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PRINCIPALS' ORGANIZATIONAL JUSTICE AS A CORRELATE OF TEACHERS' ORGANIZATIONAL CITIZENSHIP BEHAVIOUR IN SECONDARY SCHOOLS IN ENUGU STATE, NIGERIA

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ABSTRACT

This study investigated organizational justice as a correlate of teachers' organizational citizenship bebaviour in public secondary school in Enugu state. it adopted a correlation research design. Two research questions guided the study and two hypotheses were tested at a 0.05level of significance. Out a population of 8,883 teachers in the 314 public secondary schools in Enugu state, a sample of 560 teachers was drown using multi stage sampling procedure. The researchers used two sets of instruments titled "Principal's Organizational Justice Questionnaire (POJQ)" and "Teachers' Organizational Citizenship Behaviour Questionnaire (TOCBQ)" for data collection. The instruments were validated by two experts in Educational Management and Policy and one expert in Measurement and Evaluation. A trial study was carried out to determine the internal consistency of the questionnaire. Cronbach Alpha Co-efficient statistics was used to determine the internal consistency of the instruments which yielded overall index of 0.73 for POJQ and 0.86 for TOCBQ. The direct delivery method of administration was adopted in the data collection. Out of the 560 copies of the questionnaires that were shared, 547 copies representing 97% were retrieved and was used for data analysis. Pearson's Product Moment Correlation Coefficient was used to answer research questions while p-value was used to determine the significance of the correlation. The result of the findings revealed that there is a positive relationship between principals' organizational justice and teachers' organizational citizenship behaviour in secondary schools in Enugu State. Bases on the findings, it was recommended among others that principals in Enugu state should initiate, encourage and foster organizational justice in their schools to ensue teachers' organizational citizenship behaviour.

Keywords: Interactional Justice, Organizational Justice, Organizational Citizenship

Introduction

Education is the building block of any nation's development. It is a strategic investment in human capital that fuels a nation's economic growth, innovation and competitiveness. The viability of any nation's economy is a function of the quality of education offered in schools. School is a formal institution designed to provide teaching and learning opportunity to foster intellectual, emotional and social growth. The educational objectives cannot be achieved if personnel in school organization are not able to plan, interact, communicate, organize or coordinate their activities. Planning, organizing and coordination of

activities could not successfully yield the desired results without the guidance and supervision of the principal at the secondary level.

Principal is the head administrator of a secondary school and performs the managerial function of the school. Chigbu and Ogboegbulem in Ubido, (2023) defined principal as the head of a secondary school charged with the responsibility of overseeing the day-to-day activities of the school. According to National Association of Secondary School Principal (2020), principal is the chief administrator of a secondary school, responsible for managing the school's programs, policies personnel as well as providing instructional leadership and guidance to students, teachers, and staff. The principal plays important role in school because he manages the human and material resources in order to achieve the goal of education. The principal as an instructional teacher, pioneers the success of school, makes the quality of teaching the priority of the school and works towards the vision of the school. Principal supervises all curricular and co-curricular activities, maintains discipline, manages the school finance and facilities. Principal is the chief executive of a secondary school who is responsible for managing the available resources like time, funds, students and the teachers to attain set educational objectives.

Teacher is a professional who helps students to acquire knowledge, competences or values. National Education Association (NEA) (2019), defines teacher as a professional educator who is responsible for planning, organizing and delivering instruction to students as well as assessing student progress and adjusting instruction to meet the needs of all learners. The teachers bring about desirable change in learners' behavior through instructional delivery. Teachers play important roles in the achievement of the educational goals. They constitute the pivot of any school system because the success of any school depends to a large extent on the number of teachers, their quality, their devotion to duty and their effectiveness on the job, Agwu in Obi (2016). The teachers with different skills, abilities and experiences effectively perform the teaching and learning activities. Isabu and Akinsotu in Ubido (2023) posited that due to varying abilities, personalities and skills required by teachers, many of them sometimes exhibit a particular form of behavior that is beyond their job scope within that organization. Such behavior is known as organizational citizenship behavior.

Organizational Citizenship Behavior (OCB) has been defined multiple ways across various scholarly perspectives. Verlinden and Bailey (2023) defined Organizational Citizenship Behaviour as the positive and constructive actions and behaviours that employees perform that go beyond their formal job description. Odek (2018) defined OCB as a demonstration of behaviour that is not of free will without any force. Odek added that one of the key elements of OCB is the ability to do more than what is required by job description for the interest of the organization. Organizational Citizenship Behaviour in schools, involves perception of oneness with school and teachers and their extra role behaviour towards school. OCB is demonstrated through execution of extra roles and non-obligatory tasks and activities. OCB entails helping students with class materials. Acquiring expertise in new areas

that contribute to their work, prepare special treatment for high or lower level students, volunteer for school committees, help absent colleagues by assigning learning task to their classes, cooperating with other staff, coming to school early to complete scheme of work and taking work home to meet deadline among others. OCB covers exceptional behaviours exhibited by teachers which are not part of their teaching job requirements. In other word. It is voluntary tasks undertaken by teachers in addition to their formal teaching job description that is not recognized by the formal reward system.

Organizational Citizenship Behaviour provides a means of managing the interdependences among teachers in the school, which increases the collective outcome achieved, reduce the need for the school to devote scarce resources to simple maintenance functions which frees up resources for productivity, and improve the ability of others to perform their jobs by freeing up time for more efficient planning, scheduling, problem solving and so on. The goal of teachers who exhibit OCB is not to obtain rewards but to contribute to the attainment of school objectives. Ismail, Iqbal and Adeel in Ubido (2023) pointed out members of staff prefer to work in a climate that motivates them to work towards self-development, performing their responsibility and also developing Organizational Citizenship Behaviour. One of the ways to create a school climate that encourages OCB is through ensuring organizational justice at the workplace, encourage the practice of Organizational Citizenship Behaviour.

Badawi and Al Qura (2019), opined that Organizational justice is how an individual perceive the fairness of the method used by the manger in dealing with subordinates in relation to their job and interaction. It is the extent to which teachers perceive workplace procedure, interaction and outcome to be fair in nature. Khalifa and Awad (2018). It is the impartiality, objectivity of principals' in handling members of staff. Organizational justice is concerned with ways in which teachers determine whether they have been treated fairly or not in their day-to-day interaction in school. It is teacher's perspective of fairness of how decisions are made, resources are allocated and outcomes are rewarded. In the context of this study. Organizational justice is teachers' perception of the fairness of treatment they receive from the principal.

Organizational Justice is the fairness in the methods used in decision making, allocation of resources and rewarding of members of staff. Organizational Justice has equally been conceptualized by Robbins and Judge (2018) has been concerned with how employees feel about the management and decision makers and how they treat them at work. According to Zhen in Ubido (2023), Organizational Justice is the judgement, perception and feeling of fairness of employees. Organizational justice is teacher's perception of just treatment on their jobs. Arogundade, and Oyebanji (2025) viewed organizational justice to the idea that an action or decision is morally right which entails equity, ethics or fairness. In the context of this study, organizational justice is teachers' perception of the fairness of treatment received in the school.

When school organizational procedures and methods of reward are perceived to be fair, teachers are likely to be more willing to accept responsibility and be

committed to their instructional delivery. Organizational justice is conceptualized as a multidimensional construct. That means that organizational justice has dimensions which explains different areas of fairness perceived by employees. Many scholars noted that organizational justice is divided into three dimensions namely, distributive, procedural and interactional justice (Nwibere 2014, Iqbal Rehan Fatima and Nawab 2017, Ata and Ahmed, 2018). Interactional justices one of the dimensions of organizational justice, as outlined by the above scholars was adopted in the study in order to have holistic empirical evidence of the relationship between organizational justice and Organizational Citizenship Behaviour in Enugu state.

Interactional justice is the interpersonal treatment people receive when procedures and distributions are implemented. Ali, Ayse, Fatih, Filiz, Merve, Nazmiye, and Unal (2017) asserted that interactional justice involves administrator's value and respect toward staff (e.g. listening to them attentively, having empathy with thise who have difficulties) and acting with social sensitivity. It is the respect and dignity with which the principal treat teachers. Yangin and Elms (2017) stressed that interactional justice requires school managers to treat staff with respect, listen to them with devotion, make an adequate explanation for actions, be tolerant during hard times and to exhibit a sensitive attitude in a human sense. Continuing, Yangin and Elma argued that the more managers become respectful and kind and communicate politely with members of staff without partiality, the more they are perceived as fair. Interactional justice consists of two types. The first labelled interpersonal justice, reflects the degree to which teachers are treated with politeness, dignity and respect by the principal. The second, labelled informational justice is the explanation provided to teachers that convey information about why procedures are used in a certain way or why outcomes were distributed in a certain fashion. Where more adequacy of explanation is prevalent, the perceived level of informational justice Is higher.

There seems to be some cases of organizational injustice among secondary school principals in Enugu state. According to Damian Duruiheoma, The Nation Newspaper February 9, 2024, there is a significant shortage of teachers in Enugu state public secondary schools especially in core subjects like Physics, Chemistry, Biology and Agriculture. Teachers are often forced by the principals to teach multiple classes and subjects, leading to increased work load and potential burnout. There are some situations where principals give preferential treatment to some members of staff by delegating little task to them. It appears that some junior staff are sometimes used as messengers in addition to teaching multiple classes without bonus.

Statement of the Problem

The present situation of secondary schools in Enugu state appears to indicate that some principals exhibit partiality in handling teachers' affairs. Some secondary school principals in Enugu state appear to give preferential treatment to some teachers. Some secondary school teachers in Enugu state who are assigned two or more subjects for different classes daily receive equal salaries and benefits with their other colleagues teaching one subject. One is

worried that some secondary school teachers seem to be deprived of opportunity to participate in decision making and even when they are involved, their opinions seem to be ignored by principals.

Organizational injustice exhibited by some secondary school principals in Enugu state could be the reason some teachers display poor attitude and unwillingness to work beyond their formal job descriptions. This is contrary to the ideal situation of equal treatment of teachers in distributing workload and recognizing performance, eliminating bias in the process of allocating resources for task performance and providing a work environment that promotes healthy relationships through mutual interaction. Such an ideal situation can boost teacher's zeal to exhibit citizenship behaviours of performing extra-duties, being punctual and regular in school. The present state of affairs has become a source of concern to researchers, society and the state government. Some of the efforts of the Enugu state government to encourage organizational justice in secondary schools are through the provision of legal status in employment and sanctions against discrimination. Thus, the problem of the study is to determine principal's organizational justice as a correlate of teachers' organizational citizenship behaviour in secondary schools in Enugu State.

Purpose of the study

The purpose of the study was to investigate principals' organizational justice as correlate of teachers' citizenship behaviour in secondary schools in Enugu state. Specifically, this study seeks to determine the:

1. Correlation between principals' interactive justice and teachers' organizational citizenship behaviour in secondary schools in Enugu state.
2. Correlation between principals' organizational justice and teachers' organizational citizenship behaviour in secondary schools in Enugu state.

Research questions

The following research questions guided the study.

1. What is the correlation between principals' interactional justice and teachers' organizational citizenship behaviour in secondary schools in Enugu state?
2. What is the correlation between principals' organizational justice and teachers' organizational citizenship behaviour in secondary schools in Enugu state?

Research hypotheses

The following hypotheses were tested at 0.05 level of significance.

1. There is no significant relationship between principals' interactional justice and teachers' organizational citizenship behaviour in secondary schools in Enugu state.
2. There is no significant relationship between principals' organizational justice and teachers' organizational citizenship behaviour in secondary schools in Enugu state.

Research Method

Correlation research design was adopted for this study. The study was carried out in all the public secondary schools in the six education zones in Enugu state. The population of this study consists of all 8,883 teachers in the 314-government owned secondary schools in Enugu state. The sample size of this study consisting of 560 teachers representing 6% of the population was chosen using multi storage sampling technique. The researchers used two sets of instruments titled "Principal's Organizational Justice Questionnaire (POJQ)" and "Teachers' Organizational Citizenship Behaviour Questionnaire (TOCBQ)" for data collection. POJQ was divided into section A and B. Section A seeks to obtain personal data of respondents while section B which contains 14 items seeks to obtain necessary information from respondents on organizational justice operating in their school. TOCBQ contains 20 items which seeks find out the various form of teachers' organization citizenship behaviour in Enugu state. The two instruments) POJQ and TOCBQ) were structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (DA), Strongly Disagree (SD) and weighted 4, 3, 2, and 1 respectively. The validation of the instruments (POJQ and TOCBQ) was done through face validity by two experts in Educational Management and Policy and one expert in Measurement and Evaluation, all in the Faculty of Education, Nnamdi Azikiwe University, Awka. A trial study was carried out to determine the internal consistency of the questionnaire. The reliability was determined by administering copies of the questionnaire to 56 teachers in Anambra State. The scores obtained from the respondents were collated to determine the internal consistency of the items in the questionnaire using Cronbach Alpha Co-efficient which yielded overall index of 0.73 for POJQ and 0.86 for TOCBQ. The instruments were deemed reliable for the study. The direct delivery method of administration was adopted in the data collection. Out of the 560 copies of the questionnaires that were shared, 547 copies representing 97% were retrieved and was used for data analysis. For data analysis, Pearson's Product Moment Correlation Coefficient was used to answer research questions while p-value was used to determine the significance of the correlation. The choice of Pearson's Product Moment Correlation Coefficient was in line with the recommendation of Nworgu (2015) who recommended that Pearson's Product Moment Correlation Coefficient is appropriate for a relationship study because it reveals both the magnitude and direction of relationship between variables. The hypotheses were tested at 0.05 level of significance. Accordingly, calculated probability value (P) was compared with the level of significance (0.05), such that where the P value was less than the stipulated level of significance the null hypothesis was rejected but when the P value was greater than the stipulated level of significance, the null hypothesis was not rejected. Multiple regression analysis was used to answer research question two and test null hypothesis two.

Results

Research Question One: What is the correlation between principals' interactional

justice scores and teachers' organizational citizenship behaviour scores?

Table 1: Pearson r on the Correlation between Principals' Interactional Justice Scores and Teachers' Organizational Citizenship Behaviour Scores.

Source of Variation	N	R	Remark
Interactional Justice OCB	547	0.735	High Positive Relationship

As shown in the above table, there is a high positive relationship existing principals' interactional justice score and teachers' organizational citizenship behaviour scores. This is evident by the size of Pearson's Correlation Coefficient r, which is 0.735.

Research Question Two: What correlation exists principals' organizational justice dimensions scores and teachers' organizational citizenship behaviour scores?

Table 2: Summary of Multiple Regression Analysis on Principals' Organizational Justice Dimensions Scores and Teachers Organizational Citizenship Behaviour Scores.

Variable	B	β	t
Constant	15.366		8.939
Distributive Justice	3.577	1.144	15.278
Procedural Justice	.195	.078	1.988
Interactional Justice	.086	.026	.386
R 0.853			
R^2 0.727			
Adj.R^2 0.725			

As shown by the summary of multiple regression analysis in Table 2, principals' organizational justice dimensions have regression coefficient (r) of 0.853 and coefficient of determination (r2) of 0.727.

This indicates that teachers' perception of principals' organizational justice accounted for 72 percent of their organizational citizenship behaviour. Considering the size of the r2 which is > 0.5, there is a strong positive correlation existing between principals' organizational justice and teachers' organizational citizenship behaviour.

Hypothesis One: There is no significant correlation between principals' interactional justice scores and teachers' organizational citizenship behaviour scores.

Table 3: Test of Significance of Pearson Correlation between Principals' Interactional Justice Scores and Teachers' Organizational Citizenship Behaviour Scores.

Source of Variation	N	r	p-value	Remark
Interactional Justice OCB	574	0.735	0.00	Sig

Table 7 shows that there is a significant correlation between principals' interactional justice score and teachers' organizational citizenship behaviour score. The calculated r (0.735) had p. value < 0.05.

The 1st null hypothesis was therefore rejected.

Hypothesis Two: Principals' organizational justice dimensions are not significant correlates of teachers' organizational citizenship behaviour.

Table 4: Summary of Multiple Regression Analysis on the Significance of Correlation between Principals' Organizational Justice Dimensions and teachers' organizational citizenship Behaviour.

Predictors Entered	B	β	t	P
Constant	15.366		8.939	.000
Distributive Justice	3.577	1.144	15.278	.000
Procedural Justice	.195	.078	1.988	.047
Interactional Justice	.086	.026	.386	.700
R	.853			
R^2	.727			
Adj.R^2	.725			
F	361.432			.000

The analysis in Table 4 shows that the correlation between teachers' perception of principals' organizational justice and their organizational citizenship behaviour have a regression coefficient (r) of .853 and the coefficient of determination (r2) of .727. The calculated F value 361.432 had p-value of 0.00 which is less than the critical p value of 0.05. The 2nd null hypothesis was rejected. Therefore, there is significant relationship principals' organizational justice and teachers' organizational citizenship hehaviour in secondary school in Enugu State**.**

Discussion of Findings

The finding of the study indicated that there was high positive relationship between principals' interactional justice and teachers' organizational citizenship behavior in secondary schools in Enugu State. This is in agreement with the finding of Razak and Ali (2020) who reported there was a highly positive correlation between interactional justice and job satisfaction. This supported the finding of Parivash and Shabnam (2012) which indicated that there was positive relationship between interactional justice and organization citizen behaviour. This contradicted the finding of Mehmet and Hasan in Ubido (2023) which indicated that there is a low positive relationship between interactional justice and organizational citizen behaviour. The sincerity in dealing with teachers and according the requisite respect to them encourage discretionary behaviour in secondary schools. The interactional justice of principals can build mutual interpersonal relationship which stimulate teacher to help a colleague who fails in his job, assuming the task of a colleague who is late absent from school with fair reason and voluntarily assist colleague with a heavy work load. The organizational citizenship behaviour of teacher is enhanced by polite and courteous behaviour of principals.

It was also reported that there is significant relationship between principals' interactional justice and teachers' organizational citizenship behaviour in secondary schools in Enugu State. This supported the finding of Khalifa and Awad (2018) who there was significant correlation between interactional justice and organizational citizenship behaviour. This is affirmed the finding of Okpu and Eke (2020) who reported that there was a significant relationship between the organizational justice and the organizational citizenship behaviour. Most teachers who are treated positively during interaction with principals in secondary schools can show organizational citizenship behaviors such as arrival school before official hour and exiting after working for more time after hours. Teachers can make conscious effort to take up responsibility beyond their teachers as

a result of interactional justice of the principals.

The finding of the study indicated that there was strong positive relationship between principals' organizational justice and teachers' organizational citizenship behaviour in secondary schools in Enugu State. This is in support of the finding of Ajlouni, Kaur and Al-Gharaibeh (2018) who reported that there was strong positive statistically relationship between organizational justice and organizational citizenship behavior. This refuted the finding of Aditya and Palupingdyah (2021) who reported that there was no relationship between justice and organizational citizenship behavior. The disagreement in findings could be attributed to the different work environment of which the two studies were conducted. The fairness in distribution of tasks and reward to all teachers inculcate a feeling of belongingness and recognized which in turn bring about improvement on their organizational citizenship behavior. The organizational justice makes teachers fell fairly treated and thereby stimulate them to perform tasks beyond their job requirement. The principals in Enugu state could probably exhibit organizational justice to make teachers to be extra-devoted in performing their instructional and other roles.

It was also found out that there is significant relationship between principals' organizational justice and teachers' organizational citizenship behavior in secondary schools in Enugu State. This is line with the finding of Ajlouni, Kaur and Al-Gharaibeh (2018) there was statistically significant relationship between organizational justice and organizational citizenship behavior. The possible explanation for the significant relationship is probably due to the fact that the fairness of principals in managing the affairs of teachers motivates them to perform extraordinary job for the school. The relationship between each dimensions of organizational justice (distributive, procedural and interactional justice) and organizational citizenship behaviour are important. Therefore, principal in Enugu State should increase the level of organizational justice in order to increase teachers' engagement in organizational citizenship behaviour.

Conclusion

Based on the findings, it was concluded that the principals' organizational justice can induce teachers' citizenship behavior in secondary schools in Enugu State. The fairly distribution of tasks, resources to execute them and impartiality in reward system can make teachers perform tasks beyond their formal duty requirement. The principals' fairness in distributing workload, providing explanations for decisions and treatment of teachers with respect and dignity contributes to the teachers' organizational behavior citizenship of willingness to perform beyond their

normal duties and volunteering to help colleagues accomplish their tasks.

Recommendations

Based on the findings, it was recommended among others that

l. The Parent Teacher Association (PTA) should set up committee saddled with the responsibility of monitoring and giving reports of organization justice in the school to guide the members suggesting means for improvement that contribute to organizational citizenship behavior of teachers.

2. Post Primary Education Board should develop handbook on organizational justice, widely publicize, clearly interpret and vigorously pursue it for improving organizational citizenship behavior of teachers.

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