

# RELATIONSHIP BETWEEN ORGANIZATIONAL JUSTICE, ORGANIZATIONAL CITIZENSHIP BEHAVIORS AND ORGANIZATIONAL LEARNING OF TEACHERS AND ADMINISTRATORS

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## ABSTRACT

This research investigated the relationship between organizational justice, organizational citizenship behaviors and organizational learning of teachers and administrators in Central Mindanao Colleges. A total of 60 fulltime teachers and administrators have been selected using random sampling. The instruments used to collect data were adopted from three different questionnaires namely: (1) Organizational Learning Scale adapted from Gomez et al. (2005); (2) OJS Questionnaire adopted from Wayne K. Hoy Questionnaire; and (3) OCB-Scale adapted from Wayne K. Hoy Questionnaire as well. The data were analyzed using descriptive statistics and regression analysis. The result shows that there is a significant and directly proportional relationship between organizational justice and organizational learning of teachers and administrators in CMC ( $r=.788$ ,  $p<.05$ ). Similarly, there is a significant and positive relationship between organizational citizenship behaviours and organizational learning of teachers and administrators in CMC ( $r=.845$ ,  $p<.05$ ).

**Keywords:** organizational justice, organizational citizenship behaviors, organizational learning, correlational, teachers

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## INTRODUCTION

The factors of globalization and response to the growing demand are some of the reasons driving organizational transformation. Hence, higher educational institution as the important provider of knowledge needs to make efforts to transform

themselves to become more effective and efficient entities. In line with the transformation, Malaysian polytechnics have launched the Polytechnic transformation Agenda 2010-2020 to boost the image and increase the competitiveness among higher educational institution.

In general, the process of transformation has some impact on behavior. The substantive changes in the work routine will inevitably create discomfort and dissonance between them. According to (Kotter, 2009) employees who feel comfortable with their daily routine will resist making any changes. Furthermore they need to alter both their behavior and attitude in appropriate ways to adapt to the new working process. Besides, when the transformation initiative poorly implemented, it could damage their morale and effect their behavior (Leach, 2009;Seijts &Roberts, 2011). As a result, employees play an important role towards activities in the organization such as social interaction with colleagues and leaders to conduct the activities. The behavior of responsible, committed, brave and wise is considered the most basic to organization success (Jafari & Bidarian, 2012). Researchers have agreed that this positive behavior towards organization is known as organizational citizenship behavior (Bateman&Organ, 1983). This behaviors defined as the helpful, discretionary behavior exhibited that are not directly recognized by the rewards system and task performance, However, this behavior helps to facilitate the social process in an organization. Each individual behavior is different and cannot be prescribed in advance for a job given organization and thus are the voluntary in nature (Katz&Kahn,1966).

The organizational justice is predictor of organization success. As organization is established to achieve goals, then it needs satisfied, committed and loyal employees in achieving those goals to be successful. That's why the researcher will investigate the relationship between organizational justice, organizational citizenship behaviors and organizational learning of teachers and administrators in Central Mindanao Colleges.

### **Research Objectives**

This research developed a framework for determining the level of organizational justice and organizational citizenship behaviors of teachers and administrators in Central Mindanao Colleges and its relationship to organizational learning. Specifically, the objectives of the study are as follows:

1. To determine the level of organizational justice in Central Mindanao Colleges;
2. To determine the level of organizational citizenship behaviors in Central Mindanao Colleges;
3. determine the level of organizational learning in terms of:
  - 3.1 management commitment;
  - 3.2 system perspective; and
  - 3.3 openness and experimentation
4. To test the significant relationship between:
  - 4.1 organizational justice and organizational learning in CMC; and
  - 4.2 organizational citizenship behaviors and organizational learning in CMC

## **METHOD**

This study will utilize the descriptive –correlational design. The descriptive design is used to determine the characteristic of variables or phenomenon (Shuttleworth, 2009). On the other hand, the correlational design determines the relationship between two or more variables (Cresswell, 2003). In this study, the level of organizational justice, organizational citizenship behaviours and organizational learning in Central Mindanao Colleges will be investigated. Moreover, the relationship between the three variables will also be explored.

The respondents of this study are all fulltime teachers and administrators in Central Mindanao Colleges. A total of 60 fulltime teachers have been selected using random sampling. This technique is used to select a group of subjects (a sample) for study from a larger group called population (Easton and McColl's). In this study, only those full time teachers with at least 1 year of service in the institution were chosen as respondents of the study. Those full time teachers below 1 year will not be considered in the study. Organizational Learning Scale is adapted from Gomez et al. (2005) which has four indicators namely: management commitment, system perspective, openness and experimentation, and knowledge transfer and integration. The tool is a 17-item construct from 5-Strongly Agree to 1-Strongly disagree. The scale has higher internal consistency of items with Crobach's alpha value of .87. OJS Questionnaire is adopted from Wayne K. Hoy Questionnaire. The OJS Scale is a 10-item Likert-type scale that measures the degree to which school operations are fair. Teachers were asked to describe the behavior

of teachers and administrators along the seven-point Likert-scale. From Strongly disagree to strongly agree – the higher the score, the greater the extent of behavior in the school. The reliability of the scale is consistently high – usually .90 or higher (Hoy & Tarter, 2004). The construct validity has also been supported in a factor analytic study (Hoy & Tarter, 2004). OCB- Scale is adopted from Wayne K. Hoy Questionnaire. The OCB Scale is a 10-item Likert-type scale that measures the degree to which the teaching faculty of a school engages in organizational citizenship behavior, the higher the score, the greater the extent of the organizational citizenship of the school. The OCB is a refinement of the earlier OCBs .The reliability of the scale is consistently high-range =.86 to .93 (DiPaola, Tarter, & Hoy, 2005). The construct validity has also been supported in three separate factor analysis (DiPaola, Tarter, & Hoy, 2005).

Before the data collection, the respondents were requested to sign informed consent which is specified in the instrument for their voluntary participation of the study. Only those who signed the informed consent were considered as part of the study. The researcher also assured that the responses of the respondents were kept confidential and their names were not appeared in any part of this study. Moreover, the signatures of the respondents in the informed consent form were secured before the actual schedule of data gathering. Hence, the manner of recruitment is free of coercion, undue influence, or inducement. After retrieving all the questionnaires, a data screening was performed to minimize the possible outliers during the analysis. After which, the data were encoded, tabulated, and analysed.

The following statistical tools were used in the study. Mean and Standard Deviation was used to determine the level of organizational justice, organizational citizenship behaviors and organizational learning of administrators and teachers in Central Mindanao Colleges. Pearson Product Moment Correlation was utilized to determine the relationship between organizational justice, organizational citizenship behaviors and organizational learning of administrators and teachers in Central Mindanao Colleges. Multiple Regression Analysis was used to measure the influence of organizational justice and organizational citizenship behaviors on the organizational learning of administrators and teachers in Central Mindanao Colleges.

## **RESULTS AND DISCUSSION**

This section deals with the presentation, analysis and interpretation

of data. The first part describes the level of organizational justice, organizational citizenship behaviors and organizational learning of teachers and administrators in Central Mindanao Colleges. The second part portrays the relationship between the independent variables and dependent variable.

| <b>Organizational Learning</b>   | <b>Mean</b> | <b>SD</b>   | <b>Description</b> |
|--|-------------|-------------|--------------------|
| <i>Management Commitment</i>   |             |             |                    |
| 1. Our managers frequently involve their staff in important decision making processes.   | 4.18        | .995        | High               |
| 2. Employee learning is considered more of an expense than an investment in our company.   | 4.23        | .837        | High               |
| 3. Our company's management looks favourably on carrying out changes in any area to adapt to and/or keep ahead of new environmental situations.                          | 4.32        | .826        | High               |
| 4. Employee learning capability is considered a key factor in our company.   | 4.15        | .913        | High               |
| 5. In our company, innovative ideas that work are rewarded.  | 4.16        | .919        | High               |
| <b>Category Mean</b>   | <b>4.20</b> | <b>.628</b> | <b>High</b>        |
| <i>System Perspective</i>  |             |             |                    |
| 1. All employees have generalized knowledge regarding our company's objectives.  | 4.13        | .984        | High               |
| 2. All parts that make up our company (departments, sections, work teams, and individuals) are well aware of how they contribute to achieving the overall objectives.    | 4.08        | .797        | High               |
| 3. All parts that make up this firm are interconnected, working together in a coordinated fashion.   | 4.23        | .872        | High               |
| <b>Category Mean</b>   | <b>4.16</b> | <b>.638</b> | <b>High</b>        |
| <i>Openness and Experimentation</i>  |             |             |                    |
| 1. Our company promotes experimentation and innovation as a way of improving the work processes.   | 4.16        | .902        | High               |
| 2. Our company follows up what other firms in the sector are doing, adopting those practices and techniques it believes to be useful and interesting.                    | 3.90        | 1.066       | High               |
| 3. Experiences and ideas provided by external sources (advisors, customers training firms, etc) are considered a useful instrument for our company's learning.           | 3.82        | 1.092       | High               |
| 4. Part of our company's culture is that employees can express their opinions and make suggestions regarding the procedures and methods in place for carrying out tasks. | 3.97        | 1.026       | High               |
| <b>Category Mean</b>   | <b>3.96</b> | <b>.676</b> | <b>High</b>        |
| <i>Knowledge Transfer and Integration</i>  |             |             |                    |

|  |             |             |             |
|--|-------------|-------------|-------------|
| analysed in our company, on all levels.  |             |             |             |
| 2. Employees have the chance to talk among themselves about new ideas, programs, and activities that might be of use to our company. | 3.69        | 1.176       | High        |
| 3. In our company, teamwork is not the usual way to work.  | 3.89        | 1.115       | High        |
| 4. Our company has instruments for sharing knowledge.  | 3.59        | 1.105       | High        |
| 5. Our organization's mission statement identifies values to which all employees must conform.                                       | 4.25        | .944        | High        |
| Category Mean  | 3.91        | .647        | High        |
| <b>Overall</b>   | <b>3.88</b> | <b>.647</b> | <b>High</b> |

Table 1 shows the level of organizational learning of teachers and administrators in Central Mindanao Colleges. First, the result shows that the highest mean in terms of management commitment is 4.32 in the aspect of company's management in looking favorably on carrying out changes in any area to adapt new environmental situations while the lowest mean is 4.15 in terms of employees learning capability as a key factor in the company. On the other hand, the category mean is 4.20, described as High. This means that management commitment is oftentimes observed by the teachers and administrators of Central Mindanao Colleges. This supports the study of Chen and Aryee [19] as cited on Hafiz AZ (2017) study revealed that establishing the employee's commitment is essential for organizational performance.

Second, in terms of system perspective, result shows that the category mean is 4.16 described as High. This denotes that system perspective is oftentimes observed by the teachers and administrators in the institution. In particular, the highest mean is 4.23 in the aspect of all parts of the firm which is interconnected and working together in a coordinated fashion while the lowest mean is 4.08 in terms of the awareness of all parts that make up the company on how they can contribute in achieving overall objectives. A study of Chris Canialosi, a contributing writer at Forbes, reveals that having a working understanding of other departments will give you broader-picture insights of the company which conforms the result of the analysis.

Third, the category mean shows a high level of openness and experimentation with a value of 3.96. This indicates that openness and experimentation is oftentimes observed by the teachers and administrators in the institution. Specifically, the lowest mean is 3.82 in regards to useful instrument for the company's learning while the highest mean is 4.16 in terms of ways of improving company's work

process. A study of Payne, Youngcourt, & Beaubien, 2007 as cited on Amirali Minbashian\* and Joanne Earl research on Openness to Experience as a Predictor of Job Performance Trajectories concluded that highly open individuals are more likely to adopt a learning goal orientation, which, in turn, is associated with a highly adaptive pattern of responding that includes setting challenging goals, the use of more effective learning strategies, higher levels of effort and planning, and greater feedback seeking behaviour which supports this study.

Fourth, the result shows under knowledge transfer and experimentation that the highest mean is 4.25 as for the organization's mission to which employees must conform while the lowest mean is 3.69 as for the employee's chances to talk among themselves about new ideas, programs, and activities that might be of use for the company. On the other hand, the category mean shows high level of knowledge transfer and experimentation having a value of 3.91 which means that teachers and administrators of Central Mindanao Colleges oftentimes observed knowledge transfer and experimentation. This is in support with the idea of Amy Edmondson, 2011 study which reveals that a culture that makes it safe to admit and report on failure can—and in some organizational contexts must—coexist with high standards for performance. In addition, if employees would like to actively share their knowledge with their colleagues, especially with their new colleagues, cost of knowledge loss could be saved.

Fifth, the overall mean reveals a high level of organizational learning with an average value of 3.88. Thus, this signifies that teachers and administrators of Central Mindanao Colleges oftentimes observed it. This corroborates the study of Thoresen, Bradley, Bliese, and Thoresen (2004) which proposed that openness to experience would be positively related to linear performance increases for a sample of 48 sales representatives who had been reassigned to a new product launch and whose performance was tracked every 3 months over a year.

Table 2  
Descriptive Statistics Results

| Statements   | Mean | SD    | Description |
|--|------|-------|-------------|
| 1. The administrator behaviour is consistent.                  | 4.08 | 1.001 | High        |
| 2. Students in this school are treated fairly.                 | 4.18 | .957  | High        |
| 3. The administrator does not play favorites.                  | 4.08 | .862  | High        |
| 4. The administrator treats everyone with respect and dignity. | 4.25 | .899  | High        |

|  |             |             |             |
|--|-------------|-------------|-------------|
| 5. There is no preferential treatment in this school.  | 4.41        | .930        | High        |
| 6. The administrator in this school is fair to everyone.   | 4.30        | .825        | High        |
| 7. Educators in this school follow courses of action that are generally free of self or self-interest. | 4.26        | .847        | High        |
| 8. The administrator adheres a high ethical standards.   | 4.26        | .899        | High        |
| 9. Teachers are involved in decisions that affect them.  | 4.16        | .868        | High        |
| 10. Teachers are treated fairly in this school.  | 4.16        | .833        | High        |
| <b>Category Mean</b>   | <b>4.19</b> | <b>.609</b> | <b>High</b> |

Table 2 shows the level of social justice of teachers and administrators in Central Mindanao Colleges. Result shows that administrator of the institution is fair to everyone garnering the highest mean value of 4.30 while the consistency of administrators' behavior garnered the lowest mean value of 4.08. On the other hand, the overall mean value of 4.19 revealed high social justice among teachers and administrators in the institution, thus, it is oftentimes observed.

Table 3  
Descriptive Statistics Results

| Statements  | Mean        | SD          | Description |
|---|-------------|-------------|-------------|
| 1. Teachers help students on their own time.  | 4.46        | .861        | High        |
| 2. Teachers waste a lot of class time.  | 4.15        | 1.009       | High        |
| 3. Teachers voluntarily help new teachers.  | 4.26        | .829        | High        |
| 4. Teacher volunteer to serve on new committees                                     | 4.18        | .808        | High        |
| 5. Teachers volunteers to sponsor extracurricular activities .                      | 4.18        | .874        | High        |
| 6. Teachers arrive to work and meetings on time                                     | 4.32        | .826        | High        |
| 7. Teachers take initiative to introduce themselves to substitutes and assist them. | 4.46        | .843        | High        |
| 8. Teachers begins class promptly and use class time effectively.                   | 4.31        | .828        | High        |
| 9. Teachers give colleagues advance notice of changes in schedule or routine.       | 4.23        | .865        | High        |
| 10. Teachers give an excessive amount of busy work.                                 | 4.29        | .906        | High        |
| <b>Category Mean</b>  | <b>4.26</b> | <b>.619</b> | <b>High</b> |

Table 3 shows the level of organizational citizenship behaviors of teachers and administrators in Central Mindanao Colleges. Overall mean value of 4.26 reveals that a high level of organizational citizenship behavior which means that it is oftentimes observed in the institution. To be specific, the highest mean value of 4.46 shows that teachers help students on their own time while the lowest mean value of 4.15 shows that teachers waste a lot of class time.



Table 4  
Pearson Correlation Coefficients (N = 60)

| Independent Variables                        | Organizational Learning |         |             |
|--|-------------------------|---------|-------------|
|  | R                       | p-value | Remarks     |
| <b>Organizational Justice</b>                | .788**                  | .000    | Significant |
| <b>Organizational Citizenship Behaviours</b> | .845**                  | .000    | Significant |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 4 shows the correlation analysis between organizational justice, organizational citizenship behaviors and organizational learning in Central Mindanao Colleges.

The results show that there is a significant and directly proportional relationship between organizational justice and organizational learning of teachers and administrators in CMC ( $r=.788, p<.05$ ). In other words, the increase in the organizational justice would also likely increase the organizational learning of teachers and administrators.

Similarly, there is a significant and positive relationship between organizational citizenship behaviours and organizational learning of teachers and administrators in CMC ( $r=.845, p<.05$ ). This implies that the better organizational citizenship behaviours would likely increase the organizational learning of teachers and administrators.

Table 5  
Multiple Regression (N = 60)

| Independent Variables                 | Organizational Learning |         |             |
|---------------------------------------|-------------------------|---------|-------------|
|                                       | $\beta$                 | p-value | Remarks     |
| Organizational Justice                | .329**                  | .000    | Significant |
| Organizational Citizenship Behaviours | .589**                  | .000    | Significant |

$R = .870, R^2 = .758, F = 92.191, p<.05$

Table 5 shows the regression analysis which purpose is to determine the influence of organizational justice and organizational citizenship behaviours on the change of organizational learning of teachers and administrators in Central Mindanao Colleges. The results

revealed that the two independent variables are significant predictors on the change of organizational learning of teachers and administrators ( $p < .05$ ). In particular, the organizational justice significantly predict the change of organizational learning of teachers and administrators ( $\beta = .329$ ,  $p < .05$ ). This implies that for every unit increase in the value of organizational justice, there is a corresponding increase in the organizational learning by .329. In the same way, the organizational citizenship behavior also shows significant influence on the change of organizational learning of teachers and administrators ( $\beta = .589$ ,  $p < .05$ ). This denotes that when organizational citizenship behaviors increase by 1, the organizational learning of students will likely increase by .589. In other words, social justice and organizational citizenship behaviors have positive contribution on the change of organizational learning of teachers and administrators in the institution.

Meanwhile, the model explains 75.8 percent of the variance of change organizational learning of teachers and administrators. This means that 24.2 percent of the variance of the dependent variable can be attributed to other factors aside from organizational justice and organizational citizenship behaviors.

## **CONCLUSION**

Considering the results of this study, the following conclusions are drawn:

1. Teachers and administrators in Central Mindanao Colleges possesses high organizational learning, may it be management commitment, system perspective, openness and experimentation and knowledge transfer and integration.
2. Teachers and administrators in Central Mindanao Colleges oftentimes observed social justice as a predictor to organizational learning.
3. Teachers and administrators in Central Mindanao Colleges possess high organizational citizenship behaviors.
4. Organizational justice and organizational learning of teachers and administrators do have significant relationship. Thus, the increase of organizational justice will likely increase the organizational learning as well.
5. Organizational citizenship behaviors and organizational learning of teachers and administrators has a significant and positive

relationship. Thus, the better organizational citizenship behaviors would likely increase the organizational learning of teachers and administrators.

6. Social justice and organizational citizenship behaviors have positive contribution on the change of organizational learning of teachers and administrators in Central Mindanao Colleges.

### **RECOMMENDATIONS**

Based on the findings and conclusion of this study, the following are recommended. Teachers and administrators must observed high social justice and organizational citizenship behaviors to increase organizational learning. Teachers and administrators must oftentimes observe management commitment with great impact to their organizational learning. Further, studies on the relationship between organizational justice, organizational citizenship behaviors and organizational learning are also suggested. Additionally, finding some other variables that might show significant relationship with the development of teachers and administrator organizational learning is also recommended.