



**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
SCHOOL OF PSYCHOLOGY**

**Perceived Organizational Justice, Fair Interpersonal Treatment,
and their Relationship with Organizational Citizenship Behavior:
among teachers and administration staff in Leilt Zenebework
Preparatory and Elementary School, Addis Ababa**

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Acronyms

OCB-	Organizational citizenship Behaviours
OCB-I-	Organizational Citizenship Behaviours towards the individual
OCB-O-	Organizational Citizenship Behaviours towards the Organization
OCBS-	Organizational Citizenship Behaviour Scale
OJ-	Organizational justice
OJS-	Organizational Justice Scale
DJ-	Distributive Justice
PJ-	Procedural Justice
IJ-	Interactional justice
PFIT-	Perceived fair interpersonal treatment
PFIT Sup-	Perceived fairness of interpersonal treatment by supervisors
PFIT Cow-	Perceived fairness of interpersonal treatment by Co-workers
ANOVA-	Analysis of Variance
SPSS-	Statistical Package for the Social Sciences

Abstract

Organizational citizenship behavior is becoming a very important focus of many organizations who aspire to be successful. This study was set with the objective of examining the relationship of organizational citizenship behavior with perceived organizational justice and fairness of interpersonal treatment. It also investigated whether organizational justice and employees' perception of fairness can predict organizational citizenship behavior. Simple random sampling technique was used to select 120 participants from Leilt Zenebework Preparatory and Elementary school. This study used the descriptive Correlational Research design. Organizational justice Scale of Niehoff & Moorman (1993), Organizational citizenship behavior scale by Fox et al.(2012) and Perceived fairness of interpersonal treatment scale by Donovan et al.(1998)) were used to collect data from participants. Data was analyzed by Pearson product moment correlation, Multiple Regression, Independent samples t-test and one way ANOVA. The results of this study show that Organizational citizenship behavior has a weak but positive correlation with distributive and interactional justice but procedural justice had no significant correlation with organizational citizenship behavior. Perceived fairness of treatment by supervisors also showed a significant small correlation with organizational Citizenship Behavior. Other results reveal that distributive justice, interactional justice and Perceived fair treatment by supervisors predict organizational citizenship behaviors. The results of this study imply that Perceptions of distributive Justice had more contribution towards organizational citizenship behaviors in the school than the interpersonal aspect of Perceptions of organizational justice. Moreover, in the school, levels of organizational citizenship and Organizational Justice are high but a perception of fair interpersonal treatment is low.

Key words: *Organizational citizenship behavior, Organizational justice, perceived fairness of interpersonal treatment, Distributive justice, Procedural justice, Interactional justice*

CHAPTER ONE

Introduction

1.1. Background of the Study

Successful schools need employees who are driven towards Organizational Citizenship Behaviors (OCB) since the nature of jobs of such employees requires them to go beyond their expected job descriptions and get involved in Organizational Behaviors. OCB plays a great role in sustaining the effectiveness of Organizations. Hence employers and other stakeholders need to understand the necessity of extra efforts which if exerted by employees would increase the effective functioning of organizations (Kumari & Thapliyal, 2018; Somech & Oplatka, 2014).

Schools function effectively when teachers engage in organizational citizenship behaviors. As societies grow, education has become the most crucial aspect of human development as well as the most attention seeking sector of governments. Schools require a very comprehensive way of handling their processes in terms of organizational management so that an effective teaching learning can take place (Addis, 2019; Cheng, 2016)

School Administration and teachers have to work together collaboratively to attain the goals of the school. The quality of learning by students in the school is largely determined by how these two groups achieve the destined performance through teachers providing quality education while the administration working and guiding them to fulfil their needs and requirements (Aslanargun,2015)

Furthermore, the nature of OCB is social in nature that gets affected by interactions in a certain social setting. OCB in schools should be taken as applicable to non-teaching staff as it is also to teachers. Hence it's also important to consider the whole organizational system when investigating these discretionary behaviors (Somech & Bat-El-Ohayon , 2019).

Organ (1997) defined OCB as a behavior shown by employees which is not defined by roles and job description of employers; organizations don't guarantee to reward or provide any incentives for such behaviors. It is entirely done by the good will of employees who choose to engage in such behaviors. In addition, OCB improves the overall performance and growth of

organizations. OCB was also classified into altruism, conscientiousness, courtesy, sportsmanship and civic virtue.

OCB is seen as a new concept even though its history dates back to the 1970s. This construct has managed to conquer aspects of management and businesses with a notion of how employees' well-being and behavioral outcomes determine how well organizations excel (Ocampo et al., 2018).

OCB makes teachers' contribution towards fulfilling the goals and mission of schools through enhancing students' development of personal, educational and social aspects. OCB also assists in creating and sustaining a successful school management (Avci, 2015).

The importance of OCB in current schools has become more and more evident since Schools are highly dependent on teachers who are willing to extend themselves towards performing above the expected requirement of their jobs. As employees in schools develop the habit of involving in OCB, there will come a high tendency of them to engage in OCB more often (Oplatka, 2009; Reed & Kidder, 2005).

Organizational Citizenship behavior was categorized to OCBI and OCBO by William and Anderson (1991) where OCBI (Organizational Citizenship behaviors towards individuals) and OCBO (Organizational Citizenship Behavior towards the Organization). And this categorization has showed the importance and advancement of researches related to Organizational behavior of public organizations (Pandey et al., 2020).

OCB is contextual for different settings in that OCB in public setting is different than the private. However, in schools whether private or public the sole purpose of Organizational citizenship Behaviors is how teachers and administrators support the process of the help given so as to further their students' potentials in all aspects of their developments (Dipaola&Neves,2009).

Schools will rise and fall depending on the quality of their employees. To achieve their goals and missions, schools need to be supported by employees who are self-motivated and driven towards extra-role behaviors. These Behaviors are useful for both the schools and individuals

who make them. As there is more participation to engage in OCB with in schools, the performance and effectiveness will increase (Dipaola&Hoy, 2005).

The normal job requirements expected from teachers by schools isn't enough to satisfy the need of the children who are highly dependent on them to be successful in their future endeavors. These children require dedicated staff who care enough to engage themselves in extra role-behaviors like OCB. Employees who work in schools aren't motivated to engage in extra roles even with such dire needs for OCB in schools due to less respect given for professionals who work in Schools. A study done in Nigeria shows how a profession that involves working with children like teaching is considered as the lowest job both in social and economic statuses (Ogunleye et al., 2014).

In the past, studies have focused on how the perception of justice among employees influences their engagement in OCB. It is strongly believed that if workers have a positive outlook about their work, what they accomplish and good relationship with the management, and then they will accredit that as a social exchange in which they can positively or negatively contribute as per their treatment. The social exchange extends to include the organizational citizenship behaviors of employees (Moorman 1991; Naiemah et al., 2017; Organ, 1988; Raj et al., 2016; Rangriz, 2012).

In addition, researches that have been conducted in the past focused on the necessity of justice in organizations to take workers in such directions which benefit the organizations. Organizations are giving serious attention and focus for the idea of justice and fairness since it has so much consequences on the organizations as a whole as well as the members who constitute those organizations (Kumari&Mathur, 2013; Rego&Cunha, 2010; Srivastava, 2015; Zhu, 2013).

Organizational Justice (OJ) was explained on basis of how employees Perceive fairness in an Organization related to distribution of resources which are beneficial to them. However the application of fairness in ways and procedures decisions are made is also equally relevant. Organizational Justice is taken as a three dimensional variable. The sub-dimensions are Distributive Justice (DJ), Procedural Justice (PJ) and Interactional Justice (IJ). DJ is perceptions of fairness about the distribution of assets and resources in terms of finance or social gains. PJ is

the fairness of how the distribution is implemented while IJ is the interpersonal treatment that pertains with making the decisions (Folger&Cropanzano, 1998; Greenberg, 1990).

Organizational justice is also how workers perceive the fairness of resource allocation, procedures of decisions and how employees get treated in their place of work. (Greenberg, 1987).This fairness can also encompass all aspects of decision of the organization which can relate with law and ethical standards. OJ can relate with all the monetary, promotion or processes of performance evaluation taken by the employer which directly benefit the employee. The fairness of these actions can impact on how employees feel about the organization. Organizational justice constitutes of three dimensions which are distributive, procedural and interactional justice. Looking at Organizational Justice from the equity theory principles, educators in school are very sensitive towards the contribution they make in school. Teachers expect fairness in designations and allocations of monetary and social benefits for the work that they do in the organization. Not only the fairness in allocations but also the Processes and procedures followed by administrators as well as the attitudes and behaviors during those interactions matter. So Organizational Justice should encompass both equity and equality that hinder biases among employees in school (Hoy&Tarter, 2014; Yusof, 2016).

Researches have shown that when employees feel a sense of justice in their organizations, they maximize their efforts to support their organizations in any way they can including in times of adversity and on the contrary, the lack of perceptions of justice can make members be less committed and reduce organizational performance which greatly impacts its success (Bhattacharya, 2014; Khan et al., 2016; Murphy et al., 2006).

It has also become important to include the relational aspect so as to prompt workers into the desired direction of being engaged in productive behaviors to make work place productive through harnessing employees' willingness to engage in OCB (Asamani, 2015; Nargunde, 2013; Patricia, 2015; Samwel, 2018).

The nature of the sensitivity perceived by employees on the interpersonal treatment at work place is related to Interpersonal Justice that highly determines the existing and coming relationship of Organizations with their employees. The absence of fair interpersonal treatment leads to unpleasantness in the work environment which takes workers to make behavioral

choices which are not beneficial to themselves and the Organization. The Perceptions of fair interpersonal treatment (PFIT) felt by employees emanates from the overall working environment as a result of interactions of employees with their supervisors and co-workers (Leineweber et al., 2020; Ojedokun, 2012; Tetteh et al., 2019).

Various researches show how fair interpersonal treatment of employees by their supervisors and also others around them enhances their positive attitudes. These feelings will create a favorable trust which works for cooperation with others in their work. Organizations benefit from such feelings of workers since it helps them be proactive in their performance to uplift their place of work. On the contrary, the lack of fair interpersonal treatment prohibits the thriving of loyalty, commitment and cooperation to assist each other in times of need (Donovan et al., 1998; Elovainio et al., 2005; Monanu et al., 2015; Saleem & Gopinath, 2015).

Negative perceptions of justice in an organization can create a desire for workers to be less engaged and show negative behaviors towards their jobs. These perceptions can be in a way how the processes, regulations, communications and allocation of justices have prevailed. Organizational justice (OJ) is very crucial in a primary school organizational setting. All employees including school administrators and teachers give a high value for fairness in their work. However, low Perceptions of justice in schools discourages teachers and others in an organization to be less motivated and effective in instilling the values and knowledge that students need (Al-A'wasa, 2018; Yilmaz, 2010).

The lack of existence of organizational justice and the feeling of being treated fairly in the interpersonal treatment of school working environments make teachers want to leave their jobs and reduce their commitment for their organizations which are the schools (Addai et al., 2018; Suganya, 2019).

When employees are treated in a fair manner, then they would naturally want to engage in extra-role behaviors like OCB and the fair treatment they get from supervisors and co-workers will make them act ethically in a way that they engage in behaviors that are lucrative to their immediate supervisors and the organization in general. The interpersonal aspect of fairness makes employees to give priority to those they relate, which could be their supervisors which in a way represent the organization and their co-workers. The priority they give will work for the

benefit of their respective supervisors immersing themselves in organizational citizenship behaviors. Hence fair interpersonal treatment given by the organizational entities is a motivation for workers to engage in such behaviors which are rewarding for the organization in which they work (Collins& Mossholder , 2014)

Over all, researches have proved that organizational justice has a significant relationship with organizational citizenship behavior. The quality of interpersonal treatment workers receive from their employees and co-workers also enhances organizational citizenship behaviors (Cropanzano & Rupp, 2016; Fatimah et al., 2011; Jafari & Bidarian , 2012).

1.2. Statement of the problem

Successful organizations need to focus on workplace productivity to maintain their credibility. Researchers have found out that when workers engage in OCB, they will promote the organization's productivity. Likewise, Successful Schools can't aim to make a considerable impact on their pupils' lives without employees who are willing to contribute beyond what's normally expected of them. This means whenever employees who work with children dedicate themselves towards OCB, they aren't only achieving their personal goals in terms of career fulfillment but are also helping in pushing the goals of the school in which they serve towards the right path (Ahmed, 2011; Barsulai et al., 2019; Coyle-Shapiro et al., 2004; Isik, 2021).

The necessity of OCB among employees' in school settings requires to be investigated thoroughly since it hasn't been fully exhausted as it had with other Organizational settings. Focus should be given to the role of teachers in creating an effective school environment that can further be enhanced by their free will to engage in OCB. Hence it is crucial for school employers and stakeholders to give attention for OCB (Somech& Ohayon, 2019).

As researches pointed out in the past the necessity of employees who practice OCB is one of the frame works for the success of schools. One of the components to enhance OCB as it was proved by researchers is through Organizational Justice. Justice plays a crucial role in these in any situation. These employees are always concerned with how decisions in the school are unbiased and impartial and are sensitive in major decisions which impact them directly or indirectly like promotions, allocation of tasks and rewards (Abdul Rahuf, 2014; AVCI, 2015; Polat, 2007).

According to Organ (2018), the study of OCB is expected to be tested in the non-Northern America setting where it can be further evidenced in work places of other native countries. In accordance, Organizational justice and organizational citizenship behavior studies has been researched in the western, Asian, and Africa context. (Jafari & Bidarian, 2012; Schilpzand et al., 2015; Badu& Asumeng, 2013)

In Ethiopia also there have been studies conducted on these constructs (Desta, 2018; Melkamu, 2020; Asfaw, 2018; Ekram, 2018; Zeyede, 2019). To specify, Organizational citizenship behavior has been studied by Desta (2018) in examining its relationship with employee's performance assessment in Dire Dawa University and Birhane (2017) investigated the relationship between OCB and turnover intentions among academics in Five public Universities and Asfaw (2018) who investigated the factors that affected it in an insurance setting and Ekram(2018) observed its impact on service quality in Ethiopian airlines as well as Recently Tilahun (2020) researched the effect of OCB on employees performance of Bahir Dar commercial banks.

When one sees researches on organizational justice, Melkamu (2020) examined the relationship of organizational justice with counter productive work behaviors while Zeyede (2019) related OJ with job satisfaction. Others like Belete(2018) and Bizuayehu(2019) also examined OJ in its relationship with other variables like organizational commitment and employee's turnover intentions but not with OCB. More importantly, these studies haven't investigated how OCB is related and influenced by perceptions of justice especially in the school environment where its applicability largely influences students' lives and the wider society from which they came from.

Therefore, there is a gap in the local researches about the relationship of OCB and OJ and particularly whether if the interpersonal aspect of organizational justice puts more contribution for organizational citizenship behaviors in a school setting as well as how it relates with OCB. In addition, interpersonal treatment of employees affects important organizational behaviors and the emphasis put on its sensitivity to affect employees' relationship with their organization is determinant. (Akoh & Amah, 2016; Donovan et al., 1998; Leineweber et al., 2020)

Hence this study has seen the need for this gap to be investigated thoroughly. On top of interactional justice which is one of the dimensions of Organizational justice that focuses on interpersonal aspect of Organizational Justice at an individual level, this study also aims to additionally investigate the overall Perceptions of fair interpersonal treatment as an additional measure to investigate how much emphasis is put on OCB by Perceptions of fairness of interpersonal treatment of employees as a climate variable through which the effect of both supervisors and co-workers is seen simultaneously.

1.3. Research questions

The following research questions will be answered by this study

1. What are the levels of organizational citizenship behavior, organizational justice and perceived fairness of interpersonal treatment among employees in the School?
2. Are there significant differences in levels of OJ, OCB and PFIT of teachers and administration staff based on demography?
3. Is there any significant relationship between organizational citizenship behavior, organizational justice and perceived fairness of interpersonal treatment?
4. Do Perceptions of organizational justice and fairness of interpersonal treatment predict organizational citizenship behavior?

1.4. Significance of Study

The outcome of this research will help employers and Educational government sectors as well as all those concerned about workers behaviors in school settings to implement the appropriate interventions which enhance this behavior. All those who are concerned will benefit from the outcome to improve their performance by delivering an effective organizational justice and enhancing fairness of interpersonal treatments among workers to bring good organizational citizenship behavior in their organizations. This study will also expect to be a source for policy makers at different managerial echelons when revising organizational behaviours that can make their organizations effective.

Understanding how perceptions of organizational justice with especial attention on fairness of interpersonal treatment given by schools will influence organizational citizenship behavior among workers who continually influence children's lives. Furthermore, the outcomes of this

paper will enable organizations to infer causes that positively or negatively impact organizational citizenship behavior which is crucial to bring about a desired workers' quality that need to be enhanced and cultivated.

Human resources in various organizations can also benefit from understanding about the interpersonal and organizational factors that influence organizational citizenship behavior (OCB). It's crucial that they apply this knowledge in the appropriate recruitment, training and professional development of employees in their organizations for the betterment of their organizations. The outcome of this research will also add value to the employee-employer relationship through the awareness created about the interpersonal aspect of organizational behaviors and expectations.

This study will also be a good stepping stone for future studies to be carried out on other school settings by the application of the ideas behind the outcome. This research also contributes input for other educational and organizational researchers as part of their academic fulfilment and internal educators of the organization for further replication and theory building. Furthermore the study will be crucial so that this research will be used as references for other researchers who aspire to conduct researches focused in educational organizations.

1.5. Scope of the Study

This study focused on the relationship of Organizational Citizenship Behavior with Perceptions of Organizational justice and Fairness of interpersonal treatment. Perceptions of Organizational justice and Fairness of interpersonal treatment were the independent variables and Organizational Citizenship Behavior was taken as the dependent variable. Focus was given on Distributive, Procedural and Interactional Justices. Perceived fairness of Interpersonal treatment was taken as an additional focus of this research to see how the interpersonal aspect of Perceptions of justice influences Organizational Citizenship Behavior. This research considered the teaching and administrative staff of Leilt Zenebework Preparatory and Elementary School.

1.6. Operational definition of terms

Organizational justice- Employees' perception of how fair their organization's working system is in terms of resource allocation, interpersonal treatment and the process of decisions regarding the two.

Perceived fairness of Interpersonal treatment –Employees’ perceptions of how they are treated by their supervisors and co-workers by which they attach personal meaning to their work environment.

Organizational Citizenship Behaviors- Work roles that are willingly taken by employees of organizations without any value of monetary, incentives or recognition.

1.7. Organization of the Study

There are six chapters in this study. The first chapter has focused on the general purpose and emphasis of this study. The second chapter reviewed the relevant literature related to this study. While chapters three, four, five and six focused on the methods, analysis, discussion, Conclusion and recommendation of the study.

1.8. Limitations of the study

This study is limited with the size of the sample considered in the study. The use of sample size was limited because participants were only limited to one school and didn’t address different government schools. This study could be made better through researches which investigate these aspects in broader manner so that a more generalized information can be obtained regarding other government schools in Addis Ababa or comparisons of government and private schools. Data was only collected quantitatively using questionnaires with scaled items and qualitative data wasn’t considered in this study.

CHAPTER TWO

Review of Related Literature

2.1. Definition of Terms

2.1.1 Organizational Justice

Organizational justice was first coined by Greenberg in 1987 to explain how individuals who work in an organization perceive fairness. These perceptions promote high performance of working environment in the organization. The dimensions of organizational justice are distributive justice, procedural justice and interactional justice (Cropanzano&Bryne,2001; Erdogan et al., 2006; Foster, 2010).

A study conducted on public school of teachers in Turkey showed that no matter how they work hard to be in their position of teaching, the lack of unfair organizational system in their school caused them to be frustrated and unhappy. The fair Organizational system and practices creates a sense of inclusion and positive environment amongst teachers (Basar&Sigiri, 2013).

Workers are a crucial part of any organization which directly affects its achievement, so how they are treated and the presence of organizational justice in the organizational impacts future commitments and outlook on their organization. It's very important to value and treat employees because organizations these days hire professionals and skilled workers who are capable of getting better opportunities and are also qualified (Jafari & Bidarian, 2012).

The Perceptions of organizational justice by teachers and others who work in school reflect on feelings and outlooks on the fairness and unfairness of the school in which they work. It is believed that these perceptions impact major work behaviors like organizational commitment, job satisfaction and work performance as well as Organizational Citizenship Behaviors (Hussein, 2010; Yavuz, 2010).

Workers seek justice and being valued for the contribution they make for an organization. The presence of organizational justice can make them reduce absenteeism, turnover intentions and poor performance and enhance desired Organizational Behaviors like Organizational Citizenship behaviors. Employees perceive justice in their organization differently from one another based

on their variances in religion, ethics or how they see fairness and law so one can understand that organizational justice is subjective which stresses on individual's perception of what is just but disregards on how other people's perception of what is fair. So researchers in this field have focused on understanding reasons behind why employees regard circumstances justified or not using an Individual's personal evaluation of an organization's justice (Mathur& kumari , 2013).

According to a study done by Friday and Ugwu (2019) that was conducted in some selected private secondary schools in Nigeria, Organizational Justice determined teachers' satisfaction and their willingness to commit for their respective schools. It was further emphasized that school employers in Nigeria exploit teachers' labors for unfair treatment and low salary rewards. This unfair treatment for their hard work made teachers lose the motivation to contribute for the betterment of the profession and in most instances leave for good.

There are differences on employees' perception of what's just or not which is usually due to variety of backgrounds when it comes to ethics and religious stands. In addition, how people see equity and fairness with regards to law also defined their perception. So organizational justice is very subjective which needs individual assessment of organizational conduct and where employees take a stand regarding moral perceptions (Cropanzano et al., 2007).

Justice in an organization can be categorized into three main dimensions based on employees' notions and aspects of organizational justice but due to the two categories of Interactional Justice which are informational and Interpersonal, Organizational justice can also be considered as a four dimension construct as distributive justice, procedural justice, interpersonal justice and informational justice. The level of respect, dignity and politeness which is bestowed upon employees by an organization is highly related to interpersonal justice (Colquitt 2001).

According to Colquitt (2013), the four dimensions of organizational justice are as follows

1. Distributive justice-

This dimension of organizational justice implies on how employees perceive and access the organization's allocations of resources expressed in terms of salary, bonuses and which can also take other forms like rewards, promotions. Employees also make comparisons of these benefits

they get for their contribution with other members of that organization in the same level. The equity theory explains on how workers compare the ratio of their actual reimbursement with their contribution for the company in which they work and the corresponding ratio of their colleagues in the same company. Workers desire for these ratios to be the same. But if they are not, there will be guilt and frustrations on the highly paid and underpaid (Ouyi, 2019).

In the presence of equity in payment, there is a high tendency for employees to engage in positive and helping working behaviors. They will get more involved in making other's work easy, develop more tolerance, less complaints and in general enhancing a positive working attitudes and treating the resources in that organization as their own. Workers get involved in the presence of equity and their doing so will be manifested through hard work and dedication, high work performance, the desire to advance professionally, punctuality, less absenteeism and enthusiasm for their work and more engagement on positive Organizational behaviors crucial for their working place (Ouyi,2019).

According to a research in Ghana amongst teachers in public school, Distributive Justice and Procedural justice affected how teachers were satisfied with what they were doing in the school and with the feeling of fairness they attached towards the school and their supervisors. Not only that but the study also investigated their intention to leave based on their perceptions of Justice in the school and obviously intention to leave the schools were correlated with perceptions of fairness (Addai et al., 2018).

2. Procedural justice

As the name indicates, procedural justice refers to the processes and ways of important decisions made regarding distribution of benefits workers get for their contribution which could be in various forms including salary, rewards, promotions and other important profitable things which come as a result of working in the organization (Tyler, 2006).

He and Zheng (2013) found that the level of how employees are engaged is determined by the existence of procedural justice in an organization. Managers in service companies where employees can easily get burn out from a job should introduce and enforce a system by which employees participate in decision making processes regarding issues that concern them. In doing so, employees' engagement into their jobs will be enhanced. The lack of appropriate ways of

dealing with procedural justice could be a lagging factor on why employees are not engaged as they should into their work since they wouldn't feel appropriately acknowledged for the work they do.

Procedural justice is all about how management makes the decision to handle issues regarding fair and equal opportunities which concern equal opportunities, incentives, the trust on authorities who make the decisions which all make up the enhancement of the procedural justice. Employees can easily form good working relationships if they feel they can trust the managerial decisions, this can reduce any misunderstandings between employees and employers (Yean & Yusof, 2016).

3. Interactional justice

This dimension of organizational justice focuses on the way one person treats another in a work environment. If a person is willing to provide information which might help another and doesn't want to use ways to discourage others then it is believed that the person possesses traits of interactional justice (Cropanzano & Gilliland, 2007). Interactional justice plays more role in predicting organizational behaviors than distributive and procedural justices (Cohen-Charash & Spector, 2001; Colquitt et al., 2001).

As was cited in Colquitt (2001), Interactional justice was first introduced by Bies and Moag in 1986. Interactional justice was assessed with some criteria related to interpersonal treatment. These criteria focus on how authority figures are supposed to treat employees and they are, Justification (decisions should be described), truthfulness (supervisors should be honest), respect (avoid being impolite) and propriety (appropriate comments and questions)

When it comes to fairness in an organization, people give a lot of attention for the kind of behavior and attitude shown by the person who treats them during an interaction especially decision makers' treatment to whose decisions directly affects. This type of justice has made a discovery of how interpersonal treatment can impact people's perception of justice apart from the obvious procedural and outcome kinds of justice. Interpersonal treatments during interactions should be accompanied by appropriate explanations regarding decisions made during interactions and handling those with delicacy and respectability (Akoh & Amah, 2016).

Although some scholars view interactional justice as a single construct others take Interactional justice as a construct is divided into two dimensions which are interpersonal justice and informational justice. Interpersonal justice deal with how authorities take the appropriate and respectable manner of forwarding their treatments while informational justice implies to the sufficient explanations measured in terms of time, free of deception and exact. Colquitt (2001) As compared to other types of dimensions of justice, interpersonal justice gives more meaning for employees due to the interaction of workers in organizations (Jones & Uggerslev, 2008).

Interpersonal justice is a very sensitive area for employees since it projects the next relationship employees have with the organization. The value a certain employee has in an organization's working groups and relationships, is largely determined by interpersonal justice since the lack of it will result in the worker's frustration and finally lead to unfavorable work behaviors (Leineweber et al., 2020).

In Ethiopia, Amanuel (2021) investigated how interactional justice, job satisfaction and Commitment are related in employees of four news agencies in Ethiopia. He found that Interactional justice is a significant predictor of Job satisfaction and Organizational commitment which are both important aspects of Organizational Behaviors. Another study by Muhammed (2019) also examined how organizational commitment was related with the three dimensions of organizational Justice which are distributive, Procedural and Interactional Justices and findings imply that all the dimensions together relate and predict with Organizational commitment of employees of commercial bank in Gondar.

Another local study by Mengstie (2020) amongst healthcare workers in Hospital showed that public hospital health workers had low perceptions of distributive, procedural and interactional Justices as compared to the workers in the private hospitals who showed also showed the same levels of distributive and procedural justice but high levels of interactional justice which was contrary to healthcare workers in public hospitals. The overall result of his study showed that Perceptions of Organizational Justice varied amongst workers in private and public hospital.

2.1.2. The Perceived Fairness of Interpersonal Treatment (PFIT)

The interpersonal aspect of Organizational justice in a school environment can be considered based on how teachers and others who work in the school feel about the treatment they receive from school managers. The quality of such treatments increases their Perception of fairness in interpersonal treatment in the school. When teachers are treated right in terms of their opinions being valued, respected and even having a good work relationship with the management increases their positive feeling and reliance on the school. So when fair interpersonal treatment isn't in place, teachers will lack the motivation and positivity which influences their overall perception of the school. If there is less quality of fairness of interpersonal treatment towards the teachers, they will be restricted in expressing their feeling and opinions on important matters that involve them and the children they are teaching (Elma&Yangin, 2017).

How employees in a certain organization evaluate the treatment they get from supervisors and co-workers can be defined as Perceived fair interpersonal treatment. It is also the quality of treatments workers receive from their supervisors and co-workers. It is also the focal point of employees in an organization since there is always reciprocity on how people are treated. Unfair interpersonal treatments towards employees from supervisors and people who are at the higher hierarchy of organizations cause workers to be less satisfied with their jobs, engage in unpleasant behaviors and increases their intention to leave that organization (Ojedokun, 2012; Tetteh et al., 2019).

Perception of fairness in interpersonal treatment is a little different from Interactional justice in that the latter is defined as interpersonal treatment of employees in an Organization which focuses on a relationship between an employee and supervisors only while PFIT deals with the overall interpersonal justice employees feel from both supervisors and employees. PFIT considers interpersonal treatment of employees' overall work climate. How an individual perceive working environment with regards to the fair treatment given by not only superiors but also co-workers (Dai & Xi, 2016; Donovan et al., 1998).

The relational aspect of how employees are treated by their employers is taken as an interpersonal side of organizational justice. When employees feel a good treatment filled with consideration on the organizational level, they will also feel the quality of interpersonal relationships in the individual as well as organizational levels. As such, Perceived fairness of

interpersonal treatment is a much related concept with interpersonal justice. However PFIT helps to address the sense of fairness individuals feel as a result of the whole work environment due to how supervisors and their co-workers treat them but interpersonal justice focuses on how justified employees feel at an individual level (Donovan et al., 1998; Stoetzer, 2010).

In his investigation of the impact of perceptions of justice on employees' turnover intention, Mengstie (2020) found that the poor interpersonal treatment of the public and private hospital health workers was a significant push factor for their turnover intentions. Furthermore, Getnet et al. (2014) found that fairness in interpersonal treatment significantly correlated with overall satisfaction of employees.

2.1.3. Organizational citizenship behavior

Organizational citizenship behavior (OCB) is defined as "Individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system and that in the aggregate promotes the effective functioning of the organization" (Organ, 1997). When employees surpass the usual expectations related to their job and cooperate due to the existence of perceived fairness and job satisfaction, one can say that they have organizational citizenship behavior (Organ , 2018).

An individual is said to be engaged in OCB when they present themselves in a manner which is favorable towards the society. It can be further described as striving to bridge the gap between procedures and regulations, showing extra effort to achieve above expected outcomes, involving one in performing a better job. OCB is trying to exhibit an outstanding working behavior which benefits the organization and enhances support for the members. These behaviors are crucial to influence the lucrativeness and popularity of many organizations these days (Karthiga , 2016).

A behavior shown by employees to further extend themselves beyond the expectations of the job requirements on which they were initially hired is called organizational citizenship behavior (OCB). OCB happens to be based on the free wills of employees which they shouldn't expect any rewards for and it also isn't an act that's expected or imposed on them by their employers. Whenever employees engage in such behaviors, it's mainly due to personal need which aims to create a sense of belongingness in the organization (Asamani, 2015).

OCB in schools can't achieve the productivity and effectiveness that school stakeholders aspire when teachers are only focusing on what they are employed to do based on their job descriptions. In fact sticking to the formal job descriptions is used by teacher unions to rebel against schools by emphasizing on what teachers only have to rather than what they can do towards OCB given the appropriate level of fairness in the school. Mostly this brings the unions a desired outcome in terms of the benefits they seek (Dipaola&Moran, 2014).

As it was found by Polat (2009) in investigating the levels of OCB among teachers in primary and secondary school, teachers possessed high level of overall OCB both at an Organization and individual levels. A similar finding by AVCI (2016) asserted that Organizational Citizenship behaviors amongst teachers are high and differ based on the teachers' gender, years worked in the school and levels of organizational responsibility. Students are the benefactors from high level of Organizational Citizenship of teachers.

The effectiveness of organizations can be promoted by OCB since it is a behavior shown by employees to accomplish a certain task based on their own accord without extra payment or even recognition from the organization in which they are a member of. These behaviors exceed any job description or role given to the employees by the organization in which they work. Likewise, educational institutions need to enhance the robustness of students' development, proper functioning and learning environments. Hence they need to focus on motivating and finding ways to engage their staff in Organizational Citizenship Behavior (AVCI, 2016; Jafari& Bidarian,2012).

Sometimes in working environments, there are instances where OCB lacks authenticity in its aim. As Organ described it, it can be done with a purpose of impressing supervisors instead of being "a good soldier" (Bolino, 1999). In spending the efforts and time to be a "good soldier", some individuals also abuse the already formed rules and regulations of the organizations thinking that their involvement in such behavior earns them such undeserved entitlement (Yam et al., 2017).

Organ (1988) has classified organizational citizenship behavior (OCB) as follows:

Altruism- Simply means helping or helpfulness. In organizational setting, Altruism is further defined as a free will of helping co-workers who are in need due to being work loaded, absent, overwhelmed with difficult task (Tambe, 2014).

Courtesy- Thoughtfulness towards others as to be appropriately inform work-related changes which might directly or indirectly influence them with an aim to eliminate future problems. Furthermore, it was found that courtesy had the most dominant a positive significant relationship with as compared with the other dimensions of OCB (Muthuraman & Al-Haziazi, 2017; Romaiha et al., 2019; Shanker, 2016).

Conscientiousness

This dimension of OCB refers to someone who is organized, composed, responsible and occupational. It also implies about a behavior that extends way above what the organization put as an abiding rule for the employees among which can be mentioned is concern for what goes on in the work environment even from the comfort of one's home (Shanker & Tambe, 2014).

Sportsmanship: Sportsmanship is mostly about accepting failure with grace. It's a tolerance for inconveniencies and any kind of abuse that results as one engages in professional practice with in an organization (Khan & Rashid, 2012; Shanker & Tambe 2014).

Civic virtue

This refers to a willingness to take part in issues that matter for the thriving of an organization in which one works. These could be through positive participation in voicing out opinions, discussions with colleagues, taking part in meetings. when employees follow the policies of an organization, we can call that civic virtue (Rahul & Jain ,2018; Shanker & Tambe 2014).

According to Williams and Anderson (1991), OCB is projected towards both the individual and the organization. These can be said as OCB-I and OCB-O.

OCB-I is beneficial for the individual and hence indirectly the organization. The willingness shown by an employee to help new or existing co-workers who encounter work related issues.

The issues could range from simple tasks to complex ones that have a significant effect on the functioning of the organization.

OCB-O is useful for the organization directly. These behaviors are related to contributing for organizations in terms of forwarding and effectively work on ideas that innovate the organization.

These projections of OCB have become important for this paper since they incorporate the previous dimensions of OCB as altruism & courtesy are in OCB-I while conscientiousness, civic virtue & sportsmanship are of OCB-O behaviors. In addition, these projections also helped for the items in the questionnaire.

2.1.4. Organizational justice and organizational citizenship behavior

A research done amongst teachers in Sri Lanka showed how Organizational Citizenship Behavior is predicted by Organizational Justice. The study revealed also that there was a moderate and significantly positive levels of OCB and OJ in the school. There was further outcome that states perceptions of Organizational Justice were determinants in how teachers were engaged in Organizational Citizenship Behaviors (Bekir&Ahmet,2014;Nidhi&Renuka, 2014; Teh et al., 2014).

Niehoff and Moorman (1993) investigated the relationship among three methods of leader monitoring, employee perceptions of workplace justice, and employee citizenship behavior. Their research emphasized on the sensitivity of monitoring closely which can be perceived by employees as being less fair. This perception of lack in fairness can be an obstacle for employees to be engaged in organizational citizenship behavior.

More researches conducted also strengthened the relationships of organizational justice and organizational citizenship behaviors. They found that OCB was significantly affected by OJ (Chen& Wu, 2017; Rangriz, 2012; Singh&Singh, 2019;Yaghoubi et al.,2012).

Even though Kumari and Mathur (2013) also concluded that organizational citizenship behavior is influenced by organizational justice, they believe that with many studies conducted on this area it is still not clear which dimensions of organizational justice frequently affects organizational citizenship behavior.

Further study was also done with the relationship of OCB and OJ in employees of a school in Malaysia and results show that procedural and interactional Justices were affective towards employees' Organizational Citizenship Behaviors. These engagements in these behaviors are manifested towards the Organization, and others who have relationships with the employees like co-workers and supervisors (Jehad et al., 2010; Muhammad et al., 2010).

According to Karriker and Williams (2009), the more workers perceive a fair treatment by their organization, the more extra role contributions they make. So it can be understood as the disinterest to engage in OCB can be attributed to less perception of justice in an organization. Furthermore, Yanthi and Rahyuda (2019) attested that Organizational justice is needed to encourage every member of the organization to be willing to show extra good behavior. Organizational citizenship behavior can be cultivated through enhancing organizational justice.

As it was reflected by Jafari, and Bidarian (2012) the existence of organizational justice increases the value of engagement in organizational citizenship behaviors amongst workers. It was further implied that demographic factors like age, gender and educational background are assessed to be insignificant in determining the OCB of employees while the length of time in an organization relates positively with OCB. The length of employment in an organization relates positively with OCB. When workers gain more experience in an organization, they become more engaged in OCB behaviors. Gender also seems to play little role in how OCB is manifested in this study. So overall, OCB is more affected by OJ in the organization.

In Ethiopia, Asfaw (2018) found that Distributive, Procedural and Interactional Justice are related and influence Organizational Citizenship Behaviors of employees in Ethiopian Insurance Corporation. The dimensions showed a significant relationship with both dimensions of Organizational Citizenship Behaviors OCBI&OCBO.

2.1.5. Perceived fairness of interpersonal treatment and organizational citizenship behavior

Perceived fair interpersonal treatments will spark teachers interests to get involved in helping behavior like the OCB with in the school setting. Especially if they get the feeling that their superiors put an interest in everyone's values and importance, then they would want to contribute what they can for the betterment of their school. A strong relationship between the employee and

the overall organization can be created if supervisors treat and support employees respectfully. Fair treatment increases employees' sense of positive feeling about their supervisors, co-workers and the wider organization (Abdul Rauf, 2014; Leineweber et al., 2020).

When employees feel a sense of unfairness in their place of work, they discreetly avoid to engage in OCB as that is safer for their stay in an organization without violating their other job requirements. In addition perception of fairness can also make employees to consider their relationship with their place of work as a social exchange where they reciprocate OCB for fair interpersonal treatments. When organizational procedures are being acted out interpersonal treatment perceived by employees is greatly felt as an influencer (Bies & Moag, 1986; Drasgow & Munson, 1998; Moorman, 1991).

A finding of a study by Abdul Rauf (2014) on Schools in Sri Lanka revealed that how conducive a school environment is on basis of fair interpersonal treatment of the staff determines their free will to engage in extra-role behaviors. Perceived fairness of interpersonal treatment predicted Organizational citizenship more than the others.

An experiment done by Porath and Erez (2009), involved people who work together and some were deliberately made to watch another work member gets unfairly treated and others didn't. The two groups were compared on which one would have a better OCB towards the people who were engaged in the treatment. The result showed that those who didn't watch performed better in OCB than those who did.

As Asfaw (2018) found out employees' perceptions of interpersonal treatment put more impact that other kinds of justice perceptions. In his study, Perception of employees in the Ethiopian Insurance Corporation on how fair superiors have interacted with them influenced their OCBI more than procedural or distributive justice perceptions.

2.1.6. The relationship of Organizational citizenship behavior with Perceived organizational justice and fairness of interpersonal treatment

According to a research done by Karriker (2009) when there is a fair interpersonal treatment of workers in an organization, workers will outperform their expected normal job descriptions in a way that will increase the effectiveness of the organization. The more supervisors make an effort to increase the procedural and outcome fairness in their interactions with their

subordinates, the better relationships they will form and get behaviors from employees that will work on their favor. These positive behavioral outcomes will also work to enhance the organization's effectiveness, productivity and work outcomes through emergence of OCB.

Similarly, Ando & Matsuda (2010) argue that, when employees believe that there's a fair interpersonal treatment of workers by the management and supervisors and increased notion of being included in the organization's values, and perceive that they are crucial for the organization, they would not only give in to their supervisor but also make it a point to engage in positive working behaviors that'd benefit the organization in general. They can express this through engaging less in deviant behaviors but rather, employees' involvement in OCB behaviors will increase. The above behaviors are all very important to increase the competitiveness of service providing organizations.

Researchers have found that, interactional justice places the most emphasis on OCB. The result of their research implies that OCB behavioral expectations emanate from how interpersonally related factors govern the functions of the organization (Kumari & Mathur(2013); Williams et al. 2002). Consistently, it was proved by Moorman (1991) in his research that, dimensions of OCB like altruism, courtesy and sportsmanship are shown by employees if they sense that interactional justice is in place with in their organization. In this study, workers gave the most emphasis for how they and their co-workers have been treated as a requirement to involve willingly in OCB. Relatedly, Bettencourt and Brown(1997) observed the importance of appropriate and timely feedback for the work that employees contribute since that has been found a crucial aspect of interactional justice possessing a quality relationship which enhances OCB with in that organization.

In Ethiopia, Organizational citizenship has been studied but not at the intensity it had been in other western countries. A study done by Desta (2018) related the construct with employees performance assessment of employees of DireDawa University, others like Asfaw (2018) who studied factors that affect organizational citizenship behavior in Ethiopian insurance company, Belete (2018) studied organizational justice and employees turnover intentions, and others have also researched about organizational justice and organizational citizenship behaviors with different variables but not together.

Organizational citizenship behavior has only been researched by Asfaw (2018), Desta(2018) and by Tilahun (2019) these researches all investigated the relationship of Organizational Citizenship behavior with other variables but not with organizational justice and they haven't given emphasis as this current study has done on the interpersonal aspect. In addition this study investigated the relationships of OCB, OJ and PFIT on a public school setting

2.1.7. The relationship of participants' demography with Organizational citizenship Behavior

Gender- Gender is seen to have a lot of implications on various area of human interactions so it is important to also see its impact in off- the job description behaviors like OCB. Usually, it's assumed that men and women perform differently when it comes to OCB. This is mostly due to the differences in gender perception and the variations both gender have in influencing how employees from both genders see their work environment and how they react to it (Punia & Shyam, 2017).

In investigating to find which gender engages more in OCB, Akinbode (2011) evidenced that women participate more on extra- role behaviors than Men. Contrary to this finding in a study conducted on teachers, the male teachers had high levels of OCB than the female teachers. While a research done by Irmawati and Retnawati (2018) in Indonesia with Insurance agents show that there is no difference in gender on the OCB-O or OCBI of the agents.

Age-As one ages, it's normally expected that the person will be more willing to perform on duties that need cooperation and working towards a common goal rather than be aggressively competent towards others. On the contrary young people have been observed and evidenced to be self-focused and just working towards achieving their personal goals and less concerned towards their co-workers. Hence older employees are expected to possess the traits of OCB more so than younger ones (Singh&Singh, 2010).

In Africa, a study conducted in Kenya amongst primary school teachers in Kenya showed that teachers who were above the age of 45 years old performed more organizational citizenship towards their organization than their younger colleagues. The reason older employees are more cooperative on such behaviors is due to their lengthy experience in various working conditions

and places unlike young people who have less idea on what to expect from their working conditions (Jansen & Velde, 2010; Wang'eri&Tumuti, 2014).

Educational background and Work Experience- Attention has been given to understand how the educational background of employees puts an influence on how they get into OCB or not. Based on employees educational backgrounds OCB has been assessed and found to have a significant influence on OCB (AVCI , 2016; Devin et al.,2012).

Year of experience can be taken as the duration of the time an employee stayed in a certain occupation. Work experience of employees can be contributors for how they perform at work, especially in terms of their commitment to engage and immerse themselves in those kinds of roles that would without any doubt taken as being grantors of OCB (Dirican & Erdil, 2016; Kegans et al., 2012)

2.2. Theoretical Frameworks

For the purpose of this study, different theories like Equity theory of Adams, social exchange and social learning theories are used to explain the relationships between OJ and OCB and how well perceived interpersonal treatment impact OCB.

1. Social exchange theory

This theory was developed by George Homans (1961). In starting any relationships, people will analyze the cost to profit and then decide if they want to take part in it. According to Colquitt et al. (2013), this theory serves as a best explanation of responses given by employees when they perceive unfavorable treatments from their colleagues and supervisors.

In social exchange theory, people always expect something in return for what they give through a certain amount of time. This exchange relationship is also shown between organizations and employees where both are expectant of one another. This theory is not only a manifestation of cost-to-benefit analysis but assumes the interpersonal interactions hold social aspects like friendship, respect, honor and care which one assumes the other is aware without any form of formal agreement. The basis of social exchange theory is that, assurances aren't held about whether one would reciprocate what the other has put in as an input but rather a form of trust is there that cooperation during the exchange will take place (Kim&chung, 2019).

2. Equity Theory

Adam's Equity theory says that individuals will compare the ratios of their efforts to rewards with that of co-workers and if a certain imbalance is there, then there exists an inequity. Inequities can be under-reward and over-reward where the former is if one has small outcome to input ratio than the other while the latter implies for a large outcome to input ratio than another.

Workers compare their benefits from an organization in which they are working with those of their colleagues to check if they are receiving a fair share of what they are investing in terms of time and energy. If there is unequal treatment, employees will take an action by ceasing relationships with the company.

When one senses this imbalance, and then they will perceive inequity which causes them to feel frustration. Furthermore, when employees perceive lack of positive interpersonal treatment, they tend to decrease their inputs for that organization by showing less punctuality for their work or even leave so that they can increase their outcome to input ratios (Dragow & Munson, 1998; Srivastava, 2015).

3. Social learning theory

The other theory that is employed in this study is the social learning theory of Bandura (1977) which says that if employees are in an environment which encourages poor interpersonal treatment which violates their sense of justice, then they will model that behavior and act according to how the environment is patterned

2.3. Conceptual Framework

According to the researches carried out by (Kumari & Mathur (2013); Williams et al. 2002) and others to find the relationship between Organizational justice and Organizational Citizenship Behavior and Ando & Matsuda (2010) who placed more emphasis on how fairness of interpersonal treatment enhances employees' Organizational Citizenship Behavior. This study has adopted the following conceptual frame based on the literature.

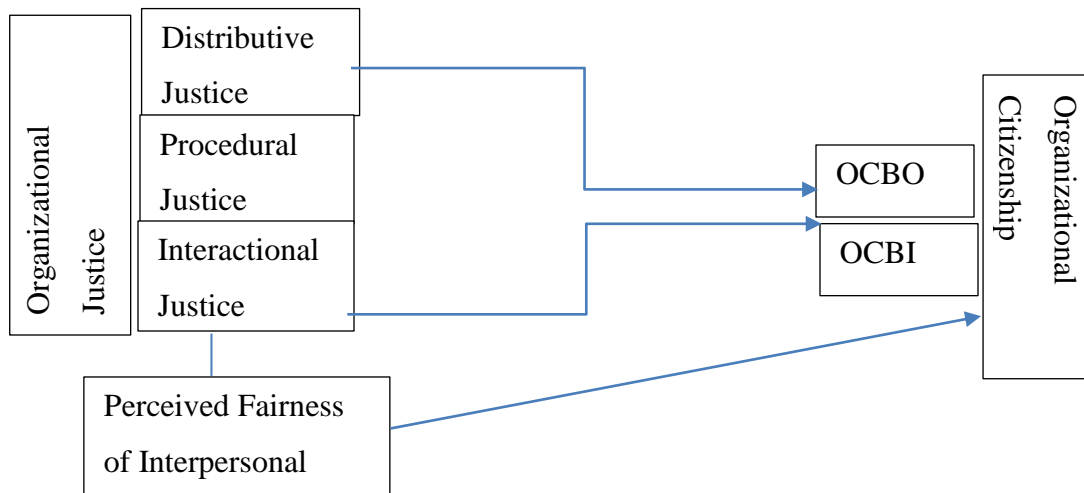


Figure 1. The conceptual framework

CHAPTER THREE

Methods

3.1. Research Design and Approach

The design that was used for this study was the descriptive correlational research design since it helps to investigate the relationships between Organizational Citizenship Behavior with Organizational justice and Perceived fairness of interpersonal treatment. These variables were measured through appropriate scales which have been used by other scholars in previous researches.

The descriptive Correlational Design nature of this research not only helps stakeholders and administrators in the school to see the current status of Organizational Citizenship Behavior and Perceptions in fairness of Organizational Justice in the School but also provides clarity to what extent Organizational Citizenship Behaviors by employees relate or are the outcome of Perceptions of Justice in the School.

3.2. Population of the study

The target populations for this study are all employees of Leilt Zenebework preparatory and primary school in Kirkos sub-city of Addis Ababa.

The total population of academic and non-academic staffs which were considered for this study were 219 participants of which 125 of them were females and 94 were males. The academic staff were 106 and non-academic ones were 113. The non-Academic staff were more than the teaching staff due to the multiple job titles given to the employees which were not related to teaching.

3.3. Research setting

Leilt Zenebework Preparatory and Elementary school was established in 1942 G.C in Addis Ababa Ethiopia. In Ethiopia public schools play an important role in reaching out to parts of the community which can't afford to send their children to the private schools. Leilt Zenebework being a public school is very influential in terms of having an impact on the community as a whole. The school is located in a place commonly known as Kasanchis. It was previously known

as Mrs.Ford Memorial School named after a philanthropist Minion-Lorraine-Innis who was known as a “Great Teacher” She was an educator, a musician, tennis instructor and started the Eagle scout movement in Ethiopian Schools by that time. Mrs. Ford became the first educator to establish the latest co-education school named after Princess Zenebe Worq which was famous and appreciated at that time. It also served as a boarding school for 34 years before it changed to a regular day school. Currently it is serving the public population in the kasanchis area in the levels of kindergarten and Primary.

3.4. Samples and Sampling Technique

The population was divided into two groups based on the genders of the population. After that probability sampling through simple random sampling technique was used to provide opportunity for members of both groups to be chosen so as to be selected to participate in the study. This sampling technique also makes generalizability of the samples towards the whole population. The sample size was taken as a focus to be achieved and also equal chance was given for both groups by assigning random numbers and selected the numbers randomly. The sample size was determined by Yamane (1967) formula which assumes 95% confidence level, 5% confidence interval.

Using Yamane’s formula

$$n = \frac{N}{1+N(e)^2} = n = \frac{219}{1+219(0.0025)} = 142$$

Where n= sample size,

N= total population of the study

e= the margin of error

Therefore, using the formula, the sample size was determined to be 142 from both groups. To determine the representative sample size from each group, the proportion of each group from the total population was taken and multiplied by the sample size. Results are shown below on table

Table 1 Sampling of participants

Groups	Population of groups	Proportion	Sample from groups(*142)
Females	125	$\frac{125}{219}$	81
Males	94	$\frac{94}{219}$	61
Total			142

The total numbers of questionnaires distributed were 142 however only of the school's population but only 120 of the respondents were willing to participate and hence returned the questionnaires but 22 weren't willing to participate. Hence the researcher only considered respondents who were willing to take part.

3.5. Demographic characteristics of the participants

R/No	Variable	Category	No	%
	Gender	Female	76	63.3
		Male	44	36.7
	Educational Status	Certificate	26	21.7
		Diploma	38	31.7
		bachelor degree	37	30.8
		Graduate	19	15.8
	Age	20-30	42	35.0
		30-40	64	53.3
		more than 40	14	11.7
	Organizational Responsibility	Assistant teacher	13	10.8
		Teacher	43	35.8
		Cleaner	13	10.8
		Admin	19	15.8
		Guard	9	7.5
		Nurse	4	3.3
		Psychologist	1	.8
		Special need expert	2	1.7
		gardener and store keeper	2	1.7
		Nanny	3	2.5
		kitchen stuff	11	9.2
	Years of Experience	1-3 years	39	32.5
		3-5 years	44	36.7
		more than 5 years	37	30.8

3.6. Quantitative data collection tools

Data was collected quantitatively through questionnaires adopted to the local language (Amharic) from the following scales.

Organization Justice Scale (OJS): The organizational justice scale was used to measure employees' perceptions of justice in Leilt Zenebe Work Preparatory and Elementary School. This scale was developed by Niehoff and Moorman (1993). It consists of 20 items to measure three dimensions of organizational justice which are distributive justice, procedural justice and interactional justice each having their own subscales in the item. Distributive justice consists of 5 items which are items (1-5), procedural justice consist of 6 items (6-11) while interactional justice is made up of 9 items (12-20). The response items range from 1 (strongly disagree) to 5 (strongly agree). High scores indicate high perception of justice in the organization and low scores indicate low perception of justice. For each of the dimension a score will be obtained and sum total of the obtained score will be considered as organizational justice. The reliability of the scale was originally 0.93. (Eshetu, 2019). The scale has also been tested and used in some of Ethiopian researches with a good reliability. (Melkamu, 2020; Belete, 2018; Asfaw, 2018)

Organizational Citizenship Behavior (OCBS)-To measure this variable, Organizational Citizenship Behavior scale was used. It has 20 items which can measure OCB. For the purpose of this paper the OCBI and OCBO dimensions were considered with items for OCBI are 12 items (1,4,5,6,7,10,11,12,17,18,19,20) and for OCBO are 8 items (2,3,8,9,13,14,15,16) This scale has a response style which focuses on how often one gets engaged in OCB behaviors rather than agreement based response scale. Where 1= Never 2= Once or twice 3= Once or twice per month 4= Once or twice per week 5= every day. According to Fox, et al. (2012), the construct validity evidence of this scale has been assured to line up with the most used scale of Podsakoff et al. (1990). The internal consistency reliability (Cronbach alpha) was found to be 0.97.

Perceptions of Fair Interpersonal Treatment Scale (PFIT scale) - This scale developed by Donovan et al. (1998). It has two dimensions which are the supervisor's and the co-workers. The first 14 items (1-14) are for the supervisor while the last four items are the co-workers (15-18). The reliability for the original scale was 0.92. 0.74 for the items of co-workers while 0.9 for items of the supervisors. This scale was designed to measure the perceptions interpersonal treatment of employees on their daily work environment. This scale was taken in this research to

measure the fairness of interpersonal treatment of employees both from their supervisors and employees.

The questionnaires consist of four parts, the first part had the demographic characteristics of the participants. The second part consisted of questions that reflect on OCB of participants, the third part had OJ while the last has questions that measure the fairness of interpersonal treatment of workers in Leilt Zenebe Work School.

3.7. Data collection procedures

As part of the data collection procedure, a letter of cooperation was taken from the school of psychology that was confirmed and sealed before being taken to the respective schools where the pilot study and main data collection took place. Data was collected by the student researcher and an assistant who took further time to help the respondents with any questions.

In addition, the data collection was facilitated by the collaboration of the school principal and his assistant who chose not to participate but rather help the student researcher in giving responsibilities for designed individuals from each group to facilitate the collection of the questionnaires.

The researcher helped by the assistant, gave instructions on how to complete the questionnaires and clarified the purpose of the study for participants who were willing to take part before the collection of the data. The data was coded for the purpose of confidentiality which was made clear for the participants through both the researcher and assistant. Participants took the questionnaires and kept them with them until they found the convenient time to fill them so this made sure that the participants had an ample time to digest the questions and respond accordingly. The overall distribution and collection of the questionnaires which was done by the researcher and the assistant took place in the first week of April, April 1-10.

3.8. Data analysis techniques

In analyzing the data collected, different analysis techniques were used. Statistical calculations were performed by using Statistical Package for Social Sciences (SPSS) software version 25. The first part of the data analysis is the descriptive statistics to specify the socio-

demographic characteristics of the participants. Next it is inferential statistics which helps to make predictions/inferences based on the sample which has been used in this research.

1. Descriptive Statistics

Descriptive statistics like mean and frequency have been used to organize and summarize the data which has been collected using the questionnaire and also to find the levels of OCB, OJ and PFIT of the participants. Characteristics like age and gender are described in a coherent manner and data is presented using tables in a way that is easy to understand.

2. Inferential statistics

After data is collected, inferential statistics was used to make predictions from sample which helps for the generalizability of the study in large populations. Inferential statistics like multiple regression, ANOVA, Independent samples T-test and Correlation were used.

2.1. Correlational, Regression, t-test and ANOVA Analysis

Pearson's product moment correlation

The relationship between Organizational justice, Perceived Fair treatment and Organizational Citizenship behavior was correlated by Pearson's product moment correlation analysis. In order to answer the third research question, Pearson's product was used.

Regression analysis

In this study multiple regression analysis was used to check if any change in the predictor variables which are Organizational justice and Perceived in Fair interpersonal treatment made significant changes in the dependent variable that is organizational citizenship behavior. After checking for the correlations of the independent variables with the dependent variable using product moment correlation, regression analysis was performed to check to what extent the change in OJ and PFIT has caused the change in OCB.

The regression analysis was used to predict Organizational citizenship behavior from Organizational justice and PFIT Sup since they were found to have a significant correlation with OCB. The researcher checked the assumptions which are linearity of OJ and PFIT Sup with OCB

using the scatter plot and that value of OCB is normally distributed with each value of OJ and PFIT Sup. On the Scatter plot, the homoscedasticity of the data was also seen to be equal across the regression line. The co-linearity test was done by checking the tolerance value on the models which were above 0.5 and hence confirmed that Multicollinearity wasn't a problem.

Age, Educational Background and Organizational Responsibility as Dummy Variables

Dummy variables are used in researches to take into consideration the effects of variables which are categorical by assigning 0 when they are controlled and 1 when they aren't controlled. Yip & Tsang (2007) In order to include age, Educational background and Organizational Responsibility in the regression analysis, they need to be changed to interval or ratio scales. In order to do that, they need to be changed into dummy variables.

In this research, age, educational background and Organizational Responsibility are controlled in the regression models to check the predictability of the explanatory variables which in model 1 are OJ total, DJ total and IJ total on OCB total(age and education are controlled), in model 2 DJ total on OCBI (Organizational responsibility controlled). Lastly in model 3, PFIT sup on OCBO (Age controlled)

ANOVA & Independent sample T-test

In this study, ANOVA has been used to find the level of organizational citizenship behaviors in the respondents with regards to their age, gender, organizational responsibility and educational background. Assumptions for ANOVA have been checked with regards to tests of normality, OCB which is the dependent variable in this analysis is a continuous variable which is measured in scale and additionally, the variance of the means of the groups which are divided based on demography are the same. Finally samples have been checked to be independent of each other by comparing the means using Post hoc test.

The independent sample t-test was used to check the differences in mean between males and females to check their levels of OCB and their perceptions of justice in the school. Assumptions for this test have been checked like the equal variance assumptions using Levene's test of equality of variance, continuity and normal distribution of data and also the sample data has been a result of simple random sampling.

3.9. Pilot Study, Reliability and validity

Literatures have justified the use of the instruments used for organizational justice, Organizational citizenship behavior and perceived fairness of interpersonal treatment as valid and reliable.

3.9.1. Reliability

This study has determined the internal consistency (Cronbach alpha) of items and the results are shown under on Table 1. The questionnaires have been the same as the ones that have used to collect the main data for this study. Anonymity of the participants has been made by coding the questionnaires with numbers.

The reliability check was done by the researcher through pilot test after the validity was checked and approved. The reliability was checked after translating the instruments to the local language (Amharic) and taking samples of the population to test. The data was fed to an SPSS version (25) to get information of the instruments about their reliability.

3.9.2. Validity

The researcher believes that the content validity can be measured by taking the opinions of professionals which are familiar with the construct to be measured which was why it was checked by a Professor in the Social Psychology department on whether it can be used to measure as proposed in this study. Additionally, the reliability check in the pilot test has been a good way to determine the validity as well since for an instrument to be valid, it must first be reliable. The items in the scales have been used in local and researches abroad to measure the same constructs as it was proposed in this study. OJS (Organizational Justice Scale) was used in some of Ethiopian researches with a good reliability (Melkamu, 2020; Belete, 2018; Asfaw, 2018), OCB scale was used by Spector& Bauer (2010) and PFIT by Ojedokun (2012).

3.9.3. Pilot Study

The pilot study has taken place in Flipper School. The total population of the participants were taken as a whole for the pilot study. The participants were 36 employees which consist of 26 females and 10 male employees.

The results are as follows.

Table 2: Reliability results of the pilot study

Reliability Statistics	
Cronbach Alpha	Measures
.878	OCB total
.789	OCBI
.674	OCBO
.881	OJ total
.646	DJ
.748	PJ
.867	IJ
.739	PFIT total
.674	PFIT Sup
.536	PFIT Cow

3.10. Ethical Considerations

When considering the data collection procedure, there are some points the researcher considered. Firstly, during research work, the anonymity of the participants was assured since the questionnaire was filled based on free will and proper information about the purpose of the research. During data collection, the researcher made sure that the identities of the participants remained hidden but a coding system to identify the supervisors and subordinates was adopted for the purpose of the research. Respondents were also informed that the result of the study will not affect them directly/indirectly.

Secondly, Participants were not restrained to finish the questionnaire but were informed to use their time and submit whenever they finish. So that's one way the student researcher made sure that data was collected in a way that didn't affect the employees' recesses and breaks or working hours. Besides the aim of the study was openly disclosed before participants decided to take part. So this paper therefore took into consideration of those ethical issues on formulating and clarification of the topic, design, access and use of data, analysis and report of the findings in a moral and responsible way.

Thirdly, in reporting the findings, the researcher made sure to be sensitive with findings which posed bad publicity for any of the stakeholders in the school. And lastly, the study took further considerations on how the research was conducted including access and use of data, procedures, analysis and report of findings. So in general, this study considered all the advantages and disadvantages in the processes and outcomes for everyone who was concerned.

CHAPTER FOUR

Results

In this chapter, the result of the analysis of the data collected from 120 participants as well as the interpretation of the analysis is shown. The discussion will cover all the main findings of the results obtained from this study.

4.1. Description of the Respondents' Demographic characteristics

In this part, frequencies and percentages were used to describe participants' characteristics. The following table is used to show the outcomes.

Table 3: Frequencies and percentage of demographic variables (N=120)

R/No	Variable	Category	No	%
	Gender	Female	76	63.3
		Male	44	36.7
	Educational Status	Certificate	26	21.7
		Diploma	38	31.7
		bachelor degree	37	30.8
		Graduate	19	15.8
	Age	20-30	42	35.0
		30-40	64	53.3
		more than 40	14	11.7
	Organizational Responsibility	Assistant teacher	13	10.8
		Teacher	43	35.8
		Cleaner	13	10.8
		Admin	19	15.8
		Guard	9	7.5
		Nurse	4	3.3
		Psychologist	1	.8
		Special need expert	2	1.7
		gardener and store keeper	2	1.7
		Nanny	3	2.5
	Years of Experience	kitchen stuff	11	9.2
		1-3 years	39	32.5
		3-5 years	44	36.7
		more than 5 years	37	30.8

As it can be seen from table 3, the females from all participants are 63.3% (76 in number) and the rest of 36.7% are males. Table 2 also presents the educational background of the participants with 31.7% diploma, 30.8% bachelor degrees, 21.7% certificates and 15.8% graduate degrees. Besides, Table 3 shows that 64 of the participants are aged between 30 and 40 years while 42 of the participants are aged between 20 and 30 years. The remaining 14 are greater than 40 years of age.

With regard to respondent's organizational responsibilities, Table 3 shows 35.8% of the participants are teachers and 15.8% of them are School administrators. Assistant teachers and Cleaners, each constitute 10.8% of the participants, while Kitchen staffs constitute 9.2% of the participants. Of the other participants, 7.5%, 3.3% & 2.5% of them are guards, nurses & nannies respectively. Besides, 2% of the participants are Special need experts, 2 others are Gardener & Storekeepers & the remaining 1 participant is a School Psychologist. Last but not least, Table 3 above reveals that 44 of the participants have 3 to 5 years of experience and 39 of them have 1 to 3 years of experience. The remaining 37 respondents have more than 5 years of experience.

4.2. Respondent's' levels of Organizational Justice, Perceived Fairness and Organizational Citizenship behavior

Assessing participants' Organizational Justice, Perceived Fairness and Organizational Citizenship behavior levels is the first research question of the present study. The summaries of the computations are presented in tables 2, 3 and 4.

Table 4: Descriptive statistics for OJ (N=120)

Variable	N	Minimum	Maximum	Mean	Std. Deviation
OJ Total	120	44	95	69.68	10.884
DJ Total	120	5	25	16.36	4.014
PJ Total	120	11	30	20.95	4.185
IJ Total	120	15	45	32.38	6.977
PFIT Total	120	28	45	35.52	3.442
PFIT Sup	120	22	35	27.36	2.579
PFIT Cow	120	4	12	8.16	1.773
OCB Total	120	45	95	69.77	12.130
OCBI	120	12	30	21.51	4.549
OCBO	120	10	30	21.18	4.432

As can be seen from table 4 the mean over all OJ score is 69.68 (SD= 10.884) where the minimum and maximum scores are 44 and 95, respectively. Table 4 also depict that the mean DJ score is 16.36 (SD= 4.014) where 5 and 25 are minimum and maximum score respectively. In addition, table 5 shows that 11 and 30, respectively, are the minimum and maximum scores of PJ while 20.95 (SD= 4.185) is the mean score. Besides, Table 4 also shows that the mean IJ score is 32.38 (SD= 6.977) where the minimum and the maximum IJ scores are 15 and 45, respectively.

Participants feel that there is higher level of organizational justice in their school. Their mean score in the total organizational justice is higher than the expected score. Likewise, their score in the distributive justice sub-scale, the procedural justice sub-scale and the interactional justice sub-scale was more than the average implying that there is high level justice in the in the school.

The mean overall OCB score is 69.77 (SD= 12.130) where the minimum and maximum scores are 45 and 97, respectively. Table 4 also depict that the mean OCBI score is 21.51 (SD= 4.549) where 12 and 30 are minimum and maximum score respectively. In addition, Table 4 shows that 10 and 30, respectively, are the minimum and maximum scores of OCBO while 21.18 (SD= 4.432) is the mean score. Participants were found to have higher level of organizational behavior. Besides, their citizenship behavior towards their organization (OCBO) and towards the individuals in their organization (OCBI) were also higher than the average.

The mean overall PFIT score is 35.52 (SD= 3.442) where the minimum and the maximum scores are 28 and 45, respectively. Table 4 also depict that the mean PFIT supervisor score is 27.36 (SD= 2.579) where 22 and 35 are minimum and maximum score respectively. In addition, Table 4 shows that 4 and 12 respectively, are the minimum and maximum scores of PFIT co-workers, while 8.16 (SD= 1.773) is the mean score. In terms of fair treatment of workers the participants indicate that there is low level of overall treatment of in the school. The study also found that there is poor treatment from supervisors. However, the study revealed that the treatment respondents get from co-workers is high.

4.3. Differences in OCB, OJ and PFIT Based on Background Variables

Identification of statistically significant differences in OCB, OJ and PFIT based on participants' background variables was the second research objective of the present study. Hence according to the calculations, interpretations were made which will be presented in the following

sub-section. Age and years worked can be taken as categorical variables so that statistical comparisons can be made between different groups (Research Methods Data sets, 2016) Hence the researcher took an interest to answer this research question by treating age and years worked in the organization as categorical variables to make it convenient for the analysis.

4.3.1. Differences Based on Gender

Independent sample t-tests were computed to look into mean differences in OCB, OJ and PFIT based on gender. Summaries of the computations are presented in Table 5 below.

Table 5: Independents sample t-test scores for respondents' based on Gender

Variables	Category	N	Mean	SD	T	Sig. (2-tailed)
OCB	Female	76	69.67	11.901	-.123	.902
	Male	44	69.95	12.653		
OCBI	Female	76	21.46	4.476	-.151	.880
	Male	44	21.59	4.722		
OCBO	Female	76	21.21	4.306	.115	.909
	Male	44	21.11	4.691		
OJ Total	Female	76	70.39	10.817	.941	.349
	Male	44	68.45	11.015		
DJ Total	Female	76	16.82	4.042	1.653	.101
	Male	44	15.57	3.884		
PJ Total	Female	76	21.30	4.151	1.216	.227
	Male	44	20.34	4.220		
IJ Total	Female	76	32.28	7.231	-.203	.840
	Male	44	32.55	6.593		
PFIT Total	Female	76	35.59	3.604	.314	.754
	Male	44	35.39	3.179		
PFIT Sup	Female	76	27.36	2.606	-.017	.986
	Male	44	27.36	2.562		
PFIT CoW	Female	76	8.24	1.750	.636	.526
	Male	44	8.02	1.823		

Source: Questionnaire, 2021

Table 5 above portrayed that there is no statistically significant difference in Overall OCB (t= -0.123, p=0.902), OCBI (t= -0.151, p=0.880), OCBO (t= 0.115, p=0.909), Overall OJ (t= 0.941, p=0.349), DJ (t= 1.653, p=0.101), PJ (t= 1.216, p=0.227), IJ (t= -0.203, p=0.840), Overall PFIT (t= 0.314, p=0.754), PFIT Supervisors (t= -0.017, p=0.986) and PFIT Co-workers (t= 0.636, p=0.526). So this implies that there is no gender difference in the levels of OCB, OJ and PFIT based on gender.

4.3.2. Differences Based on organizational responsibility

Independent sample t-tests were computed to look into mean differences in OCB, OJ and PFIT based on responsibility. Summaries of the computations are presented in Table 6 below.

Table 6: Independents sample t-test scores for respondents' based on responsibility

Variables	Category	N	Mean	SD	T	Sig. (2-tailed)
OCB	Teaching Staff	56	71.30	12.573	1.295	.198
	Non-teaching Staff	64	68.44	11.663		
OCBI	Teaching Staff	56	22.46	4.116	2.188	.031
	Non-teaching Staff	64	20.67	4.771		
OCBO	Teaching Staff	56	21.70	4.706	1.208	.229
	Non-teaching Staff	64	20.72	4.161		
OJ Total	Teaching Staff	56	70.48	11.090	.751	.454
	Non-teaching Staff	64	68.98	10.740		
DJ Total	Teaching Staff	56	16.50	4.348	.360	.719
	Non-teaching Staff	64	16.23	3.728		
PJ Total	Teaching Staff	56	21.27	4.119	.777	.439
	Non-teaching Staff	64	20.67	4.254		
IJ Total	Teaching Staff	56	32.71	7.241	.497	.620
	Non-teaching Staff	64	32.08	6.781		
PFIT Total	Teaching Staff	56	35.43	3.474	-.261	.794
	Non-teaching Staff	64	35.59	3.440		
PFIT Sup	Teaching Staff	56	27.38	2.826	.066	.948
	Non-teaching Staff	64	27.34	2.365		
PFIT CoW	Teaching Staff	56	8.05	1.667	-.604	.547
	Non-teaching Staff	64	8.25	1.869		

Table 6 above portrayed that there is no statistically significant difference in Overall OCB (t= 1.295, p=0.198), OCBI (t= 2.188, p=0.031), OCBO (t= 1.208, p=0.229), Overall OJ (t= 0.751, p=0.454), DJ (t=0.360, p=0.719), PJ (t=0.777, p=0.439), IJ (t=0.497, p=0.620), Overall PFIT (t= 0.261, p=0.794), PFIT Supervisors (t= 0.066, p=0.948) and PFIT Co-workers (t=-0.604,p=0.547).

However employees whose organizational responsibility are teaching staff ($t=2.188$, $p=0.031$) showed significantly higher organizational citizenship behaviour towards others in the school than those employees whose responsibility is non-teaching. Hence teaching staff show more OCBI towards their colleagues than non-teaching staff.

4.3.3. Differences Based on age

ANOVA tests were computed to look into mean differences in OCB, OJ and PFIT based on age. Summaries of the computations are presented in Table 7 below.

Table 7: ANOVA test scores for respondents' based on age

Variables	Category	N	Mean	SD	F	Sig. (2-tailed)
OCB	20-30	42	66.52	14.338	3.763	.026
	30-40	64	70.50	10.474		
	more than 40	14	76.21	9.242		
	Total	120	69.78	12.130		
OCBI	20-30	42	20.64	5.069	1.620	.202
	30-40	64	21.75	4.117		
	more than 40	14	23.00	4.591		
	Total	120	21.51	4.549		
OCBO	20-30	42	19.79	5.116	5.133	.007
	30-40	64	21.50	3.796		
	more than 40	14	23.86	3.592		
	Total	120	21.18	4.432		
OJ Total	20-30	42	69.02	11.009	.117	.890
	30-40	64	70.05	10.617		
	more than 40	14	70.00	12.403		
	Total	120	69.68	10.884		
DJ Total	20-30	42	16.10	3.956	1.583	.210
	30-40	64	16.14	4.257		
	more than 40	14	18.14	2.538		
	Total	120	16.36	4.014		
PJ Total	20-30	42	21.26	4.231	.892	.413
	30-40	64	21.05	4.006		
	more than 40	14	19.57	4.863		
	Total	120	20.95	4.185		
IJ Total	20-30	42	31.67	6.770	.368	.693
	30-40	64	32.86	6.884		
	more than 40	14	32.29	8.278		
	Total	120	32.38	6.977		
PFIT Total	20-30	42	36.02	2.673	1.115	.331
	30-40	64	35.08	3.574		
	more than 40	14	36.00	4.690		
	Total	120	35.52	3.442		
PFIT Sup	20-30	42	27.74	2.231	.794	.454
	30-40	64	27.09	2.724		
	more than 40	14	27.43	2.901		
	Total	120	27.36	2.579		
PFIT CoW	20-30	42	8.29	1.642	.794	.455
	30-40	64	7.98	1.786		
	more than 40	14	8.57	2.102		
	Total	120	8.16	1.773		

Table 7 above portrayed that there is no statistically significant difference in Overall OCB (F= 3.763, p=0.026), OCBI (F= 1.620, p=0.202), OCBO (F=5.133, p=0.007), Overall OJ (F=0.117, p=0.890), DJ (F= 1.583, p=0.210), PJ (F= 0.892, p=0.413), IJ (F=0.368, p=0.693), Overall PFIT (F=1.115, p=0.331), PFIT Supervisors (F=0.794, p=0.454) and PFIT Co-workers (F= 0.794, p=0.455).

The differences in the means were checked by post-hoc test. Results are shown as follows

Table 8. Post-hoc test result for differences of OCB based on age

Dependent Variable		(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.
OCBTotal	Scheffe	20-30	30-40	-3.976	2.355	.244
			more than 40	-9.690*	3.659	.033
		30-40	20-30	3.976	2.355	.244
			more than 40	-5.714	3.499	.267
		more than 40	20-30	9.690*	3.659	.033
			30-40	5.714	3.499	.267
OCBI	Scheffe	20-30	30-40	-1.107	.899	.470
			more than 40	-2.357	1.396	.245
		30-40	20-30	1.107	.899	.470
			more than 40	-1.250	1.335	.646
		more than 40	20-30	2.357	1.396	.245
			30-40	1.250	1.335	.646
OCBO	Scheffe	20-30	30-40	-1.714	.851	.136
			more than 40	-4.071*	1.323	.010
		30-40	20-30	1.714	.851	.136
			more than 40	-2.357	1.264	.180
		more than 40	20-30	4.071*	1.323	.010
			30-40	2.357	1.264	.180

- The mean difference is significant at the 0.05 level

The result shows that there is a significance mean difference of OCB total at P<0.05 of employees who are older than 40 as compared to their colleagues whose age ranges from 20-30. In addition, the youngest employees show less OCB towards their organization as compared to the more matured ones at p<0.05

4.3.4. Differences Based on years of experience

ANOVA tests were computed to look into mean differences in OCB, OJ and PFIT based on years of experience. Summaries of the computations are presented in Table 9 below.

Table 9. ANOVA test scores for respondents' based on years of experience (N=120)

Variables	Category	N	Mean	SD	F	Sig. (2-tailed)
OCB	1-3 years	39	68.10	12.273	.683	.507
	3-5 years	44	69.93	12.318		
	more than 5 years	37	71.35	11.854		
	Total	120	69.78	12.130		
OCBI	1-3 years	39	21.23	4.422	.139	.871
	3-5 years	44	21.52	4.805		
	more than 5 years	37	21.78	4.473		
	Total	120	21.51	4.549		
OCBO	1-3 years	39	20.05	4.707	2.448	.091
	3-5 years	44	21.25	4.560		
	more than 5 years	37	22.27	3.754		
	Total	120	21.18	4.432		
OJ Total	1-3 years	39	70.59	8.896	.470	.626
	3-5 years	44	70.07	12.320		
	more than 5 years	37	68.27	11.120		
	Total	120	69.68	10.884		
DJ Total	1-3 years	39	16.03	3.983	1.402	.250
	3-5 years	44	15.89	3.978		
	more than 5 years	37	17.27	4.046		
	Total	120	16.36	4.014		
PJ Total	1-3 years	39	21.18	3.136	.405	.668
	3-5 years	44	21.18	4.662		
	more than 5 years	37	20.43	4.598		
	Total	120	20.95	4.185		
IJ Total	1-3 years	39	33.38	5.669	1.853	.161
	3-5 years	44	33.00	7.573		
	more than 5 years	37	30.57	7.316		
	Total	120	32.38	6.977		
PFIT Total	1-3 years	39	36.10	2.808	9.841	.000
	3-5 years	44	36.61	3.301		
	more than 5 years	37	33.59	3.492		
	Total	120	35.52	3.442		
PFIT Sup	1-3 years	39	27.67	2.517	5.288	.006
	3-5 years	44	28.00	2.606		
	more than 5 years	37	26.27	2.317		
	Total	120	27.36	2.579		
PFIT CoW	1-3 years	39	8.44	1.447	6.590	.002
	3-5 years	44	8.61	1.631		
	more than 5 years	37	7.32	1.987		
	Total	120	8.16	1.773		

Table 9 shows that there is no statistically significant difference in Overall OCB (F=0.683, p=0.507), OCBI (F=0.139, p=0.871), OCBO (F=2.448, p=0.091), Overall OJ (F= 0.470,

p=0.626), DJ (F= 1.402, p=0.250), PJ (F=0.405, p=0.668), IJ (F=1.853, p=0.161). However, the overall PFIT (F=9.481, p=0.000), PFIT Supervisors (F=5.288, p=0.006) and PFIT Co-workers (F=6.590, p=0.002) are statistically significant implying that employees who stayed more in the school had lower perceptions of fairness in interpersonal treatment of supervisors and co-workers.

The following is the post-hoc comparisons for the groups

Table 10. post-hoc comparisons for the PFIT based on Age

Dependent Variable		(I) Years of Experience	(J) Years of Experience	Mean Difference				
				(I-J)	Std. Error	Sig.		
PFIT Total	Scheffe	1-3 years	3-5 years	-.511	.706	.770		
			more than 5 years	2.508*	.737	.004		
		3-5 years	1-3 years	.511	.706	.770		
			more than 5 years	3.019*	.716	.000		
	more than 5 years	1-3 years	-2.508*	.737	.004			
		3-5 years	-3.019*	.716	.000			
		PFIT Sup	Scheffe	1-3 years	3-5 years	-.333	.548	.831
					more than 5 years	1.396	.572	.054
3-5 years	1-3 years	more than 5 years	.333	.548	.831			
		more than 5 years	1.730*	.556	.010			
	more than 5 years	1-3 years	-1.396	.572	.054			
		3-5 years	-1.730*	.556	.010			
PFIT CoW	Scheffe	1-3 years	3-5 years	-.178	.373	.893		
			more than 5 years	1.112*	.389	.019		
		3-5 years	1-3 years	.178	.373	.893		
	more than 5 years		1.289*	.378	.004			
	more than 5 years	1-3 years	-1.112*	.389	.019			
		3-5 years	-1.289*	.378	.004			

*The mean difference is significant at 0.05 level

The results on the above table further show that employees who stayed in the school for 1-3 years (P<0.05) showed more significant differences in the means of PFIT tot and PFIT cow than those who stayed for more than 5 years. In addition, those who stayed for 3-5 years (p<0.05) perceive more fairness of interpersonal treatment by their supervisors and co-workers than those who stayed for more than 5 years.

4.3.5. Differences Based on Education

ANOVA was used to compute to look into mean differences in OCB, OJ and PFIT based on education. Summaries of the computations are presented in Table 11 below.

Table 11. ANOVA test scores for respondents' based on education (N=120)

Variables	Category	N	Mean	SD	F	Sig. (2-tailed)
OCB	Certificate	26	68.77	11.115	.714	.545
	Diploma	38	67.95	13.170		
	bachelor degree	37	71.38	12.426		
	Graduate	19	71.68	10.868		
	Total	120	69.78	12.130		
OCBI	Certificate	26	20.23	4.950	1.531	.210
	Diploma	38	21.24	4.840		
	bachelor degree	37	21.92	4.316		
	Graduate	19	23.00	3.480		
	Total	120	21.51	4.549		
OCBO	Certificate	26	20.88	3.963	.206	.892
	Diploma	38	20.87	4.788		
	bachelor degree	37	21.54	4.556		
	Graduate	19	21.47	4.325		
	Total	120	21.18	4.432		
OJ Total	Certificate	26	70.58	11.504	2.596	.056
	Diploma	38	65.84	10.525		
	bachelor degree	37	71.30	10.187		
	Graduate	19	73.00	10.719		
	Total	120	69.68	10.884		
DJ Total	certificate	26	16.35	4.308	.620	.604
	Diploma	38	16.50	3.622		
	bachelor degree	37	16.78	4.111		
	Graduate	19	15.26	4.280		
	Total	120	16.36	4.014		
PJ Total	certificate	26	20.92	4.156	1.795	.152
	Diploma	38	19.79	4.783		
	bachelor degree	37	21.97	3.346		
	Graduate	19	21.32	4.151		
	Total	120	20.95	4.185		
IJ Total	certificate	26	33.31	6.571	4.781	.004
	diploma	38	29.55	6.876		
	bachelor degree	37	32.54	6.694		
	graduate	19	36.42	6.292		
	Total	120	32.38	6.977		
PFIT Total	Certificate	26	35.54	3.420	.537	.658
	Diploma	38	34.97	3.514		
	bachelor degree	37	35.78	3.505		
	Graduate	19	36.05	3.325		
	Total	120	35.52	3.442		
PFIT Sup	Certificate	26	27.42	2.501	.285	.836
	Diploma	38	27.05	2.691		
	bachelor degree	37	27.59	2.466		

	Graduate	19	27.42	2.815		
	Total	120	27.36	2.579		
PFIT CoW	Certificate	26	8.12	1.796	.682	.565
	Diploma	38	7.92	1.851		
	bachelor degree	37	8.19	1.898		
	Graduate	19	8.63	1.300		
	Total	120	8.16	1.773		

Table 11 above portrayed that there is no statistically significant difference in Overall OCB (F=0.714, p=0.545), OCBI (F=1.531, p=0.210), OCBO (F=0.206, p=0.892), Overall OJ (F=2.596, p=0.056), DJ (F=0.620, p=0.604), PJ (F=1.795, p=0.152), Overall PFIT (F=0.537, p=0.658), PFIT Supervisors (F=0.285, p=0.836) and PFIT Co-workers (F= 0.682, p=0.565). However, significant differences on the mean differences of IJ were notices, IJ (F=4.781, p=0.004) to further check this significance, post -hoc test was done. The result is shown below.

The table below shows the multiple comparison results of the post-hoc test

Table 12. Multiple comparison results of the post-hoc test based on education

Dependent Variable	(I) Educational level	(J) Educational level	Mean Difference (I-J)	Std. Error	Sig.
OJTotal Scheffe	Certificate	diploma	4.735	2.716	.390
		bachelor degree	-.720	2.731	.995
		graduate	-2.423	3.221	.904
	Diploma	certificate	-4.735	2.716	.390
		bachelor degree	-5.455	2.465	.186
		graduate	-7.158	2.999	.134
	bachelor degree	certificate	.720	2.731	.995
		diploma	5.455	2.465	.186
		graduate	-1.703	3.012	.956
	Graduate	certificate	2.423	3.221	.904
		diploma	7.158	2.999	.134
		bachelor degree	1.703	3.012	.956
DJTotal Scheffe	Certificate	diploma	-.154	1.027	.999
		bachelor degree	-.438	1.032	.981
		graduate	1.083	1.217	.851
	Diploma	certificate	.154	1.027	.999
		bachelor degree	-.284	.932	.993
		graduate	1.237	1.133	.755
	bachelor degree	certificate	.438	1.032	.981
		Diploma	.284	.932	.993
		graduate	1.521	1.138	.620
	Graduate	certificate	-1.083	1.217	.851
		diploma	-1.237	1.133	.755
		bachelor degree	-1.521	1.138	.620
PJTotal Scheffe	Certificate	diploma	1.134	1.054	.764
		bachelor degree	-1.050	1.060	.806
		graduate	-.393	1.250	.992
	Diploma	certificate	-1.134	1.054	.764
		bachelor degree	-2.183	.957	.164
		graduate	-1.526	1.164	.634
	bachelor degree	certificate	1.050	1.060	.806
		diploma	2.183	.957	.164
		graduate	.657	1.169	.957
	Graduate	certificate	.393	1.250	.992
		diploma	1.526	1.164	.634
		bachelor degree	-.657	1.169	.957
IJTotal Scheffe	Certificate	diploma	3.755	1.697	.186
		bachelor degree	.767	1.706	.977
		graduate	-3.113	2.012	.497
	Diploma	certificate	-3.755	1.697	.186
		bachelor degree	-2.988	1.540	.293
		graduate	-6.868*	1.873	.005
	bachelor degree	certificate	-.767	1.706	.977
		diploma	2.988	1.540	.293
		graduate	-3.881	1.881	.241
	Graduate	certificate	3.113	2.012	.497
		diploma	6.868*	1.873	.005
		bachelor degree	3.881	1.881	.241

*The mean difference is significant at 0.05 level

The result on the above table shows that there is a significant difference of means in IJ among the staff who have diploma and graduate level. The employees with graduate level have higher means in IJ compared to those with diplomas $P (<0.05)$

4.4. The relationship of OCB with Perceived OJ and Fair Interpersonal treatment

Examining the associations of OCB with OJ and PFIT was the third objective of the present study. Hence, the associations were checked using Pearson product momentum correlation. The results of the computations are summarized & presented in Table 14 here under.

Table 13. Relationship between OCB and OJ

R/No	Variables	1	2	3	4	5	6	7
1	OCB Total	1						
2	OCBI	.857**	1					
3	OCBO	.863**	.604**	1				
4	OJ Total	.248**	.178	.151	1			
5	DJ Total	.249**	.219*	.161	.553**	1		
6	PJ Total	.050	.042	.012	.651**	.126	1	
7	IJ Total	.213*	.126	.136	.851**	.212*	.344**	1

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

* . Correlation is significant at the 0.05 level (2-tailed).

As can be seen from Table 13 above the overall organizational justice ($r= 0.248$, $p< 0.01$), distributive justice ($r= 0.249$, $p< 0.01$) and interactional justice ($r=0.213$, $p< 0.01$) have small but positive relationship with the overall organizational citizenship behavior. This implied that an increase in overall, distributive and interactional justice is associated with a small increase in the overall organizational citizenship behavior.

Table 14. Relationship between OCB and PFIT

R/No	Variables	1	2	3	4	5	6
1	OCB Total	1					
2	OCBI	.857**	1				
3	OCBO	.863**	.604**	1			
4	PFIT Total	.025	.033	.142	1		
5	PFIT Sup	.074	.059	.193*	.865**	1	
6	PFIT CoW	.058	.021	.005	.683**	.225*	1

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

* . Correlation is significant at the 0.05 level (2-tailed).

Table 14 showed that Organizational citizenship behavior towards Organization has been found to have small and positive relationship of $r=.142$ with the overall PFIT. Organizational citizenship behavior towards the organization was also found to have small significant positive relationship ($r=.193$, $p< 0.05$) with perceived interpersonal treatment of supervisors.

4.5. Predictors of Organizational citizenship behavior

In order to identify the predictor variables that influence respondents' organizational citizenship behavior, multiple linear regressions were computed. However, variables which are categorical were changed in to dummy variables before any regression analysis.

Table 15: Correlation among OCB variables and dummy variables

R/No	Variables	1	2	3	4	5	6	7	8
1	OCB Total	1							
2	OCBI	.857**	1						
3	OCBO	.863**	.604**	1					
4	Gender	-.011	-.014	.011	1				
5	Age	.198*	.140	.231*	.015	1			
6	Education	-.244*	-.148	-.035	.022	.038	1		
7	Service Year	-.096	-.043	-.177	-.100	.200*	.067	1	
8	Responsibility	.118	.197*	.111	.088	.014	-.411**	-.007	1

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

* . Correlation is significant at the 0.05 level (2-tailed).

Table 15 above shows the correlation of the dummy variables with OCB. Age was seen to have a small and significant positive correlation with OCB total and OCBO, Organizational Responsibility had a small positive significant correlation with OCBI and education was seen to have a small and significant negative correlation with OCB total.

In order to examine the predictive abilities of Organizational justice and perceived fairness of interpersonal treatment towards respondents' OCB, three linear regressions were computed and results are shown below.

Table 16. Multiple Regressions Results

Variables	Regression Model 1			Regression Model 2			Regression Model 3		
	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β
Res Dummy	0.481	2.400	.128						
Age	5.063	2.29	.200						
Educ Dummy	3.097	2.908	.016						
DJ Total				.646	.273	.214			
IJ Total				.292	.157	.168			
PFIT Sup							.332	.155	.193
R	0.232			.299			.193		
R2	0.54			.089			.037		
<i>F</i> for change in R^2	2.203			5.728			4.566		

In the first Regression model, Age, education and Organizational responsibility were taken as independent variables while Organizational citizenship behavior was taken as a dependent variable. The result shows that the independent variables taken in this regression analysis didn't have a significant contribution on Organizational citizenship Behavior with $F = (3,116) = 2.203$, $p > 0.05$. However looking at the individual contribution of age, it was found to significantly predict Organizational citizenship behavior with ($\beta = .2$, $p < 0.05$).

In the second regression model, Interactional Justice, Distributive Justice were entered as independent variables while Organizational citizenship behavior was taken as a dependent variable. The result shows that the independent variables taken in this regression analysis had a significant contribution on Organizational citizenship Behavior with $F = (2,116)$

=3.85, $p < 0.05$. The variance accounted for this prediction is 9% since R square is 0.091. The beta values for distributive indicate that the contribution of them independently is insignificant since all $P > 0.05$. These implied that when organizational justice as a whole is good, when there is good distributive and interactional justice in schools, there would be good citizenship behavior among workers in the school.

In the third regression model, PFIT sup was entered as an independent variables while Organizational citizenship behavior towards the organization (OCBO) was taken as a dependent variable. The result shows that the independent variable taken in this regression analysis had a significant contribution on Organizational citizenship Behavior (OCBO) with $F = (4.566) = 3.85$, $p < 0.05$. The variance accounted for this prediction is 4% since R square is 0.037. The beta value indicate that the contribution of PFIT Sup significantly predicts OCBO since all $P < 0.035$

CHAPTER FIVE

Discussion

In this section the results of the analysis and relevant findings to support or contradict the current research findings are discussed. The level, relationship and effect of the variables with one another and which demographical variable has influenced the levels of the variables are explained here.

5.1. The levels of OCB, OJ and PFIT

In this study, respondents were found to have high level of organizational behavior, and Organizational justice. There is an agreement with the result of this research about how teachers show a high level of OCB enhanced by the nature of their work. (Ali& Waqar , 2013; Terzi, 2015)

As it was found by Engstrom (2017) interpersonal treatment employees receive from their colleagues is a driving force for them to enjoy their working environments and engage in supportive activities with those who work with them. The current study has also given emphasis on the importance of how employees perceive the treatment they get from their co-workers and supervisors. In terms of fair treatment of workers the respondents indicate that there is low level of overall treatment of in the school.

5.2. The effect of demography on OCB, OJ and PFIT

In setting out to find how respondents' demographical data affected their level of OCB, OJ and PFIT; age, gender, Educational background, organizational responsibility and years of experience in the organization were analyzed using independent sample t-test and ANOVA.

Age- This study found a significant difference of employees' OCB by age. It significantly affects the total organizational citizenship behavior and organizational citizenship behavior towards the organization ($F=5.133$, $P=0.007$). The result of this study is similar with a research done in a teaching hospital in Tehran by Mhnaz et al. (2013), their study concluded that employees' whose age is above 50 have more OCB. The current finding contradicts with Jafari& Baridian(2012) since in their study age had an insignificant contribution towards OCB of

employees. In the current study, it was depicted that respondents specifically whose age is greater than 40 were found to have higher level of total organizational citizenship behavior and organizational citizenship behavior towards the organization than respondents whose age is between 20 and 30 years.

Gender- The independent sample t-test result of the analysis regarding gender has no impact on how the participants' OCB, OJ and PFIT are exhibited in their working environment. This is a contradictory result with Mahnaz et al. (2013) who found that women teachers showed more OCB than their men counterparts. Testing for organizational citizenship among women and men, a study by Allen & Jiang (2016) found that gender plays a significant role for how men and women engage in OCB. Similar to the finding by Mahnaz et al. (2013), their finding showed to find gender to influence OCB amongst men and women. However a finding by Irmawati & Retnawati(2018) revealed similar result with the current study that there was no significant difference of employees' OCB with regards to gender.

Organizational responsibility- The finding in this study shows that OCBI of teaching staff is significantly higher than non-teaching staffs. This study is similar with a research done on investigating the OCB of teachers by Oplatka (2009) who showed teachers have high OCB compared with other school employees. In another study conducted in India by Shahreen et al. (2016) teachers were found to be more engaged in OCB behaviors in their school community.

Years of experience-In a finding that was contrary with this current study, Jafari& Baridian(2012) showed that the more people stay in an organization, the more OCB they will exhibit. However. in this study, the result on the ANOVA analysis which was aimed at finding out if there were differences in how respondents' OCB, OJ and PFIT were affected by the number of years they have worked in the organization showed that OCB weren't statistically affected by their year of experience employees worked in the school. Again unlike the results of this study, in a study done on teachers' OCB based on their professional seniority showed that teachers who are new(1-2) years and who stayed a long time(8-10)years are more enthusiastic about OCB but those whose stay was average like 2-3or 4-5 years are less inclined to engage in OCB (Oplatka,2009)

Educational background- The differences of means among groups with different educational background didn't make a significant difference in their OCB. Similar to the finding of the present study, Devin et al. (2012) found that educational back ground has no significant implication on OCB of employees. Whereas a finding by AVCI (2016) done with teachers of public and private schools in Istanbul evidenced that as Education level increases, OCB decreases.

5.3. The Association between OCB, OJ and PFIT

The other objective of this study was to find the relationship between OCB, OJ and PFIT so Pearson product moment correlation analysis was used for this purpose. The results show organizational citizenship behavior towards individuals has a small but positive relationship with the overall organizational justice($r=0.248$, $P<0.01$), distributive justice ($r=0.249$, $P<0.01$) and interactional justice($r=0.213$, $p<0.01$). So this implicates that an increase in organizational justice shows a small positive change in organizational citizenship behavior in the school. The finding by Padmakumari & Mathur(2013) and Rangriz(2012) also supports the results of this study

As the current result in this study shows, when workers feel interactional injustice instead of reacting towards their organization as a whole, they react towards individuals instead so their organizational citizenship behavior towards their co-workers gets affected this is the same finding with what was stated in the meta-analysis study of Cohen-Charash & Spector(2001) . Likewise, another meta-analysis by Cropanzano & Rupp(2016) shows that when employees perceive interactional justice directed at them or others from their supervisors then they tend to reciprocate the justice towards where it came from which are the supervisors or their colleagues and not to the organization in general.

In another correlation, the organizational citizenship behavior towards the organization was found to have a small and positive relationship with perceived fair treatment by supervisors($r=0.193$, $p<0.01$) which implies that as employees perception of fair interpersonal treatment by their supervisors increases then their organizational citizenship behavior towards their organization increases in small amount. A similar finding by Ouyang (2011) shows that the fair interpersonal treatment of supervisors increases employees' OCBO and OCBI. But in this study PFIT sup was only significantly related with OCBO.

5.4. Regression result of OCB, OJ and PFIT

The three regression analyses conducted have come up with positive results. In the first model it was depicted that only age was a significant predictor of organizational citizenship behavior with ($\beta=.2$, $p<0.05$) however educational background and organizational responsibility of the staff didn't significantly predict OCB with $F= (3,116) =2.203$, $p>0.05$

In the Second regression distributive justice and interactional justice together significantly predict the total organizational citizenship behavior with $F= (2,116) =3.85$, $p<0.05$. The variance accounted for this prediction is 9% since R square is 0.089. The beta values for distributive and interactional justice indicate that the contribution of them is significant since all $P<0.05$. These implied that when there is good distributive and interactional justice in the school, there would be good citizenship behavior among workers in the school. This finding aligns with the meta-analysis review of Cropanzano & Rupp (2015) which generally emphasizes on the contribution of justice as putting an effect on OCB.

This study has a similar finding with Nadiri & Tanova (2010) who showed that distributive justice was a better predictor than procedural and interactional justices. Their finding is also contradictory with the current results of this study in that it only highlights distributive justice practiced in an organization to affect OCB as opposed to the finding in this study which were proved that distributive and interactional justice both to affect OCB. It's also similar in that procedural justice wasn't a significant predictor of OCB. Relating to the finding of this study, William et al. (2010) found that interactional justice has a significant contribution on OCB. A review of the meta-analysis by Cohen-Charash & Spector (2001) also showed that Interactional justice is a predictor of OCB. In another study which had a similar result to the current one, it was examined on how Interactional justice affected organizational citizenship behavior; results showed that interactional justice significantly affected Organizational citizenship behaviors. (Taamneh, 2015).

Another evidence from Haque & Aslam (2011) also brace the finding of this study supporting the second model that distributive justice is an important predictor of organizational citizenship behavior towards individuals. This implied that when there is good distributive justice in schools, workers show good citizenship behavior towards other individuals in the school. When employees feel that there is fair distribution and allocation of resources in their school, especially

if they feel that they are fairly accredited with others in the school, then they will engage in extra-role behaviors to help their colleagues and others around them.

The third regression model shows that fair treatment by supervisors is a significant predictor of organizational citizenship behavior towards the organization. This means that when supervisors in schools have fair treatment, the citizenship behavior workers show towards their school will get better. This finding goes in line with Desta (2018) who examined factors that affect OCB and the finding implies that perception of fairness impacted employees' engagement in OCB behaviors.

CHAPTER SIX

Summary, Conclusion and Recommendation

6.1. Summary

This research examined the interrelationships of Organizational Citizenship Behavior with Perceived fairness of interpersonal treatment and Organizational Justice. Through this research process, four research questions have been examined and answered in context with the Leilt Zenebework primary and elementary school. These research questions set out to investigate the level, relationships of OCB with OJ and PFIT as well as the extent of prediction of OCB by Perceived Organizational Justice and fairness of interpersonal treatment of employees in Leilt Zenebework Primary and Elementary school.

In addition this study also set out to find if age, gender, organizational responsibility, educational background and years of experience have a significant effect on employees' OCB, OJ and PFIT. Lastly, it was purposed to find whether OJ and PFIT predicted OCB.

The research design that was used to answer the research questions was Descriptive Correlational research design. Data was collected from 120 participants who are directly and indirectly involved in educating children. Quantitative research approach was used to gather data using questionnaires which were adapted in Amharic. Pearson Product moment correlation was used to find the relationship between the variables. Analysis of variance was used to find if the demographical variables affected employees' OCB, OJ and PFIT. Regression analysis was used to find which correlated variable showed a significant predictability on OCB. The result of this study also showed that there is high level of OCB and OJ but perceived fairness of interpersonal treatment was low.

6.2. Conclusions

In this study determinants of organizational citizenship were examined based on their relationship and prediction. Perception of justices especially fairness of interpersonal treatment and demographical characteristics of participants were broadly investigated on how they relate with OCB. Age and Organizational Responsibility are the only demographical variables which

have significant effect on employees' OCB rather than the other variables but gender, and years of experience worked in that school had no significant effect on OCB. Organizational citizenship behavior require maturity and in a school setting employees who have direct contact in teaching children like the teaching staff engage more on OCB than the non-teaching staff. When a person is matured especially stayed long enough working with children, then it comes naturally for them to engage in OCB to help those children they teach.

Participants' fair distribution and interactional justice perceptions among the schools' employees and fair treatment by supervisors significantly correlate and predict OCB. Employees in the school will get the drive to engage in OCB or not towards their organizations or others who work with them in the school depending on their perception of fairness by their supervisors. In this study procedural justice had no significant relationship with OCB.

When employees especially teachers take part in Organizational citizenship behaviors, the school, children and the society as a whole will be rewarded with the benefits harvested from such extra deeds. However these behaviors can gradually develop if harnessed in appropriate ways which can motivate and encourage employees in the school to be self-initiative and set out on them. In order to do that, the school stakeholders should work on channeling workers' concerns and complaints through continuous monitoring and evaluation of supervisors and the system by involving the administration and the staff.

6.3. Recommendations

According to the findings and conclusion the following recommendations are forwarded for Leilt ZenebeWork Preparatory and Elementary School.

When employees especially teachers take part in Organizational citizenship behaviors, the school, children and the society as a whole will be rewarded with the benefits harvested from such extra deeds. However these behaviors can gradually develop if harnessed in appropriate ways which can motivate and encourage employees in the school to be self-initiative and set out on them. In order to do that, the school should work on channeling workers' concerns and complaints in an accessible way for the school administration.

According to the finding of this study, the levels of Organizational Citizenship and Perceptions of Organizational justice are high among employees but the results of this research

further indicates that employees Perception of fairness in interpersonal treatment is low especially with regards how they perceive their supervisors treat them. The presence of fair treatment and organizational justice in the school will improve employees' engagement in OCB.

It's recommended that the school give attention on enhancing fair distribution of resources and benefits for the staff and treatment of employees by their supervisors. Teaching and non-teaching staff in the school need to be treated fairly by their immediate supervisors and there should be events and trainings that would bring the whole staff in the school together. In such events, employees' perception of the whole school system that deals with procedures and decision making strategies should be addressed. Both the teaching and non-teaching staff need to have their representatives who take the grievances of the group to the school administration so that they can be dealt in ways that are fair to the workers.

Hence the school has to make a commitment and plan on how to involve the staff to determine and suggest on how organizational justice and fairness of how supervisors treat employees can improve. This will greatly influence the OCB of employees in the school since such employees make a significant amount of contribution on the students they directly or indirectly come in contact with.

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2. Organizational citizenship behaviors

Instruction: The following measurement scale is designed to provide information on how often you engage in the following behaviors in your organization. Please indicate with a tick (✓) to show the extent of your agreement or disagreement with the following statements using a rating scale.

Where 1= Never 2= Once or twice 3= Once or twice per month 4= Once or twice per week 5= Everyday.

OCB-I- 1,4,5,6,7,10,11,12,17,18,19,20

OCB-O- 2, 3,8,9,13,14,15,16

How often have you done each of the following things on your present job?	Never	Once or twice	Once or twice per month	Once or twice per week	Every day
OCB-I					
1. Picked up a meal for others at work	1	2	3	4	5
2. Took time to advice, coach, or mentor a co-worker.	1	2	3	4	5
3. Helped co-worker learn new skills or shared job knowledge.	1	2	3	4	5
4. Helped new employees get oriented to the job.	1	2	3	4	5
5. Lent a compassionate ear when someone had a work problem.	1	2	3	4	5
6. Lent a compassionate ear when someone had a personal problem.	1	2	3	4	5
7. Changed vacation schedule, work days, or shifts to accommodate co-worker's needs.	1	2	3	4	5
8. Offered suggestions to improve how work is done.	1	2	3	4	5
9. Offered suggestions for improving the work environment.	1	2	3	4	5
10. Finished something for co-worker who had to leave early.	1	2	3	4	5
11. Helped a less capable co-worker lift a heavy box or other object.	1	2	3	4	5
12. Helped a co-worker who had too much to do.	1	2	3	4	5
13. Volunteered for extra work assignments.	1	2	3	4	5
14. Received phone messages for absent or busy co-worker.	1	2	3	4	5
15. Said good things about your employer in front of others.	1	2	3	4	5
16. Gave up meal and other breaks to complete work.	1	2	3	4	5
17. Volunteered to help a co-worker deal with a difficult customer, vendor, or co-worker.	1	2	3	4	5
18. Went out of the way to give co-worker encouragement or express appreciation.	1	2	3	4	5
19. Decorated, straightened up, or otherwise beautified common work space.	1	2	3	4	5
20. Defended a co-worker who was being "put-down" or spoken ill of by other co-workers or supervisor.	1	2	3	4	5

3. Organizational justice

Instruction: The following measurement scale is designed to provide information of the perception level of organizational justice in your organization. Please indicate with a tick (✓) to show the extent of your agreement or disagreement with the following statements using a rating scale

Where 1= strongly disagree 2= disagree 3= neutral 4= agree 5= strongly agree.

No.	Statements	Alternatives				
Distributive justice						
1.	My work schedule is fair	1	2	3	4	5
2.	I think that my level of pay is fair	1	2	3	4	5
3.	I consider my workload to be quite fair	1	2	3	4	5
4.	Overall, the rewards I receive here are quite fair	1	2	3	4	5
5.	I feel that my job responsibilities are quite fair	1	2	3	4	5
Procedural justice						
6.	Job decisions are made by my supervisor in a biased manner	1	2	3	4	5
7.	My supervisor makes sure that all employee concerns are heard before Job decisions are made	1	2	3	4	5
8.	To make job decisions, my supervisor collects accurate and complete information	1	2	3	4	5
9.	My supervisor clarifies decisions and provides additional information when requested by employees	1	2	3	4	5
10.	All job decisions are applied consistently to all affected employees	1	2	3	4	5
11.	Employees are allowed to challenge or appeal job decisions made by their supervisors	1	2	3	4	5
Interactional justice						
12.	When decisions are made about my job, my supervisor treats me with kindness and consideration	1	2	3	4	5
13.	When decisions are made about my job, my supervisor treats me with respect and dignity	1	2	3	4	5
14.	When decisions are made about my job, my supervisor is sensitive to my personal needs	1	2	3	4	5
15.	When decisions are made about my job, my supervisor deals with me in a truthful manner	1	2	3	4	5
16.	When decisions are made about my job, my supervisor shows concern for my right as employee	1	2	3	4	5
17.	Concerning decisions made about my job, my supervisor discusses with me the implications of the decisions	1	2	3	4	5
18.	My supervisor offers adequate justification for decisions made about my job	1	2	3	4	5
19.	When making decisions about my job, my supervisor offers explanations that make sense to me	1	2	3	4	5
20.	My supervisor explains very clearly of any decisions made about my job	1	2	3	4	5

4. Perceptions of Fair Interpersonal Treatment Scale (PFIT scale)

What is your organization like most of the time? Circle YES if the item describes your organization, NO if it does not describe your organization, and 'Undecided' if you cannot decide.

In this organization,

PFIT Sup- 1,2,3,4,5,6,7,8,9,10,11,12,13,14

PFIT Cow-15, 16 , 17,18

1	Employees are praised for good work	Yes	Undecided	No
2	Supervisors yell at employees	Yes	Undecided	No
3	Supervisors play favorites	Yes	Undecided	No
4	Employees are trusted	Yes	Undecided	No
5	Employees' complaints are dealt effectively	Yes	Undecided	No
6	Employees are treated like children	Yes	Undecided	No
7	Employees are treated with respect	Yes	Undecided	No
8	Employees' questions and problems are responded quickly	Yes	Undecided	No
9	Employees are lied to	Yes	Undecided	No
10	Employees' suggestions are ignored	Yes	Undecided	No
11	Supervisors swear at employees	Yes	Undecided	No
12	Employees' hard work is appreciated	Yes	Undecided	No
13	Supervisors threaten to fire or lay off employees	Yes	Undecided	No
14	Employees are treated fairly	Yes	Undecided	No
15	Coworkers help each other out	Yes	Undecided	No
16	Coworkers argue with each other	Yes	Undecided	No
17	Coworkers put each other down	Yes	Undecided	No
18	Coworkers treat each other with respect	Yes	Undecided	No

2. የድርጅት ዜግነታዊ ባህሪዎች

መመሪያ፡ ከዚህ በታች ለቀረቡት እና ድርጅታዊ ፍትሃዊነትን ለሚለኩ ጥያቄዎች የእናንተን ስምምነት የሚገልጹ ቁጥሮችን በማክበብ ግለጹ። እባክዎ ለእያንዳንዱ ጥያቄ መልሱን በማክበብ ይመልሱ ።

1 = በጭራሽ 2 = አንዴ ወይም ሁለቴ 3 = በወር አንድ ወይም ሁለቴ 4 = በሳምንት አንዴ ወይም ሁለቴ 5 = በየቀኑ ።

አሁን ባለው ሥራዎ እያንዳንዱን የሚከተሉትን ነገሮች ስንት ጊዜ አከናውነዋል?	በጭራሽ	አንዴ ወይም ሁለቴ	በወር አንድ ወይም ሁለቴ	በሳምንት አንድ ወይም ሁለቴ	በየቀኑ
1. ሌሎች ሰራተኞች በሥራ ላይ በሚወጡበት ጊዜ ምግብ በማቀበል ይተባበራሉ	1	2	3	4	5
2. ከሥራ ባልደረባዬ ጋር ለመመካከር፣ ለማሰልጠን ወይም ለመምከር ጊዜ እወስዳለሁ።	1	2	3	4	5
3. የሥራ ባልደረባዎ አዳዲስ ክህሎቶችን ወይም የጋራ የሥራ ዕውቀትን እንዲማሩ ረድተዋል ።	1	2	3	4	5
4. አዳዲስ ሰራተኞች ወደ ሥራው ዝንባሌ እንዲኖራቸው ረድተዋል።	1	2	3	4	5
5. አንድ ሰው የሥራ ችግር ሲያጋጥመው ርህራሄ ጆሮ ሰጥተው ያደምጣሉ።	1	2	3	4	5
6. አንድ ሰው የግል ችግር ሲያጋጥመው ርህራሄ ጆሮ ሰጥተው ያደምጣሉ።	1	2	3	4	5
7. የሥራ ባልደረባዎ ፍላጎቶችን ለማመቻቸት የእረፍትዎን መርሃግብር፣ የሥራ ቀናት ወይም ፈረቃዎችን ቀይረው ያውቃሉ ።	1	2	3	4	5
8. ሥራ እንዴት እንደሚከናወን ለማሻሻል አስተያየቶችን አቅርበው ያውቃሉ።	1	2	3	4	5
9. የሥራ አካባቢን ለማሻሻል አስተያየቶችን አቅርበው ያውቃሉ።	1	2	3	4	5
10. የሥራ ባልደረባዎ ስራቸውን ሳይጨርሱ ቀድሞ መሄድ ሲኖርባቸው ስራቸውን እንዲጨርሱ ተባብረው ያውቃሉ	1	2	3	4	5
11. የሥራ ባልደረባዎ ከባድ ሣጥን ወይም ሌላ ዕቃ ለማንሳት አቅማቸው የማይፈቅድላቸው ሲሆን እገዛ አድርገው ያውቃሉ።					
12. ሥራ የበዛባቸውን ባልደረባዎን አግዘው ያውቃሉ።	1	2	3	4	5
13. ለተጨማሪ የሥራ ምደባዎች ፈቃደኛ ነዎት።	1	2	3	4	5
14. የስራ ባልደረባዎ ስራ ሲበዛበት/ባት የሱ/ሷን የስልክ መልክቶች ተቀብለው ያስተናግዳሉ	1	2	3	4	5
15. ስለ አሰሪዎ መልካም ነገር በሌሎች ፊት ይናገራሉ	1	2	3	4	5
16. ሥራን ለማጠናቀቅ ለምግብ እና ለሌሎች እረፍቶች ጊዜ አይወስዱም።	1	2	3	4	5
17. አንድ የሥራ ባልደረባዎ አስቸጋሪ ሠራተኛ፣ ሻጭ ወይም የሥራ ባልደረባ ሲያጋጥመው/ማት ለመርዳት ፈቃደኛ ነዎት።	1	2	3	4	5
18. ለሥራ ባልደረባዎ ማበረታቻ ለመስጠት ወይም አድናቆትን ለመግለጽ ከመንገድዎ ወጥተው ተጨማሪ ነገር ያደርጋሉ	1	2	3	4	5
19. የጋራ ስራ ቦታን የተጌጠ ፣ የተስተካከለ ወይም በሌላ መንገድ የተዋበ ለማድረግ ይጥራሉ	1	2	3	4	5
20. በሌሎች የሥራ ባልደረቦች ወይም ስፐርሻይዘሮች “ወደ ታች” እየተሰደቡ ወይም ጥሩ ስም ለሌላቸው የሥራ ባልደረቦችም ተሟግተው ያውቃሉ ።	1	2	3	4	5

3. ድርጅታዊ ፍትህ

መመሪያ፡ ከዚህ በታች ለቀረቡት እና ድርጅታዊ ፍትሃዊነትን ለሚለኩ ጥያቄዎች የእናንተን ስምምነት የሚገልጹ ቁጥሮችን በማክበብ ግለጹ። እባክዎ ለእያንዳንዱ ጥያቄዎች መልሶቻቸውን በማክበብ መልሱ።

1- በጣም አልሰማም 2- አልሰማም 3- መወሰን አልቻልኩም 4- አሰማሁ 5- በጣም አሰማሁ

ቁጥር	መግለጫዎች	አማራጮች				
የስርጭት ፍትህ						
1.	የሥራዬ መርሃ ግብር ትክክለኛ ነው	1	2	3	4	5
2.	የደመወዝ ደረጃዬ ሚዛናዊ ነው ብዬ አስባለሁ	1	2	3	4	5
3.	የሥራ ጫናዬ በጣም ፍትሃዊ እንደሆነ እቆጥረዋለሁ	1	2	3	4	5
4.	በአጠቃላይ ፣ እዚህ የምቀበላቸው ሽልማቶች በጣም ሚዛናዊ ናቸው	1	2	3	4	5
5.	የሥራ ኃላፊነቴ በጣም ሚዛናዊ እንደሆነ ይሰማኛል	1	2	3	4	5
የሥርዓት ፍትህ						
6.	የሥራ ውሳኔዎች በተቆጣጣሪዬ በአድሎአዊነት ይወሰዳሉ	1	2	3	4	5
7.	የእኔ ተቆጣጣሪ የሥራ ውሳኔዎች ከመወሰናቸው በፊት የሁሉም ሠራተኛ ስጋቶች መሰማታቸውን ያረጋግጣል	1	2	3	4	5
8.	የሥራ ውሳኔዎችን ለማድረግ የእኔ ተቆጣጣሪ ትክክለኛ እና የተሟላ መረጃ ይሰበስባል	1	2	3	4	5
9.	ተቆጣጣሪዬ ውሳኔዎችን በተመለከተ በቂ ማብራሪያ እና ተጨማሪ መረጃዎችን ለሠራተኞች ይሰጣል	1	2	3	4	5
10.	ሁሉም የሥራ ውሳኔዎች በሚመለከታቸው ሠራተኞች ሁሉ ላይ በተከታታይ ይተገበራሉ	1	2	3	4	5
11.	ሰራተኞች በተቆጣጣሪዎቻቸው የሚሰጧቸውን የሥራ ውሳኔዎች ለመቃወም ወይም ይግባኝ ለማለት ይፈቀድላቸዋል	1	2	3	4	5
በይነተገናኝ ፍትህ						
12.	ሥራዬን በተመለከተ ውሳኔዎች በሚደረጉበት ጊዜ ተቆጣጣሪዬ በደግነት እና በአሳቢነት ይይዘኛል/ ትይዘኛለች	1	2	3	4	5
13.	ሥራዬን በተመለከተ ውሳኔዎች በሚደረጉበት ጊዜ ተቆጣጣሪዬ በአክብሮት እና ይይዘኛል/ ትይዘኛለች	1	2	3	4	5
14.	ስራዬን በተመለከተ በሚደረጉ ውሳኔዎች ላይ ተቆጣጣሪዬ የግል ፍላጎቶቼን አስመልክቶ ጠንቃቃ ነው/ናት	1	2	3	4	5
15.	ሥራዬን በተመለከተ ውሳኔዎች በሚደረጉበት ጊዜ ተቆጣጣሪዬ በእውነት ከእኔ ጋር ይሠራል/ትሰራለች	1	2	3	4	5
16.	ስራዬን በተመለከተ በሚደረጉ ውሳኔዎች ላይ ተቆጣጣሪዬ እንደ ሠራተኛ ለመብቴ መጨነቅ ያሳያል/ታሳያለች	1	2	3	4	5
17.	ስለ ሥራዬ የሚደረጉ ውሳኔዎችን በተመለከተ ተቆጣጣሪዬ የውሳኔዎቼን አንድምታ ከእኔ ጋር ይወያያል/ትወያያለች	1	2	3	4	5
18.	ስራዬን በተመለከተ በሚደረጉ ውሳኔዎች ላይ ተቆጣጣሪዬ በቂ ማስረጃዎችን/ምክንያቶችን ይሰጣል/ትሰጣለች	1	2	3	4	5
19.	ስራዬን በተመለከተ በሚደረጉ ውሳኔዎች ላይ ተቆጣጣሪዬ ለእኔ ትርጉም የሚሰጡ ማብራሪያዎችን ይሰጣል/ትሰጣለች	1	2	3	4	5
20.	ሥራዬን አስመልክቶ ስለሚደረጉ ማናቸውም ውሳኔዎች የእኔ ተቆጣጣሪ በግልፅ ያስረዳል/ታስረዳለች	1	2	3	4	5

4. የሥራ ቦታ ግንኙነቶች ፍትህዊ ተገንዝቦ መለኪያ

የእርስዎ ድርጅት አብዛኛውን ጊዜ ምን ይመስላል? አረፍተነገሩ ስለድርጅትዎ የሚገልጽ ከሆነ “አዎ” ፣ ድርጅትዎን የሚያገልጽ ከሆነ “አይ” እና መወሰን ካልቻሉ ደግሞ “እርግጠኛ አይደለሁም” በማለት መልስ ይስጡ ።

በዚህ ድርጅት ውስጥ

1	ሠራተኞች በመልካም ሥራ ይመሰገናሉ	አዎ	እርግጠኛ አይደለሁም	አይ
2	ተቆጣጣሪዎች በሠራተኞች ላይ ይጮኻሉ	አዎ	እርግጠኛ አይደለሁም	አይ
3	ተቆጣጣሪዎች ለሚወዱዎቸው ሰራተኞች ያዳላሉ	አዎ	እርግጠኛ አይደለሁም	አይ
4	ሰራተኞች ላይ እምነት ይጣልባቸዋል	አዎ	እርግጠኛ አይደለሁም	አይ
5	የሰራተኛ ቅሬታዎች ውጤታማ በሆነ መንገድ ይስተናገዳሉ	አዎ	እርግጠኛ አይደለሁም	አይ
6	ሰራተኞች እንደ ልጆች/ህፃናት ይታያሉ	አዎ	እርግጠኛ አይደለሁም	አይ
7	ሰራተኞች በአክብሮት ይያዛሉ	አዎ	እርግጠኛ አይደለሁም	አይ
8	የሰራተኞች ጥያቄዎች እና ችግሮች በፍጥነት ምላሽ ያገኛሉ	አዎ	እርግጠኛ አይደለሁም	አይ
9	ሰራተኞች በበሌሎች ይዋሻሉ	አዎ	እርግጠኛ አይደለሁም	አይ
10	የሰራተኛ አስተያየቶች ችላ ይባላሉ	አዎ	እርግጠኛ አይደለሁም	አይ
11	ተቆጣጣሪዎች ሠራተኞችን ይማሉ	አዎ	እርግጠኛ አይደለሁም	አይ
12	የሰራተኞች ልፋት አድናቆትን ያገኛል	አዎ	እርግጠኛ አይደለሁም	አይ
13	ተቆጣጣሪዎች ሰራተኞችን ለማባረር ወይም ከሥራ ለመቀነስ ያስፈራራሉ	አዎ	እርግጠኛ አይደለሁም	አይ
14	ሰራተኞች በፍትሃዊነት ይስተናገዳሉ	አዎ	እርግጠኛ አይደለሁም	አይ
15	የሥራ ባልደረቦች እርስ በርሳቸው ይደጋገፋሉ	አዎ	እርግጠኛ አይደለሁም	አይ
16	የሥራ ባልደረቦች እርስ በርሳቸው ይከራከራሉ	አዎ	እርግጠኛ አይደለሁም	አይ
17	የሥራ ባልደረቦች አንዱ ሌላውን ያዋርዳል/ታዋርዳል ወይም ዝቅ ያደርጋል/ታደርጋል	አዎ	እርግጠኛ አይደለሁም	አይ
18	በሥራ ባልደረቦች መሃከል አክብሮት አለ	አዎ	እርግጠኛ አይደለሁም	አይ