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The Impacts of University Organizational Equity on Organizational Citizenship Behaviors of Teachers: The Mediating Role of Work Engagement

I-Ying CHANG[1], Wan-Yu CHANG[2]

Abstract

Being fairly treated in education workplace is concerned by teachers. A school therefore has to construct and promote the specifications of equity system. Teachers enhancing the perceived organizational equity would stabilize the mind and avoid fear to reassure the work through the trust in and commitment to schools and generate the organizational citizenship behavior. In other words, a teacher is a member of school organization; the reward with organizational citizenship behavior would appear by the fair and trustful attitude towards the organization. This study used university teachers in Taiwan as the research subjects. A total of 350 questionnaires were sent out, and 296 valid questionnaires were collected, with a calculated recovery rate of 85%. The results show: 1.university teachers perceiving equal equity, under equity systems, would present trust on the school organization or colleagues, and feedback of equal equity to teachers would induce the work engagement to identify the school and involve in the work to further induce the organizational citizenship behavior, 2.it is necessary to have university teachers perceive being respected and fairly treated in the university organization in order to have university teachers be willing to actively help people, identify the organization, and self-demanding; the balance of and satisfaction with basic psychological state would induce university teachers' work engagement to further present higher organizational citizenship behavior, and 3.education administration authority should eliminate policies which university teachers feel unfair so that university teachers could share resources, start equal interaction and dialogue, enhance teamwork to achieve task commitment, and promote overall teaching effectiveness. Based on the discussion raised in this article, we hope to create a high-quality educational environment for all Taiwanese university teachers to

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develop their personal professional abilities throughout their careers, positively involving in teaching and being glad to teach, showing the maximal effectiveness of teaching team to promote students' learning effect, and presenting organizational citizenship behavior to involve in education work.

Keywords: university; organizational equity; work engagement; organizational citizenship behavior.

Introduction

Under the social change, teachers are facing the effects of low birth rate and social economy & culture, e.g. reducing enrollment. Regardless of time and space changes, an individual being fairly treated in education workplace is concerned by teachers. A school therefore should construct and promote the equity system. Teachers enhancing the perceived organizational equity would stabilize the mind and avoid fear; besides, the trust and commitment between a leader and members could have organizational members stress on the long-term benefit of the organization that teachers would reassure the work through the trust in and commitment to schools and generate organizational citizenship behavior. Regarding human resource management in a school organization, a school manager would face the management of organizational equity. The idea of organizational equity is originated from social exchange theory. Product exchange theory is the social exchange process among people. When the exchange process is not equity, the exchange behavior might be stopped. Although organizational citizenship behavior is an automatic altruistic behavior, reward behavior would appear on the acquisition of profit in social exchange relationship. In other words, a teacher is a member of school organization; the reward with organizational citizenship behavior would appear on the fair and trustful attitudes towards the organization. The idea of equity in an organization requires concerns. However, most research focuses on enterprise members, while discussions of teachers' organizational equity are not as rich as those in enterprises. It is considered in some studies that teachers are given high status, restricted to high moral standards, and expected to be dedicated and spare no effort in the performance of the duty; calling on fair treatment would damage the succession of teachings from masters to disciples. Nevertheless, along with a school changing from the place to impart knowledge to a social organization stressing on teaching effectiveness, the decentralization of responsibility of internal members would result in the attitude to compare with others. Organizational equity is individual perception but reveals critical effects on individual behavior and organizational operation, and even the boom of the organization. It cannot be ignored in the organizational management practice. It is therefore discussed organizational equity in this study, expecting to create a quality education environment for all university teachers developing

individual professional ability, positively involving in teaching and being glad to teach, showing the maximal effectiveness of teaching team to promote students' learning effect, and presenting organizational citizenship behavior to involve in the education work.

Literature review

Distributional equality proposed by Kim *et al*. (2019) was employees' perceived equity of resource allocation in the organization through social exchange or interaction. In other words, employees would compare the pay and feedback and feel the equity about the equal proportion of both; on the contrary, they felt in equity and dissatisfaction. Nordentoft *et al*. (2020) mentioned that many researchers in this research field pointed out that organizational equity can directly predict and understand teachers' commitment and behaviors (Hernaus et al., 2023). Accordingly, organizational equity revealed certain effects on organizational members. Goswami (2021) found out the effects of organizational equity, supervisor support, and incentive reward & working conditions on perceived organizational support; employees perceiving good treatment from the organization would reinforce the organizational support, where organizational equity and supervisor support appeared larger effects. Chesterton *et al*. (2020) considered that the distributional equality of organizational resources and quantity would affect employees' sense of organizational support(wu et al., 2023. Organizational equity showed direct prediction of organizational support; in other words, employees' perceived equity would positively affect organizational support; employees' perceived organizational support would positively affect work engagement (Berber et al., 2023). It was therefore inferred that employees' organizational equity presented positive effects on work engagement. After the above literature discussion, this study develops the following hypotheses.

H1: Organizational equity shows significantly positive effects on work engagement.

Tagliabue *et al*. (2020) pointed out that work engagement has a positive impact on organizational citizenship behavior, because employees with high work engagement in the organization will definitely exhibit good organizational citizenship behavior. It was believed that the employees in education organizations would perform the education-oriented organizational citizenship behavior conforming to organizational requirements. Matson *et al*. (2021) regarded the dynamic relationship between ego and job role; an individual with higher engagement would better involve in the job role and express himself/herself; on the contrary, lower engagement would appear less willingness to achieve the requirements for the job role and possibly present turnover intention. Adewale (2020) discovered that reinforcing incentives on the

position and inspiring employees' positive affect to the organization would have employees perceive engagement and increase the willingness to organizational citizenship behavior (Uen et al., 2023). In the research on Uganda, Oyer *et al.* (2020) discovered that work engagement showed significant mediating effect on human resource policy and organizational citizenship behavior; the results did not test leadership behavior and organizational citizenship behavior, but work engagement played the procedural variable in the organizational behavior to affect organizational citizenship behavior. After the above literature discussion, this study develops the following hypotheses.

H2: Work engagement reveals remarkably positive effects on organizational citizenship behavior.

Stan & Vîrgă (2021) regarded teachers' organizational citizenship behavior as an important indicator to promote schools' organizational effectiveness; teachers presenting the organizational citizenship behavior and being willing to help colleagues without asking for rewards would enhance the positive emotion and positively contribute to teachers and the operation of school organization (Rice & Luse, 2023). In the study on organizational equity and organizational citizenship behavior, Hiçdurmaz & Üzar-Özçetin (2020) pointed out that organizational equity has a positive impact on organizational citizenship behavior; in other words, it was expected that organizational equity was decisive to have members perform citizenship behavior beneficial to the organization. Faleschini *et al.* (2020) stated that service personnel engaging in teaching and perceiving organizational equity with comparatively fair and reasonable individual pay and rewards to other colleagues would appear sense of belongingness, show trust in the organization and colleagues; dimensions of organizational fairness such as organizational identification, proactive helping, and self-required organizational citizenship behavior showed significant correlation (Kubiak, 2020). After the above literature discussion, this study develops the following hypotheses.

H3: Organizational equity appears notably on organizational citizenship behavior.

Methodology

Operational definition

Organizational equity: This study, referred to Zhou *et al.* (2020), the organizational equity in this study was measured through the following three dimensions.

    1. Distributional equity: Under social exchange relationship, people believe that reward is allocated according to individual contribution or pay.

2. Procedural equity: Distributional equality focuses on the allocation result, while procedural equity stresses on the process to make allocation decision, rather than the purpose. The point is how to make decisions, rather than what decision to make.

3. Interactional equity: In addition to equity in distribution and procedures, individuals need to feel the equity of the interpersonal qualities of supervisors in the management process, which is called interactional equity.

Work engagement: Referring to Hong *et al.* (2021), work engagement presents characteristics of vitality, concentration, and dedication and is the work-related mind model with positive thinking and realization of individual ambition. The dimensions are defined as followings.

1. Vitality: referring to high energy and flexible mind at work, being willing to make efforts for work, and being able to persist when facing difficulties.

2. Dedication: referring to understanding the importance and meaning of work and presenting enthusiasm and honor of work.

3. Concentration: referring to being glad to involve in work and not being easily affected by surrounding affairs.

Organizational citizenship behavior: This study, referred to Sungu *et al.* (2020), organizational citizenship behavior in this study was measured through the following two dimensions.

1. Altruism: refers to teachers taking the initiative to help specific people in the workplace.

2. General obedience: referring to employees' diligence, meaning that employees, in some job roles, actively conform to the standards required by the organization, e.g. being on time, not wasting time, and obeying rules.

Research sample and object

This study used university teachers in Taiwan as the research subjects. A total of 350 questionnaires were distributed in this study, and 296 valid questionnaires were carefully selected, with an overall recovery rate of 85%.

Reliability and validity test

Since the entire content of this study's questionnaire was modified and expanded based on questionnaires used by researchers at home and abroad with similar research topics, and a pre-test was conducted, the results of the pre-test were discussed with the supervisor to obtain the formal questionnaire. Therefore, the questionnaire content has certain content validity. A linear structural relationship model was used to examine the correlation and causal effects of the overall

framework of organizational justice, work engagement, and organizational citizenship behavior. The linear structural relationship model analysis showed that the overall fit of the model was within a reasonable range and exhibited good convergent and predictive validity.

To further understand the reliability and validity of the questionnaire, a reliability and validity analysis was conducted. A higher Cronbach's α value indicates better reliability. Following the standards for formal questionnaire development, the measured Cronbach's α values ranged from 0.70 to 0.90, which falls within the reliability range.

Results

LISREL indicator

The correlation coefficient between questionnaire items and the total score is used to test the questionnaire's construct validity, also known as reliability analysis. Calculating correlation coefficients between item and total scores is used to assess the questionnaire's content validity. In this study, if the correlation coefficient between each dimension's item and total score is greater than 0.7, it indicates that each dimension has a certain degree of construct validity.

All study data are summarized in Table 1. If the model has a good overall fit, with a chi-squared/Df = 1.833 (less than the standard of 3) and an RMR = 0.005, then the chi-squared/Df and RMR results are reasonable. Furthermore, if the chi-squared statistic is sensitive to the study sample size, it is not suitable for direct assessment of goodness of fit. If the GFI = 0.957 and the AGFI = 0.923, both exceeding the standard of 0.9 (the closer the GFI and AGFI values are closed to 1, the better the model fit), then the model has a good fit.

Table 1: Result of overall fit analysis

Item	Parameter/evaluation standard	Result
	GFI	0.957
Overall fit	X2/Df	1.833
	RMR	0.005
	AGFI	0.923

Path model analysis

From the research data, three factors in organizational equity (distributional equality, procedural equity, interactional equity) could remarkably explain organizational equity (t>1.96, p<0.05), three factors in work engagement (vitality, dedication, concentration) could notably explain work engagement (t>1.96, p<0.05), and two factors in organizational citizenship behavior (altruism, general obedience) could significantly explain organizational citizenship behavior (t>1.96, p<0.05). The final result shows that the overall model in a good initial fitness.

Figure 1 shows a significant positive correlation between organizational justice and work engagement (0.351**, p < 0.01), a significant positive correlation between organizational justice and organizational citizenship behavior (0.323**, p < 0.01), and a significant positive correlation between work engagement and organizational citizenship behavior (0.374**, p < 0.01). Therefore, Hypotheses H1, H2, and H3 are all supports.
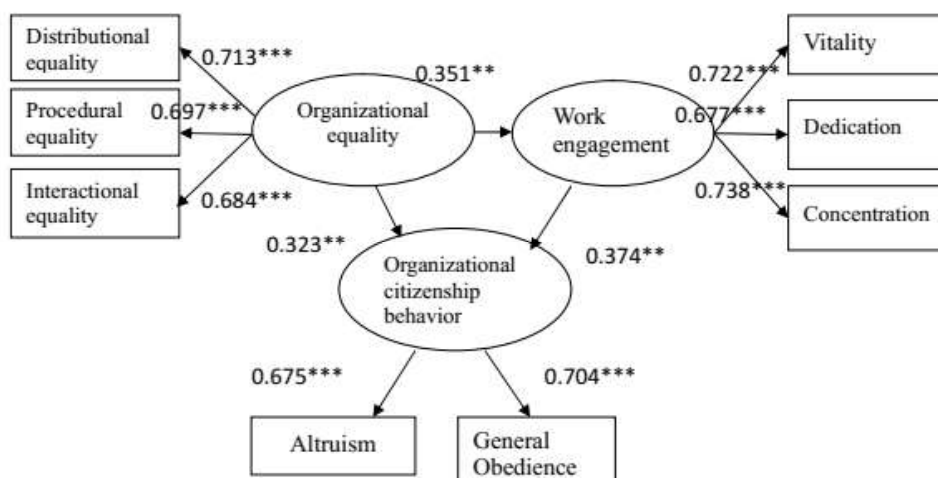

Figure 1: Path relation diagram

Discussion

University teachers with higher perceived organizational equity present higher development of work engagement (Goswami, 2021; Chesterton *et al.*, 2020). A university manager should establish the equity system conforming to university teachers' expectation and treat all colleagues the same. Under the equity system, university teachers perceiving the fair treatment would reciprocally enhance the development of work engagement (Faleschini *et al.*, 2020; Kubiak, 2020). Apparently, a university constructing fair working environment and satisfying university teachers' perceived organizational equity would assist in the development of work engagement and organizational citizenship behavior (Adewale, 2020; Oyer *et al.*, 2020). The change in the management environment of a university has each university teachers bear lots of pressure; university teachers with exhausted physical and mental health would appear bad effects on individual job performance, students' right to education, and school management. In order to maintain or enhance teachers' work engagement and organizational citizenship behavior, universities must build a fair environment to satisfy university teachers' sense of fairness in the university environment, thereby stabilizing or changing

the emotional and attitude balance of university teachers at work, enhancing their positive psychological and physical health, and enabling them to identify with work engagement and feel the significance of their work in universities. In short, being in a equity environment would help university teachers change the work mood and work attitude to positively think of adapting to the change in education environment and cultivate the ability to face pressure. In addition, university administrators should actively encourage and support the development of friendships among teachers, and through relevant activities such as teacher associations, allow university teachers to have more emotional exchanges and maintain harmony, or care about and support related work, and enhance the interdependence of university teachers on the university, further promoting the performance of organizational citizenship behavior.

Conclusion

The research results reveal that, under equity system, university teachers perceiving equal equity would show trust in the school organization and colleagues, fairly feedback to teachers, induce the work engagement to identify the school and involve in the work, and further induce the organizational citizenship behavior. There are many trivial things in the education environment in a university, and many affairs cannot be comprehensively listed in regulations or contracts. In this case, university teachers have to actively present organizational citizenship behavior to have such trivial things on point. To have university teachers be willing to actively help others, identify the organization, and request themselves, it would need to have university teachers perceive respect and fair treatment in the university organization. University teachers can be induced the work engagement and further show higher organizational citizenship behavior merely when the basic psychological state is balanced and satisfied. Education administration authority therefore should eliminate in equity policies to have university teachers share resources, start equal interaction, enhance teamwork to achieve task commitment, and enhance overall teaching effectiveness. Good university teachers should present education professional knowledge and special teaching methods as well as personality traits. However, the selection of university teachers in education sites ignores the measurement of university teachers' personality traits. For this reason, a university should consider to include personality trait scale or observation through oral questioning in the selection of university teachers in order to enhance the university effectiveness in the future.

Recommendations

1. Establish a "3-G" package (openness, formulas, consensus). Document and publish the allocation rules for teaching loads, research seed funds, administrative stipends, and promotion quotas; when appropriate, provide downloadable calculation sheets. Each term, disclose actual allocations with explanations of any variances, and set up anonymous appeal and reconsideration channels with shortened turnaround times to build trust.

2. Strengthen the governance of procedural equity. Create a cross-department resource and evaluation committee that includes representatives from different ranks and years of service to avoid single-point decision-making. Adopt standardized scoring rubrics and blind reviews, and require all decisions to include traceable records and written rationales.

3. Build managerial capability for interactional equity. Provide department chairs and university leaders with training—and follow-up assessment—in feedback conversations, conflict mediation, and respectful communication. Institute a workplace civility code and zero-bullying procedures, and set clear expectations for one-on-one meeting cadence and feedback turnaround so interpersonal treatment is predictable.

4. Optimize job design around work engagement. Increase autonomy and goal clarity for teaching and research, and provide timely feedback and resource supports (teaching assistants, instructional technology, databases). Adjust administrative assignments during peak periods (start and end of term) to prevent "role overload" from eroding engagement.

5. Build a diversified and prudent recognition system. In addition to monetary rewards, incorporate non-monetary recognition such as public acknowledgment, funded professional development, and flexible resources. Include organizational citizenship behaviors - cross-unit collaboration, advising/mentorship, and course co-planning - as supporting evidence in promotion reviews, while avoiding rigid metrics that encourage performative "giving."

Through these actions, the three forms of equity can be translated into visible policies and consistent behaviors, enhancing teachers' vigor, dedication, and absorption, stabilizing and expanding organizational citizenship behavior, and ultimately improving the overall effectiveness of teaching and research.

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