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PRINCIPALS' ORGANIZATIONAL JUSTICE AS A CORRELATE OF TEACHERS' ORGANIZATIONAL CITIZENSHIP BEHAVIOUR IN SECONDARY SCHOOLS IN ENUGU STATE, NIGERIA

Prof. Vivian Nwogbo and Obi Oluebube Ihechi
Department Of Educational Management and Policy
Faculty Of Education
Nnamdi Azikiwe University, Awka
Email: obi.oluebube@yahoo.com

ABSTRACT

This study investigated organizational justice as a correlate of teachers' organizational citizenship bebaviour in public secondary school in Enugu state. it adopted a correlation research design. Two research questions guided the study and two hypotheses were tested at a 0.05level of significance. Out a population of 8,883 Teachers in the 3,14 public secondary schools in Enugu state, a sample of 560 teachers was drown using multi stage sampling technique. The researchers used two sets of instruments titled "Principal's Organizational Justice Questionnaire (POJQ)" and "Teachers' Organizational Citizenship Behaviour Questionnaire (TOCBQ)" for data collection. The instruments were validated by two experts in Educational Management and Policy and one expert in Measurement and Evaluation. A trial study was carried out to determine the internal consistency of the questionnaire. Cronbach Alpha Co-efficient statistics was used to determine the internal consistency of the instruments which yielded overall index of 0.73 for POJQ and 0.86 for TOCBQ. The direct delivery method of administration was adopted in the data collection. Out of the 560 copies of the questionnaires that were shared, 547 copies representing 97% were retrieved and was used for data analysis. Pearson's Product Moment Correlation Coefficient was used to answer research questions while p-value was used to determine the significance of the correlation. The result of the findings revealed that there is a positive relationship between principals' organizational justice and teachers' organizational citizenship behaviour in secondary schools in Enugu State. Bases on the findings, it was recommended among others that principals in Enugu state should initiate, encourage and foster organizational justice in their schools to ensue teachers' organizational citizenship behaviour.

Keywords: Procedural Justice, Distributive Justice, Organizational Justice, Organizational Citizenship

Introduction

Education is a life-long process of acquitting knowledge, skills, values and attitudes that foster personal growth, social development, and civic engagement. It is a strategic investment in human capital that fuels a nation's economic growth, innovation

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and competitiveness. The viability of any nation's economy is a function of the quality of education offered in schools. School is a formal institution designed to provide teaching and learning opportunity to foster intellectual, emotional and social growth. The educational objectives cannot be achieved if personnel in school organization are not able to plan, interact, communicate, organize or coordinate their activities. Planning, organizing and coordination of activities could not successfully yield the desired results without the guidance and supervision of the principal at the secondary level.

Principal is the head administrator of a secondary school and performs the managerial function of the school. Chigbu and Ogboegbulem in Ubido, (2023) defined principal as the head of a secondary school charged with the responsibility of overseeing the day-to-day activities of the school. According to National Association of Secondary School Principal (2020), principal is the chief administrator of a secondary school, responsible for managing the school's programs, policies personnel as well as providing instructional leadership and guidance to students, teachers, and staff. The principal plays important role in school because he manages the human and material resources in order to achieve the goal of education. The principal as an instructional teacher, pioneers the success of school, makes the quality of teaching the priority of the school and works towards the vision of the school. Principal supervises all curricular and co-curricular activities, maintains discipline, manages the school finance and facilities. Principal is the chief executive of a secondary school who is responsible for managing the available resources like time, funds, students and the teachers to attain set educational objectives.

Teacher is a professional who helps students to acquire knowledge, competences or values. National Education Association (NEA) (2019), defines teacher as a professional educator who is responsible for planning, organizing and delivering instruction to students as well as assessing student progress and adjusting instruction to meet the needs of all learners. The teachers bring about desirable change in learners' behavior through instructional delivery. Teachers lay important roles in the achievement of the educational goals. They constitute the pivot of any school system because the success of any school depends to a large extent on the number of teachers, their quality, their devotion to duty and their effectiveness on the job, Agwu in Obi (2016). The teachers with different skills, abilities and experiences effectively perform the teaching and learning activities. Isabu and Akinsotu in Ubido (2023) posited that due to varying abilities, personalities and skills required by teachers, many of them sometimes exhibit a particular form of behavior that is beyond their job scope within that organization. Such behavior is known as organizational citizenship behaviour.

Organizational Citizenship Behaviour (OCB) has been defined multiple ways across various scholarly perspectives. Verlinden and Bailey (2023) defined

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Organizational Citizenship Behaviour as the positive and constructive actions and behaviours that employees perform that go beyond their formal job description. Odek (2018) defined OCB as a demonstration of behaviour that is not of free will without any force. Odek added that one of the key elements of OCB is the ability to do more than what is required by job description for the interest of the organization. Organizational Citizenship Behaviour in schools, involves perception of oneness with school and teachers and their extra role behaviour towards school. OCB is demonstrated through execution of extra roles and non-obligatory tasks and activities. OCB entails helping students with class materials. Acquiring expertise in new areas that contribute to their work, prepare special treatment for high or lower level students, volunteer for school committees, help absent colleagues by assigning learning task to their classes, cooperating with other staff, coming to school early to complete scheme of work and taking work home to meet deadline among others. OCB covers exceptional behaviours exhibited by teachers which are not part of their teaching job requirements. In other word. It is voluntary tasks undertaken by teachers in addition to their formal teaching job description that is not recognized by the formal reward system.

Organizational Citizenship Behaviour provides a means of managing the interdependences among teachers in the school, which increases the collective outcome achieved, reduce the need for the school to devote scarce resources to simple maintenance functions which frees up resources for productivity, and improve the ability of others to perform their jobs by freeing up time for more efficient planning, scheduling, problem solving and so on. The goal of teachers who exhibit OCB is not to obtain rewards but to contribute to the attainment of school objectives. Ismail, Iqbal and Adeel in Ubido (2023) pointed out members of staff prefer to work in a climate that motivates them to work towards self-development, performing their responsibility and also developing Organizational Citizenship Behaviour. One of the ways to create a school climate that encourages OCB is through ensuring organizational justice at the workplace, encourage the practice of Organizational Citizenship Behaviour.

Badawi and Al Qura (2019), opined that Organizational justice is how an individual perceive the fairness of the method used by the manger in dealing with subordinates in relation to their job and interaction. It is the extent to which teachers perceive workplace procedure, interaction and outcome to be fair in nature. Khalifa and Awad (2018). It is the impartiality, objectivity of principals in handling members of staff. Organizational justice is concerned with ways in which teachers determine whether they have been treated fairly or not in their day-to-day interaction in school. It is teacher's perspective of fairness of how decisions are made, resources are allocated and outcomes are rewarded. In the context of this study. Organizational justice is teachers' perception of the fairness of treatment they receive from the principal.

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When school organizational procedures and methods of reward are perceived to be fair, teachers are likely to be more willing to accept responsibility and be committed to their instructional delivery. Organizational justice is conceptualized as a multidimensional construct. That means that organizational justice has dimensions which explains different areas of fairness perceived by employees. Many scholars noted that organizational justice is divided into three dimensions namely, distributive, procedural and interactional justice (Nwibere 2014, Iqbal Rehan Fatima and Nawab 2017, Ata and Ahmed, 2018). The three dimensions of organizational justice, as outlined by the above scholars were adopted in the study in order to have holistic empirical evidence of the relationship between organizational justice and Organizational Citizenship Behaviour in Enugu state.

Distributive justice is conceptualized as the fairness associated with decision outcome and distribution of resources which can be tangible (e.g. pay) or intangible (e.g. praise). It is the teachers' perception of fairness of the reward system for their contributions and sacrifice toward the attainment of set objective. Eigen and Utwin in Ubido (2023) pointed out that distributive justice is the perception on whether opportunities, awards, statuses are in proportion to their performance. It is achieved when teachers' rewards are commensurate to the job they perform. Kompmann cited in Badawa and Al Qura (2019), pointed out that distributive justice is divided into three types. First, equity: the returns are distributed to workers according to the degree their contribution. The part time staff is not paid as the full-time members of staff. Second, equality: where the returns are distributed equally among the workers. The distributive process is based on knowledge, skills and productivity and everyone has equal opportunities. Third, the need: where distribution is done according to the need and this represents the official policies or process on which these outcomes are distributed. Distributive justice is when outcomes are perceived to be equally applied. Procedural justice is the fairness of the process that led to outcomes.

Procedural justice is teachers' perception of fairness of now tasks are assigned and resources allocated for pursuing school objectives. It is when teachers feel that they have a voice int te process or that the process involves characteristics such as consistency, accuracy, ethicality and lack of bias. Aldaihani and Alansari (2016) stressed that this aspect of organizational justice relates to resource allocation and addresses issues such as working hours, the rewards, advance opportunity and in-service training. It Is the fairness of the procedures followed in decision making, assigning subjects and delegation of duties to members of staff. Procedural justice is exhibited by principals whose decisions are unbiased on all issues in school organization. Colquitt and Rodel in Gilland, Steiner, and Skarlicki (2024) opined that procedural justice refers to the perceived fairness and transparency of the process and procedures used to make decisions, allocate resources and resolve conflicts within an

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organization. That is to say, procedural justice focuses on the means by which decisions are made, rather than the outcomes themselves. It affects what the teacher thinks about the entire school as a whole. When procedural justice is considered to be fair, the principal gives room for teachers to contribute in decision making, it could foster interactional relationship between the principal and the teachers.

There seems to be some cases of organizational injustice among secondary school principals in Enugu state. According to Damian Duruiheoma, The Nation Newspaper February 9, 2024, there is a significant shortage of teachers in Enugu state public secondary schools especially in core subjects like Physics, Chemistry, Biology and Agriculture. Teachers are often forced by the principals to teach multiple classes and subjects, leading to increased work load and potential burnout. There are some situations where principals give preferential treatment to some members of staff by delegating little task to them. It appears that some junior staff are sometimes used as messengers in addition to teaching multiple classes without bonus.

Statement of the problem

The present situation of secondary schools in Enugu state appears to indicate that some principals exhibit partiality in handling teachers' affairs. Some secondary school principals in Enugu state appear to give preferential treatment to some teachers. Some secondary school teachers in Enugu state who are assigned two or more subjects for different classes daily receive equal salaries and benefits with their other colleagues teaching one subject. One is worried that some secondary school teachers seem to be deprived of opportunity to participate in decision making and even when they are involved, their opinions seem to be ignored by principals.

Organizational injustice exhibited by some secondary school principals in Enugu state could be the reason some teachers display poor attitude and unwillingness to work beyond their formal job descriptions. This is contrary to the ideal situation of equal treatment of teachers in distributing workload and recognizing performance, eliminating bias in the process of allocating resources for task performance and providing a work environment that promotes healthy relationships through mutual interaction. Such an ideal situation can boost teacher's zeal to exhibit citizenship behaviours of performing extra-duties, being punctual and regular in school. The present state of affairs has become a source of concern to researchers, society and the state government. Some of the efforts of the Enugu state government to encourage organizational justice in secondary schools are through the provision of legal status in employment and sanctions against discrimination. Thus, the problem of the study is to determine principal's organizational justice as a correlate of teachers' organizational citizenship behaviour in secondary schools in Enugu State.

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Purpose of the study

The purpose of the study was to investigate principals' organizational justice as correlate of teachers' citizenship behaviour in secondary schools in Enugu state. Specifically, this study seeks to determine the:

1. Correlation between distributive justice and teachers' organizational citizenship behaviour in secondary schools in Enugu state.
2. Correlation between principals' procedural justice and teachers' organizational citizenship behaviour in secondary schools in Enugu state.

Research questions.

The following research questions guided the study.

1. What is the correlation between principals' distributive justice and teachers' organizational citizenship behaviour in secondary schools in Enugu state?
2. What is the correlation between principals' procedural justice and teachers' organizational citizenship behaviour in secondary schools in Enugu state?

Research hypotheses.

The following hypotheses were tested at 0.05 level of significance.

1. There is no significant relationship between principals' distributive justice and teachers' organizational citizenship behaviour in secondary schools in Enugu state.
2. There is no significant relationship between principals' procedural justice and teachers' organizational citizenship behaviour in secondary schools in Enugu state.

Method

Correlation research design was adopted for this study. The study was carried out in all the public secondary schools in the six education zones in Enugu state. The population of this study consists of all 8,883 teachers in the 314-government owned secondary schools in Enugu state. The sample size of this study consisting of 560 teachers representing 6% of the population was thrown using multi storage sampling technique. The researchers used two sets of instruments titled "Principal's Organizational Justice Questionnaire (POJQ)" and "Teachers' Organizational Citizenship Behaviour Questionnaire (TOCBQ)" for data collection. POJQ was divided into section A and B. Section A seeks to obtain personal data of respondents while section B which contains 14 items seeks to obtain necessary information from respondents on organizational justice operating in their school. TOCBQ contains 20 items which seeks find out the various form of teachers' organization citizenship behaviour in Enugu state. The two instruments) POJQ and TOCBQ) were

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structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (DA), Strongly Disagree (SD) and weighted 4, 3, 2, and 1 respectively. The validation of the instruments (POJQ and TOCBQ) was done through face validity by two experts in Educational Management and Policy and one expert in Measurement and Evaluation, all in the Faculty of Education, Nnamdi Azikiwe University, Awka. A trial study was carried out to determine the internal consistency of the questionnaire. The reliability was determined by administering copies of the questionnaire to 56 teachers in Anambra State. The scores obtained from the respondents were collated to determine the internal consistency of the items in the questionnaire using Cronbach Alpha Co-efficient which yielded overall index of 0.73 for POJQ and 0.86 for TOCBQ. The instruments were deemed reliable for the study. The direct delivery method of administration was adopted in the data collection. Out of the 560 copies of the questionnaires that were shared, 547 copies representing 97% were retrieved and was used for data analysis. For data analysis, Pearson's Product Moment Correlation Coefficient was used to answer research questions while p-value was used to determine the significance of the correlation. The choice of Pearson's Product Moment Correlation Coefficient was in line with the recommendation of Nworgu (2015) who recommended that Pearson's Product Moment Correlation Coefficient is appropriate for a relationship study because it reveals both the magnitude and direction of relationship between variables. The hypotheses were tested at 0.05 level of significance. Accordingly, calculated probability value (P) was compared with the level of significance (0.05), such that where the P value was less than the stipulated level of significance the null hypothesis was rejected but when the P value was greater than the stipulated level of significance, the null hypothesis was not rejected.

Results

Research Question One: What is the correlation between principals' distributive justice scores and teachers' organizational citizenship behaviour scores in public secondary schools in Enugu state?

Table 1: Pearson r on the Correlation between Principals' Distributive Justice Scores and teachers' Organizational Citizenship Behaviour Scores.

Source of Variation	N	R	Remark
Distributive Justice OCB	547	0.793	High Positive Relationship

Table 1 shows that there is a high positive relationship existing between principals' distributive justice scores and teachers' organizational citizenship behaviour scores. This is evident by the size of

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Pearson's Correlation Coefficient r, which is 0.793

Research Question Two: What is the correlation between principals' procedural justice scores and their organizational citizenship behaviour scores in secondary schools in Enugu state?

Table 2: Pearson r on the Correlation between Principals' Procedural Justice Scores and their Organizational Citizenship Behaviour Scores.

Source of Variation	N	R	Remark
Procedural Justice OCB	547	0.249	Low Positive Relationship

Table 2 shows that the Pearson's r = 0.249, indicating that there is a low positive relationship between principals' procedural justice scores and teachers' organizational citizenship behaviour scores.

Hypothesis One: There is no significant correlation between principals' distributive justice scores and teachers' organizational citizenship behaviour scores.

Table 3: Test of Significance of Pearson Correlation between Principals' Distributive Justice Scores and Teachers' Organizational Citizenship Behaviour Scores.

Source of Variation	N	r	p-value	Remark
Distributive Justice OCB	574	0.793	0.00	Sig

Analysis in Table 3 shows that there is a significant correlation between principals' distributive justice scores and teachers' organizational citizenship behaviour scores. The calculated r (0.793) had p. value < 0.05. The 1st null hypothesis was therefore rejected.

Hypothesis Two: There is no significant correlation between principals' procedural justice scores and teachers' organizational citizenship behaviour scores.

Table 4: Test of Significance of Pearson Correlation between Principals' Procedural Justice Scores and Teachers' Organizational Citizenship Behaviour Scores.

Source of Variation	N	r	p-value	Remark
Procedural Justice OCB	574	0.249	0.00	Sig

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Analysis in Table 4 shows that there is a significant correlation between principals' procedural justice scores and teachers' organizational citizenship behaviour scores. The calculated r (0.249) had p. value < 0.05. The 2nd null hypothesis was therefore rejected.

Discussion of Findings

Distributive Justice and Organizational Citizenship Behaviour

The result of the study revealed that there is a high positive relationship between principals' distributive justice and teachers' organizational citizenship behavior in secondary schools in Enugu State. This finding is in line with Shobha and Radhika (2017) who reported that there was a positive relationship between distributive dimension of organizational justice and organizational citizenship behavior. The possible explanation for this finding is that the uniformity and fairness in the distribution of rewards and benefits can result to a noticeable display of extra-ordinary behaviors among teachers. Equal allocation of resources to the teachers based on predetermined standards can make them perform and exhibit more than obligatory by job descriptions. The positive emotions of teachers toward distributive justice of principals can give rise to willingness to perform task assigned to them including those beyond their official job descriptions. Some teachers who are fairly treated by principals can perform beyond expectations a way of expressing appreciation to the kind gesture of the principals.

It was also found out that there is significant relationship between principals' distributive justice and teachers' organizational citizenship behavior in secondary schools in Enugu State. This agreed with the finding of Awang and Ahmad (2015) who revealed that there was significant relationship between organization justice and organizational citizenship behavior. This supported the finding of Parivash and Shabnam in Ubido (2012) which indicated that there was significant relationship between distributive and organization citizenship behaviour. The distributive justice probably improves citizenship behaviour of teacher by increasing their desire to perform voluntary or extra roles outside their job description. Fairness in distribution of reward and resources give teachers a strong sense of duty and therefore allows them to engage in behavior of performing extra-role in secondary schools in Enugu State.

Procedural Justice and Organizational Citizenship Behavior

It was also found out that there was a low positive relationship between principals' procedural justice and teachers' organizational citizenship behavior in secondary schools in Enugu State. This is

line with the finding of Indahyati and Desak (2019) who reported that procedural justice had a positive relationship with organizational citizenship behavior. Fairness in rules and procedures applied by the principals can energize teachers to perform tasks beyond their primary responsibility. When teachers are treated fairly by school administrators, they can feel the need for reciprocal of the act by exhibiting desirable behavior of organizational citizenship. The manner of fairness of principals concerning the methods, mechanisms, and processes of accomplishing tasks in secondary schools promote willingness of teachers to work hard for attainment of set objectives. The principals attempt to take consider opinions of teachers who may be affected by a decision of procedure of performing a tasks can make teachers to go beyond formal job requirements and voluntarily perform acts which enhance the implementation of the final decision.

The finding of the study showed that there is significant relationship between principals' procedural justice and teachers' organizational citizenship behavior in secondary schools in Enugu State. This supported that the finding of Dorji and Kaur (2019) who reported there exists significant correlation between organizational justice and organizational commitment. This supported the finding of Fubara and Uhuru (2020) which indicated that procedural justice has significant effects on all two measures of employee engagement. This provides insight to principals that giving the teachers a voice in the decision process can enhance the overall effectiveness of the school.

Conclusion

Based on the findings, it was concluded that the principals' organizational justice can induce teachers' citizenship behavior in secondary schools in Enugu State. The fairly distribution of tasks, resources to execute them and impartiality in reward system can make teachers perform tasks beyond their formal duty requirement. The principals' fairness in distributing workload, providing explanations for decisions and treatment of teachers with respect and dignity contributes to the teachers' organizational behavior citizenship of willingness to perform beyond their normal duties and volunteering to help colleagues accomplish their tasks.

Recommendations

Based on the findings, it was recommended among others that

l. The school principals should develop clear and transparent guidelines for allocating resources to enhance distributive justice to induce the job commitment of teachers.

2. The Parent Teacher Association (PTA) should set up committee saddled with the responsibility of monitoring and giving reports of organization justice in the school to guide the members suggesting means for improvement that contribute to organizational citizenship behavior of teachers.
3. Ministry of Education should make grants available for principals to participate in conferences within and outside their locality to acquire requisite skills and sound knowledge needed for fostering their distributive justice to bring about for improvement on organizational citizenship behavior of teachers.
4. Post Primary Education Board should mandate school principals to develop justice department in every school to formulate and monitor the compliance to lay down procedural justice for promoting organizational citizenship behavior of teachers.
5. Post Primary Education Board should develop handbook on organizational justice, widely publicize, clearly interpret and vigorously pursue it for improving organizational citizenship behavior of teachers.

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