THE MEDIATING EFFECT OF ORGANIZATIONAL CITIZENSHIP BEHAVIOR ON THE RELATIONSHIP BETWEEN ORGANIZATIONAL JUSTICE AND COMMITMENT OF PUBLIC ELEMENTARY SCHOOL TEACHERS

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Abstract:

The purpose of this study was to determine the mediating effect of organizational citizenship behavior on the relationship between organizational justice and the commitment of public elementary school teachers. Utilizing quantitative, non-experimental design via correlational technique, data were obtained from 300 respondents who are public elementary school teachers of North and South Districts, Baganga, Davao Oriental. The researcher utilized a stratified random sampling technique using the face-to-face and online survey modes of data collection. The researcher also utilized the statistical tools Mean, Pearson r, and Medgraph using Sobel z-test. From the results of the study, it was found out that there are very high levels of mean scores for organizational justice, organizational commitment, and citizenship behavior of teachers. Also, results revealed that there is a significant relationship between organizational justice and organizational citizenship behavior, a significant relationship between organizational citizenship behavior and organizational commitment and a significant

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relationship between organizational justice and organizational commitment of teachers. Further, it was revealed that there was partial mediation on the effect of organizational citizenship behavior on the relationship between organizational justice and the commitment of public elementary school teachers.

Keywords: education, organizational citizenship behavior, organizational justice, commitment, teachers, mediating effect, Philippines

1. Introduction

Various studies showed low organizational commitment of teachers among schools. Particularly, teachers have low affective commitment because there are needs that are not fulfilled by the school for them. This goes with their normative commitment in which teachers are not given responsibilities and decision-making that will give them the feeling of belongingness. They do not feel that they are responsible and accountable for the schools' success or failure. In terms of continuance commitment, teachers also showed the intention of leaving the profession. In addition, teachers in schools are perceived to have poor levels of organizational commitment due to various factors that may hamper the school work culture and may negatively affect the realization of the school's educational purposes. Also, schools globally were forced to provide online education due to the pandemic. During the online education period, teachers faced increased stress levels due to the increased scope of responsibilities as well as social and financial problems during the online education period (Akartuna & Serin, 2022; Tadesse, 2019).

Relative to this, teachers' organizational commitment is a critical aspect in determining the success of education reform and school effectiveness because highly committed teachers are willing to contribute their extra effort to achieve school's vision and goals. Commitment determines the success of teaching which must be owned by a professional teacher. Teacher's commitment to education affects students' learning, thus, it is important to identify the factors that could enhance teachers' organizational commitment (Jannah, 2020; Malik, Javed, & Hassan, 2017).

Moreover, school heads have every interest in worrying about the perception of organizational justice if they wish to improve significantly their organizational commitment and school performance. There is a need to focus on procedural issues, including respect for the special status of the national education body, as well as a more transparent and objective promotion and assignment policy (Tamghe, 2019). Also, organizational justice is a significant predictor of organizational citizenship behaviors. In a specific context, justice refers to the legality, equitability, and relevance of an action or decision. Therefore, there is consensus on the idea that organizational justice is a strong determinant of organizational citizenship behaviors in academic settings (Rahman & Karim, 2022). Additionally, organizational citizenship behavior promotes workers' productivity and management, which, in turn, boosts the stability of organizational performance. Organizational citizenship behavior is evident when people voluntarily

assist at work, keep a positive attitude, and take on additional tasks. Thus, it is vital to increase the teachers' level of commitment and organizational citizenship behavior for their organization's productivity (Roncesvalles & Gaerlan, 2021).

Furthermore, the researcher has not come across of a study that dealt with the mediating influence of organizational citizenship behavior on the relationship between organizational justice and the commitment of teachers among public elementary schools in the local setting. Existing studies are only on Organizational Justice and Organizational Citizenship Behavior: The Mediating Role of Work Engagement by Rahman and Karim (2022) and Influence of Organizational Justice and Job Satisfaction on Teacher's Organizational Citizenship Behavior by Patras et al. (2020). It was in this context that the researcher was interested in determining whether the organizational citizenship behavior has a mediating influence on the relationship between the organizational justice and commitment of teachers among public elementary schools in Baganga North District as this can raise concern to the intended beneficiaries of this study and possibly develop action plans to improve organizational citizenship behavior, organizational justice, and commitment of teachers, thus, the need to conduct this study.

2. Literature Review

2.1 Organizational Justice

Organizational justice is an individual's perception that events, actions, or decisions within an organization adhere to a standard. It is a subjective perception, evaluated by the employee, the manager, and others. Justice is categorized into four types namely: distributive, procedural, interpersonal, and informational justice. Such justice judgments link to employee affect, attitudes, and behavior, and impact both team and organization-level outcomes. It is also the individual's perception of fair treatment given by organizations to employees. The higher the organizational justice perceived by the employees, the higher the employees feel support from the organization (Sarianti & Armida, 2020; Wiseman & Stillwell, 2022).

The first indicator is procedural justice. Procedural justice is related to the suitability of the processes passed by each employee in the organization, the process that is passed is not biased or always carried out in accordance with the rules or procedures that have been set. Procedural justice can lead to increased employee performance. The value of procedural justice will create dynamic and healthy competition within the organization, thus triggering each employee to work well. The seriousness of the work done by employees encourages the improvement of employee performance. It also refers to individual expectations of being treated with dignity and respect, being allowed to voice one's opinions, and receiving judgments made fairly and neutrally by police officers. Procedural justice is a key societal norm dictating appropriate police behaviour, and as such, is a strong precondition of legitimacy (Posch, 2018).

The second indicator is interactional justice. It refers to the fairness of interpersonal treatment. Interactional justice refers to the perception of the quality of treatment an

employee receives when policies are implemented in the workplace. Also, it refers to the supervisors' or decision makers' means of explaining and implementing their procedures. It describes the interaction between recipients that are affected by decisions and the allocators of distribution. Interactional justice could predict supervisory citizenship behaviors, supervisory satisfaction, and performance. It positively affects trust and significantly improves employees' willingness to engage in customer-centric behaviors (Al-Douri, 2020; Zhang, 2021).

Moreover, interactional justice is concerned with how one behaves toward others. Interactional justice is an extension of procedural justice and focuses on the human orientation of organizational practices such as the way the management is behaving toward the recipient of justice. Interactional justice focuses on the interpersonal aspects of organizational practices specifically the interpersonal behavior and communication of managers to employees. Interactional justice is an individual's perception of how and in what way their supervisor treats them. An increased interactional justice level makes employees impart and share the ideas and knowledge they possess (Kerse & Naktiyok, 2020; Shaukat et al., 2021).

2.2 Organizational Commitment

Organizational commitment is the psychological attachment of workers to their workplace. The commitment stands in connection to various positive outcomes, both for the company and the employees. Highly committed employees tend to have lower turnover rates, are more satisfied with their jobs, and are thus, more motivated to perform tasks given to them. They are generally viewed as more productive and less prone to making errors. It also refers to the relative strength of an individual's identification and involvement with the overall organization. Organizational commitment also means complying with the aims and objectives of the organization, organizational principles, rules and norms, and volunteering for its survival (Fantahun et al., 2023; Meixner, 2020).

The first indicator is affective commitment which is the emotional attachment of the people to the organization and a conviction in its values. Organizational commitment is the relationship between the organization and its employees. It has consequences based on their self-experience in choosing to continue or discontinue membership in the organization. The more established the relationship is the more organizational commitment is present. Organizationally committed employees respect the policies prescribed by the organization and have good attendance at work because they see their work as an essential component of life (Caballero & Guhao, 2020).

The second indicator is continuance commitment which refers to the observed cost-effective value of staying with the organization compared to separating from it. Continuance commitment can be regarded as an instrumental attachment to the organization, where the individual's association with the organization is based on an assessment of the economic benefits gained. Organizational members develop a commitment to an organization because of the positive extrinsic rewards obtained through the effort bargain without identifying with the organization's goals and values.

It was indicated that continuance organizational commitment would therefore be the strongest when the availability of alternatives is few and the number of investments is high. Continuance commitment is also the extent to which employees feel that they are committed to their organizations when considering the costs of leaving the organization. If new job opportunities arise elsewhere, individuals make cost-benefit comparisons of quitting or remaining using opportunity costs as a criterion (Chigeda et al., 2022; Clement & Eketu, 2019).

Additionally, the cost organizational commitment component, or continuance commitment, is rooted in an employee's perceived cost of leaving their employer. Employees make emotional, mental, and in some cases financial investments with organizations. Those investments create value, and the employees making those investments are motivated to not lose that value. In continuance commitment, the worker should be aware of the actual costs before leaving the organization. Ideally, workers with high continuance commitment to the institution will work hard to ensure that the institutions' goals and objectives are achieved. They see themselves as an important part of the organization. They became more involved in achieving the organizational missions and visions by improving their job performance (Gilbet & Konya, 2020; Sherk, 2019).

The third indicator is normative commitment which refers to the responsibility to stay with the organization for ethical causes. The sense of obligation to remain in an organization is the normative commitment. If workers believe that staying with the organization is morally and legally proper, they are more inclined to stay with it (Muhammad et al., 2021). The strength of normative organizational commitment is influenced by accepted rules about reciprocal obligations between the organization and its members. This implies that individuals often feel obligated to repay the organization for investing in them, for example, through training and development (Ariffin et al., 2020).

Moreover, normative commitment concerns the moral duty that the employee has towards the organization and makes it remain the same, that is, it is the moral duty and the obligation to pay the debt. Normative commitment develops when the employee internalizes a set of rules that refer to proper conduct and creates a feeling of obligation towards the organization, feeling that he must return certain benefits that he received from it. In normative commitment, employees consider it to be a kind of exchange relationship to stay with the organization as a matter of norms and ethical considerations. They wanted to stay with their workplace, because of the perception that leaving the workplace would not be the right thing or immoral. Normative commitment may result in reducing employee absenteeism (Afzal & Azmi, 2021; Moreira et al., 2022).

2.3 Organizational Citizenship Behavior

Organizational citizenship behavior promotes organizational effectiveness that the organization does not explicitly reward. Organizations do not define OCB and do not relate it to any formal reward. Employees demonstrate OCB as an innate understanding of what the job requires to meet organizational goals (Ndoja & Malekar, 2020). There is a

significant association between organizational citizenship behavior and public service motivation. Other ideas of organizational citizenship behavior in the public sector include goal clarity, job satisfaction, and leader-member exchange. In addition, there are marginally higher levels of organizational citizenship behavior in the public sector, suggesting that the effect of public service motivation on organizational citizenship behavior is significant across industries rather than solely being a function of public sector employment (Ingrams, 2018).

The first indicator is altruism which involves voluntarily helping others with an organizationally relevant task or problem. Altruism is an individual's concerns and acts for the well-being of others. Its benefits to others and society are undeniably enormous. Most people have regarded altruism as highly virtuous, and the warmest praise of altruism is often seen in society. However, altruism does not always lead to positive outcomes as altruism can also become distorted and take a form that is abnormal, unhealthy, or even pathological. When altruism becomes pathological and causes people to display deleterious altruistic behaviors, the result is often unpleasant and even disastrous at times. Lastly, altruism is the promotion of another's self-interest at risk or cost to oneself, is at the core of medical practice, and is often perceived as a selfless virtue, hardwired in our brains, and connected to pleasurable activities (Feldman, 2017; Sun, 2018).

The second indicator is conscientiousness which is going well beyond minimally required levels of attendance, punctuality, housekeeping, conserving resources, and related matters of internal maintenance. Conscientiousness is the discretionary activity that goes beyond the job description and it is associated with loyalty with the indispensable intention for involvement in the job. It is related to the behavior that performs the assigned jobs within the deadlines with full dedication toward the organization. It is also the propensity to follow socially prescribed norms, control impulses, and to be able to delay gratification. It is well established that high conscientiousness is associated with positive outcomes, such as job performance and marriage success, but conscientiousness also has a remarkable effect on health and longevity (Gartland et al., 2021; Shrestha & Dangol, 2020).

The third indicator is sportsmanship which reflects the employee's willingness to tolerate the inevitable inconveniences and impositions of work without complaining. This includes the actions when dealing with unexpected occurrences that happen in the organization without complaining and while still doing one's best. This type of employee usually spends time to accomplish his/her work without objection. Sportsmanship can increase work group morale and greatly reduce turnover rate. For example, the spreading of gossips and rumors is refrained in the workplace. Employees who are future-focused think about future improvements and perceive everything in a bigger picture which results in the rare overreacting to negativity. Add here (Romaiha et al., 2019).

The fourth indicator is courtesy which are behaviors aimed at preventing work-related problems with others. Courtesy is to treat others with respect and when employees treat one another with respect their working relationship becomes

comfortable, thus making it easier to work in teams. It is viewed as discretionary behavior with the aim of preventing work-related problems with others. A courteous employee prevents managerial staff from any crisis management by making an effort to avoid the creation of problems (Nyarieko, 2018). Courtesy also refers to behavior that involves independent decision-making to prevent relationship problems between others by considering that one's actions may impact other people and always considering other people's rights. Employee engagement also encourages employees to perform behaviors beyond their assigned work such as courtesy since such employees want to successfully complete their assigned work and they perceive their work as a challenge (Na-Nan et al., 2021).

The last indicator is civic virtue which reflects responsive, constructive involvement in the organization. Citizenship virtue or civic virtue is a dedication of citizens to the welfare of their community groups. Civic virtue is also the morality or standards of right behavior about citizen involvement in public life. During the Covid-19 pandemic, society is faced with the behavior of citizens who lack civility values such as lack of independence of citizens and social care for others. Facing these problems, every citizen should put his position and be involved as a good citizen. The civic virtue of employees is an important condition for the vigorous development of the service industry. It is an important construct of organizational citizenship behavior (Khan et al., 2020; Susanti & Suryadi, 2021).

2.4 Correlation between Measures

Organizational factors play a critical role in shaping organizational citizenship behavior. There are positive and significant correlations between organizational justice and organizational citizenship behavior. Organizational citizenship behavior positively impacts team effectiveness and that organizational justice results in the development of corporate loyalty. Abusive supervision reflects an unpleasant experience that ultimately can turn employees to display poor organizational citizenship behavior. Organizational justice is the main influence factor in the relationship between organizational justice and organizational citizenship behavior. There is a positive correlation between organizational justice and organizational citizenship behavior (Abbasi et al., 2022; Gao & Zhou, 2018).

In addition, organizational citizenship behavior can arise because there are several factors that influence it, including organizational justice and job satisfaction. When employees are treated fairly, it will make them feel supported by the organization and encourage them to promote organizational citizenship behavior. A worker who is satisfied with his job allows the emergence of organizational citizenship behavior than a worker who is dissatisfied with his job. Further, there is a positive significant correlation between organizational justice and citizenship-organizational behavior as the higher the organizational justice, the higher the organizational citizenship behavior. When individuals' organizational justice is improved and, the organizational citizenship

behavior is reinforced, interaction and teamwork are enhanced (Hannani et al., 2022; Widjajani et al., 2021).

Teachers work hard to fulfill both their individual goals and the duties and responsibilities expected by the school. The level of hard work varies according to teachers' perceptions of justice. Fairness and consideration of ethical rules in decisions taken, and distribution of resources positively affect the performance of teachers. A high perception of organizational justice leads teachers to embrace their schools by improving their sense of organizational commitment. Also, organizational justice is related to the process of being fair, and the employees' output can be seen as they feel satisfied. Justice can be explained as reliable, free from prejudice, just decisions, and fair policies. Meanwhile, injustice in the process can be a stressor and can affect organizational commitment (Alev, 2021; Kamran & Thomas, 2021).

This study was anchored on the Social Exchange Theory by Blau (1964) wherein social exchange is the voluntary acts of individuals motivated by the returns that these acts are supposed to bring and that they actually bring on the part of others. Social exchange apprehends the employment relationship as an exchange between the employer and the employee and identifies different types of social exchange. Being able to be approached from the point of view of the relation between two groups of individuals like the representatives of the personnel and the leaders, the social exchange also considers the relations between two individuals, like the employee and his manager, or between an individual and a group such as the employee and the organization.

This study was supported by the Organizational Justice Theory by Greenberg (1990) which focuses on how individuals socially construct incidents of justice and injustice. Justice is examined through the perceptions of employees in organizations who make judgments about the actions of organizational leaders. A leadership act is just in the eyes of employees when they respond accordingly. Organizational justice is subjective as what might be perceived as just by one person may be perceived as unjust by another. However, justice is also socially constructed; therefore, coherent groups often develop shared conceptions of what comprises justice.

This study was also supported by the Side-Bet Theory by Becker (1964) which holds that individuals are committed to the organization as far as they hold their positions, irrespective of the stressful conditions they experience. However, should they be given alternative benefits, they will be willing to leave the organization. Organizational commitment is a behavior relating to the process by which individuals become locked into a certain organization and how they deal with this problem. This behavioural aspect of organisational commitment is explained through calculative and normative commitments.

3. Material and Methods

The quantitative, non-experimental design of research using correlational technique was used in this study. The correlational technique is a non-experimental design in which the

researcher investigates the relationship between two or more variables in a natural setting without manipulating or controlling them. Researchers analyze the intensity of correlations between variables in correlational studies by looking at how changes in one variable are associated with changes in the other variable (Cresswell, 2009). Apparently, correlational studies have independent and dependent variables with the effects of an independent variable is observed on the dependent value (Patidar, 2013). The researcher chose this design to align the variables based on the discussion of the aforementioned related literature. This technique was appropriate since the study aimed to determine whether organizational citizenship behavior provided a relationship to organizational justice and commitment of public elementary school teachers (Creswell, 2014).

Moreover, a mediation model was used in this study. The mediation model is one that seeks to identify and explicate the mechanism or process that underlies an observed relationship between an independent variable (organizational justice) and a dependent variable (organizational commitment) via the inclusion of a third explanatory variable, known as a mediator variable (organizational citizenship behavior). Rather than hypothesizing a direct causal relationship between the independent variable and the dependent variable, a meditational model hypothesizes that the independent variable influences the mediator variable, which in turn influences the dependent variable. Thus, the mediator variable serves to clarify the nature of the relationship between the independent and dependent variables. In other words, mediating relationships occur when a third variable plays an important role in governing the relationship between the other two variables (MacKinnon, 2008).

In this study, from the total of 485 public elementary school teachers, 300 were considered as the sample size coming from North and South Districts, Baganga, Division of Davao Oriental, for the school year 2020-2021. The computation of the sample size is based on Slovin's formula (n=N/(1+Ne2), (Stephanie, 2003).

With a desire to give everyone a chance to be included in the study, stratified random sampling was used. Stratified random sampling was employed in the study such that all teachers of public elementary schools of North and South Districts had the chance to be selected and considered for inclusion in the final sample. This was a sampling technique in which the population was divided into groups called strata. In this case, the public elementary school teachers of North District (141 respondents) and South District (159 respondents) were the groups to become respondents. Moreover, the idea is that the groupings were made so that the population units within the groups were similar (Salkind, 2007).

In addition, the researcher considered the inclusion and exclusion criteria when choosing respondents for the survey. Teachers from public elementary schools in Baganga North and South Districts whose plantilla numbers are on file with the Department of Education participated in the survey. Teachers who have received permission from their school administrators to participate in the survey were eligible. Teachers who voluntarily agreed to informed consent were included in the study, but those who freely confessed their refusal were excluded. The researcher took into account

teachers who wished to withdraw or drop out when administering the survey questionnaires.

In particular, the respondents are public elementary school teachers, who are currently employed for the Academic Year 2020-2021 These public elementary school teachers were the ones who were in the position to provide useful information to test the hypothesis of the study. Those teachers not in the elementary department and those who were not teaching under North and South districts under the division of Davao Oriental were excluded from the study for they were in different work environments and supervision. Teachers who were working in private schools whether in the same or other departments were also excluded including those teachers who held managerial or supervisory positions even in the areas under study.

The respondents were chosen accordingly to answer the questionnaire with confidentiality. The target respondents were free to decline from participating in the survey. They were not forced to answer the research questionnaire and were encouraged to return the same to the researcher for its automatic disposal. Moreover, they can withdraw anytime their participation in the research process if they feel uncomfortable about the study since they were given the free will to participate without any form of consequence or penalty.

For the fast facilitation of the survey questionnaire, the researcher adopted 2 methods of data gathering: the face-to-face and the online surveys. During the administration of the survey questionnaire, the researcher made sure that the classes were not interrupted. From the distribution and up to the retrieval of the survey questionnaire, the researcher strictly observed the safety protocols mandated by the government during this time of pandemic as mandated by the Inter-Agency Task Force for the Emerging Infectious Disease (COVID-19) such as physical/social distancing and wearing of face masks.

For the face-to-face method, from the distribution and up to the retrieval of the survey questionnaire, the researcher strictly observed the safety protocols mandated by the government in this time of pandemic. It took the researcher a total of 45 days to conduct the face-to-face survey and simultaneous to the actual survey, the online survey was also prepared by the researcher. The researcher made use of Google Forms where the item questions were encoded together with the instructions on how to complete the survey questionnaire. It took almost one month for the researcher to retrieve the documents from the identified respondents. This was actually one of the problems encountered by the researcher for retrieval was quite slow due to some internet connection problems and pressing assignments which confronted the respondents during the time of the survey. After the retrieval of the questionnaires, the data were collated and tabulated and the appropriate statistical tools were employed by the Statistician to derive the necessary data for interpretation and further analysis. Based on the findings of the study, conclusions and recommendations were formulated.

The following statistical tools were used in the computation of data and testing the hypotheses at 0.05 level of significance: Mean. This was used to determine the level of organizational justice, commitment, and citizenship behaviors of teachers.

Pearson Product Moment Correlation (Pearson r). This statistical tool was used to determine the significance of the relationship between and among organizational justice, commitment, and citizenship behaviors of teachers. Medgraph using Sobel z-test. This was used to determine the significance of the mediation of organizational citizenship behavior on the relationship between organizational justice and the commitment of teachers.

Ethical issues and considerations were addressed during the course of this research, especially before data was collected. Members of the ethics review committee performed an assessment of the researcher. On the gathering of data, ethical issues and considerations were observed. The participation of the respondents was completely voluntary and anonymous to protect their privacy and all data gathered were kept confidential in adherence to the Data Privacy Act of 2012. Informed consent was secured from all the respondents involved in the study and the participants were carefully selected based on the criteria provided in the research. The study did not involve in high risks of situations and all the teachers were able to gain an understanding of the dynamic of their organizational justice, commitment, and organizational citizenship behavior in the workplace. There will be no plagiarism and the study will use the Grammarly or Turnitin software and/ or Plagiarism Detector. There was no conflict of interest or deceit in the study. The researcher secured proper permission from the targeted agencies and there 2 methods used in the data gathering: online through Google Forms and a face-to-face mode of data gathering with the continuous observance of the health and safety protocols as mandated by the government. No person was authorized to publish nor present this paper except the researcher or the adviser without the consent of the researcher. For purposes of publication of this study, the adviser becomes the co-author of the study.

4. Results and Discussion

Table 1: Level of Organizational Justice

Indicators	Mean	SD	Descriptive Level
Procedural justice	4.66	0.49	Very High
Interactional justice	4.64	0.49	Very High
Overall	4.65	0.47	Very High

4.1 Level of Organizational Justice
The level of organizational commitment is very high, resulting from the very high levels of responses. This implies that events, actions, and decisions within the schools greatly adhere to a standard. The indicators of procedural justice and interactional justice have very high ratings. These indicators are arranged from highest to lowest level.

The very high-level rating of procedural justice implies that there is a very high suitability of the processes passed by each employee in the organization. This is in line with the statements of various authors (Posch, 2018) wherein procedural justice can lead to increased employee performance. The value of procedural justice will create dynamic and healthy competition within the organization, thus triggering each employee to work well. Procedural justice is a key societal norm dictating appropriate police behaviour, and as such, is a strong precondition of legitimacy.

Also, the very high level of interactional justice suggests a very high level of fairness in interpersonal treatment. This is in line with various authors (Shaukat et al., 2021; Zhang, 2021) who stated that interactional justice could predict supervisory citizenship behaviors, supervisory satisfaction, and performance. It positively affects trust and significantly improves employees' willingness to engage in customer-centric behaviors. An increased interactional justice level makes employees impart and share the ideas and knowledge they possess.

Table 2: Level of Organizational Commitment

Indicators	Mean	SD	Descriptive Level
Affective commitment	4.68	0.42	Very High
Continuance commitment	4.65	0.45	Very High
Normative commitment	4.68	0.43	Very High
Overall	4.67	0.36	Very High

4.2 Level of Organizational Commitment

The other variable used in this study is organizational commitment. The very high-level results from the very high-level ratings of the respondents. This implies that the public school teachers are significantly committed to the organization. The indicators affective commitment, normative commitment, and continuance commitment were arranged from highest to lowest.

The very high level of affective commitment is a reflection of the very high emotional attachment of the people to the organization and a conviction in its values. This is in line with the statements of various authors (Hashmi et al., 2021; Ullah et al., 2021) who mentioned that affective commitment enables workers to work with dedication, accept their employers' aims and objectives, and contribute to the organization's success. Affective commitment should result in increased job satisfaction, increased commitment, and decreased turnover.

In addition, the very high level of normative commitment implies that there is a very high responsibility to stay with the organization for ethical causes. This concurs with various authors (Ariffin et al., 2020; Muhammad et al., 2021) who stated that the sense of obligation to remain in an organization is the normative commitment. If workers believe that staying with the organization is morally and legally proper, they are more inclined to stay with it. The strength of normative organizational commitment is influenced by accepted rules about reciprocal obligations between the organization and its members.

Furthermore, the very high level of continuance commitment signifies that the teachers exhibit a very high level of cost-effective value of staying with the organization compared to separating from it. This is in line with the statements of various authors (Gilbert & Konya, 2020; Sherk, 2019) wherein employees make emotional, mental, and in some cases financial investments with organizations. Those investments create value, and the employees making those investments are motivated to not lose that value. Ideally, workers with high continuance commitment to the institution will work hard to ensure that the institutions' goals and objectives are achieved. They see themselves as an important part of the organization. They became more involved in achieving the organizational missions and visions by improving their job performance.

Table 3: Level of Orgaanizational Citizenship Behavior

Items	SD	Mean	Descriptive Level
I help other teachers who have been absent	0.588	4.64	Very High
I help others who have heavy workloads	0.550	4.65	Very High
I help orient new teachers even though it is not required	0.663	4.58	Very High
I willingly help others who have work-related problems	0.521	4.68	Very High
I am always ready to lend a helping hand to those around me	0.506	4.70	Very High
I have attendance at work which is above the norm	0.522	4.68	Very High
I do not take extra breaks	0.683	4.50	Very High
I obey school rules and regulations even when no one is watching.	0.434	4.78	Very High
I am considered one of the most conscientious teachers	0.521	4.66	Very High
I believe in giving an honest day's work for an honest day's pay	0.497	4.72	Very High
I do not consume a lot of time complaining about trivial matters	0.609	4.70	Very High
I always focus on what's the positive side, rather than what's wrong	0.514	4.68	Very High
I do not tend to make "mountains out of molehills"	0.517	4.65	Very High
I do not always find fault with what the organization is doing	0.561	4.63	Very High
I am not the classic "squeaky wheel" that always needs greasing	0.503	4.69	Very High
I take steps to try to prevent problems with other teachers	0.463	4.74	Very High
I am mindful of how their behaviour affects other people's jobs	0.494	4.73	Very High
I do not abuse the rights of others	0.494	4.74	Very High
I try to avoid creating problems for colleagues.	0.467	4.78	Very High
I try to prevent work-related conflicts	0.441	4.79	Very High
I consider the impact of their actions on co-workers	0.480	4.70	Very High
I attend meetings that are not mandatory but are considered important	0.514	4.74	Very High
I attend functions that are not required but help the school image	0.574	4.69	Very High
I keep abreast of changes in the school	0.533	4.70	Very High
I read and keep up with school announcements, memos, and so on.	0.498	4.77	Very High
Overall	**0.352**	**4.69**	**Very High**

4.3 Level of Organizational Citizenship Behavior

The third variable considered in this study is organizational citizenship behavior. The very high level of organizational citizenship behavior results from the very high-level ratings of the respondents.

The very high level of organizational citizenship behavior implies that there is a very high level of innate understanding of what the job requires to meet organizational goals. This is in line with the statements of various authors (Hossein & Somayeh, 2018; Khan & Ansari, 2018; Prasetio et al., 2017) who stated that organizations that want their employees to develop higher organizational citizenship behavior should focus on the human resources policy related to the rise in job satisfaction and organizational commitment. More satisfied and more committed employees exhibit higher organizational citizenship behavior. Organizational citizenship behavior is desirable for employee job satisfaction and organizational productivity. Organizational citizenship behavior allocates organizations with more resources and, at the same time, reduces dependency on formal and expensive mechanisms.

Table 4.1: Significance of the Relationship between
Organizational Justice and Organizational Citizenship Behavior

Organizational Justice	Organizational Citizenship Behavior Overall
Procedural Justice	.571* (0.000)
Interactional Justice	.479* (0.000)
Overall	.575* (0.000)

4.4 Significance of the Relationship between Organizational Justice and Organizational Citizenship Behavior

The correlation between the measures of organizational justice and organizational citizenship behavior revealed a significant relationship. This implies that organizational justice is significantly correlated with organizational citizenship behavior. The findings of this study confirm the studies of various authors (Abbasi et al., 2022; Gao & Zhou, 2018) wherein there are positive and significant correlations between organizational justice and organizational citizenship behavior. Organizational citizenship behavior positively impacts team effectiveness and organizational justice results in the development of corporate loyalty. Organizational justice is the main influence factor in the relationship between organizational justice and organizational citizenship behavior. There is a positive correlation between organizational justice and organizational citizenship behavior.

Table 4.2: Significance of the Relationship between
Organizational Citizenship Behavior and Organizational Commitment

Organizational Citizenship Behavior	Organizational Commitment			
	Affective Commitment	Continuance Commitment	Normative Commitment	Overall
Organizational Citizenship Behavior	.481* (0.000)	.387* (0.000)	.504* (0.000)	.544* (0.000)

4.5 Significance of the Relationship between Organizational Citizenship Behavior and Organizational Commitment

The correlation between measures also revealed that there is a significant relationship between organizational citizenship behavior and organizational commitment. This implies that organizational citizenship behavior is positively correlated with organizational commitment. The result of the study confirms the studies of various authors (Hossain, 2020; Unterhitzenberger & Bryde, 2019) stating that there is a positive significant relationship between organizational citizenship behavior and organizational commitment. Thus, organizational citizenship behavior and organizational commitment should be enhanced by making use of appropriate and effective strategies. The adoption of organizational justice in the working environment has many benefits such as outcome satisfaction, low staff turnover, high levels of customer satisfaction, low levels of absenteeism, high levels of organizational commitment, high levels of organizational citizenship behavior, and low levels of employee theft.

Table 4.3: Significance of the Relationship between
Organizational Justice and Organizational Commitment

Organizational Justice	Organizational Commitment			
	Affective Commitment	Continuance Commitment	Normative Commitment	Overall
Procedural Justice	.485* (0.000)	.489* (0.000)	.548* (0.000)	.606* (0.000)
Interactional Justice	.524* (0.000)	.446* (0.000)	.529* (0.000)	.595* (0.000)
Overall	.553* (0.000)	.511* (0.000)	.590* (0.000)	.658* (0.000)

4.6 Significance of the Relationship between Organizational Justice and Organizational Commitment

The correlation between the measures of organizational justice and organizational commitment revealed a significant relationship. This implies that organizational justice is significantly correlated with organizational commitment. This claim is aligned with various authors (Imamoglu et al., 2019; Unaam & Benjamin, 2021) who mentioned that organizational justice is one of the important determinants of employees' organizational commitment. Employees with a high perception of organizational justice tend to show positive behaviors. One of the main determinants of organizational commitment is organizational justice. Employees' perceptions of organizational justice determine their

positive attitudes toward the organization and their organizational commitment. Both organizational justice and organizational commitment are decisive for the employees to be useful for the organization.

Table 5: Significance of the Mediation of Organizational Citizenship Behaviors
on the Relationship between Organizational Justice and Organizational Commitment

Path	Estimates		SE	C.R.	P
	Unstandardized	Standardized			
OJ ⟶ OCB	.455	.575	.038	12.123	0.000
OCB ⟶ OC	.256	.248	.053	4.821	0.000
OJ ⟶ OC	.421	.515	.042	10.008	0.000

4.7 Significance of the Mediation of Organizational Citizenship Behaviors on the Relationship between Organizational Justice and Organizational Commitment

The aim of this study is to contribute to the literature regarding the possible indirect, mediating variable for the relationship between organizational justice and organizational commitment. Specifically, organizational citizenship behavior was investigated as a possible mediating variable that could explain the effect of organizational justice on organizational commitment. Partial mediation is found in the study. Important and significant direct effects were also presented that may help in the enhancement of the existing researches on organizational justice and organizational commitment. Significantly, the studies of these authors on the relationship between organizational justice and organizational commitment are supported by the theory of Blau (1964) wherein social exchange is the voluntary acts of individuals motivated by the returns that these acts are supposed to bring and that they actually bring on the part of others. Social Exchange Theory apprehends the employment relationship as an exchange between the employer and the employee and identifies different types of social exchange.

Moreover, the current study has found that organizational citizenship behavior is a positive and significant partial mediator of organizational justice and organizational commitment and meets the mediation guidelines. The mediation analysis involved the path between organizational justice and organizational citizenship behavior, and the path between organizational citizenship behavior and organizational commitment. The findings support the significant relationship between organizational justice and organizational citizenship behavior leading to support one of the authors of this study Rahman and Karim (2022) who declared that organizational justice is a significant predictor of organizational citizenship behavior. There is a consensus on the idea that organizational justice is a strong determinant of organizational citizenship behavior in academic settings.

5. Recommendations

In light of the foregoing findings and conclusions, the following recommendations are offered: The results of the study specifically on the levels of organizational justice

organizational commitment and organizational citizenship behavior of teachers showed very high ratings of mean scores, the significant relationships between and among the variables in which case the researcher may recommend for the school management to continue the present existing practices in the 2 districts and ensure its sustainability for the benefit of the school, teachers and students as well. The practices of the conduct of regular meetings to be able to thresh out issues and concerns involving teachers and students or teachers and school management. The conduct of focus group discussions if there are specific issues and problems that have to be resolved with some confidentiality.

Moreover, to maintain teachers' commitment and organizational behavior, the researcher highly recommends for the schools to organize enhancement training and seminars for teachers focusing on the improvement of their cognitive skills at work like the conduct of relevant in-service activities may be organized which will allow teachers to improve focus and attention at work especially in curriculum development and instruction. The school heads may initiate peer-support program for teachers to develop cognitive skills especially when interpreting school and learner's progress data. This program may include assisting teachers in developing the skills to establish important connections between old and new information so they can work more effectively as an educator. These may include the conduct of re-tooling and seminars and training which may improve the teachers' critical thinking skills, communication skills, decision-making, problem-solving, and conflict resolution skills and such other interventions which may lead to the development of the cognitive areas of the teachers. Likewise, the continuous conduct of seminars on team building, stress and anger management, and mental health awareness on how to combat depression and anxiety. These may be done on a yearly basis.

Further, to enhance the commitment and citizenship behavior of teachers, initiatives like opportunities for promotion, recognition, rewards, and salary standardization may be strengthened in order for teachers to see the cost-effective value of staying with the school organization. Activities like spiritual retreats and recollections, or the conduct of annual R and R activities to wind up the year's activities and such other activities may motivate the teachers to stay and serve to the best of their abilities while they are in the schools. It is recommended that to maintain a positive working environment, teachers may be given the opportunity to exercise their academic freedom in their field of expertise, they are allowed to express or show more of their abilities and capabilities in their teaching career, and may be given enough support by the school so that they can perform well while teaching the students. In this connection, school management may conduct an evaluation (using evaluation tools) to check on the progress or status of the teacher's performance.

Furthermore, the researcher recommends that school administrators invest in improving school facilities as a place for relevant instruction and skills development for both teachers and students. Sufficient funding, by way of including capital outlay in the annual budget proposal, may be prioritized for the improvement of facilities and learning resources aimed at minimizing the burden and stress of teachers when teaching and

thereby increasing the ability to try new skills at work. Hence, the schools may invest in the school's physical environment that are healthy, clean, and relaxed spaces which bring to a positive school environment in which learners can learn. In addition, visible signage may be installed at conspicuous places for students to recognize the importance of the school's vision, mission, and goals and also reminders to maintain proper decorum while inside the school. This may allow the students to feel ownership of being part of the school in all aspects of their student's life.

The best practices that the school has shown to all the stakeholders: the teachers, students, and parents. Activities like regular joint meeting or dialogue with teachers, students, and parents allow a meaningful relationship among the stakeholders. The teachers may continue to communicate with the parents on the status of their children in the class. This may include also giving information to parents on the achievements achieved by their children. In this case, the teachers may consider the giving of awards or recognition to all deserving students for the job well done in the class in the school as a whole. There is this feeling of ownership of the school where they are enrolled/studying as the teachers and the students show respect, trust, and dedication in everything that they do in school. This feeling will transcend over to the family and to the community, thus creating a good image of the school.

The results of partial mediation may focus on maintaining a smooth relationship between school management, teachers, students, and other stakeholders. In the maintenance of the smooth relationship between teachers and their supervisors or teachers and their co-teachers, it is recommended to continue the practice to always having open communication between and among themselves by the conduct of monthly faculty and management meetings to check their present working conditions, a conduct of a small celebration to greet a birthday celebrant or somebody whose accomplishment is commendable or an annual get together as a year-end thanksgiving for a job well done. A happy environment will lead to a healthy working relationship in the workplace. The spirit of camaraderie and oneness should be the guiding force for teachers and school management in their daily encounters with the students. The school's vision, mission, and goals may be always emphasized (or even memorized by students and teachers as well) so that every action in class or in school will always be guided by these principles.

Lastly, future researchers may conduct a similar study to validate further and extend the results of this present research work in a larger scope of population or the research using Structural Equation Modelling (SEM) or venture into qualitative researches which will showcase the best practices of the schools.

6. Conclusion

With consideration of the findings of the study, conclusions are drawn in this section. There is a very high level of mean for organization justice, a very high level of mean for organizational commitment, and a very high level of mean for organizational citizenship behavior. Moreover, there is a significant relationship between organizational justice and

organizational citizenship behavior. Also, there is a significant relationship between organizational citizenship behavior and organizational commitment and a significant relationship between organizational justice and organizational commitment. Lastly, there is a significant partial mediation on the effect of organizational citizenship behavior on the relationship between organizational justice and organizational commitment.

The findings of the study clearly negate the notion about the mediating effect of organizational citizenship behavior on the relationship between organizational justice and organizational commitment. The findings support the anchor theory which is the Social Exchange Theory by Blau (1964) wherein social exchange is the voluntary acts of individuals motivated by the returns that these acts are supposed to bring and that they actually bring on the part of others. Social exchange apprehends the employment relationship as an exchange between the employer and the employee and identifies different types of social exchange. Being able to be approached from the point of view of the relation between two groups of individuals like the representatives of the personnel and the leaders, the social exchange also considers the relations between two individuals, like the employee and his manager, or between an individual and a group such as the employee and the organization.

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