



The Mediating Role of Organizational Justice in the Relationship Between Leader-Member Exchange and Organizational Citizenship Behavior in Public Secondary Schools of Amhara Regional State

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Abstract

The purpose of this study was to assess the status of organizational justice, leader-member exchange and organizational citizenship behavior and examine the effect of leader-member exchange on the organizational citizenship behavior mediated by organizational justice in the Amhara region secondary schools. Post-positivism and correlational design was employed. Data were collected from 1061 randomly selected teachers using the adapted versions of leader-member exchange-multi dimensional measure developed by Liden and Maslyn (1998) for leader-member exchange, the Colquitt's OJ Scale (COJS, 2001) for organizational justice and the Podsakoff et al. (1990) questionnaire for organizational citizenship behavior. Data were analyzed using percentages, mean, standard-deviation, one sample t-test, and structural equation modeling. The results indicated that the status of leader-member exchange, organizational justice and organizational citizenship behavior were significantly below average. It was found that leader-member exchange positively and significantly influenced organizational justice behavior. Organizational justice positively and significantly influenced the organizational citizenship behavior. The leader-member exchange indirectly influenced the organizational citizenship behavior through the full mediation of organizational justice. Hence, the study concluded that the teachers can influence the work behavior of principals and principals can influence the behavior of the teachers. This implies that teachers and principals play crucial roles in shaping each other's behaviors. Based on the implications of the findings it is recommended that teachers and principals should be cognizant of their attitudinal behaviors and its impacts on the counterparts. Finally, based on the limitation of this study, we recommend future researchers to conduct a cross sectional study on the perception of principals and teachers to enhance better generalizability of the findings.

Keywords: Organizational justice; Leader-member exchange; Organizational citizenship behavior; Mediation; Effect

1. Introduction

In Ethiopia, the goals of secondary education are to prepare students for higher

education and equip them for the workforce (Amhara National Regional State Education Bureau [ANRSEB], 2022). However, the context of the Ethiopian education system indicated that most secondary schools were not successful as it was expected. The stakeholders believed that the majority of secondary school students do not have the expected knowledge, attitudes and skills (Ministry of Education [MoE], 2018). According to MoE, students are viewed as lacking the necessary competence and skills to join the world of work upon completion of grade 12 and the stakeholders do not accept secondary school graduates are sufficiently prepared for the level. Moreover, the students who scored the passing marks in the national examination for university entrance was 56.37%, 22.05%, and 3.8% in the years 2020, 2021, and 2022 respectively (ANRSEB, 2022). The decline of the percentage of students to pass the national examination showed quality education is deteriorating eventually.

One of the reasons of ineffective performance of secondary schools is the teachers' low motivation (MoE, 2018). In addition, the empirical study of the 2018 education development roadmap revealed low motivation, lack of commitment and energy of secondary school teachers contributed for the decline of quality education. In line to this, researchers asserted that the effectiveness of schools predominantly depends on teachers who are willing to go beyond role expectations voluntarily (DiPaola & Tschannen-Moran, 2001). The success of organizations is dependent on the workers willing behavior that exert their fullest potential (Organ, 1988a, as cited in Rangriz, 2012). The

responsible, committed, brave, and wise employees are the most basic factors of organizational success and such individual behavior in the work place is said to be organizational citizenship behavior [OCB] (Jafari & Bidarian, 2012).

OCB is a behavior that employees are committed to and willing to make tremendous sacrifices without expecting rewards for the success of the organization (Organ et al., 2006). It is an individual behavior that an employee voluntarily engages in to improve the effectiveness of the organization, but, is not explicitly rewarded by the organization (Podsakoff et al., 2009; Veličkovska, 2017). OCB is a crucial behavior that can foster a positive work environment, and support job success (Ashari et al., 2020), and raise productivity (Kandeepan, 2016; Organ et al., 2006). Thus, the enhancement of OCB can be measured using the dimensional behaviors of altruism (a selfless helping behavior), conscientiousness (adhering workplace rules and regulations), sportsmanship (a refraining behavior from complaining on minor difficulties or issues which has no justified rational to complain), courtesy (voluntary behavior that minimize or resolve a difficulty a colleague is facing), and civic virtue (staying informed about the important issues facing the organization) (1988, as cited in Savithri & Mozhi, 2018 and Mushtaq, 2013). Other researchers such as Tambe and Shanker (2014), Songur et al. (2008), Podsakoff et al. (1990), and Wei (2014) recommended using these five dimensions to fully measure the OCB construct.

Yet, the researcher imagined that there might be a problem in the enhancement of teachers OCB in the Amhara region secondary schools. The researcher became aware of these issues while offering leadership development training for secondary school principals, particularly the Gondar city administration, and the northern, western, and central Gondar zones, as part of his community service responsibilities. In addition, when a classroom discussion was held on why quality of education is still a challenge for the educational system, the principals of secondary schools in the Amhara region who attended their postgraduate study in the summer program in school leadership suggested low OCB of teachers take the lions share to address quality education in the region.

The above principals claimed that teachers displayed less willingness to engage in the different responsibilities for the effective accomplishment of the schools' objectives. Most teachers are not willing to accomplish the task provided by the principals. Teachers are less likely to help one another. There are frequent conflicts and disputes between teachers and their principals. There is frequent missing and wasting of allotted classes and teachers are not working as hard as they could to help their students. According to some researchers such as Ashari et al. (2020), DiPaola and Tschannen-Moran (2001), Ibrahim et al. (2022), Nasra and Heilbrunn (2015), Nugroho et al. (2020), Organ et al. (2006), and Sarwar (2016) these behaviors are the manifestation of employees' lower OCB behavior inside their organizations.

Following the claims of the above principals, the researcher tried to roughly observe two public secondary schools regarding the practice of teachers OCB in Gondar city administration. During his observation, the parent-teacher-student association (PTSA) member students claimed that teachers routinely miss classes and some teachers compensated on the other day and some others did not teach and remained unfinished as per the schedule because of the less dedication of the teachers. Thus, based on the above narratives, the researchers imagined that there might be problems in the enhancement of the OCB of the teachers.

OCB is an individual behavior that has close connections with organizational efficiency and effectiveness (Ince & Gül, 2011). In light of this, the effectiveness of schools predominantly depends on teachers who are willing to go beyond role expectations (i.e. OCB) voluntarily (DiPaola & Tschannen-Moran, 2001). Teachers with a promising OCB make innovative ideas, volunteer to back extracurricular activities, willingly serve on the new committees, work proficiently with their colleagues, absent rarely and make efficient use of their time, help students on their own time, and stay after school to help if necessary (DiPaola & Hoy, 2005). Besides, OCB helps to minimize tensions (DiPaola & Tschannen-Moran, 2001), decreases the incidence of disputes (Nugroho et al., 2020), and decreases the burnout of teachers (İnandi & Büyüközkan, 2013).

Therefore, schools will benefit greatly from a broader understanding of OCBs in educational settings, and it is crucial to learn

more about how OCB might be developed (DiPaola & Tschannen-Moran, 2001). However, the development of OCB is highly influenced by the variables of empowerment, engagement, collaboration, perceived fairness, organizational commitment, and leader-member exchange relationships (Organ et al., 2006).

However, there are controversial research reports about the influence of leader-member exchange (LMX) on the OCB construct. For example some studies such as (Farahbod et al., 2012; Lo et al., 2006; Organ et al., 2006; Zhang et al., 2020) specified that LMX has a direct significant positive influence on the OCB in the organizations while, the other group of researchers such as Ishak and Alam (2009), Jim et al. (2013), Andre-Oktavio (2013, as cited in Bhoki, 2020) revealed insignificant association between LMX and OCB. Yet, the third group of researchers claimed that the LMX predicts OCB when their relationship is mediated by organizational justice (OJ). Research reports such as Bhal (2006), Kasemsap (2013), and Khalid (2014) revealed that OJ is used as a medium in the relationship between LMX and OCB. In addition, Adams (1965, as cited in Bhal, 2006) stated that “high LMX would lead to extra role citizenship behaviors only if the leader is perceived to be fair and just” (p. 108).

LMX is a high-quality reciprocal relationship developed between leaders and members (Northouse, 2019; Yukl, & Gardner, 2020). The high quality reciprocal relationship can be measured using the dimensions of contribution (perception of the amount, direction, and

quality of work-oriented activity each member puts forth toward the mutual goals), loyalty (a behavior both the leader and member publicly support each other's actions and character), and affect (mutual affection members of the dyad have for each other based on interpersonal attraction rather than work or professional values) (Dienesch and Liden (1986). Additionally, Liden and Maslyn (1988) identified professional respect (perception of the leaders on the members' professional excellence at his or her work) as the fourth dimension and they asserted that LMX can be best defined with these four dimensions. The quality of these dimensions helps the leaders and followers to reciprocate in interpersonal attraction, and keen support of both leaders and followers (Krishnan, 2004).

OJ is the perception to which a leader and its organizations treat their staff with fair and respectful manner (Chernyak-Hai & Tziner, 2012). Workplace fairness perceptions may influence people's attitudes, beliefs, and behaviors (Colquitt et al., 2001). Workers who perceive that they are being treated fairly by their employers are more engaged at work, and more likely to identify with and trust the organization (Ambrose, 2002). Thus, to fully define the OJ construct, Colquitt (2001) developed the dimensions of procedural (the perceived fairness of procedures used to make decisions and distribute outcomes or rewards), distributive (the perception of the fairness of distribution of resources), interpersonal (the act of treating people with respect, honor and decency and provide them with the chance to feel accepted and confirm the validity of their views and behaviors), and

informational (the perception of how sincere, adequate, and justified information is shared to other people) justices. Ambrose and Schminke (2003) supported the Colquitt's dimensions because each dimension has varied effects.

In this regard, Burton et al. (2008) suggested that if organizations wish to improve employee performance and OCBs, they should concentrate on both LMX and OJ. Furthermore, Kasemsap (2013) claimed that organizations should be mindful of LMX, OJ, and OCB to ensure organizational success. Accordingly, Ishak and Alam (2009) recommended the need for further study about the relationship between subordinate LMX and OCB to properly comprehend their relationship. Consequently, the researchers tried to glance if there are local studies in this regard, and studies such as Desta (2018), Mulugeta et al. (2022) and Shimelis (2022) in University settings existed. However, the focus of these studies was on the relationship between OJ and OCB of higher learning institutions. But this study is different from the above listed studies with the incorporation of LMX as a predictor and OJ as mediator variable and the setting of this study is secondary schools. Thus, the researchers found paucity of contextual research regarding the effect of LMX on the OCB of the teachers mediated by OJ in the Amhara region secondary schools.

As a result, the researchers felt that there were two pressing concerns that triggered them to examine the topic under study. That is, as elucidated above, the LMX, OJ and OCB are important variables for the success of organizations; their status should be

studied in the secondary schools for further policy decision making. Secondly, there is an unresolved, debatable issue regarding the relationships among LMX, OCB, and OJ.

Therefore, the main purpose of this study was to assess the status of LMX, OCB, and OJ, and investigate the mediating role of OJ in the relationship between LMX and OCB in the Amhara region secondary schools with the following research questions.

1. What is the status of LMX, OJ and OCB in the Amhara region secondary schools?
2. To what extent LMX predict the OJ in the study area?
3. Does LMX predict the OCB in the study area?
4. To what extent OJ predict the OCB in the study area?
5. Does OJ mediate in the relationship between LMX and OCB in the study area?

2. Methods

2.1.Paradigm and Design of the Study

In this study post-positivism was used as a philosophical and methodological view because it is used to measure the hypothesized relationships of the variables using empirical evidences and verify whether one variable predicts the other variable (Creswell, 2014). Post-positivism is also associated with quantitative approaches and quantitative approaches are imperative to select large samples and administer broader issues about the practice and relationships among the variables, and help to generalize the results (Patten &Newhart, 2018). Accordingly, the correlational design was used because it helps to study the relationship and prediction among LMX, OJ

and OCB and the strength of their relationships (Ary et al., 2014).

2.2.Population, Sample and Sampling Techniques

According to the ANRSEB (2022) annual education statistical abstract, there were 19 zones, 643 government secondary schools with 41459 teachers. Thus, 7 zones, 70 schools and 1152 teachers were selected using multistage sampling technique. In the 70 sample schools, there were 5054 teachers and the total sample size of teachers from the total population was determined using the Cochran (1977) sample size determination formula. Thus, out of the population of 41459 teachers, 1152 were determined as the sample teachers. Thereafter, the number of sample teachers in each sample schools was selected using stratified random sampling technique. Then the questionnaire was distributed to 1152 sample teachers using convenient (accidental) sampling technique and 1061 questions were correctly completed and used, yielding a 92% response rate.

2.3.Instruments

The leader-member exchange-multi dimensional measure (LMX-MDM) developed by Liden and Maslyn (1998), the Colquitt's OJ Scale (COJS, 2001), and the questionnaire developed by Podsakoff et al. (1990) were adapted and used to measure LMX, OJ and OCB respectively. Before collecting the data, the researcher conducted a pilot test for 46 teachers in Azezo Dimaza secondary school. Thus, the Cronbach's alpha coefficient reliability was .911(affect), .801(loyalty), .742 (contribution), and .828

(professional respect) in the LMX variable. For the OJ dimensions, it was .881(distributive justice), .912 (procedural justice), .927 (interpersonal justice), and .912 (informational justice). The values for the OCB dimensions were .790 (conscientiousness), .805(sportsmanship), .888 (civic virtue), .923(courtesy), and .921(altruism). The test score for each dimension was above the acceptable value of (.70), indicating the internal consistency of the items in its respective dimensions (Maizura, et al., 2009).

2.4.Data Analysis Techniques

The data obtained from the questionnaire was analyzed with the help of SPSS version 23. The demographic profiles of the respondents were analyzed using percentages. The perceived responses of teachers on the practice of the LMX, OJ and OCB were analyzed using mean, standard deviation and one sample t-test. SEM analysis using the analysis of moment structure (AMOS) software version 23 was used to investigate the direct, indirect, and total effects.

2.5.Ethical Considerations

The researchers obtained permission letter from Bahir Dar University to collect data. Then participants were informed about the aim of the research, anonymity and confidentiality of data. They were also aware of the right to withdraw the study when they think something wrong concerning their privacy. In addition, personal identifiers were expelled to ensure their anonymity. Then data were collected after informed consent was granted from the participants.

3. Results

3.1.Characteristics of Research Participants

The demographic characteristics of teachers participated in filling the questionnaire is indicated in Table 1.

Table 1. Respondents Personal Profile

Demography	Attribute	Frequency	Percent
Sex	Male	802	76
	Female	259	24
Age	20-25	20	1.9
	26-40	438	41.3
	above 40	603	56.8
Education level	Diploma	1	0.1
	Degree	776	73.1
	Masters	284	26.8
Experience	1-5	34	3.2
	6-30	986	92.9
	above 30	41	3.9

As indicated in Table 1, the teachers participated in filling the questionnaire were 76% males and 24% females; this was nearly proportional to the region's sex composition of 74.8% males and 25.2% females teaching in the secondary schools. Almost all the respondents were degree and above and this is the minimum requirement to teach in secondary schools (MoE, 2018). About 98% of the respondents were above the ages of 26 years old. The 96.8% had the experience of greater than five years. This may help better aware of the reciprocal relationship between principals and teachers, the justice behavior of principals, and the prevalence of the citizenship behaviors.

3.2.Validation of the Measurements

Before conducting the full structural model, testing the instruments provides the validity of its measurement properties (McQuitty, 2004). Thus, the exploratory and confirmatory factor analysis, model fits, and assumptions were examined in the subsequent subsections.

3.2.1. Exploratory Factor Analysis

The exploratory factor analysis (EFA) was conducted on the 12 items of LMX and the results indicated that the correlation matrix coefficients of the items (.542 to .673) appropriately correlated within their respective dimensions. As to Pallant (2020) the correlation coefficients of .3 and above are appropriate to run EFA. In addition, all the communalities of the items were above 0.5, indicating sufficient levels of explanation of each respective dimension. The Kaiser- Meyer-Olkin (KMO) measure of sampling adequacy, which indicates the appropriateness of the data for factor analysis was .78. Data with a KMO measure of sampling adequacy values above 0.6 are considered appropriate for factor analysis (Pallant, 2020). The overall significance of the correlation matrix determined by Bartlett's Test of Sphericity has shown that the correlation matrix has significant correlations among its respective components. The results were significant at χ^2 ($n=1061$) = 5126.65 ($p<0.001$). Bartlett's

Test of Sphericity revealed the support of the factorability of the correlation matrix.

The principal components analysis revealed the presence of four components with eigenvalues exceeding 1 with factor 1(affect=3.76), factor 2(professional respect=2.13), factor 3(contribution=1.65) and factor 4(loyalty=1.40). Thus, factors explained 31.32%, 17.73%, 13.72% and 11.65% of the variance from factor one to four respectively. The four factors explained a total of 74.42% of the variance. The results of this analysis supported the use of the four dimensions suggested by (Liden & Maslyn, 1998). As a result, the findings of the EFA analysis showed that every item in the corresponding dimensions was structurally valid to assess the LMX construct.

An initial EFA was performed on the 20 items of OJ and the results showed that all communalities were loaded above 0.5. The overall significance of the correlation matrix determined by Bartlett's Test of Sphericity has shown that the correlation matrix has significant correlations among some of its components. The results were significant, χ^2 (n=1061) = 7881.57(p<0.001). This suggests that it is appropriate for factor analysis. The KMO measure of sampling adequacy was .87. This analysis's factor solution produced five factors for the scale, which explained 63.3% of the data's variance.

However, in this initial EFA, two items (i.e. PJ8 and Info17) from procedural and informational justices respectively loaded individually and produced their own independent component without take-part with either of the items in the rotated

component matrix. The correlation coefficients with the other items in their respective dimensions were below .3, showing that the items were under correlated within their respective dimensions (Pallant, 2020). Finally, the researchers removed these items and re-ran the EFA and the KMO measure of sampling adequacy was .88 and the correlation coefficient ranged .389 to .639 which is appropriate to run EFA. The Bartlett's Test of Sphericity was found significant χ^2 (n=1061) = 7829.2(p<0.001) and the communalities were above the required value of .5 and the eigenvalue confirmed the four dimensional structure identified by Colquitt (2001). These dimensions explained a total of 63.89% of the variance among the items. The items associated and their explanation was factor 1 procedural justice(30.87%), factor 2 distributive justice(12.88%), factor 3 interpersonal justice(11.03%), and factor 4 informational justice(9.1%) of variances. The eigenvalues for the four factors were 5.56, 2.32, 1.99, and 1.64 from factor 1 to 4 respectively.

The EFA was also computed on the 24 items of OCB and the results showed that all communalities were loaded above 0.5. The overall significance of the correlation matrix determined by Bartlett's Test of Sphericity has shown that the correlation matrix has significant correlations among some of its components. The results were significant, χ^2 (n=1061) = 9159.97(p<0.001). This suggests that it is appropriate for factor analysis. The Kaiser- Meyer-Olkin measure of sampling adequacy was .88. This analysis's factor solution produced six factors for the scale, which explained 62.5% of the data's

variance. The rotated component matrix showed that the first five components extracted with a cluster of more than one item in each factor, while, the 6th component established one item for each factor (Consc3 and Cor15) from conscientiousness and courtesy dimensions respectively and established their own 6th component. Nonetheless, there is no theoretical reason to employ one item independently in one factor. Besides, the correlation matrix of these items (Consc3 and Cor15) with its respective dimensions was below .33. This means that these items can suppress the reliability of the construct. Thus, the researchers deleted these items and re-run the EFA analysis.

After the items (Consc3 and Cor15) were deleted and the principal component analysis was done on the 22 items, the commonalities of the rest items were loaded above .5 and the KMO measure of sampling adequacy was .88. The Bartlett's Test of Sphericity was found significant, χ^2 (n=1061) = 9099.54 (p<0.001). All the items satisfied the minimum requirement of the correlation coefficient of .3 with its respective dimensions (Pallant, 2020). In addition, the later analysis recommended a five factor solution by explaining a total of 62.92% of the variance with eigenvalues >1.00. The eigenvalues of the final analysis were 6.14, 2.46, 1.87, 1.77, and 1.61 for factor 1 to 5 respectively. The percentage of variance explaining associated with factor 1 to 5 were sportsmanship (27.9%), altruism (11.17%), courtesy (8.49%), civic virtue (8.10%), and conscientiousness (7.31%) respectively. Thus, each item in the

corresponding dimensions was structurally valid for measuring the OCB construct standardized by Podsakoff et al. (1990).

3.2.2. Confirmatory Factor Analysis

The maximum likelihood estimation using AMOS software version 23 was used to conduct the CFA and the results are presented in Figure 1. The standardized factor loadings in Figure 1 were greater than 0.6. According to Hair et al. (2019), with a sample size of 120 and above, the standardized factor loadings of (>.50) is enough for each indicator to account a respectable portion of the variance and the model to be accepted. This means that the items were significantly explained by their respective latent constructs. The critical ratio values were higher than ± 1.96 at $p < .05$. This critical t-value showed the significance of the measurement model (Ho, 2014).

According to Collier (2020) the relative chi-square fit test should be below 5 and the NFI, RFI, IFI, TLI, and CFI values should be $\geq .90$ to consider the measurement model fits the data. Besides, RMSEA value should be $< .06$. As indicated in Table 2 all the criteria satisfied the cutoff values for LMX, OJ and OCB. Thus, we can conclude that the items have measured their intended concept and the measurement model has fulfilled the minimum requirements of the model fits.

Hair, et al. (2019) recommended that the CR should be $> (0.7)$, the AVE should be greater than the MSV and the AVE should be $\geq (0.5)$ to fulfill the requirements of CR, discriminant and convergent validities respectively.

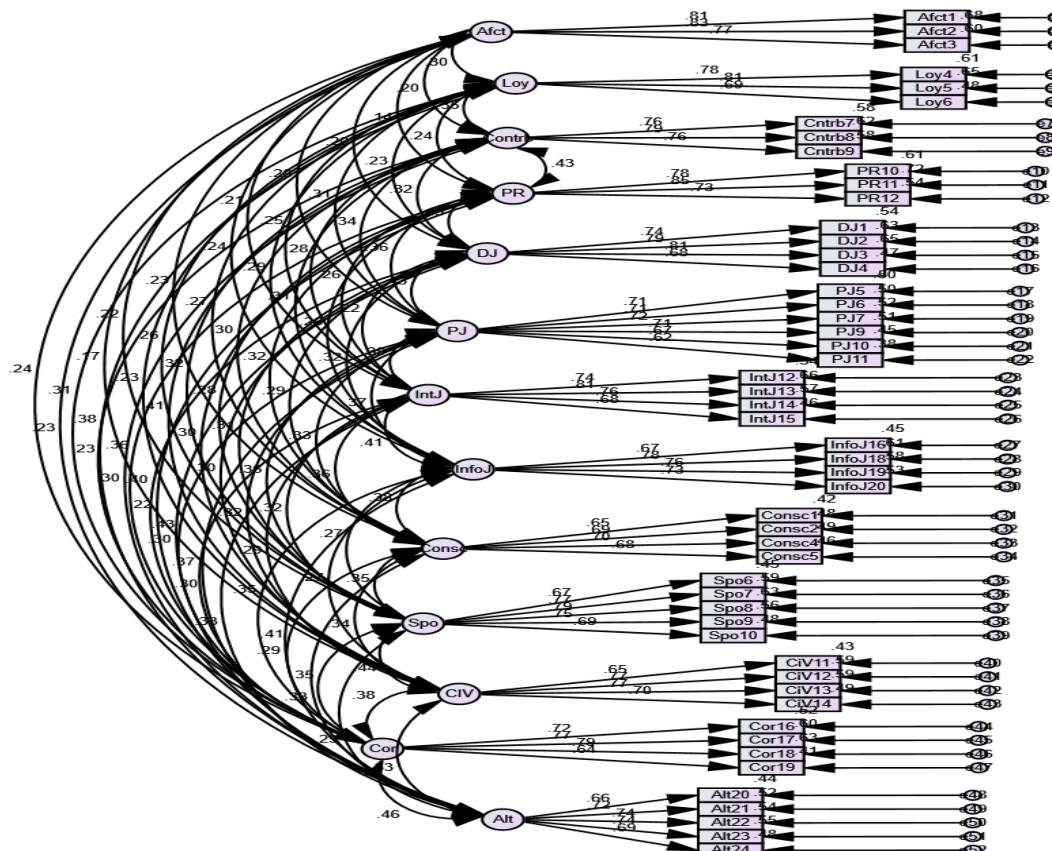


Figure 1. The Confirmatory Factor Analysis of Measurement Model with Standardized Estimates

Note. *Afct* = affect, *Loy* = loyalty, *Contrb* = contribution, *PR* = professional respect, *DJ* = distributive justice, *PR* = procedural justice, *IntJ* = interpersonal justice, *InfoJ* = informational justice, *Consc* = conscientiousness, *Spo* = sportsmanship, *CiV* = civic virtue, *Cor* = courtesy, *Alt* = altruism. C.R = critical ratio, S.E = standard error, $P < 0.001$

Table 2. Outputs on the Model Fit Indices of the Measurement Model

Measurement Criteria	CMIN/DF	NFI	RFI	IFI	TLI	CFI	RMSEA
Obtained Value	1.98	.902	.892	.949	.943	.949	.030
Cut point	<5	>.90	>.90	>.90	>.90	>.90	<.60
Decision	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted

As indicated in Table 3, the CR values were > 0.7 and the AVE estimates were greater than the MSV. This indicates that the CR and discriminant validity were achieved.

However, the AVE values were ≥ 0.5 in most of the dimensions except conscientiousness and procedural justice

dimensions whose AVE values were 0.46 and 0.48 respectively. These values were not deleted from the model because it is approximately similar to 0.5. In addition, a good model does not mean that every particular part of the model fits well (Collier (2020).

Table 3. Construct Reliability, Convergent Validity and Discriminant Validity Results of the Dimensions

Dimension	CR	AVE	MSV	MaxR(H)	Afct	Loy	Contrb	PR	DJ	PJ	IntJ	InfoJ	Consc	Spo	CIV	Cor	Alt
Afct	.84	.64	.09	.85	0.80												
Loy	.81	.58	.12	.81	.30	.76											
Contrb	.81	.59	.19	.81	.20	.35	.77										
PR	.83	.62	.19	.84	.14	.24	.43	.79									
DJ	.84	.57	.19	.85	.20	.23	.32	.43	.76								
PJ	.85	.48	.19	.85	.20	.31	.34	.36	.43	.69							
IntJ	.83	.56	.17	.84	.21	.25	.28	.26	.22	.39	.75						
InfoJ	.83	.54	.17	.83	.24	.29	.31	.26	.32	.37	.41	.74					
Consc	.78	.46	.17	.78	.23	.27	.30	.32	.29	.33	.36	.38	.68				
Spo	.85	.54	.19	.86	.22	.26	.32	.28	.31	.36	.32	.27	.35	.74			
CIV	.81	.52	.19	.82	.17	.23	.41	.31	.30	.32	.29	.27	.34	.44	.72		
Cor	.82	.54	.21	.83	.24	.31	.38	.36	.40	.43	.37	.35	.41	.35	.38	.74	
Alt	.84	.51	.21	.84	.23	.23	.30	.22	.30	.30	.33	.29	.33	.29	.33	.46	.71

Note. Afct = affect, Loy = loyalty, Contrb = contribution, PR = professional respect, DJ = distributive justice, PR = procedural justice, IntJ = interpersonal justice, InfoJ = informational justice, Consc = conscientiousness, Spo = sportsmanship, CIV= civic virtue, Cor = courtesy, Alt = altruism, CR= construct reliability, AVE=average variance extracted, MSV= maximum squared variance.

Collier noted that when there is a complex model where there is an ample of indicators, you will find it more difficult to achieve a good fit model compared to a more simplistic model. Thus, the researchers believed that it is not reasonable to omit these constructs because, deleting everything may lead to less representation of the data set. Thus, the CFA results ensured the overall fit of the measurement model to proceed to the full structural equation modeling.

3.3.The Status of Leader-member Exchange, Organizational Justice and Organizational Citizenship Behavior

One sample t-test was conducted to assess the status of LMX, OJ and OCB and their associated dimensions. The average test value of 3 was used as a reference in a 5 point Linkert scale of 1=strongly disagree to 5= strongly agree and the results are presented in Table 4.

As can be seen from Table 4, there was a statistical significant difference between each dimension of LMX and the average test value of (3). The results indicated that the mean scores of the dimensions were lower than the average mean value of 3 with affect($M = 2.37$, $SD = 0.747$; $t(1060) = 27.676$, $p < 0.05$), loyalty ($M = 2.44$, $SD = 0.744$; $t(1060) = 24.311$, $p < 0.05$),

Table 4. One Sample T Test Results of LMX, OJ, OCB, and their Dimensions

Constructs	Test Value =3					
	Mean	Std. Deviation	t- value	Mean difference	Sig.(2-tailed)	Effect Size
Affect	2.37	.747	27.676	.635	.000	.843
Loyalty	2.44	.744	24.311	.555	.000	.753
Contribution	2.44	.883	20.800	.564	.000	.634
Professional respect	2.48	.925	18.324	.521	.000	.562
LMX	2.43	.539	34.374	.569	.000	1.00
Distributive justice	2.40	.840	23.465	.605	.000	.714
Procedural justice	2.35	.713	29.713	.651	.000	.912
Interpersonal justice	2.41	.832	22.994	.587	.000	.709
Informational justice	2.41	.834	23.141	.593	.000	.707
OJ	2.39	.557	35.604	.609	.000	1.00
Conscientiousness	2.43	.785	23.733	.572	.000	.726
Sportsmanship	2.42	.826	22.715	.576	.000	.702
Civic virtue	2.47	.854	20.315	.533	.000	.621
Courtesy	2.43	.812	22.663	.565	.000	.702
Altruism	2.44	.751	24.315	.561	.000	.746
OCB	2.44	.538	33.970	.561	.000	1.00

Note. n=1061, df = 1060, $P < .05$, two – tailed

contribution ($M = 2.44$, $SD = 0.883$; t (1060) = 20.800, $p < 0.05$), and professional respect ($M = 2.48$, $SD = 0.925$; t (1060) = 18.324, $p < 0.05$). The Cohen's d effect size was .843, .753, .634, and .562 for affect, loyalty, contribution, and professional respect respectively. In addition, there was a statistically significant difference between the mean of the respondents and the test value of 3 on the LMX construct ($M = 2.43$, $SD = 0.539$; t (1060) = 34.374, $p < 0.05$). The effect size of the LMX construct was 1.00.

As a result, the respondents agreed that the LMX dimensions are currently being implemented below the average level of implementation. The Cohen's effect size index (d) indicated that the affect dimension has departed from the null hypothesis (neutral) with the large effect sizes. The remaining three dimensions lowered from

the expected mean value with a medium effects and the LMX construct showed a large effect sizes. According to Cohen (1988), when Cohen's $d \geq 0.2$, the effect is small, ≥ 0.5 , medium effect size, and $d \geq .8$, large effect sizes for the normally distributed data of the t - tests.

Regarding the dimensions of OJ, all the dimensions were statistically significant compared to the average test value of 3 with distributive justice ($M = 2.40$, $SD = 0.840$; t (1060) = 23.465, $p < 0.05$), procedural justice ($M = 2.35$, $SD = 0.713$; t (1060) = 29.713, $p < 0.05$), interpersonal justice ($M = 2.41$, $SD = 0.832$; t (1060) = 22.994, $p < 0.05$), and informational justice ($M = 2.41$, $SD = 0.834$; t (1060) = 23.141, $p < 0.05$). The Cohen's d effect size was .714, .912, .709, and .707 for the distributive, procedural, interpersonal, and informational justices respectively.

The effect size index specified that the distributive, interpersonal, and informational justices showed medium effect sizes while, procedural justice dimension revealed large effect sizes. The overall OJ construct also showed a statistical significant difference compared to the test value of 3. It was significant on ($M = 2.39$, $SD = 0.557$; $t(1060) = 35.604$, $p < 0.05$) and its effect size was 1.00. Thus, the respondents perceived that the OJ and its dimensions are implemented lower than the average implementation levels.

The results in Table 4 portrayed that the mean score of conscientiousness (2.43), sportsmanship (2.42), civic virtue (2.47), courtesy (2.43), and altruism (2.44) in the OCB construct were lower than the test mean value of 3. It revealed a statistical significant difference between the dimensions and the test value with ($SD = 0.785$; $t(1060) = 23.733$, $p < 0.05$) for conscientiousness, ($SD = 0.826$; $t(1060) = 22.715$, $p < 0.05$) for sportsmanship, ($SD = 0.854$; $t(1060) = 20.315$, $p < 0.05$) for civic virtue, ($SD = 0.812$; $t(1060) =$

22.663 , $p < 0.05$) for courtesy, and ($SD = 0.751$; $t(1060) = 24.315$, $p < 0.05$) for altruism. The overall result of the OCB construct also indicated a statistical significant difference with ($M = 2.44$, $SD = 0.538$; $t(1060) = 33.970$, $p < 0.05$).

The Cohen's d effect size was .726, .702, .621, .702, .746, and 1.00 for conscientiousness, sportsmanship, civic virtue, courtesy, altruism, and OCB respectively. The index indicated that the dimensions were different from the null hypothesis (test value of 3) with the medium effects and the OCB construct substantially showed large effect sizes. This is the demonstration where most of the respondents agreed that OCB and its respective dimensions are practiced below the average levels.

3.4. The Mediating Role of Organizational Justice in the Relationship Between Leader-Member Exchange and Organizational Citizenship Behavior

This subsection is about the effect of LMX on the OCB mediated by the OJ and the results are presented in Figure 2 and Table 5.

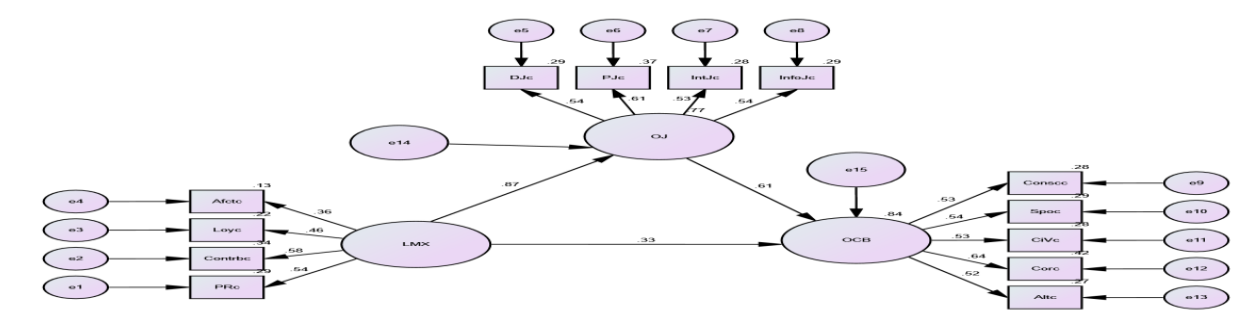


Figure 2. Standardized Regression Weights of Structural Equation Modeling

Table 5. The direct, indirect and total effects of leader member exchange on the organizational citizenship behavior mediated by organizational justice.

Effects	Variables	β			95% Confidence Interval (Two tailed)		Conclusion	
		LMX	OJ	OCB	LMX	OJ	LMX	OJ
Direct	OJ	.875			.000		Significant effect	
	OCB	.326	.615		.180	.021	Non- significant effect	Significant effect
Indirect	OCB	.538			.015		Significant effect	
Total	OCB	.864			.000		Significant effect	
R ²			.765	.836				

Note. Model Fit Statistics: $\chi^2 (N = 1061, df = 62) = 182.832, p < .05, NFI = .931, RFI = .913, IFI = .953, TLI = .940, CFI = .953, RMSEA = .043, \beta =$ standardized regression weight.

As portrayed in Figure 2 and Table 5, the LMX directly and positively predicted the OJ and its effect was statistically significant with ($\beta = .875, p < .05$). The 76.5% of the variance in OJ was explained by the LMX and the rest 23.5% was not explained in this model. The OJ predicted the OCB directly and positively and its effect was statistically significant ($\beta = .615, p < .05$). That is the 37.8% of the variance was explained by the OJ behavior and the rest 62.2% of the variance was not explained in the model.

Even though, LMX was positively related with OCB, its influence was not statistically significant ($\beta = .326, p > .05$). However, LMX was indirectly and positively related with OCB, being fully mediated by OJ and the relationship was statistically significant ($\beta = .538, p < .05$). The results suggest that the 28.9% of the variance in OCB was indirectly explained by the LMX with the full mediation of OJ and the 71.1% variance was not explained in this relationship. Thus, the 83.6% of the variance in OCB was explained by the joint influence of LMX and OJ and the rest 16.4% was not explained in this model.

4. Discussion

The main purpose of this study was to assess the status of LMX, OJ and OCB and investigate the effect of LMX on the OCB with the mediating role of OJ. The results revealed below average implementation of

LMX (M=2.43), OJ (M=2.39) and OCB (2.44). The results showed that teachers were less likely in reciprocating the roles expected from the principals. That is teachers could not publicly support their principal in situations where the principals seek their support. The teachers' willingness to perform quality work-oriented activity to achieve the mutual goals was minimal. However, high-quality relationships between leaders and followers result in mutual trust and influence, strong loyalty, easy communication, and keen supports (Krishnan, 2004). When employees developed the behavior of LMX, they are more dependable, more highly involved, and more communicative (Northouse, 2019).

The results of this study revealed that the principals were less likely to implement justice behaviors in secondary schools. Such injustices are manifested by unfair distribution of resources and workloads, unfair decision making, the views and ideas of the teachers were less likely heard in decision making processes, information on the decided issues is rarely shared. One of the reasons that affect the OJ behavior of principals was the perception of teachers LMX behaviors. This study found that 76.5% of the principals OJ were influenced by the teachers LMX approach. That is the less willingness of the teachers to create good relationships, publicly support their principal when necessary and responsible to contribute to their work assignments

influenced the justice behavior of principals. In line to this, Aggarwal, et al. (2018) asserted that LMX has significant and positive impact on OJ dimensions. That is when the relation of leader and subordinate improves; it will lead to better organizational fairness (Sindhu, et al., 2017) and fairness behavior help to exhibit OCB (Kasemsap, 2013).

Yet, the results of this study specified that teachers in the Amhara region secondary schools were less willing to engage in to the OCB. They were less willing to accomplish additional tasks beyond their usual responsibility. Teachers were less likely to support students, colleagues and a principal. They were also less willing to respect workplace rules and regulations such as being on time for work or meetings, having very little absenteeism, and avoiding taking needless breaks. Teachers complained on minor issues and less likely accepted the burdens without complaining on it. In this regard, Podsakoff (2000) revealed that when people exhibit OCB behavior, they do not only refrain from complaining but also keep a positive outlook even when things do not go according to their manner, are willing to put their own interests aside for the benefit of the group. The results of this study showed that the OJ of principals impeded the 37.8% % of the teachers to engage in to OCB. In a related concept, Cohen- Charash and Spector (2001) revealed that employees are more inclined to follow OCB if they are treated fairly. Employees in such organizations have a favorable perception of themselves; they develop a sense of importance for the roles they play, which favorably affects the level of their own performance and fosters a sense of

citizenship (Abdullatif et al., 2020). However, if they are treated unfairly, they respond by criticizing organizational policies or refraining from following them (Songur, 2008). Irfan et al. (2020) concluded that OJ motivates teachers to exhibit OCB, which eventually helps students, colleagues, and the department achieve their goals.

The results of this study revealed that LMX has no statistically significant direct effects on the OCB, though their relationship is positive ($\beta = .326$, $p > .05$). This finding is similar to the findings of Jim, et al. (2013), Andre-Oktavio (2013, as cited in Bhoki, 2020), and Ishak and Alam (2009) who claimed that the impact of LMX on OCB was insignificant. On the other hand, the other group of researchers such as (Anand et al., 2017; Nugroho, et al., 2020; Zhang et al., 2020) claimed that LMX has a significant positive influence on OCB of employees. Such contradictory findings in different parts of the world may be because of contextual and cultural factors. Podsakoff et al. (2000) asserted that the cultural contexts might have an impact on the practice of the variables. The organizational culture, the behavior and culture of employees in different organizations and countries may reveal such differences.

In light of this, the result of this study has shown that LMX influenced the OCB through the full mediation of OJ. In this respect we can reveal that LMX did not directly influence the OCB, but with the mediation role of OJ. That is the reciprocal approach of teachers influence the OJ of principals and teachers are more likely to engage in citizenship behaviors when they feel that their principal treat them fairly.

This result is consistent with the findings of Kasemsap (2013) who has proven that LMX has a good effect on OCB when mediated by OJ. In addition, Adams (1965, as cited in Bhal, 2006) stated that “high LMX would lead to extra role citizenship behaviors only if the leader is perceived to be fair and just” (p.108). Furthermore, Khalid (2014) revealed that “LMX has strong impact on OJ and OJ has strong impact on OCB of employees at organization” (P.27). Eventually, employees’ positive impressions of justice help them to support organizational development and take care of their jobs (İnce & Gül, 2011).

5. Conclusions

The findings of this study indicate that the status of LMX, OJ, and OCB are significantly below average. Furthermore, OJ was found fully mediating the relationship between LMX and OCBs. This suggests that LMX does not directly influence OCB; rather, its impact is enhanced through the mediating role of OJ. Specifically, enhancing teachers' reciprocal interactions can lead to improved perceptions of OJ among principals, and in turn, the justice behaviors exhibited by principals can foster greater OCB among teachers. Hence, the study concluded that the reciprocating actions, attitudes, and feedback from teachers can affect how principals perceive and enact justice behaviors within the school. On the other hand, the justice behavior of principals can significantly impact how teachers engage in citizenship behaviors. This implies that teachers can influence the working behavior of principals and principals can influence the working behavior of the teachers. Thus, results suggest that teachers and principals

play crucial roles in shaping each other's behaviors, ultimately affecting the overall school performance.

Thus, the implications of the findings recommend that teachers and principals should be cognizant of their attitudinal behaviors and its impacts. Teachers should be cognizant of nurturing the quality of their relationships to further promote principals' fairness behaviors. They should also develop a culture of respecting the legitimate power of principals that in turn advance leaders' justice behavior. The principals should be cognizant of the impacts of the followers' reciprocating behaviors and foster the culture of fair working environment to enhance teachers' citizenship behavior. In addition, the woreda education offices should take a serious view of LMX and OJ when supervising and monitoring the schools and provide relevant feedback that can enhance the OCB behavior of the teachers. They should also provide professional training for teachers and principals on how to build mutually beneficial relationships and foster more practical justice behaviors in schools. Besides, policy makers should advocate the impacts of teachers' reciprocating behavior on the principal's actions and decisions and design strategies on how this mutual influence can be positively reciprocated.

Finally, the limitation of this study was all data were collected from the same source and there is a possibility of common method variance that can inflate or deflate our findings. Thus, we recommend future researchers to conduct a cross sectional study on the perception of principals and

teachers to enhance better generalizability of the findings.

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