized by the organizational formal rewarding system but are beneficial to the operation of the organization. Such behaviors are usually not included in the role requirements or job instructions of employees, which can be accepted or rejected by employees own. Robinson & Judge (2016) also proposed that organizational citizenship behavior is not the requirement of employees' formal work, but it is conducive to the improvement of organizational performance. Schools as an educational organization, teaching is a complex activity which needs to be done during off- hours, and all the behaviors can hardly be fully stipulated in the teacher's work or employment contract, therefore school administrators should know how to cultivate teachers' OCB. Somech & Oplatka (2014) believe that OCB is an activity that teachers engage in outside their responsibilities, which is to achieve school organization goals.

Organizational justice

Organizational justice (OJ) refers to employees' views on whether they are treated fairly in the organization (Niehoff & Moorman, 1993). Robbins & Judge (2016) pointed out that OJ is the perception of subjective fairness of organizational members related to matters like the results of organizational resource allocation, internal

management system and interpersonal interaction.

Job satisfaction

Job satisfaction (JS) was first proposed by Hoppock (1935), which means employees' subjective response to the work. Thiagaraj & Thangaswamy (2017) believe that JS is a kind of happy emotion which is generated by the evaluation of individual work to promote the realization of individual value. The present study defines JS as teachers' overall attitude towards their work.

Organizational justice and organizational citizenship behavior. OJ has a positive impact on OCB, which can affect employees' feeling and attitude toward work and enhance their internal motivation so as to promote performance (Chou, Seng- cho, Jiang, & Klein, 2013). When teachers' perception of OJ is enhanced, teachers' psychology will be stabilized and little sense of panic can be generated. In addition, organizational members can focus more on the long- term interests of the organization with the trust and commitment between leaders and members (Robbins & Judge, 2016). Therefore, OJ perception is an important variable that affects teachers' OCB.

Organizational justice and job satisfaction

There is a significant positive relationship between OJ and JS and those who feel fairness in the organization are more likely to be satisfied with their work, they are less likely to leave and will be more committed to the work (Bakhshi, Kumar, & Rani, 2009).

Perceptions of distributive justice and procedural justice both have a significant positive explanatory power on JS (Lambert, Keena, Leone, May, & Haynes, 2019). Therefore, OJ is an important variable in predicting job satisfaction.

Job satisfaction and organizational citizenship behavior

Employees with job satisfaction will make extra efforts and are more willing to show OCB and make positive contributions to the organization (Sawalha, Kathawala, & Magableh, 2019). Teachers' job satisfaction creates a direct and positive impact on OCB. JS can be regarded as one of the early warning indicators in an organization. If the JS level of members can be continuously monitored, it is possible to detect the gaps of work or policy so that remedial measures can be taken as soon as possible.

Organizational justice, job satisfaction and organizational citizenship

behavior. OJ will have a positive impact on OCB through JS. Employees' perception of organizational fairness can directly predict or indirectly affect their attitudes and behaviors in the job through mediating variables (Singh & Singh, 2019). OCB is most likely to occur in the case that employees are satisfied with their work, feel high emotional involvement and think they are treated fairly or work in harmony with colleagues. And employees' perception of OJ improves job satisfaction, which helps to stimulate employees' OCB.

Method

Theoretical framework and assumptions

In this study, OJ perceptible of teachers is set as the independent variable, JS as the mediator variable and OCB as the dependent variable to discuss the relationship among the variables. The theoretical framework was proposed as Figure 1.

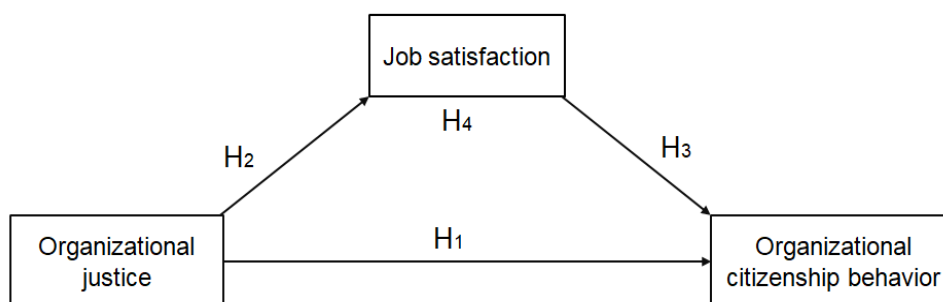


Figure. 1 Theoretical Framework

Based on the literature analysis and theoretical framework, the following hypotheses were proposed.

H₁: OJ perceptible of teachers has a

significant influence on OCB.

H₂: OJ perceptible of teachers has a significant influence on JS.

H₃: JS of teachers has a significant impact on OCB.

H₄: JS of teachers plays a mediator role between OJ perceptives and OCB.

Participants

Teachers from private universities in Chinese Mainland are taken as the object and questionnaire survey was used. 10 private universities were selected from 484 private universities in mainland China, and 1000 questionnaires were distributed to teachers, then 920 were collected of which 837 were valid. The samples included 295 male teachers (35. 2%) and 542 female teachers (64. 8%). There are 240 teachers aged 30 and below, 468 teachers aged from 31 to 40, 107 teachers aged from 41 to 50 and 22 teachers aged 51 and above. Among them, there are 28 teachers with junior college degree, 304 teachers with bachelor degree, 481 teachers with master degree and 24 teachers with doctor degree.

Measures

Organizational justice perceptives was measured using the scale developed by Niehoff & Moorman (1993). After the preliminary test, the overall Cronbach's value α was. 913 and the Cronbach's value α of distributive justice, procedural justice and interactive justice were. 862、. 862 and. 910, respectively.

Job satisfaction was measured using the Short Form of Minnesota satisfaction questionnaire which was designed by Weiss, Davis, England &

Lofquist (1977). After the preliminary test, the overall Cronbach's value α was. 890, and the Cronbach's value of two dimensions of internal satisfaction and external satisfaction were. 724 and. 896.

Organizational citizenship behavior was measured using the scale developed by Farh, Earley, & Lin (1997). After the preliminary test, the overall Cronbach's value α was. 939, and the Cronbach's values of five dimensions, namely, identification with schools, altruism toward colleagues, conscientiousness, interpersonal harmony and protecting school resources, were. 873、. 893、. 803、. 901 and. 916, respectively.

Results

The predictive power of organizational justice for organizational citizenship behavior. As shown in Table 1. OJ had significant positive explanatory power on OCB ($\beta=. 394, p<. 01$). So H₁ can be set up. This study further verified the impact of OJ of different dimensions on OCB. Distributive justice ($\beta=. 130, p<. 01$), interactive justice ($\beta=. 315, p=. 000$) and OCB show positive significant relationship, while procedural justice ($\beta=- . 005, p=. 931$) and OCB show no significant relationship.

The predictive power of organizational justice for job satisfaction. As shown in Table 2. OJ has positive significant explanatory power on JS ($\beta=. 796, p<. 01$). So H₂ can be set up. Distributive justice ($\beta=. 390, p<. 001$), procedural justice ($\beta=. 148, p=. 000$) and interactive justice ($\beta=. 369, p=. 000$) and OCB show positive and

Table 1. Linear regression between OJ and OCB

Dependent variable	organizational citizenship behavior		
Independent variable	B	SE B	β
Organizational justice	.282***	.023	.394***
R ²	.156		
Adj R ²	.155		
F	153.850***		
df	(1, 835)		
Distributive justice	.083**	.027	.130**
Procedural justice	-.003	.035	-.005
Interactive justice	.209***	.036	.315***
R ²	.162		
Adj R ²	.159		
F	53.492***		
df	(3, 833)		

Note: N = 837 **p < .01 ***p < .001

Table 2. Linear regression between OJ and JS

Dependent variable	Job satisfaction		
Independent variable	B	SE B	β
Organizational justice	.733***	.019	.796***
R ²	.633		
Adj R ²	.633		
F	1443.107***		
df	(1, 835)		
Distributive justice	.319***	.023	.390***
Procedural justice	.115***	.029	.148***
Interactive justice	.317***	.030	.369***
R ²	.647		
Adj R ²	.645		
F	508.219***		
df	(3, 833)		

Note: N = 837 ***p < .001

significant relationship with JS.

The predictive power of job satisfaction for organizational citizenship behavior. As shown in Table 3. JS has positive significant explanatory power on OCB ($\beta = .395, p < .01$). So H₃ can

be set up. This study further verifies the impact of JS of different dimensions on OCB. Internal satisfaction ($\beta = .357, p < .001$), external satisfaction ($\beta = .173, p = .000$) both showed positive significant relationship with OCB.

Table 3 Linear regression between JS and OCB

Dependent variable Independent variable	Organizational citizenship behavior		
	B	SE B	β
Job satisfaction	.306***	.025	.395***
R ²	.156		
Adj R ²	.155		
F	154.333***		
df	(1, 798)		
Internal satisfaction	.313***	.030	.357***
External satisfaction	.113***	.022	.173***
R ²	.213		
Adj R ²	.212		
F	113.176***		
df	(2, 834)		

Note: N = 837 ***p < .001

The mediate effect of job satisfaction between organizational justice and organizational citizenship behavior. The results of hierarchical regression are shown in table 4. The direct effect among the three variables can be set up, when the explanatory power of OJ and

JS for OCB was considered at the same time, the explanatory power of OJ was still significant (still significant, so was job satisfaction (ob satisf < 0.001). JS mediated the relationship between OJ and OCB.

Table 4. Mediating effect of linear regression of OJ→JS→OCB

	Job satisfaction	Organizational citizenship behavior		
	Model 1	Model 2	Model 3	Model 4
Organizational justice	.796***	.394***		.219***
Job satisfaction			.395***	.221***
R ²	.633	.156	.156	.173
Adj R ²	.633	.155	.155	.172
F	1443.107***	153.850***	154.333***	87.535***
Degree of freedom	(1, 835)	(1, 835)	(1, 835)	(2, 834)

Note: the values in the table are standardized coefficients (β) ***p < .001

To further re-examine the mediating effect of JS through Sobel test, it was found that the mediating effect of JS was significant (z=4.249, p=.000), and OJ perception of teachers would affect their OCB through JS. Standardized coefficient of mediating effects d=.176, that is, per standard de-

viation increase of OJ will increase by .176 standard deviations of OCB through affecting JS. Therefore H₄ was set up.

Conclusion and Discussion

Organizational justice perception

of teachers has a significant positive explanatory power on their organizational citizenship behavior. When teachers feel the fairness in the school, their attitude and behavior will be affected, so that their sense of identity and belonging to the school will be enhanced.

Based on the psychology of feedback, they are more likely to actively perform their duties and show more extra- role behaviors. This result is consistent with the studies of Bauwens, Audenaert, Huisman, & Decramer (2019). Distributive justice and interactive justice have positive and significant influence on teachers' OCB, while procedural justice and OCB show no significant relationship. Maybe due to the context of Chinese culture, school decisions are generally made by management, and teachers' enthusiasm for participation needs to be improved.

Organizational justice perception of teachers has significant positive explanatory power for their job satisfaction. Teachers who feel fairness are more likely to have positive emotion and increase the recognition of the internal management and working environment of the school and improve the sense of belonging to the school. All three dimensions of OJ have positive significant effects on JS. It may be related to the organization characteristics where the sample population live. Teachers' job satisfaction has significant positive explanatory power on their OCB. Teachers with higher JS are more willing to contribute to the school and tend to care for the development of the school, they are likely to help colleagues, devote to their work and engage in self- improvement, how-

ever, they will do more work than expected. Both internal and external satisfaction have significant positive effects on teachers' OCB, which is consistent with the conclusion of Zadeh, Esmaili, & Tojari (2015). Teachers' job satisfaction plays a mediate role between organizational justice and organizational citizenship behavior. Therefore, a fair working environment in schools will enhance teachers' good impression on schools and promote the performance of teachers' OCB.

Contributions and Suggestions

This study put the empirical aspect of OCB in situations of the cultural background and education of private universities of mainland China, it constructs the effect mode and relationship among OJ perception, JS and OCB of teachers in private universities and expands the objects of OCB. In future studies, the combination of quantitative and qualitative study should be strengthened to develop more suitable study tools for Chinese private education and deepen the understanding of this issue. Private universities should construct a fair policy and system and improve working environment to provide more opportunities for teachers' career so that teachers' justice perception and satisfaction can be improved constantly, which help the teachers get professional enthusiasm and be initiative to show OCB and dedicate themselves to school development.

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