

## PRINCIPALS' INTERACTIONAL JUSTICE AS CORRELATES OF TEACHERS' ORGANIZATIONAL CITIZENSHIP BEHAVIOUR IN SECONDARY SCHOOLS IN DELTA STATE

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### Abstract

*The study investigated principals' interactional justice as correlates of teachers' organizational citizenship behaviour in secondary schools in Delta State. One research question guided the study and one null hypothesis was tested at 0.05 level of significance. Correlational research design was used in carrying out the study. The population of the study consisted of 12,473 teachers in 465 public secondary schools in Delta State. A sample size of 1,250 teachers was drawn for the study using proportionate stratified random sampling technique. Two set of instruments titled "Interactional Justice Scale (IJS) and "Organizational Citizenship Behaviour Scale (OCBS)" were used for data collection. The instruments were subjected to face validation by three experts, two in the Department of Educational Management and Policy, and a specialist in Measurement and Evaluation all in the Faculty of Education, Nnamdi Azikiwe University, Awka. The instruments were subjected to test of internal consistency using Cronbach alpha which yielded overall coefficient of 0.84 for IJS and 0.86 for OCBS. The researcher together with six research assistants administered copies of the questionnaires directly to the respondents and a 96 percent return rate of the instruments was recorded. Data were analyzed using Pearson Product Moment Correlation for the research questions, and multiple regression for the hypotheses. The findings of the study revealed among others that there was strong relationship between principals' interactional justice and their organizational citizenship behaviour in secondary schools in Delta State. It was also reported that there is significant relationship between principals' interactional justice and their organizational citizenship behaviour in secondary schools in Delta State. Based on the findings, it was recommended among others that Ministry of Education should plan and organize capacity building programmes to empower and enrich the knowledge of principals' interactional justice to improve the organizational citizenship behaviour of teachers.*

**Keywords:** Principals, Teachers, Organizational, Citizenship Behaviour, Interactional Justice,

### 1. Introduction

The secondary education shapes characters of learners and widens their knowledge of various subjects which prepare them for further studies in higher institutions of learning. Similar to this Ogbo, Nwanga and Nnebedum (2021) noted that secondary education provides opportunity for

students to acquire fundamental knowledge which prepare them for higher education. The secondary education serves as intermediate between basic and tertiary levels of education. Odey and Nwafiukwa (2021) maintained that secondary level of education is equally characterized by enlarged, enriched and diverse curricular which also is meant to enrich the knowledge of the students. The secondary education is delivered in post-primary school. According to Olori and Adelotan (2020), the school is an educational institution where students receive knowledge, skills, and attitude that will make them to be useful members of the society. The principal is appointed as the leader to influence and coordinate the activities of the secondary school.

The principal is chief executive officer who manages the daily affairs of a secondary school. Odey and Nwafiukwa (2021) stressed that the principal is vested with the responsibilities of overseeing to the effective running of the school in terms of staff and students development, adequate provision of classroom instructions, school-community relations, discipline and proper keeping of vital school records. The principal as the school administrator directs the activities of the teachers in the secondary school. It is the duty of the principal to monitor and ensure teachers carry out roles stipulated in their job description. However, Aditya and Palupiningdyah (2021) asserted that it is not uncommon for subordinates to perform certain tasks or exhibit certain behaviors that exceed their job descriptions. The teachers' exhibition of extra role behavior beyond the job description is known as organizational citizen behaviour (OCB).

Organizational citizen behaviour is the teacher's voluntary executing tasks beyond their normal job requirement. Odek (2018) defined OCB as a demonstration of behaviour that is out 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 such as for the interest of the organization. Teachers' organizational citizenship behaviour is exhibited through making use extra time and energy to succeed at the executing tasks beyond their official job responsibilities. Ulfa and Siwi (2021) defined as organizational citizenship behaviour is exhibited by staff through helping colleagues whose work is overloaded, helping other staff with tasks when they are absent, helping in the orientation of newly recruited staff even, if not asked and willingness to tolerate others refrain within complaining. Similar to this, Podsakoff, Mackenzie, Paine and Bachrach cited in Ismail *et al* (2021) asserted that organizational citizenship behavior includes helping others with job-related problems, volunteering, sharing ideas, making constructive suggestions, punctuality, pushing supervisors to higher standards, making creative suggestions, encouraging workgroup cooperation, and participating in organizational governance. The teachers can demonstrate greater organizational citizenship behaviour when they experience a strong connectedness in school through interactional justice of principals.

Interactional justice is perceived fairness of interpersonal treatment in the school system. Ali, Ayse, Fatih, Filiz, Merve, Nazmiye, and Ünal (2017) asserted that interactional justice involves administrators' value and respect towards the staff (e.g., listening to them attentively, having empathy with those who have difficulties) and acting with social sensitivity. It is the respect and dignity with which the principal treats teachers. Yangin and Elma (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 will be perceived as fair. It is also concerned with interpersonal treatment and communication aspects of the school organization. Demir (2016) stressed that communication criteria for fair interpersonal treatment are truthfulness, justification, respect and propriety. The interactional justice is exhibited by principals who treat teachers with courtesy, kindness, honesty, fairness and politeness. It is also exhibited by principals who encourage teachers to express their opinions, listen to their ideas and utilizing the good views to change or improve the work environment. Interactional justice could foster healthy relationship that stimulate teacher to follow stipulated procedures to execute tasks in the school system.

There are unfair treatments of teachers during decision-making process in Delta State. The decisions are made by principals and few privileged staff in secondary schools in Delta State. Similar observation made by Oroye (2019) revealed that many principals make incorrect decisions due to non-involvement of their staff in decision making processes and even when few teachers are involved, most times their suggestions are discarded. Some principals discriminate in establishing interpersonal relationship among subordinates and also issue query to some teachers for misconduct, while some who exhibit the same act are pardon. Biokoro (2019) observed that some decision made by school authorities infringe on staff's rights in secondary schools in Delta State. The freedom of expression of teachers is threatened by principals who feel that it is an act of insubordination. Oroye (2019) observed that some principal's hoards information from their staff as well as set up kitchen cabinet and also divide and rule in school administration in Delta State. Continuing, Oroye (2019) observed that some principals are extremely bureaucratic and create negative climate that encourage feelings of fear. The bias of principals and negative school climate seems to undermine the probability of teachers performing tasks beyond their normal job responsibilities. Based on this background, the study investigated the principals' interactional justice as correlates of teachers' organizational citizenship behavior in secondary schools in Delta State.

### **1.1 Purpose of the Study**

The purpose of the study was to determine principals' interactional justice as correlates of teachers' organizational citizenship behavior in secondary schools in Delta State. Specifically the study sought to find out:

1. The relationship between principals' interactional justice and teachers' organizational citizenship behavior in secondary schools in Delta State.

### **1.2 Research Question**

One research question guided the study

1. What is the relationship between principals' interactional justice and teachers' organizational citizenship behavior in secondary schools in Delta State?

### **1.3 Hypothesis**

One hypothesis was tested at 0.05 level of significance

1. There is no significant relationship between principals' interactional justice and teachers' organizational citizenship behavior in secondary schools in Delta State.

## 2. Method

Correlation research design was adopted for this study. Delta State which is bounded in the north by Edo State, south by Bayelsa State, east by Anambra and Rivers States and west by the Atlantic Ocean. The capital of the state is Asaba and Warri is the biggest commercial city in the state. The major towns in Delta state are Agbor, Ughelli, Oghara, Sapele and Ogwashi-Uku. The population of the study comprised 12,473 teachers in 465 public secondary schools in Delta State. The sample size for this study consisted of 1,250 teachers drawn using proportionate stratified random sampling technique.

Two sets of instruments titled "Interactional Justice Scale (IJS) and "Organizational Citizenship Behaviour Scale (OCBS)" were used for data collection. IJS contains nine items. On the other hand, OCBS contains 23 items. The two sets of instrument (IJS and OCBS) were structured on four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D); Strongly Disagree (SD) and weighted 4, 3, 2 and 1 respectively. The face validation of the instruments was determined by three experts from Faculty of Education, Nnamdi Azikiwe University, Awka. Their suggestions were used to produce the final edition of the instruments. The reliability of the instruments were ascertained through single administration of copies of IJS and OCBS administered to 30 teachers from public secondary schools in Edo State, which was outside the area of study. Data collected were analyzed using Cronbach alpha which yielded coefficient of 0.84 for IJS and 0.86 for OCBS.

The researchers with the help of six research assistants who are secondary school teachers in Delta state used direct approach for data collection. A total of 1,250 copies of the instruments were distributed and 1201 were properly filled and successfully retrieved indicating 96% percent return rate. At the end of the exercise, copies of the questionnaire that are properly completed and retrieved were used for data analysis. Data were analyzed using Pearson Product Moment Correlation for the research questions, and simple regression for the hypotheses. For the research questions the coefficient  $r$  and the size of the relationship was interpreted using the correlation coefficient by Schober, Boer and Schwarte (2018), as follows

| Coefficient | Relationship            |
|-------------|-------------------------|
| .00- .10    | Negligible correlation  |
| .11- .39    | Weak correlation        |
| .40- .69    | Moderate correlation    |
| .70- .89    | Strong correlation      |
| .90- .1.00  | Very strong correlation |
| .80-1.00    | High                    |

For decision on the hypotheses, if p-value is equal to or less than level of significant value of 0.05, the null hypothesis was rejected, but if p-value is greater than level of significant value of 0.05, the null hypotheses was not rejected.

### 3. Results

**Research Question 1:** What is the relationship between principals’ interactional justice and teachers’ organizational citizenship behaviour in secondary schools in Delta State?

**Table 1: Pearson r on Interactional Justice and Teachers’ Organizational Citizenship Behaviour**

| Variables                            | N    | Interactional Justice | Organizational Citizenship Behaviour | Remarks |
|--------------------------------------|------|-----------------------|--------------------------------------|---------|
| Interactional Justice                | 1201 | 1.00                  | .740                                 | Strong  |
| Organizational Citizenship Behaviour | 1201 | .740                  | 1.00                                 |         |

Data presented on Table 1 showed that Pearson’s correlation coefficient (r) is .740. This shows that there was strong relationship between principals’ interactional justice and teachers’ organizational citizenship behaviour in secondary schools in Delta State.

**Hypothesis One:** There is no significant relationship between principals’ interactional justice and teachers’ organizational citizenship behaviour in secondary schools in Delta State.

**Table 2: Test of Significance of Simple Regression Analysis of Interactional Justice and Organizational Citizenship Behaviour**

| Variable              | R    | R <sup>2</sup> | F        | P-value | Decision |
|-----------------------|------|----------------|----------|---------|----------|
| Interactional Justice | .740 | .547           | 1450.586 | .000    | *S       |

\*Significant

As shown on Table 2, the simple regression coefficient (R) is .740 while the R<sup>2</sup> is .547 showing that interactional justice makes 54.7% contribution to the variance in organizational citizenship behaviour. The  $F(1/1201) = 1450.586$  and the p-value of  $0.00 < 0.05$ ; since the p-value is less

than the stipulated.05 level of significance, the null hypothesis was rejected. Therefore, there is significant relationship between principals' interactional justice and their organizational citizenship behaviour in secondary schools in Delta State.

#### **4. Discussions of the Findings**

The finding of the study indicated that there was strong relationship between principals' interactional justice and teachers' organizational citizenship behaviour in secondary schools in Delta State. This is in agreement with the finding of Khalifa and Awad (2018) who reported there was a highly positive correlation between interactional justice and organizational citizenship behaviour. 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 (2011) 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 or her job, assuming the task of a colleague who is late absent from school 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 Delta 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 Monanu, Okoli, Ezeliora and Okeke (2014) 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.

#### **5. Conclusion**

Based on the findings, it was concluded that there was relationship between principals' interactional justice and teachers' citizenship behaviour in secondary schools in Delta State. School administrators create a positive and attractive organizational environment for increasing citizenship behaviours of teachers display through fairness in their interactions with them. The teachers who feel that they are treated fairly by secondary school principals through interactional justice are inclined to go to work before school official, work after school hour to ensure completion of school tasks and developing a new way process or procedure executing tasks.

#### **6. Recommendations**

Based on the findings, it was recommended among others that

1. Post Primary Education Board should develop handbook on interactional justice and widely publicize it, clearly interpret and vigorously pursue it for improving organizational citizenship behaviour of teachers.
2. Ministry of Education should plan and organize capacity building programmes to empower and enrich the knowledge of principals' interactional justice to improve the organizational citizenship behaviour of teachers.

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