



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

Sopiah¹, Etta Mamang Sangadji², Bagus Shandy Narmaditya³

¹ State University of Malang, Faculty of Economics, Jalan Semarang 5 Malang, ID-65145, Indonesia, sopiah.fe@um.ac.id

² PGRI Wiranegara University, Graduate Program of Economic Education, Jalan Ki Hajar Dewantoro 27-29, Pasuruan, Indonesia, sangadji_23@yahoo.com

³ State University of Malang, Faculty of Economics, Jalan Semarang 5 Malang, ID-65145, Indonesia, bagus.shandy.fe@um.ac.id

Annotation. This study examines the impact of organizational justice and self-efficacy on teachers' performance in Indonesia and the role of internal motivation. Using path analysis, the findings indicate that both organizational justice and self-efficacy can affect teacher performance and correlate with internal motivation. Additionally, internal motivation plays a role as a partial mediating relationship between organizational justice and teacher performance, as well as mediating self-efficacy and teacher's performance.

Keywords: *internal motivation, organizational justice, self-efficacy, teacher's 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 was 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 or 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, 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 Clercq 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 the nursing profession (Osei et al., 2017), in civil servant employee (Gani et al., 2019), banking profession (Niazi & Hassan, 2016), while few 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 programs (e.g., Kusumawardhani, 2017; Bakar, 2018; Suratman et al., 2020). Second, this study aims to lift concepts and theories that are mostly applied in the business field into the context of education. This work is expected to contribute to the school principal and provincial education office to provide considerable performance improvement policies from the managerial perspectives.

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: 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. Internal motivation covers the work itself, work performance, responsibilities, recognition, and promotion (Herzberg et al., 1959). In addition, Akram et al. (2020) confirmed that organizational justice could influence employees' work motivation in a company in China.

On the other hand, the relationship between organizational justice and employee performance has been widely examined among scholars. For example, Iqbal (2017) mentioned that organizational justice can explain the more exceptional performance of employee performance in Pakistan's public sector. 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) have documented a positive impact of organizational justice (distributive, procedural, and interactional justice) on teacher performance in Pakistan.

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 regulating 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 task's demands 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, leading to greater performance (Bhatti et al., 2018). Indeed, De Clerq et al. (2018) pointed out that the employee can also provide better performance despite 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 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 whistle-blowing 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.

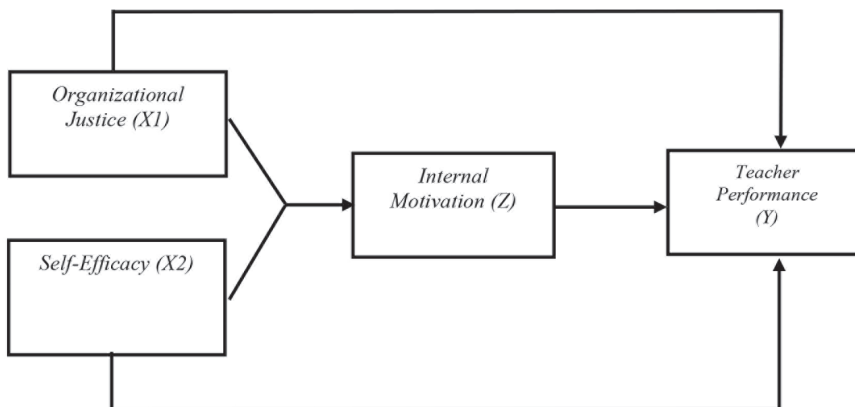
Method

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. The focused study in East Java of Indonesia is rational, considering the vocational schools in East Java have more sufficient educational facilities and infrastructure than other provinces in Indonesia. Stratified random sampling was engaged in this study to gain a better understanding of the variables studied. The work was conducted during March and July 2020 by using online questionnaires. 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 analysis. From the collection, the majority of respondents were 48 percent is male, and the rest percentage were female. The educational background of the teacher is that most vocational teachers were graduated with a bachelor's degree, while a small percentage of teachers were graduated from master's (8%) and doctoral programs (1%). In addition, the majority of respondents have 10 to 20 years of 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

This study has four variables, 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 refer to 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, the internal motivation variable included the work itself, work performance, responsibilities, and promotion, which was adopted from Herzberg et al. (1959); Sopiah (2008). Accordingly, the data were analyzed with descriptive analysis and inferential analysis (with path analysis). Before the path analysis, the classic assumption test was used, which including, the normality test and multicollinearity test, and the 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 X1 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 the indirect effect is smaller than the direct effect, thus the function of the internal motivation variable in the relationship between organizational justice, self-efficacy variables, and teacher performance is weakening.

Table 1
The Summary of Results Analysis

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

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

Organizational justice is perceived as 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, the intrinsic motivation of vocational school teachers is categorized as high. The teacher with a high internal motivation has several characteristics, including proud of their 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. Also, self-efficacy and teacher performance is favorably perceived by school principals. Teacher performance is measured by four competence, including pedagogical, professional, social, and personal competence.

Organizational Justice and Teacher Performance

The finding of the study showed that organizational justice positively influences vocational teacher performance. The results of this study support a prior study by Althayneh 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. Organizational justice is indeed enforced for all teachers and staff, such as standardization of workload by considering their expertise, equal treatment of all teachers in terms of an individual development program, application of rules and rewards for teachers in schools. Similarly, the vocational school teachers believe that equality occurred when they provided the performance, including knowledge, energy, and time, to obtain equivalent results, both material and non-material. Second, the appreciation of both material and non-material is obtained following fair and transparent procedures. Third, the school principals deal with the teachers undergoing the humanist approach. Lastly, this finding pointed out that when justice has perceived highly by the teachers, it will lead to the more significant teacher performance that will drive the organization's success.

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. Teachers have experienced fair organizational justice with salaries that are in line with workload and performance. Implemented good positive and negative reinforcement procedures, consistent application of regulations, no discrimination in the application of regulations, and policies that are implemented based on accurate information. Treatment of school principals politely, full of dignity, respect, refrain from saying inappropriate, transparent in communicating, explain the rules thoroughly, and willing to communicate whenever needed. According to Sopiah (2008), internal or intrinsic motivation (e.g., work itself, achievement, recognition, responsibility, advancement) has a direct effect on an 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 increase, performance may rise slightly and temporarily, in the end, the teacher will perform as before because the salary is a significant factor that only 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 and Teacher Performance

The next finding of this study showed that self-efficacy affects the performance of vocational school teachers. This study shows that an adequate level of self-efficacy from

vocational teachers is shown in confidence in their ability to carry out tasks that affect performance, where teachers are always obedient to the institution's procedures and can always cooperate with others in completing work. 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 a 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 corroborates 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 belief about their potential and performance. In addition, teachers with a high level of self-efficacy can deal with the issues in the school and the learning process in the classroom.

Self-Efficacy and Internal Motivation

The next hypothesis of the study found a significant impact between self-efficacy and internal motivation. Self-efficacy is confidence in regulating motivation, thought processes, and the environment to achieve specific goals (Schunk, 2016). Self-efficacy emphasizes that human success or failure depends on how intense the interaction between thoughts and tasks. 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 impact setting goals that are low and lead to unsatisfactory performance (Schunk, 2016). This finding also supports 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. The finding implies that the vocational school teachers with a high self-efficacy have impacted to confidence in their abilities, the confidence to overcome problems as difficult, and as much as anything, always able to find alternative solutions to problems that will undoubtedly have high internal motivation. The finding of this study indicate that the teacher's internal motivation will emerge when the teacher is proud of his/her work, the teacher is satisfied because they are given responsibility in accordance with the rank or position, the teacher is satisfied with his/her performance, the teacher is satisfied because he/she obtains the recognition of their performance. Additionally, the teacher is satisfied because they have the opportunity to grow and develop his/her personal and professional.

Internal Motivation and Teacher Performance

This study also found that internal motivation successfully impacts vocational teacher performance. The study indicates that a high internal motivation of teachers is formed from inner attitudes facing work situations is the energies that move that aim to achieve organizational goals. That attitude positive about the work circumstance is what

strengthens his/her work motivation to achieve maximum performance. This result is in agreement with some works by Özutku (2012); Khan et al. (2013); Salleh et al. (2011), which confirmed this relationship. The intrinsic motivation of teachers is proxied by work itself, work performance, responsibilities, and recognition. The finding of this study suggests that the 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/school principals 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 of 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.

Organizational Justice, Internal Motivation and Teacher Performance

Internal motivation cannot fully mediate the relation between organizational justice and teacher performance. In fact, internal motivation weakens the effect of organizational justice and teacher performance. Therefore, the direct effect of organizational justice on teacher performance is more significant than the path of influence through internal motivation. This finding is in line with Wang et al. (2010), who remarked that organizational justice influences performance and organizational justice could affect performance through leader-member exchange and organizational commitment. Indeed, Ghazi and Jalali (2017) prove that organizational justice influences satisfaction and loyalty through behavior 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 more outstanding 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. For this matter, the recommended path is the direct relationship of organizational justice with teacher performance. Many empirical studies prove the effect of organizational justice on organizational performance instead of individual or group performance.

Self-Efficacy, Internal Motivation, and Teacher Performance

The last finding of the study showed that internal motivation unsuccessfully explains the impact of self-efficacy and vocational teacher performance. This finding confirms a prior study by Ayundasari et al. (2017), which proves 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 & 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. Teachers and school principals highly perceive the variables in this study, including organizational justice, self-efficacy, internal motivation, and teachers' performance. The finding of the study showed that both organizational justice and self-efficacy can affect teacher performance. Indeed, the high internal motivation can also explain the teacher's performance. Also, both organizational justice and self-efficacy correlate with internal motivation. Internal motivation plays the role of a partial mediating relationship between organizational justice and teacher performance. Indeed, 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 policymakers in Indonesia to pay attention to the improvement 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.

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Organizacinio teisingumo, saviveiksmingumo ir mokytojų veiklos poveikis: vidinės motyvacijos vaidmuo

Sopiah¹, Etta Mamang Sangadji², Bagus Shandy Narmaditya³

¹ Valstybinis Malango universitetas, Ekonomikos fakultetas, Semarango g. 5, Malangas, ID-65145, Indonezija, sopiah.fe@um.ac.id

² Valstybinis PGRI Vira Negaros universitetas, Ekonominio švietimo bakalauras, Jl. Ki Hajar Dewantoro g. 27-29 Pasuruanas, Indonezija, sangadji_23@yahoo.com

³ Malango valstybinis universitetas, Ekonomikos fakultetas, Semarango g. 5, Malangas, ID-65145, Indonezija, bagus.shandy.fe@um.ac.id

Santrauka

Šiuo tyrimu siekiama nustatyti organizacinio teisingumo ir saviveiksmingumo įtaką mokytojų veiklai Indonezijoje, taip pat ištirti vidinės motyvacijos svarbą. Atliekant tyrimą buvo taikomas kiekybinis tyrimo metodas naudojant kelio analizę (angl. *path analysis*), vieną iš sudėtinių struktūrinių lygčių analizės dalių, kuri padeda įvertinti tiriamų kintamųjų ryšius. Tyrimo dalyviai – Indonezijos Rytų Javos profesinių mokyklų mokytojai. Gauti rezultatai rodo, kad ir mokytojai, ir mokyklų vadovai turi daug žinių apie organizacijos teisingumą, efektyvumą, vidinę motyvaciją ir mokytojų veiklą. Kaip rodo tyrimas, ir organizacinis teisingumas, ir saviveiksmingumas gali paveikti mokytojų veiklą ir būti susiję su vidine motyvacija. Vis dėlto vidinė motyvacija yra tik dalinis organizacijos teisingumo ir mokytojo veiklos, taip pat saviveiksmingumo ir mokytojo veiklos tarpininkas. Rezultatai rodo, kad Indonezijos mokyklų vadovai ir politikos formuotojai atkreipia dėmesį į organizacijos teisingumo, saviveiksmingumo ir vidinės mokytojų motyvacijos gerinimą, nes šie komponentai turi didelę įtaką geresnei veiklai ir mokytojų atestavimo programai.

Esminiai žodžiai: *vidinė motyvacija, organizacinis teisingumas, saviveiksmingumas, mokytojo veikla.*

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