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The Moderating Role of Gender in the Relationship among Organizational Justice, Commitment, Job Satisfaction and Organizational Citizenship Behaviors of Secondary School Teachers

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Abstract

This study intends to search the structural relations among organizational justice, job satisfaction, supervisor support, organizational commitment, and organizational citizenship behaviors (OCBs) of a sample of 500 secondary school teachers (SSTs) of district Sargodha using a survey research design. The analyses revealed that all demographic variables had insignificant effects on most of the organizational citizenship behaviors of SSTs while only gender had significant effects as a moderator variable. Regression analysis revealed affective commitment and operational justice were significantly correlated to all dimensions of citizenship behaviors, whereas only sportsmanship behavior of teachers was related to normative commitment and interactional justice. Teachers' compliance behavior and civic virtue were correlated with continuance commitment. Gender turned out to be a significant moderator between the relationships of the pairs of variables such as; continuance commitment and civic virtue, affective commitment and compliance, interactional justice and helping, operational justice and civic virtue, job satisfaction and sportsmanship, continuance commitment and sportsmanship.

Keywords: organizational commitment, organizational citizenship behaviors, organizational justice, supervisor support, job satisfaction.

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Introduction

Human resource is considered the most substantial factor in the modern organizations because employees of an organization play an important role in the provision of quality services provided by these organizations to the communities around them. It is always hard for the organizations to achieve their objectives without employees' personal efforts by ensuring their satisfaction and commitment. The commitment and satisfaction of the employees, however, cannot be achieved without the fair treatment and strong support from the organization. It also depends on how good an organization can manage employees' job attitudes and behaviors Bitner, Booms, and Tetreault (1990). Job attitudes and their behavioral consequences are very significant research variables in the emerging research avenues and interests (Lee & Allen, 2002; Organ, 1988).

Since the dawn of the concept of organizational citizenship behaviors, researchers have studied these discretionary behaviors extensively. Organ (1988) has defined it as "an individual's discretionary behavior, not directly or clearly recognized by the formal reward system, and that promotes the effective working of the organization"(p. 4). Similarly, Lee and Allen (2002) define it as "employee behaviors that although not critical to the task or job, serve to facilitate organizational functioning" (p. 132). OCB have been publicized to have a substantial positive influence in improving organizational effectiveness and efficiency (Organ, 1988; Quratulain, 2010).

The focus of most of the research studies conducted earlier was to investigate the antecedents of organizational citizenship behaviors like employee dispositions, attitudes, and leader helpfulness (Ehrhart, 2004). Many researchers, in the recent years has tried to determine the antecedents of organizational citizenship behaviors included; perceptions about various dimensions of organizational justice and job satisfaction (Farh, Podsakoff, & Organ, 1990; Moorman, 1991; Niehoff & Moorman, 1993; Organ, 1988; Quratulain, 2010), organizational commitment (Moorman, Niehoff, & Organ, 1993; Williams & Anderson, 1991), supervisor support (Eisenberger, Lynch, Aselage & Rohdieck, 2004; Eisenberger, Stinglhamber, Vandenberghe, Sucharski & Rhoades, 2002),and job satisfaction (Williams & Anderson, 1991).

Organizational justice referres to the overall perceived fairness of the organizational decision making (Cropanzano & Greenberg, 1997). They further elaborated that at the time of important decisions making the perceived fairness is the most important thing particularly when the

decisions are about the limited or scarce resources. The construct of organizational justice has three important dimensions i.e. distributive, operational, and interactional justice. Quratulain (2010) had studied the effects of various dimensions of employees' perceptions about organizational justice and OCBs. According to her findings, distributive justice was better predictor of OCBs as compared to procedural and interactional justice and interactional justice was stronger than procedural justice.

Previous researchers have also considered the construct of organizational commitment as a multidimensional construct. Important indicators of commitment are; an employee's readiness to exert effort for the organization, willingness to continue and loyalty towards the organization (Porter, Steers, Mowday & Boulian, 1974). Meyer and Allen (1997) have given a three-dimensional conception of organizational commitment including affective, normative and continuance commitment, (desire-based, obligation-based and cost-based respectively) which is the most commonly accepted view among researchers.

In organizational behavior and management literature, job satisfaction is an extensively studied construct. Job satisfaction is often considered as an emotional state. Porter et al. (1974) highlighted that as compared to an employee's organizational commitment, an employee's job satisfaction is relatively a less stable construct and can change more quickly over time. Moorman (1991) provided empirical evidence that job satisfaction could not predict any additional variance in employees' OCBs, when the relationship between organizational justice and OCB was controlled. The findings of other studies have also supported a relatively robust framework of relationships among these constructs (Konovsky, 2000; Moorman, 1991; Moorman et al., 1993).

The construct of supervisor support was primarily developed by Eisenberger et al. (2002) who defined it as "the degree to which employees perceive that their superiors care about their well-being, value their contributions, and are generally supportive" (p. 12). The superior's or supervisor's support within the organization had been found to be an important sign of the organizational support (Eisenberger et al., 2004; Eisenberger et al., 2002).

Chen and his associates studied the nurses and head nurses and found out significant positive relationships between leader-member-exchange and trust of subordinates that resulted in increased levels of perceived supervisor support (Chen, Chang, & Hu, 2007). The previous research also showed a strong positive relationship between higher levels of perceived supervisor support and various dimensions of employees'

OCBs (Chen & Chiu, 2008; Podsakoff, MacKenzie, Moorman, & Fetter, 1990; Podsakoff, MacKenzie, Paine, & Bachrach, 2000).

Finding quality teaching staff is the primary important for gaining sustainable development of the educational institutions like schools. It is imperative that school management recognize and implement HRM practices that help shaping employees' positive attitudes and behaviors towards their jobs.

This study was, therefore, planned to create knowledge about the effects of organizational commitment, job satisfaction, and organizational justice on secondary school teachers' OCBs. A multivariate analysis was employed to derive impacts and relationships of these variables on organizational citizenship behaviors of secondary school teachers (SSTs) in Sargodha district. Moreover, the role of gender as moderator was also explored.

Significance of the Study

The study is significant, in terms of its implications, for HRM experts, theorists and practitioners especially in the field of education. It will provide them with theoretical evidence and understanding for improving OCBs of teachers in the light of its relationship with other constructs of the study. The empirical evidence provided in this study about the relationships of organizational commitment, organizational justice, job satisfaction, OCBs of teachers and superiors' support would be helpful in enhancing the outcomes of OCBs in Pakistani secondary schools. As far as the development of the human conditions and improvement of HRM practices is concerned, this study would be helpful for HRM practitioners of the department of education to foster the attachments of secondary school teachers with their organization.

Research Methodology

A questionnaire-based descriptive research design had been used for this study. A sample of 500 SSTs had been selected conveniently from fifty high schools of Sargodha district with equal representation of male and female teachers.

Following scales had been adapted to collect data for this study:

- i. TCM Employee Commitment Survey that contained 19 items (Meyer, Allen, & Smith, 1993).
- ii. Organizational Justice Scale comprised of 15 items measuring its three dimensions that included five items for each of the following sub-scales;

- Procedural Justice Scale (Moorman, 1991)
 - Interactional Justice Scale (Niehoff & Moorman, 1993)
 - Distributive Justice Index (Price & Mueller, 1986)
- iii. Job Diagnostic Survey, (Hackman & Oldham, 1975) contained 14 items.
- iv. Organizational Citizenship Behavior Scale comprised of 17 items measuring its four dimensions that included five items for Helping dimension, four items for Civic Virtue, four items for Sportsmanship, four items for Compliance (Podsakoff et al., 1990)

All the items on the questionnaire were rated on 7-point Likert scale to measure the degree of agreement \ disagreement or satisfaction \ dissatisfaction of the respondents with each item. All instruments were used in the (English) language they were originally developed and no translation in Urdu language was made because SSTs in high schools possess sufficient qualification for the purpose. To validate the questionnaire, it was distributed to 50 teachers (10 % of the sample) for pilot testing before finalization. The complete questionnaires were administered to the teachers (selected sample) in person.

After data collection the data we entered in IBMSPSS version 20 data editor and preliminary data analysis were done for cleaning and preparing data for the further analyses. The confirmatory factor analyses (CFAs) for all the scales were performed. The CFAs revealed the good psychometric properties of all the constructs including construct reliability, discriminant validity and convergent validity indices and high coefficient alphas (See Table 1). Then all the relationships and direct effects of the predictor variables were analysed through stepwise multiple regression analysis to test the hypothesized direct and indirect relationships.

Research Model

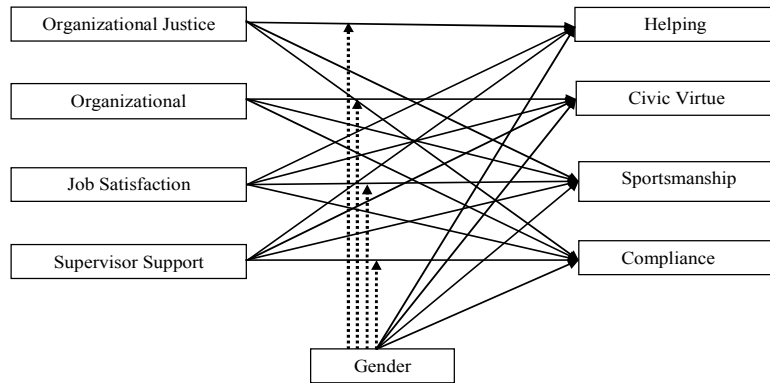


Figure 1: Research model of the Study

Results

Table 1

Correlations among Key Variables and Reliability Coefficients

Variables	DJ	OJ	IJ	AC	CC	NC	JS	SS	HG	CV	SP	Com
DJ	(0.85)											
OJ	.420**	(0.82)										
IJ	.210**	.375**	(0.81)									
AC	.125*	.048	-.24**	(0.72)								
CC	.168**	.163**	.117*	.151**	(0.66)							
NC	.205**	.162**	.345**	-.042	.120*	(0.65)						
JS	.511**	.474**	.461**	.115*	.162**	.397**	(0.84)					
SS	.176**	.245**	.524**	-.16**	.187**	.304**	.320**	(0.81)				
HG	.005	.114*	.077	.086	.067	.059	.053	.197**	(0.79)			
CV	.057	.104*	-.021	.097	-.079	.059	-.007	.068	.409**	(0.69)		
SP	.150**	.127*	-.16**	.256**	.079	-.091	.110*	-.12*	-.034	.066	(0.81)	
Com	-.038	.085	.032	.148**	-.047	-.003	.024	.105*	.369**	.301**	-.065	(0.67)

Correlation significant at the 0.01**and 0.05 *level.

The diagonal values in the parentheses indicated the reliability coefficient of several scales used to collect data. The Cronbach alpha values for most of these scales ranged from 0.66 to 0.85, which were acceptable. The correlations between variables were mostly positive and significant.

Table 2

Mean, SD, Skewness and Kurtosis of Variables of Study

Variables	Mean	Std. Deviation	Skewness	Kurtosis
DJ	19.1207	6.42591	-.708	-.464
OJ	19.8275	5.43845	-.530	-.080
IJ	22.8057	4.76497	-1.323	1.894
SS	17.9984	3.53884	-1.637	3.108
AC	9.8414	5.21860	.424	-.829
CC	15.3229	4.01524	-.590	-.191
NC	16.1964	3.87791	-.692	-.384
HG	28.5979	4.25063	-1.451	5.095
CV	17.1009	2.96011	-1.274	2.209
SP	15.8822	6.32024	.022	-1.147
Com	17.7353	2.78349	-1.753	5.251
JS	41.4965	9.12328	-.745	-1.151

Table 2 showed relatively high means and standard deviations for interactional justice, job satisfaction and OCB helping behavior. The

skewness and kurtosis values revealed that the supervisor support, OCB helping and compliance showed significant departure from the normality.

Multiple Regression Analysis

Four separate regression models were built for OCBs as criterion variables. The researchers also tested the linearity of the relations, normality of the distributions, and homogeneity of variance for the application of regression models and found them satisfactory.

For testing the hypothesized direct and indirect relationships the stepwise multiple regression analysis was employed. In first step, all the demographic variables were entered as control variables. Secondly, the predictors were entered as independent variables for all dimensions of OCBs as criterion variables. In the third step, the independent variables with moderator variable (gender) were entered to discover the moderating effects on various dimensions of the OCBs. The command '*modprob*' (Preacher and Hayes (2004) was used to achieve the moderating effects of gender as reported in the Table 3.

Table 3

Regression Analysis for relationships between predictor variables and OCBs of teachers

Independent Variables	Dependent Variables (Dimensions of OCBs)											
	Helping (Model 1)			Civic Virtue (Model 2)			Sportsmanship (Model 3)			Compliance (Model 4)		
	Step 1	Step 2	Step 3	Step 1	Step 2	Step 3	Step 1	Step 2	Step 3	Step 1	Step 2	Step 3
Age	-.12	-.14	-.14	-.121	-.14	-.14	.17*	.19*	.19*	-.07	-.09	-.09
Qualification	-.07	-.05	-.05	-.084	-.08	-.08	.02	-.01	-.01	-.09	-.09	-.09
Type of Organiz.	.05	.04	.04	-.028	-.01	-.01	.02	.03	.03	-.03	-.03	-.03
Nature of Job	.04	.03	.03	-.078	-.08	-.08	.12*	.06	.06	-.03	-.06	-.06
Industry Sector/Type	.02	.04	.04	.128*	.15*	.16*	-.14*	-.11*	-.11*	.12*	-.09	-.09
Size of Organiz.	.03	.06	.06	.104†	.14*	.14*	-.11	-.09	-.09	-.03	-.01	-.01
Experience	.17†	.21*	.21*	.163†	.20*	.20*	-.13	-.12	-.12	.06	.11	.11
Gender	.22**	.22**	.22**	.015	.02	.02	-.14*	-.11*	-.11*	.04	.02	.02
DJ		-.05	-.05		.01	.01		.08	.08		-.09	-.09
OJ		.12†	.12†		.15*	.15*		.12*	.12*		.10†	.10†
IJ		-.04	-.04		-.09	-.09		.15*	.15*		.01	.01
AC		.13*	.13*		.16**	.16**		.14**	.14**		.21*	.21**
CC		-.02	-.02		.14**	.14**		.06	.06		.11*	.11*
NC		.02	.02		.08	.08		.11*	.11*		-.03	-.03
JobSat		-.02	-.02		-.09	-.09		.09	.09		-.03	-.03
SupSup		.21**	.21**		.15*	.15*		-.05	-.05		.16*	.16*
DJ * Gender			.059			.069			.138			.023
OJ * Gender			.075			.152*			.048			.027
IJ * Gender			.189*			.068			.112			.021
AC * Gender			.125			.064			.049			.09†
CC * Gender			.150			.129†			.52**			.045
NC * Gender			-.010			.108			.061			.028
JobSat * Gender			.056			.022			.13*			.006
SupSup * Gender			-.051			.051			.137			.011
R ²	.07**	.12*		.041*	.11**		.06*	.17**		.03	.09*	
Adjusted R ²	.051*	.086*		.021*	.070**		.04*	.14**		.01	.05*	
R ² Change (ΔR ²)	.07**	.052*		.041*	.066**		.06*	.11**		.03	.06*	

** p < .01, * p < .05, † p < .10

Relationships among demographics and OCBs

As shown in the beginning of Table 3 that only two demographic variables i.e. gender ($\beta = .22$) and experience ($\beta = .17$) were significantly

correlated to the helping dimension of teachers' OCB while size of organization ($\beta = .104$), type of industry ($\beta = .128$), and experience ($\beta = .163$) were significantly related to the civic virtue dimension. Similarly, type of industry ($\beta = -.16$), age ($\beta = .17$), gender ($\beta = .14$), and nature of job ($\beta = .12$) were related significantly to the sportsmanship dimension and type of industry ($\beta = -.12$) were related significantly to the compliance dimension of teachers' OCBs. So, gender was the only important demographic variable that significantly effects on the OCB dimensions while other demographic variable effects were either insignificant or negative on the OCB dimensions of teachers.

Relationships between OCBs and organizational Justice

The Table 3 revealed the insignificant relationship of *distributive justice* and all the four dimensions of OCBs of the teachers as all the regression coefficients (betas) were insignificant. However, *operational or procedural justice* was a significant predictor of helping ($\beta = .12$), compliance ($\beta = .10$), sportsmanship ($\beta = .12$), and civic virtue ($\beta = .15$). The *interactional justice* had positive relationship with only sportsmanship ($\beta = .15$) dimension of OCB.

Relationships between OCBs and organizational Commitment

The Table 3 also showed the significant positive relationships of *affective commitment* with *helping* ($\beta = .13$), *sportsmanship* ($\beta = .14$), *civic virtue* ($\beta = .16$), and *compliance* ($\beta = .20$). Consequently, it could be concluded that the affective commitment had greater predictability for all OCB dimensions. *Continuance commitment* was only related to *civic virtue* ($\beta = .14$) and *compliance* ($\beta = .11$). So, it could be concluded that for civic virtue and compliance, continuance commitment had predictive capability. Whereas, the *normative commitment* had only significantly positive relationship with *sportsmanship* ($\beta = .11$) dimension of OCB.

Relationships between OCBs and Job Satisfaction

The Table 3 also revealed that relationships of *job satisfaction* with OCB dimensions were insignificant and it can be concluded that job satisfaction had no predictability for all dimensions of OCB, in this model.

Relationships between OCBs and Supervisor Support

The *supervisor support* had high predictive capability for the dimensions of *civic virtue* ($\beta = .15$ and $p < .05$), *helping* ($\beta = .21$ and $p < .01$) and *compliance* ($\beta = .16$ and $p < .05$). However, it lacked a significant relationship with the dimension of the *sportsmanship*.

Gender as moderator variable

Table 3 showed the results of gender as moderator and revealed that gender does not affect the relationship among *distributional justice* and OCBs; *normative commitment* and OCBs, and *supervisor support* and OCBs, which were all insignificant. However, the moderating effects of gender on the relationships among operational justice and the OCBs i.e. compliance ($\beta = .10$), Civic Virtue ($\beta = .152$), and helping ($\beta = .189$) were significant at 0.05 level. Similar was the case of continuance commitment with sportsmanship ($\beta = .52$) and Civic Virtue ($\beta = .129$) and job satisfaction with sportsmanship ($\beta = .13$).

Discussion

In this relationship study some of our findings were consistent with the studies conducted in western countries that had emphasized more importance of procedural and interactional justice in predicting OCBs. Cropanzano and Byrne (2000) declare that when economic/social exchanges are done with procedural and interactional justice, they make it obligatory for the employees to pay back the organization resulting in superior OCBs.

Farh et al., (1990) were the pioneer researchers who used the relationship approach to organizational justice. They used a scale to measure the supervisory justice which had the following three components; a) supportive leader behavior, b) contingent reward behavior and c) participative leader behavior. It also involved the aspects of procedural, distributive, and interactional justice. Their findings were consistent with our findings as they found that perceived supervisory fairness successfully predicted OCB helping dimension.

Furthering this line of reasoning Konovsky and Pugh (1994) pointed out that employees' trust in the organization emerging from the fairness and support of the superiors would lead to increased display of OCBs. They also highlighted that while procedural justice is expected to raise

the levels of trust, distributive justice is not. Interestingly Konovsky (2000) found that in the presence of strong leader member exchanges with the supervisor, employees demonstrated high trust whether perceived distributive justice was high or low. The variable supervisor support had relatively a low mean and standard deviation values ($M = 17.9$, $SD = 3.11$) than other predictors showing that majority of the secondary school teachers in this sample were perceiving low support from their superiors. The researchers, therefore, concluded that individuals in this sample did not have satisfactory relationships with their superiors that caused them to be more intolerant of distributive injustice and demonstrating low levels of OCBs.

Pillai and his co-researchers demonstrated similar results, who found significant positive relationships between distributive justice and OCB dimensions while it was opposite for procedural justice and dimensions of OCB (Pillai, Scandura & Williams, 1999). They also mentioned that on the basis of the research work of Lind and Tyler (1988) these findings were not quite surprising because distributive justice was associated to evaluations of specific outcomes, whereas procedural justice was associated with more general evaluations of organizations by employees like organizational/supervisory trust, commitment to the organization etc. Cropanzano, Ambrose, Greenberg, and Cropanzano (2001) argued that “employees’ relationships based on economic and social exchanges are not opposite ends of a continuum”. It is thus possible that fruitful social exchanges be gained from fruitful economic exchanges and vice versa.

The distributive justice was found less important or nonexistent in the prediction of OCBs of secondary school teachers. The reason behind this phenomenon might be low job satisfaction and less supervisor support in the effectiveness of policies and procedures. It was also argued that the occurrence of economic exchange relationships just could not prevent the occurrence of social exchange relationships. So, the fruitful economic exchanges could result in beneficial social exchanges (Quratulain, 2010).

This study tried to explore the relationships between organizational commitment (OC) and dimensions of OCBs in Pakistani context. It extended the past work on examining the relationships between three components of OC and OCBs in a non-western context. It was due to the dominant collectivistic outlook of Pakistani culture that the researchers expected consistently high levels of OCBs. The OCB helping dimension was expected to be a more common form of OCB because of strong socially-driven collectivist values stressing the group concerns more than the individual concerns. Such values definitely encourage helping/altruistic

behaviors benefiting the group. In the same way the researchers expected to find more commonly the 'compliance' dimension of OCBs because of the hierarchical social structure and high power distance generating more compliance in Pakistani culture.

Our findings supported and confirmed these expected patterns in OCBs of secondary school teachers in this sample. The researchers found that affective component of commitment was significantly and positively related with all dimensions of OCBs in the sample of school teacher. The continuance component of commitment was significantly and positively related to civic virtue and compliance whereas the normative component of commitment was significantly related to only sportsmanship dimension of OCBs. These findings revealed that affective commitment was better predictor of secondary school teachers OCBs as compared to normative and continuance commitment. Likewise continuance commitment was a better predictor of OCBs than normative commitment.

In this sample, the affective and continuance commitments were correlated with both helping and compliance dimensions of OCBs, but it was opposite for continuance and normative commitment with helping dimension of OCBs. The employees with high affective commitment are likely to support their colleagues by voluntarily helping them. Contrary to most of the western countries, Pakistan (where these relationships were explored) is not only more strongly collectivist but also possesses a hierarchical social structure formally imposed from outside based on a risk-averse attitude and demanding normative commitment. This type of risk-averse normative commitment gives rise to citizenship behaviors like sportsmanship (associated with a strong sense of obligation and duty) than most the western contexts. The fact that normative commitment was correlated with sportsmanship also supported this expectation of risk-averse normative commitment is associated with sportsmanship dimension of OCBs in Pakistani culture.

Conclusion

It was concluded that the demographic variables failed to effects almost all organizational citizenship behaviors of teachers. Only gender and experience came out to be strong predictors of some dimension of OCBs. Sportsmanship behavior was favored by more males while helping behavior was liked by female teachers as they were more preoccupied with it. Job satisfaction and distributive justice were not associated to any aspect of the teachers' OCBs. Operational justice and affective commitment were correlated to civic virtue, helping,

compliance and sportsmanship. Normative commitment and interactional justice were connected with only sportsmanship. Continuance commitment and supervisor support were interrelated with teachers' civic virtue, helping, and compliance behaviors. Results revealed that gender significantly moderated the relationships between continuance commitment and civic virtue, affective commitment and compliance, interactional justice and helping, job satisfaction and sportsmanship, continuance commitment and sportsmanship. Gender had no interaction with distributive justice, continuance commitment and supervisor support and OCBs in this sample.

As the theoretical background of this study was rooted primarily in Western literature, the findings of this study reflected the cultural values of a specific Pakistani context. The theorists and researchers in this domain had acknowledged the significance of such studies in explaining and comparing the effect sizes with other studies (Kirkman et al., 2006; Kirkman & Shapiro, 1997). Such comparisons would be helpful in exploring the etic as well as emic or cultural perspectives in explaining meaning and interactions of the main constructs of this study.

One salient limitation of this study is implied in cross sectional design that leads to common method bias. Therefore, the researchers would recommend employing longitudinal or experimental designs to explore causal relations among the constructs in future studies.

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