

1

by Heru Hermawan

Submission date: 25-May-2020 12:54PM (UTC+0700)

Submission ID: 1331408801

File name: noref-Artikel_FE_1.docx (47.77K)

Word count: 3390

Character count: 20682

The Impact of Organizational Justice, Self-efficacy and Teachers Performance: The Mediating Role of Internal Motivation

10

Sopiah, Etta Mamang Sangadji, Bagus Shandy Narmaditya
Faculty of Economics, Universitas Negeri Malang, Indonesia
Graduate Program in Economic Education, Universitas Wira Negara Pasuruan,
Indonesia
Email: sopiah.fe@um.ac.id

Abstract

This study is aimed at examining the impact of organizational justice and self-efficacy toward teachers performance in Indonesia as well as understanding the role of internal motivation. This study applied a quantitative method using path analysis which useful in explaining the relationship within variables. The participants of the study were vocational school teachers in East Java of Indonesia. The findings indicate that organizational justice, self-efficacy, internal motivation and teachers performance are highly perceived by teachers and school principals. Additionally, both organizational justice and self-efficacy can affect to the teacher performance and have a correlation with internal motivation. However, internal motivation plays role as a partial mediating relationship between organizational justice and teacher performance as well as mediating self-efficacy and teacher performance.

Keywords: organizational justice, self efficacy, internal motivation, teacher performance

Introduction

The topic of employee performance has gained consideration among scholars for more than a decade in many countries. For instance, Kalay (2016) demonstrated the role of organizational justice and employee performance in Turkey, while Iqbal et al. (2017) have focused on employee performance in the context of Pakistani. In the health sector, Dajani and Mohamad (2017) examined the factors affecting nurses' performance in Mesir. Meanwhile, in the educational sector, the topic of teacher performance has investigated in India by Muralidharan and Sundararaman (2011), in Malaysia wa performed by Gallant and Mayer (2012), and in Indonesia was highlighted by Suratman et al. (2020).

Teacher performance plays a central role in the success and failure of education. Teacher with high performance is linked by having excellent competencies that lead to students accomplishment and vice versa (Bakar, 2018; Gonzalez & Maxwell, 2018). Additionally, Kaur (2017) noted a significant impact of a high-quality teacher on social and economic matters. Having a high-performance teacher is needed to ensure the quality of education. The teacher certification program aims to ensure that teachers have adequate competencies required for teaching. However, Kusumawardhani (2017) noted that the teacher certification program has no substantial impact on teacher performance as well as student achievement.

This is arguable that an essential question continually confronted by Indonesian governments is how to enhance the teachers' performance. The fundamental rationale is

that insufficient teacher performance certainly worries many parties, starting from parents, teachers, principals, heads of city/district education offices, and even provincial education offices. For this reason, all components related to education, particularly in East Java, are expected to contribute to finding solutions to these issues. In general, the employee performance can be determined by several factors such as organizational justice (Mehmood & Ahmad, 2016; Durrani, 2019), internal motivation (Ali et al., 2016; Makki & Abid, 2017), self-efficacy (Etehadi & Karatepe, 2019; De clerq et al., 2018).

The contributions of this study are twofold. First, this present study contributes to the existing literature by engaging several variables such as organizational justice, self-efficacy, and internal motivation. These variables are widely used to understand employee performance in general, such as in nursing profession (Osei et al., 2017), in civil servant employee (Gani et al., 2019), banking profession (Niazi & Hassan, 2016), while little studies which investigated the teacher performance (Shan et al., 2015). Also, the growing studies of teacher performance in Indonesia are mainly linked with teacher profession program (e.g., Kusumawardhani, 2017); Bakar, 2018; Suratman et al., 2020). Second, this provides aims at the lifting of concepts and theories that are mostly applied in the business field, while this research applies them in the context of education. The specific purpose of this study is to produce a model of teacher performance by testing the antecedent factors that influence it both directly (e.g., organizational justice and self-efficacy) or indirectly through internal motivation.

Literature Review

Organizational Justice

Organizational justice refers to employee equality in an organization (Gibson et al., 2012). Colquitt et al. (2001) added that organizational justice covers four principal aspects, including distributive, procedural, interpersonal, and informational justice. Similarly, Musringudin et al. (2017) demonstrated indicators in organizational justice, namely justice in reasonable resource allocation, decision-making process, and in the perception of fairness over maintaining interpersonal relationships. Some previous literature remarked that organizational justice can explain working motivation. For instance, Ghazi and Jalali (2017) showed that organizational justice affects employees' work motivation in Tehran. The internal motivation covers the work itself, work performance, responsibilities, recognition, and promotion (Herzberg et al., 1959). In addition, Akram et al. (2019) confirmed that organizational justice could influence the work motivation of employees in a company in China.

On the other hand, the relationship between organizational justice and employee performance has widely examined among scholars. For example, Iqbal (2017) mentioned that organizational justice can explain the more exceptional performance of employee performance in the public sector of Pakistan. Other studies by Ali et al. (2016); Ismail and Razaq (2017); Suliman and Kathairi (2013) confirmed the correlation between organizational justice and organizational performance. Indeed, in the education sector, Mehmood and Ahmad (2016) has documented a positive impact of organizational justice (distributive, procedural, and interactional justice) on teacher performance in Pakistan.

8

H1: Organizational justice positively influences teacher performance

H2: Organizational justice positively influences internal motivation

Self-Efficacy

Self-efficacy plays a crucial role in explaining the success or failure of human behavior (Schunk, 2016). Self-efficacy is self-confidence in the ability to regulate motivation, thought processes, and the environment to achieve certain goals. Several studies mentioned a correlation between self-efficacy and work motivation (Stajkovic & Luthans, 2003; Canrinus et al., 2012). Furthermore, employees with low self-efficacy levels will have negative thoughts and consider the demands of the task as a threat, not as a challenge. This has an impact on setting low goals as well as low motivation. In addition, self-efficacy is also can determine employee performance (Stajkovic et al., 2018). Preliminary studies mentioned that employees with high self-efficacy are likely to focus more on their work, which can lead to greater performance (Bhatti et al., 2018). Indeed, De Clerq et al. (2018) pointed out that the employee can also provide better performance even though within insufficient work circumstances. Other studies also confirmed the positive relationship between self-efficacy and employee performance (Judge et al., 2017; Carter et al., 2018; Walumbwa & Hartnell, 2011; Chemens et al. 2001; Yusuf, 2011).

H3: Self-efficacy positively influences teacher performance

H4: Self-efficacy justice positively influences internal motivation

The Moderating Role of Work Motivation

The growing study of the literature showed that work motivation can explain the employee performance (Özutku, 2012; Khan et al., 2013; Salleh et al., 2011; Zhang et al., 2015). Besides, Wang et al. (2010) added that work motivation directly affects employee performance and plays an essential role in mediating organizational justice and employee performance. Indeed, Hannam and Naraya (2015) showed that organizational justice mediates between intrinsic motivation and employee creativity. Similarly, Ugaddan and Park (2019) confirmed that public service motivation and extrinsic motivation partially mediate the relationship of trust in leadership and organizational justice and whistleblowing intention. On the other hand, motivation can also mediate self-efficacy and job performance. A prior study by Miraglia (2017) showed the role of job-crafting (highly motivated employee) in mediating self-efficacy and employee performance. Other studies confirmed the role of working motivation in explaining the relationship between leadership justice and employee performance (e.g., Yusof, 2011; Lunenburg, 2011; Cetin & Askun, 2018).

H5: Work motivation positively influences teacher performance

H6: Organizational justice influences teacher performance through work motivation

H7: Self-efficacy influences teacher performance through work motivation

Research Method

Research design

This study applied a quantitative method using path analysis. This method is particularly useful in understanding the relationship among variables and knowing the role of moderating variables. This study involves significant variables, including organizational justice, self-efficacy, internal motivation, teacher performance. In more detail, the framework of the study is provided in figure 1.

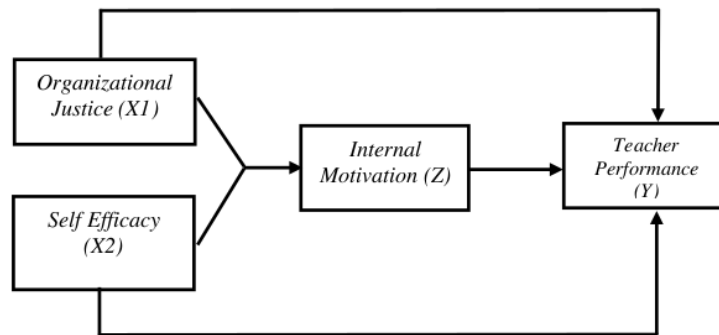


Figure 1. The research framework

Population and Sample

The population of this study was vocational school teachers in East Java of Indonesia. A total of 400 questionnaires were returned, and after separating with 50 of missing data, approximately 350 responses from participants can be used for further data analysis. From the sample collected, the majority of respondents were 48 percent is male and the rest percentage were female. The education background of the teacher is that most vocational teacher were graduated from bachelor degree, while small percentage of teacher were graduated from master (8%) and doctoral program (1%). In addition, the majority of respondents have 10 to 20 years work experience and have married. This study applied a closed-questionnaire undergoing Likert scale with five alternative answer choices (score 5 = strongly agree, value 4 = agree, value 3 = neutral, value 2 = disagree, value 1 = strongly disagree).

Measurements and Data analysis

There are four variables in this study, namely organizational justice and self-efficacy as an independent variable, internal motivation as a mediator variable and teacher performance as the dependent variable. Indicators for measuring teacher performance refers (Bakar, 2018), including pedagogical competencies, personal competencies, social competencies, and professional competencies. Additionally, self-efficacy was adopted items from Schwarzer and Jerusalem (1995) and organizational justice was measured by questionnaires from Van Dyne et al. (1994); Cropanzo et al. (2007). Lastly, internal motivation variable included the work itself, work performance, responsibilities, and promotion, which adopted from Herzberg et al. (1959); Sopiiah (2008). Accordingly, the data were analyzed descriptive analysis and inferential analysis (with path analysis). Before the path analysis classic assumption test was used, normality test and multicollinearity test, and Heteroscedasticity test.

Results and Discussion

Hypothesis Testing

Table 1 informs the results of hypothesis testing using regression analysis. From the table, it can be known that the standardized beta coefficient of X_1 is 0.223, with a sig t-value = 0.000 < 0.05. It implies that the first hypothesis is accepted. The next four hypotheses range from between 0.236 to 0.282, with a significant level of 0.000. These results showed that all variables can explain the dependent variable. However, the indirect

impact of internal motivation cannot explain two independent variables, which are organizational justice and self-efficacy, with a score of 0.065 and 0.075, respectively. The value of indirect effect is smaller than the direct effect, thus the function of internal motivation variable in the relationship between organizational justice, self-efficacy variables and teacher performance are weakening

Table 1. The Summary of Results Analysis

	Variables	Direct Impact	Indirect Effect	Total	Sig.	Decision
H1	OJ → TP	.223	-	.223	.000	accepted
H2	OJ → IM	.241	-	.241	.001	accepted
H3	SE → TP	.236	-	.236	.001	accepted
H4	SE → IM	.282	-	.282	.000	accepted
H5	IM → TP	.269	-	.269	.000	accepted
H6	OJ → IM → TP	.223	.065	.288		rejected
H5	SE → IM → TP	.241	.075	.316		rejected

Note: OJ = organizational justice; SE = self-efficacy; IM = internal motivation; TP = teacher performance

The organizational justice is perceived high by vocational teachers. According to Van Dyne et al. (1994); Cropanzo et al. (2007), organizational justice refers to the same opportunity to use the school's possessions, given equal opportunity to voice ideas, all teachers are treated equally by the school principals and information is transmitted to all teachers. Meanwhile, intrinsic motivation of vocational school teachers is categorized high. The teacher with a high internal motivation has the several characteristics, including proud of their work, work has an important meaning in their life, proud of their performance; proud of being given responsibility, proud because the school principal appreciates their performance. In addition, self-efficacy and teacher performance is highly perceived by school principals. Teacher performance is measured by pedagogical, professional, social, and personal competence.

Organizational Justice and Teacher Performance

The finding of the study showed that organizational justice positively influences teacher performance. The results of this study support prior study by Altahayneh et al. (2014) who mentioned that organizational justice had a positive effect on the performance of physical education teachers in Jordan. This finding is also in agreement with some previous studies by Shan et al. (2015); Iqbal et al. (2017); Ali et al. (2016); Wang et al. (2010) which mentioned a positive correlation between organizational justice and employee performance. The teachers think that the justice occurs when they provided the performance, including knowledge, energy, time to obtain equivalent results both material and non-material. Second, the appreciation both material and non-material is obtained following fair and transparent procedure. Third, the school principals deal with the teachers undergoing humanist approach. Lastly, when a justice has been perceived appropriately by the teachers, it will lead to the more significant of teacher performance.

Organizational Justice and Internal Motivation

The results of the study confirm that organizational justice has a significant positive effect on teachers' internal motivation. Teachers who feel treated fairly by the

principal will have high internal motivation. According to Sopiah (2008), internal or intrinsic motivation (e.g., work itself, achievement, recognition, responsibility, advancement) has a direct effect on individual or organizational performance. While extrinsic motivation (e.g., salary, supervision, relationships with colleagues, institutional rules, working conditions) will solely make teachers or employees welfare. Even if for example salaries are increased, performance may rise slightly and temporarily, in the end the teacher will perform as before, because salary is a significant factor that solely increases employee performance temporarily or temporarily. In general, justice is described as a social condition when norms regarding rights and eligibility are met (Lind & Tyler, 1988). Indeed, this finding agrees with Akram et al. (2020) who remarked that organizational justice influences the innovative work behavior of telecommunications company employees in China. Knowledge sharing mediates the relationship between organizational justice and innovative work behavior of employees. Similarly, Ghazi and Jalali (2017); Wang et al. (2010) revealed that organizational justice influences employee work motivation in Tehran and China.

Self-efficacy dan Teacher Performance

The next finding of this study showed that self efficacy has an impact on the performance of vocational school teachers. The result of this work is in line with the findings of Stajkovic et al. (2018) that self efficacy influences employee performance. It implies that the high-level of self efficacy will lead to more significant employee performance. In fact, employees with high efficacy tend to focus more on the job and lead to better performance. This study also incorroborate with previous studies by Bhatti et al. (2018); De Clerq et al. (2018); Judge et al. (2017); Liana et al. (2016); Chemens et al. (2001); Mukrodi (2018); Mujanah (2020) which confirmed that self-efficacy can explain the greater teachers performance. Having high level self-efficacy implies that teachers have a robust believe about their potential and performance. In addition, teachers with high level of self-efficacy can deal with the issues in the school and learning process.

Self-efficacy and Internal Motivation

The next hypotesis of the study found a significant impact between self-efficacy and internal motivation. Self-efficacy is confidence in its ability to regulate motivation, thought processes, and the environment to achieve certain goals (Schunk, 2016). self-efficacy emphasizes that human success or failure depends on how intense the interaction between thoughts and tasks is given. Self efficacy affects a number of aspects of human behavior. Employees with low self efficacy will have negative thoughts and consider task demands as a threat, not as a challenge, this will have an impact on setting goals that are low and lead to low performance as well (Schunk, 2016). This finding is also support prior studies by Lunenburg (2011); Stajkovic and Luthans (2003); Canrinus et al. (2012) which remarked that self-efficacy has a positive impact on employee motivation. Teachers with high self-efficacy will impact to confident in their abilities, confident of being able to overcome problems as difficult and as much as anything, always able to find alternative solutions to problems will certainly have a high internal motivation. The teacher's internal motivation will emerge, when: the teacher is proud of his work, the teacher is satisfied because he is given responsibility in accordance with the rank or position, the teacher is satisfied with his performance, the teacher is satisfied because he gets recognition of his performance, the teacher is satisfied because he has the opportunity to grow and develop his personal and profession.

Internal Motivation and Teacher Performance

This study also found that internal motivation successfully impacts teacher performance. This finding is in agreement with some works by Özutku. (2012); Khan et al. (2013); Salleh et al. (2011); which confirmed this relationship. Intrinsic motivation is proxied by work itself, work performance, responsibilities and recognition. Teachers who are proud of their work, accomplishments, responsibilities, existence, and performance tend to have high intrinsic motivation. Conversely, teachers who feel objectively that they are not treated fairly by institutions/ leaders tend to have insufficient internal motivation, are not satisfied and are prepared to leave the organization, if there are better opportunities and opportunities outside. Teachers who are satisfied because work itself, recognition, achievement, responsibility, advancement will have a strong drive within themselves to perform optimally. Instead, low teacher performance will be owned by teachers who are not proud of their work, are not given responsibility, are not valued by their existence and performance, not given the opportunity to grow and develop.

19

Organizational Justice, Internal Motivation and Teacher Performance

Internal motivation cannot fully mediating the relation between organizational justice and teacher performance. In fact, the internal motivation weakens the effect of organizational justice and teacher performance. Therefore, the direct effect of organizational justice on teacher performance is greater than the path of influence through internal motivation. This finding is inline with Wang et al. (2010) who remarked that organizational justice influences performance and organizational justice can affect performance through leader member exchange and organizational commitment. Indeed, Ghazi and Jalali (2017), proves that organizational justice influences satisfaction and loyalty through behaviour organizational citizenship. The results of the study implicitly indicate that organizational justice influences employee performance. Employee satisfaction and loyalty will not be obtained when the teacher is not performing high. High-performing teachers tend to be satisfied that will lead to greater commitment and will not leave the school where they work. Therefore, teachers who feel and are treated fairly by organizations or leaders tend to perform high. The role of internal motivation as partial mediating shows the function of internal motivation which weakens the relationship of organizational justice with teacher performance. Therefore the recommended path is the direct relationship of organizational justice with teacher performance. Many empirical studies that prove the effect of organizational justice with organizational performance not individual or group performance.

Self-efficacy, Internal Motivation and Teacher Performance

The last finding of the study showed that the internal motivation unsuccessfully explain the impact of self-efficacy and teacher performance. This finding confirms prior study by Ayundasari et al. (2017) which proving that self-efficacy influences performance through job satisfaction. Similarly, Pajares and Graham (1999); Dabas and Pandey (2015); Monika and Adman (2017); revealed that self-efficacy and motivation have a positive effect on performance directly not through intermediaries. Indeed, Lunenburg (2011) remarked that Self efficacy plays a role in improving employee motivation and performance. Furthermore, there are many empirical studies that prove that self efficacy has a direct effect on teacher performance, only one research result shows that self

efficacy influences performance through internal motivation and the role of internal motivation as partial mediating (Cetin and Askun (2018).

Conclusion

This study investigated the impact of organizational justice and self-efficacy toward teachers performance in Indonesia as well as understand the role of internal motivation. The variables in this study, including organizational justice, self-efficacy, internal motivation and teachers performance are highly perceived by teachers and school principals. The finding of the study showed that both organizational justice and self-efficacy can affect to the teacher performance. Indeed, the high internal motivation can also explain the teacher performance. In addition, both organizational justice and self-efficacy have a correlation with internal motivation. However, internal motivation plays role as a partial mediating relationship between organizational justice and teacher performance. Internal motivation acts as a partial mediating relationship between self efficacy and teacher performance. Referring to these findings, it is suggested to school principals and policy makers in Indonesia to pay attention on the improving of organizational justice, self-efficacy and internal motivation of teachers due to this significant role in affecting the better performance as well as teacher certification program.

ORIGINALITY REPORT

8%

SIMILARITY INDEX

2%

INTERNET SOURCES

5%

PUBLICATIONS

5%

STUDENT PAPERS

PRIMARY SOURCES

1

Submitted to Higher Education Commission
Pakistan

Student Paper

1%

2

Leadership & Organization Development
Journal, Volume 37, Issue 6 (2016)

Publication

1%

3

Submitted to South University

Student Paper

1%

4

Tayyaba Akram, Shen Lei, Muhammad Jamal
Haider, Syed Talib Hussain. "The impact of
organizational justice on employee innovative
work behavior: Mediating role of knowledge
sharing", Journal of Innovation & Knowledge,
2020

Publication

1%

5

garuda.ristekdikti.go.id

Internet Source

1%

6

Submitted to School of Business and
Management ITB

Student Paper

<1%

7	Leenu Narang, Lakhwinder Singh. "Role of Perceived Organizational Support in the Relationship between HR Practices and Organizational Trust", Global Business Review, 2012 Publication	<1%
8	Mahmut Demir. "Effects of organizational justice, trust and commitment on employees' deviant behavior", Anatolia, 2011 Publication	<1%
9	journals.sagepub.com Internet Source	<1%
10	irceb.org Internet Source	<1%
11	Submitted to Utica College Student Paper	<1%
12	Submitted to DeVry, Inc. Student Paper	<1%
13	Submitted to Universitas Brawijaya Student Paper	<1%
14	"Teacher Competence in Developing Creativity Elementary School Students", International Journal of Engineering and Advanced Technology, 2019 Publication	<1%

15

Submitted to University of Durham

Student Paper

<1%

16

Etienne St-Jean, Josée Audet. "The role of mentoring in the learning development of the novice entrepreneur", International Entrepreneurship and Management Journal, 2009

Publication

<1%

17

Submitted to Pascasarjana Universitas Negeri Malang

Student Paper

<1%

18

repository.uinjkt.ac.id

Internet Source

<1%

19

Submitted to The College of the Bahamas

Student Paper

<1%

20

Hamid Masud, Muhammad Shakil Ahmad, Farzand Ali Jan, Ahmad Jamil. "Relationship between parenting styles and academic performance of adolescents: mediating role of self-efficacy", Asia Pacific Education Review, 2016

Publication

<1%

21

Anastasia A. Katou. "Justice, trust and employee reactions: an empirical examination of the HRM system", Management Research Review, 2013

<1%

22

Novy Karmelita Indrawati, Sri Umi Mintarti
Widjaja, Wahjoedi, Agung Haryono.
"FINANCIAL MANAGEMENT MODEL FOR
FORMAL WORKERS IN INDONESIA",
Humanities & Social Sciences Reviews, 2020

<1%

Publication

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off