



Contents lists available at Jurnal IICET
Jurnal Konseling dan Pendidikan
ISSN: 2337-6740 (Print) ISSN: 2337-6880 (Electronic)
Journal homepage: <http://jurnal.konselingindonesia.com>



Vitalizing organizational justice in mediating effect of GCG on teacher's OCB

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Article Info

Article history:

Received, 2021
Revised, 2021
Accepted, 2021

Keyword:

GCG
Organizational justice
OCB.

ABSTRACT (10 PT)

This study analyzes the effect of good corporate governance (GCG) on teacher's organizational citizenship behavior (OCB) mediating by organizational justice. The research data was collected by a questionnaire through the survey methods toward 356 teachers of State Junior High School in Indonesia. Data analysis uses path analysis supported by descriptive statistics and correlational. The results show that GCG had a significant effect on OCB mediating by organizational justice. Thus, the teacher's OCB can improve through GCG and organizational justice. This finding can be discussed as a reference among researchers and practitioners to develop better models of teacher's OCB in the future and various contexts of educational organizations.

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Introduction

OCB is essential for the organization, especially non-profit organizations, such as school organizations. Several studies claimed that OCB affects individuals and organizations. At individual levels, OCB can be enhancing employee's performance (Mallick et al., 2014; Hidayah & Harnoto, 2018) and productivity (Barsulai, Makopondo, & Fwaya, 2019). At organizational levels, OCB can be increasing organizational performance (Sadeghi, Ahmadi, & Yazdi, 2016; Aval, Haddadi, & Keikha, 2017) and organizational agility (Aval, Keikha, & Haddadi, 2017). OCB refers to employee behavior that is beyond the call of duty, exceeds formal job duties, such as cooperation and helpfulness to others that support the organization's social and psychological context, but is often necessary for the organizational survival (Slocum & Hellriegel, 2007; Kreitner & Kinicki, 2010; McShane & Von Glinow, 2015). OCB includes such behaviors as taking on additional assignments, voluntarily assisting other people at work, keeping up with the developments in one's field or profession, following company rules even when no one is looking, promoting and protecting the organization, and keeping a positive attitude and tolerating inconveniences at work (Schultz & Schultz, 2016). OCB consist of five indicators: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (Organ, Podsakoff, & MacKenzie, 2006). Based on several research and studies in various countries, industrial, occupational sectors, and organizations, OCB, among others, is affected by GCG and organizational justice.

GCG and Teacher's OCB

GCG also crucial for organizations, particularly, to maintain organizational survival. Several studies proved that GCG influences employee's motivation (Wulandari, 2015), affective commitment (Purwanto, 2015; Aini & Maswanto, 2019), and performance (Aktan et al., 2018; Haq et al., 2019; Ciftci et al., 2019). This indicates that GCG vital for an organization, including a school organization. In the organizational context, GCG is a combination of processes and structures implemented by the company to inform, direct, manage, and monitor its activities towards achieving its objectives (Hey, 2017). GCG is also related to a system that regulates and controls the company to create added value for each stakeholder. True information that is accurate and timely, the company's obligation to transparently disclose all information on company performance, ownership, and

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stakeholders must be carried out by company management (Sukariana & Darma, 2015; Guna & Herawaty, 2016). GCG consists of five principles: transparency, accountability, responsibility, independence, and fairness (Svärd, 2017). These indicators, if can good practice in the organizations, particularly school organization, potentially stimulate an adequate teacher's OCB. The research result carried out by Alvin and Mustamu (2014), and Gustari and Widodo (2020) also indicated that GCG affects teacher's OCB. Based on argues and studies above, the first hypothesis in this study is:

H₁: GCG had a direct effect on teacher's OCB.

Organizational Justice and OCB

Organizational justice has consistently become an interesting issue until now. It cannot be separated organizational justice vitalities for individuals and organizations. Employee's perception of justice determines the quality of exchanging relationships with the organization (Swalhi et al., 2017). When employees perceive fair treatment from the organization and its authorities, they may feel a sense of obligation to create a good act in return (Ghosh et al., 2017). Organizational justice is also influenced employee's job performance (Shan, Ishag, & Shaheen, 2015) and organizational productivity (Imran, Majeed, & Ayub, 2015). Pekurinen et al. (2017) stated that low organizational justice might have an adverse effect on nurses' behavior toward colleagues (e.g., collaboration) and may lead to poor employee-patient interactions and change nurses' behavior toward patients. Besides, Shkoler and Tziner (2017) also shown that the perception of injustice can pose a threat to employees' resources and give them a feeling of inappropriate resources. It makes them feel frustrated and even wear them out, which, in turn, evolve into burnout and destructive organizational behaviors, such as theft, sabotage, withdrawal, and harassment.

In reality, justice is recognized as an action or decision that is understood to be morally right on the basis of ethics, religion, fairness, equity, or the law (Pekurinen et al., 2017). It is a major area of concern for both employees and organizations (Swalhi et al., 2017). According to Schultz and Schultz (2016), organizational justice is how fairly employees feel that the company treated them. Organizational justice refers to a person's perception of fairness within the organization, which includes perceptions of how decisions are made in relation to the distribution of results and perceptions of fairness for the outcomes themselves (Greenberg & Baron, 2008; Asadullah et al., 2017). Meanwhile, Muchinsky (2006) defines organizational justice as the fair treatment of a person in the organization. Meanwhile, Ivancevich, Konopaske, & Matteson (2014) define organizational justice as the extent to which individuals feel treated fairly in the workplace.

Aamodt (2016) states that organizational justice has three dimensions: distributive, procedural, and interactional justice. Distributive justice refers to the perceived fairness of the actual decision made in an organization. Procedural justice is related to the perceived fairness of the method used to arrive at a decision. Interactional justice refers to the perceived fairness of the interpersonal treatment received. If in good condition, these dimensions can stimulate increasing teachers' OCB manifested in altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (Organ, Podsakoff, & MacKenzie, 2006). The scholars also claimed that organizational justice affects teacher's OCB (e.g., Odor, Martins-Emesom, & Ugbechie, 2019; Al-ali, Qalaja, & Abu-Rumman, 2019; Donglong et al., 2020; Ajlouni, Kaur, & Alomari, 2021). Based on the argues and studies above, the second hypothesis in this study is:

H₂: Organizational justice had a direct effect on teacher's OCB.

GCG and Organizational Justice

Organizational justice, besides influencing teacher's OCB also affected by GCG. The principles of GCG, such as transparency, accountability, responsibility, independence, and fairness (Svärd, 2017) if can good applied in the school, potentially enhancing organizational justice manifested in distributive, procedural, and interactional justice (Aamodt, 2016). For example, the schools that uphold the values of transparency and fairness will encourage schools to be more able to guarantee the realization of distributive and procedural justice. The research result by Channuwong (2018) also indicates that good governance principles are related to organizational justice. Based on argues and studies above, the third hypothesis in this study is:

H₃: GCG had a direct effect on organizational justice.

GCG and OCB Mediating by Organizational Justice

The various studies above indicated that organizational justice mediates the effect of GCG on teacher's OCB. The principles of GCG, such as transparency, accountability, responsibility, independence, and fairness (Svärd, 2017) it can well applicate in the school, potentially enhancing organizational justice manifested in distributive, procedural, and interactional justice (Aamodt, 2016). That it then implicates improving teacher's OCB in daily activities such as altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (Organ, Podsakoff, &

MacKenzie, 2006). The studies carried out by Channuwong (2018) also indicate that GCG influences organizational justice; meanwhile, the research conducted by Gan and Yusof (2018), Singh and Singh (2019), Sarianti and Armida S. (2019), Kittikunchotiwut (2019), and Farid et al. (2019) show that organizational justice affects teacher's OCB. Based on argues and studies above, the fourth hypothesis in this study is:

H₄: GCG had an indirect effect on teacher's OCB mediating by organizational justice.

Method

This research was conducted using a quantitative approach to the survey method through a questionnaire in a Likert scale model with five alternative answers: strongly disagree, disagree, neutral, agree, and strongly agree. The questionnaire made by the researcher themselves is based on the theoretical dimensions of the experts. The dimensions/indicators of GCG: transparency, accountability, responsibility, independence, and fairness (Svärd, 2017). Organizational justice: distributive, procedural, and interactional justice (Aamodt, 2016). Teachers' OCB: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (Organ, Podsakoff, & MacKenzie, 2006). The GCG questionnaire consists of 10 items with an alpha coefficient = .892, organizational justice consists of 6 items with an alpha coefficient = .918, and OCB consists of 10 items with alpha coefficients = .863. All variables have an alpha coefficient > .7, so it is reliable as a research instrument (Griethuijzen et al., 2014).

The research participant is 356 teachers of State Junior High School in Indonesia spread across four provinces (Jakarta, Banten, West Java, Kepulauan Riau) determined by accidental sampling based on participant willingness to fill in the questionnaire at the time the research was conducted (Widodo, 2019).

Table 1. Profile of The Research Participant

Profile	Amount	Percentage
Gender		
1. Male	104	29.21
2. Female	252	70.79
Age		
1. ≤ 25 Year	23	6.47
2. 26 – 35 Year	110	30.89
3. 36 – 45 Year	85	23.87
4. 46 – 55 Year	104	29.21
5. ≥ 56 Year	34	9.56
Education		
1. Diploma (D3)	15	4.21
2. Bachelor (S1)	318	89.33
3. Postgraduate (S2)	23	6.46
Status		
1. Married	300	84.27
2. Unmarried	56	15.73
Length of Teaching		
1. ≤ 5 Year	89	25
2. 6 – 10 Year	50	14.05
3. 11 – 15 Year	83	23.31
4. ≥ 16 Year	134	37.64

As shown in Table 1, the majority of gender is female (70.79%), ages 26 - 35 years (30.89%), bachelor education (89.33%), marital status (84.27%), and length of teaching ≥ 16 years (37.64%).

Data analysis by path analysis and to test the significance of the path coefficient uses a t-test supported by correlational and descriptive statistics. Descriptive analyzes were performed by SPSS version 26, while the path analysis by LISREL 8.80.

Result and Discussion

Result

The descriptive statistical analysis result for the three research variables are present as follows in Table 2. The mean values of the three variables from the lowest to the highest in succession are organizational justice (24.71),

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OCB (40.99), and GCG (43.63). The correlation analysis results in all variables have significant relationships with the other variables at level $p < .01$. This condition indicates that all the variables have a mutual relationship with each other. The correlation coefficient from the lowest to the highest in succession are GCG and teacher's OCB (.363), organizational justice and teacher's OCB (.375), and GCG and organizational justice (.487).

Table 2. Descriptive Statistics and Correlation Matrix

Variables	Mean	Std. Deviation	1	2	3
1. GCG	43.63	4.841	1.00		
2. Organizational justice	24.71	3.441	.487**	1.00	
3. Teacher's OCB	40.99	4.960	.363**	.375**	1.00

** $p < .01$

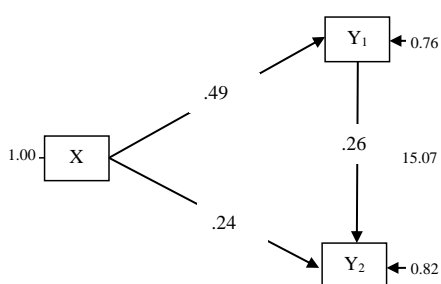
The results of hypothesis testing with path analysis of the effects of GCG on teacher's OCB mediating by organizational justice are summarized in Table 3 and visualized in Figure 1 and Figure 2. All of the hypotheses were supported (t value > t table at $\alpha = .01$). Therefore the result of this study revealed that GCG had a significant direct effect on teacher's OCB, organizational justice had a significant direct effect on teacher's OCB, GCG had a significant direct effect on organizational justice, and GCG had a significant indirect effect on teacher's OCB mediating by organizational justice.

Table 3. Summary of path coefficients and t-values

Hypothesis	Path Coefficients	T Value	Hypothesis Testing
H ₁ : GCG (X) on teacher's OCB (Y ₂)	.24**	4.30	Supported
H ₂ : Organizational justice (Y ₁) on OCB (Y ₂)	.26**	4.72	Supported
H ₃ : GCG (X) on organizational justice (Y ₁)	.49**	10.49	Supported
H ₄ : GCG (X) on teacher's OCB (Y ₂) mediating by organizational justice (Y ₁)	.13**	4.31	Supported

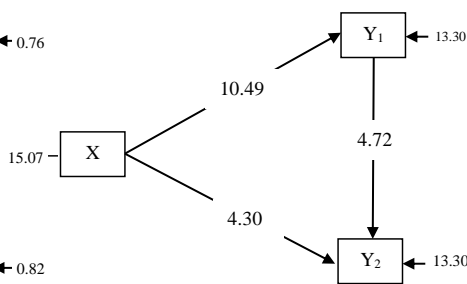
** $p < .01$

In Figure 1 and Figure 2, the test results of the model with the goodness of fit statistics show the significant with Chi-Square = 0.000, df = 0, p-value = 1.00000 > .05 and RMSEA = .000 < .08. That means the model tested is fit. This result indicates that the theoretical model being test is supported by empirical data from teachers of State Junior High School in Indonesia spread across four provinces (Jakarta, Banten, West Java, Kepulauan Riau).



Chi-Square = 0.00, df = 0, p-value=1.00000 > .05, RMSEA= .000

Figure 1. Path Coefficients



Chi-Square = 0.00, df = 0, p-value=1.00000 > .05, RMSEA= .000

Figure 2. T Values

Discussion

This research result found that GCG significantly affects teacher's OCB, either directly or indirectly mediating by organizational justice. The research also created a fit model that the theoretical model was in accordance (fit) with empirical data from the teachers in Indonesia, especially from the province of Jakarta, Banten, West Java, and Kepulauan Riau. This finding confirms that GCG and organizational justice are essential determinants for the teacher's OCB. Moreover, organizational justice plays a significant role as a mediator of the effect of GCG on teacher's OCB. These findings were in line, consistent, and confirmed other studies and research results used as a reference to develop this research hypothesis. For example, several studies in multiple context and fields concluded that OCB influenced by GCG (Alvin & Mustamu, 2014; Gustari & Widodo, 2020) and organizational justice (e.g., Al-ali, Qalaja, & Abu-Rumman, 2019; Donglong et al., 2020; Ajlouni, Kaur, & Alomari, 2021). As a consequence of this evidence, school principals urgently manage GCG and organizational justice better through various policies, approaches, and strategies that are relied on to improve teacher's OCB. In GCG's case, the school principals should be facilitated and stimulated to uphold the principles of GCG in various school activities such as transparency, accountability, responsibility, independence, and fairness (Svård, 2017). For organizational justice context, school principals should be driving the school to become a true educational organization that can obligate realized sense of justice among school members, especially distributive, procedural, and interactional justice (Aamodt, 2016).

Besides, this study also found that organizational justice plays an important role as mediators of the effect of GCG on teacher's OCB. This evidence, in line with previous studies, concluded that GCG influences organizational justice (Channuwong, 2018), organizational justice affects teacher's OCB (e.g., Gan & Yusof, 2018; Kittikunchotiwiut, 2019; Donglong et al., 2020; Ajlouni, Kaur, & Alomari, 2021), and GCG affects teacher's OCB (e.g., Alvin & Mustamu, 2014; Gustari & Widodo, 2020). This finding reveals empirical facts that the existence of GCG crucial and urgent to consider in improving teacher's OCB through organizational justice. Any efforts to increase teacher's OCB will be better if done by improving organizational justice to improve GCG. This has the consequence that school principals urgently develop GCG optimally through various possible approaches, methods, and strategies.

Conclusion

This research proves that GCG had a significant effect on teacher's OCB, either directly or indirectly mediated by organizational justice. This study also was found a fit research model about the GCG's affects teacher's OCB mediating by organizational justice with the research field of the teachers in Indonesia, particularly in Jakarta, West Java, Banten, and Kepulauan Riau province. This model can discuss among researchers and practitioners as references/discourse or a strategy for developing OCB in various contexts and research fields. For the researcher, the model can be further expanded into new research with more participants, adding variables, other indicators, and another statistical approach, such as structural equation modeling (SEM). For practitioners, the model can increase teacher's OCB by improving GCG and organizational justice, with implicates enhancing teacher's performance and school performance.

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