PRINCIPALS' ORGANIZATIONAL JUSTICE AND TEACHERS' ORGANIZATIONAL CITIZENSHIP BEHAVIOUR IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract
This study determined the relationship between principals' organizational justice and teachers' organizational citizenship behaviour in public secondary schools in Anambra state. The study adopted a correlational research design. Three research questions guided the study and three null hypothesis were tested at 0.05 level of significance. The population for the study was 12,080 teachers in the 266 public secondary schools in the State. The sample consisted of 604 teachers from the six educational zones in the State. The sample was drawn using multi-stage sampling procedure which included proportionate stratified and simple random sampling techniques. Two structured questionnaires developed by the researchers titled: "Distributive Justice Scale" (DJS) and Teachers' Organizational Citizenship Behaviour Questionnaire (TOCBQ) were validated by three experts and used for data collection. Cronbach's Alpha method was used to determine the internal consistency of the items in the instruments and this yielded co-efficient values of 0.75, 0.84 and 0.86 for DJS while that of TOCBQ was 0.72. The researcher with the aid of 5 research assistants administered a total of 604 copies of the questionnaires to the respondents. At the end of the exercise, 512 copies representing 85% were successfully completed, retrieved and used for data analysis. Data collected were analyzed using Pearson Product Moment Correlation. The result of the finding indicated that there is a high positive and significant relationship between distributive justice, procedural justice and teachers' organizational citizenship behaviour in public secondary schools in Anambra State. There is also a high positive relationship between principals' interactional justice and teachers OCB in public secondary schools in Anambra State. Based on the findings, it was recommended among others that Principals should give top priority to distributive justice by always imbibing the behaviour of being fair in the procedures or processes used in arriving at and administering decisions and in allocation of reward and resources in order to enhance the organizational citizenship behaviour of teachers.

Keywords: Organizational Justice, Organizational citizenship behaviour, organization, justice.

Introduction

Education plays a significant role in ensuring the realization of the needed transformations, changes and innovations that will bring about improvement in quality of life and wellbeing of citizens and stability of the state. Education is seen as the most important instrument for preparing individuals for life and reforming the society for relevance, adequacy and competition in the world. A well administered education would equip individuals with the capacity to understand and adapt to new problems and changing situations, awaken intellectual curiosity, encourage their spirit of inquiry and make them inventive, self-reliant and resourceful.

The educational system in Nigeria has been delineated into different levels mainly pre-primary, primary, secondary and tertiary levels (Federal Republic of Nigeria, FRN 2014). Secondary education in Nigeria establishes a critical link between primary and tertiary education and as such prepares the learners for higher studies. Secondary education equally provides opportunities for pupils to acquire additional knowledge, skills and traits beyond what is offered at primary school level. This is however contingent on the competency of the teachers and their organizational citizenship behaviour.

Organizational citizenship behaviour is a voluntary behavior, choice and individual initiatives that are not directly related to the formal reward system of the organization, but as a whole can improve the organizational effectiveness (Desta 2018). Organizational citizenship behaviour (OCB) is an employee behavior that facilitates organizational operation by going beyond official requirements which are not directly recognized by the formal reward system without expecting any rewards and appreciation (Bolino, Turnley and Bloodgood, 2012). OCB is employees' extra-role behavior that is voluntary, goes beyond routine requirements of the job and that is aimed at benefiting organizational functioning. Secondary school teachers helping out their colleagues who are overloaded with work, and guiding newly inducted teachers to be more dedicated is part of OCB. Therefore, OCB involves some elements of behaviour such as helping others, volunteering for extra duties, and adhering to the rules and procedures in the work place. Authors such as Desta (2018), Dyne, Graham and Dienesch (2014) classified OCB into five distinct dimensions. They include; altruism, sportsmanship, conscientiousness, civic virtue and courtesy dimensions.

Altruism is the desire to help or otherwise assist another individual, without expecting a reward in compensation for that assistance. Polat (2009) argues that it involves voluntary action that helps fellow employees with work related problems. Altruism is interpreted to reflect the willingness of an employee to help a co-staff and the selflessness of teachers towards school. While sportsmanship is a willingness to tolerate the inevitable inconveniences and impositions of work without complaining (Podsakoff, Whiting, Podsakoff and Blume, 2009). A good sportsman does not complain when inconvenienced by others and equally maintains a positive attitude even when things do not go as planned.

Conscientiousness is the dedication to the job which exceeds formal requirements such as working long hours, and volunteer to perform jobs besides duties (Desta, 2018). In other words, conscientiousness means thorough adherence to institutional rules and procedures, even when no one is watching. Civic Virtue on the other hand refers to behaviors that demonstrate a responsible concern for the image and wellbeing of an organization. Civic virtue is a degree of employee concern and interest in general areas of the school (Borman, Pennerl, Allen and Motowidlo, 2001). While courtesy is a discretionary behaviour that aim at preventing work-related conflicts with others (Law, Wong and Chen, 2005). This dimension is a form of helping behaviour but one that helps to prevent problems from arising.

For teachers' optimal display of organizational citizenship behaviour, their perception of fairness concerning school's decisions and actions is crucial. Organizational fairness or justice depicts employees' perceptions towards justice in organizations' treatment of them, and their reaction as a result of this perception (Elamin, 2012). Adewoyin (2022) described organizational justice as the extent to which employees perceive outcomes, procedures and interactions to be fair. Organizational justice is the perception about the impartiality of the reward, resource allocation, decision making process and other activities within an organization. It indicates the extent to which teachers in a school consider their principal's decisions and actions to be objective and whether the processes and results obtained at the school are fair or not. It also has to do with how teachers perceive decisions in the school, whether the principal is fair in making decisions and how these decisions affect them. Researchers such as Elamin (2012), Omenyi and Emengini, (2021) and Emenike (2021) in their studies identified three dimensions of organizational justice to include: distributive, procedural, and interactional justice.

Distributive Justice according to Ajala (2015) refers to outcomes being distributed proportional to inputs based on equity principle. It is the subjective evaluation of teachers to the extent to which outcomes such as wages, promotions, work roles and workloads are distributed fairly (McShane and Glinow 2018, Thompson and Unachukwu 2022). To achieve distributive justice, three allocation rules are to be applied, they are equality (to each the same), equity (to each in accordance

with contributions) and need (to each in accordance with the most urgency). Therefore, distributive justice focuses on the degree of perceived fairness in the distribution and allocation of outcomes within the school based upon the inputs. Teachers could exhibit right organizational citizenship behaviour in a situation where there is existence of fairness in every work procedure.

Procedural Justice is concerned with the perceived fairness of the procedures or processes used in arriving at and administering decisions (McShane and Glinow 2018). It is the procedures by which outcomes are allocated within the school. Procedural justice is relevant to how employees feel justice towards decision making procedures, and to what extent these decisions were related to teachers' needs and viewpoints. The emphasis here is on the importance of fairness of the methods or procedure used (decision criteria, control of the process) at the school. These are consistency, lack of bias, accuracy, correlation, representation of all concerned and consistency with ethical norms. Okorji and Ubido (2021) asserted that procedural justice is teachers' perception of the fairness of how tasks are assigned and resources allocated for pursuing school objectives. The involvement of all teachers in decision-making concerning them without discrimination is an indicator of procedural justice. According to Emenike, (2021), when teachers feel that there has been an unfair distribution of work benefits in the school, this feeling of unfair judgment may result to negative emotions and may alter their psychological wellbeing as well as their display of organizational citizenship behaviour.

Interactional justice exists when school principal treat teachers with respect and sensitivity and explains the rationale for decisions thoroughly. Interactional justice can also be seen as the treatment that a teacher receives as decisions are made in the school. Interactional justice can also plays out in the school organization when teachers treat one another with dignity and courtesy in the discharge of their duties. Sule, Oladipo and Adekunle (2019) explained interactional justice to be characterized by sincere and respectful treatment of teachers with the use of appropriate language by the principals. It involves a situation where principals value and respect teachers by listening to them attentively, empathising with or showing empathy to those who have difficulties and acting with social sensitivity.

Teachers who are justly treated by their principals are more likely to exceed the routine expectations, follow workplace rules and regulations and show extra performance and commitment towards their job and the school. In other words, teachers will repay procedural, distributive and interactional justice with hard work and by going extra miles to do the things that will benefit the greater good of the school without expecting anything in return. Odunayo, Ayodeji, Omotolani and Oyebanji (2015) observed that when teachers experience fair treatment from the school they are more likely to go out of their way to help their students, colleagues and others as they engage in the work of teaching and learning.

The situation in secondary schools in Nigeria and indeed Anambra state shows that most principals appear to be characterised by various forms of unjust practices. There are claims by some teachers in secondary schools in the state that their principals do not allow them participate nor voice their preferences when decisions are made in the school (Ebiem and Ikediugwu 2023). The researchers have also observed first hand some unjust behaviours of principals towards their teachers. Some principals have been observed to not carry their teachers along in school decision making, sometimes they fail to appreciate and respect the personal worth of teachers. Emenike and Nwogbo (2021) asserted that teachers often complain that they are not part of the decision making process in their school and that resources are not distributed evenly to every teacher.

In addition, ddelegation of tasks and positions in the school are sometimes not based on merit but based on loyalty to the Principal. Thompson and Unachukwu (2022) averred that the complexity of work life, excessive workload and differences in treatment of teachers creates anxiety and tension in secondary schools in Anambra State. Furthermore, some teachers work more hours and teach more subjects but receive same compensation as their colleagues who put less hours and teach fewer subjects in secondary schools in Anambra State. These series of unjust practices probably are the reason most teacher do not optimally engage in activities within their schools thus providing an initial assumption that OCB among secondary school teachers in Anambra State seems to be low. It is against this background that the study determined the relationship between principals' organizational justice and teachers' organizational citizenship behaviour in public secondary schools in Anambra State.

Purpose of the Study

The purpose of the study is to determine the relationship between principals' organizational justice and teachers' organizational citizenship behaviour in public secondary schools in Anambra State. Specifically, the study determined:

1. The relationship between principals' distributive justice and teachers' organizational citizenship behaviour in public secondary schools in Anambra State.
2. The relationship between principals' procedural justice and teachers' organizational citizenship behaviour in public secondary schools in Anambra State.
3. The relationship between principals' interactional justice and teachers' organizational citizenship behaviour in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the nature of relationship between principals' distributive justice and teachers' organizational citizenship behaviour in public secondary schools in Anambra State?
2. What is the nature of relationship between principals' procedural justice and teachers' organizational citizenship behaviour in public secondary schools in Anambra State?
3. What is the nature of relationship between principals' interactional justice and teachers' organizational citizenship behaviour in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant relationship between principals' distributive justice and teachers' organizational citizenship behaviour in public secondary schools in Anambra State.
2. There is no significant relationship between principals' procedural justice and teachers' organizational citizenship behaviour in public secondary schools in Anambra State.
3. There is no significant relationship between principals' interactional justice and teachers' organizational citizenship behaviour in public secondary schools in Anambra State.

Methods

A Correlational survey research design was employed for the study. The population of the study comprised 12,080 teachers in the 266 public secondary schools in Anambra State. The sample for the study is 604 teachers drawn using multi-stage sampling procedure involving proportionate and simple random sampling techniques. Two researchers' developed questionnaires titled: Distributive Justice Scale (DJS) and Teachers' Organizational Citizenship Behaviour Questionnaire (TOCBQ) were used for data collection. The instruments were subjected to face validity using three experts. A pilot test using 20 teachers from two government owned public secondary schools in Enugu State was used to ascertain the reliability of the instruments. The scores obtained from the 20 respondents were collated to determine the internal consistency of the items in each of the instruments. This was done using Cronbach's Alpha method. The reliability co-efficient for the three clusters of DJS were 0.75, 0.84 and 0.86 while that of TOCBQ was 0.72. These scores were deemed high enough for the instruments to be taken as reliable for the study. The direct method of administration of copies of questionnaire was employed by the researchers. Out of the 604 copies of the questionnaire that were distributed a total of 512 copies were retrieved and used for data analysis. The return rate was approximately 85% of the sample which the researchers considered satisfactory for the study. Data analysis was done using the Pearson Product Moment Correlation. Pearson Product Moment Correlation Coefficient (r) was used to answer the research questions. The magnitude of the relationship was determined using Nworgu (2015) guidelines, thus: 0.00-0.19, very low; 0.20-0.39, low; 0.40-0.59, moderate; 0.60-0.79, high, and 0.80-1.00, very high. The p-value was used to determine the significance of the relationship for the three hypotheses. A null hypothesis was rejected where the calculated p-value was less than the stipulated level of significance (0.05), on the other hand, where the calculated p-value was greater than the stipulated level of significance (0.05) the null hypothesis was not rejected. All analyses were carried out using Statistical Package for Social Science (SPSS) Version 25.

Results

Table 1: Pearson r on the Nature of Relationship between Principals' Distributive Justice and Teachers' Organizational Citizenship Behaviour

Source of Variation	N	r	p-value	Remark
Distributive Justice OCB	512	0.81	0.00	Very High Positive Relationship

Table 1 shows that there is a very high positive and significant relationship between principals' distributive justice and teachers' display of organizational citizenship behaviour in public secondary schools in Anambra State. The calculated r (0.81) had *p*-value <0.05. Since the *p*-value is less the stipulated 0.05 level of significance, the null hypothesis was therefore rejected.

Table 2: Pearson r on the Nature of Relationship between Principals' Procedural Justice and Teachers' Organizational Citizenship Behaviour

Source of Variation	N	r	p-value	Remark
Procedural Justice OCB	512	0.83	0.00	Very High Positive Relationship

In the above table, the analysis shows that there is a very high positive and significant relationship between principals' procedural justice and teachers' organizational citizenship behaviour in public secondary schools in Anambra State. The calculated r (0.83) had *p*-value <0.05. Since the *p*-value is less the stipulated 0.05 level of significance, the null hypothesis was therefore rejected.

Table 3: Pearson r on the Nature of Relationship between Principals' Interactional Justice and Teachers' Organizational Citizenship Behaviour

Source of Variation	N	r	p-value	Remark
Interactional Justice OCB	512	0.78	0.00	High Positive Relationship

Table 3 reveals that a Pearson's correlation coefficient (r) of 0.78 was obtained. This shows that there is high positive relationship between principals' interactional justice and teachers' organizational citizenship behaviour in public secondary schools in Anambra State. The calculated r (0.78) had *p*-value <0.05. Since the *p*-value is less the stipulated 0.05 level of significance, the null hypothesis was therefore rejected.

Discussion of Findings

The finding of the study revealed that there is a very high positive and significant relationship between principals' distributive justice and teachers' organizational citizenship behaviour in public secondary schools in Anambra State. This finding is not entirely surprising because when principal of the school is fair in distributing outcomes such as wages, promotions, work roles and workloads, this will inspire teachers' positive attitude towards the leadership of the the school and may be inspired to reciprocate through their punctuality, showing strong passion for engaging in instructional tasks, working hard to execute delegated tasks, developing mutual relationship with members of staff, obeying professional code of conduct and according respect to the constituted authority. This finding agree with the finding of Cohen-Charash and Spector (2001) and Vito and Oparanma (2019) which indicated a strong positive relationship between distributive justice and organizational citizenship behaviour. The finding of the study is also line with the finding of Gichira, Were and Orwa (2016) which revealed a significant relationship between principals' distributive justice and employees' work behaviour. This agreement is probably due to the fact that distributive justice which ensures fairness in allocation of resources and rewards and therefore inspires teachers to display strong organizational

citizenship behaviour. Teachers who feel like they are getting their fair share of the rewards for their efforts exhibit high organizational citizenship behaviour.

The result also showed a very high positive and significant relationship between principals' procedural justice and teachers' organizational citizenship behaviour in public secondary schools in Anambra State. This finding in consistent with Noerchoidah and Harjanti (2019), Ughamadu, Ezeaku and Nwogbo (2024). These scholars found that procedural justice has significant correlation with organizational citizenship behaviour. This also supports the finding of Sule and Adekunle (2019) which indicated that a significant relationship exist between procedural justice and organizational citizenship behaviour. The similarity in the findings could be attributed to the fact that procedural justice is associated with fairness in methods and work procedures adopted in the school which create healthy work environment that could motivate teachers to remain organized, precise, disciplined, dependable, systematic and goal-oriented as espoused by Abiante (2018).

The study also found a very high positive and significant relationship between principals' interactional justice and teachers' organizational citizenship behaviour in public secondary schools in Anambra State. This finding is in line with that of other scholars. For instance, Chegini (2009) found that if employees of an organization feel a sense of organizational justice, it increases their functional ability and they show OCB. In the same line, Ishak and Alam (2009) and Nwibere (2014) found that there was a significant correlation between interactional justice and OCB. These finding are supported by the finding of Efanga and Akpan (2015) which indicated that a significant relationship exists between interactional justice and OCB. The reason for the agreement between the present study and that of earlier studies could be that when teachers perceive fair treatment and trust in their principal, they perform voluntarily beneficial acts for the school that are not their formal responsibilities.

Conclusion

From the findings of the study, it was concluded that there is a high positive and significant relationship between distributive justice, procedural justice and teachers' OCB in public secondary schools in Anambra State. There is also a high positive relationship between principals' interactional justice and teachers OCB in public secondary schools in Anambra State. Teachers who perceived their principal to be fair and just in the school can exhibit varying degrees of OCB. Fairness in the way that teachers are being rewarded, treated and provided with resources could inspire them to display high level of OCB.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Principals should give top priority to distributive justice by always imbibing the behaviour of being fair in the procedures or processes used in arriving at and administering decisions and in allocation of reward and resources in order to enhance the organizational citizenship behaviour of teachers.
2. Principals should unfailingly continue to discharge their duties with dignity. They should be open for discussions with teachers and inspire them at all times. This will increase teachers' sense of obligation to the school and will make them continue to put in their best towards achieving the goals of the school without complaining even when inconvenienced by others or when things do not go as planned.
3. Principals should at all times treat teachers with respect and sensitivity and explain rationale for decisions to teachers thoroughly. By doing this, principals will dismiss any wrong perceptions teachers may have regarding their decisions and this will help create positive atmosphere that will induce improved teachers' organizational citizenship behaviour.

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