
Article

Relationship among Teachers' Perception of Organizational Justice, Job Burnout and Organizational Citizenship Behavior

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Abstract: The purpose of this study was to explore the relationship between teachers' perception of organizational justice and organizational citizenship behavior and to reveal the mediating role of teacher job burnout between teachers' perception of organizational justice and organizational citizenship behavior. This study used a questionnaire to collect data from 857 teachers in 21 secondary schools in Chongqing, China. Through a series of hierarchical regression analyses, mediating effects tests, structural equation modeling tests, and dominance analyses, the findings consistently indicated that procedural justice was a positive predictor of organizational citizenship behavior, while teacher's job burnout was a negative predictor of organizational citizenship behavior. In addition, the study results also indicated that job burnout had a significant mediating effect on the relationship between teachers' perceptions of organizational justice and organizational citizenship behaviors, particularly with the passion burnout and burnout of professional self-effectiveness.

Keywords: perceptions of organizational justice (POJ); organizational citizenship behavior(OCB); job burnout(JB); mediating effects

1. Introduction

China's economic and social transformations have brought about dramatic changes in employees' work environment and attitudes. On the one hand, the market regulation mechanism considers labor as an exchangeable resource and emphasizes the social exchangeability between labor compensation and labor quantity. On the other hand, from the perspective of social exchange and social contract, job analysis focuses only on internal role behaviors rather than the whole content of job analysis and the whole process of job completion. As a result, the influence of extra-role behavior is becoming increasingly apparent. As early as forty years ago, Katz (1964) pointed out that those autonomous and spontaneous behaviors, i.e., extra-role behaviors, play a crucial role in organizational performance. Smith et al. (1983) defined extra-role behaviors beyond the basic requirements of duties as organizational citizenship behavior. Since then, organizational citizenship behavior has become an important area of research.

1.1. The relationship between teachers' POJ and OCB

Organ (1988) originally defined organizational citizenship behaviors as behaviors that are conducted spontaneously by employees, which are not explicitly and directly admitted by the organization's salary system, but will ultimately benefit the organization's operations. DiPaol et al. (2001) first borrowed Organ's definition of organizational citizenship behavior to study teachers' organizational citizenship behavior in school systems, contending that teachers' organizational citizenship behavior is not due to basic job requirements, but rather to initiative, active, positive, altruistic, and beyond-role behavior (DiPaola & Tschannen-Moran, 2001; DiPaola, Tarter, & Hoy, 2005). These behaviors help cultivate a good campus culture, build harmonious interpersonal relationships, reinforce

organizational identification and a sense of belonging, strengthen organizational cohesion and influence, and improve the organizational performance of the school (Cao and Long, 2007).

Undoubtedly, organizational citizenship behavior of teachers is a beneficial behavior. However, how can teachers' organizational citizenship behavior be promoted to improve the effectiveness of school organizations? Numerous studies have shown that among the factors that influence teachers' organizational citizenship behavior, teachers' perception of organizational justice is of high importance. For example, Organ et al. (1988) found through an investigative study that employees' perception of organizational justice had a direct effect on their organizational citizenship behavior. Dittrich and Carroll (1979) found a significant correlation between procedural justice, distribution justice, and external role behaviors. Moorman (1991) discovered that procedural justice was better at explaining employees' organizational citizenship behavior than distributive justice. Studies by Farh (2004), Earley, and Shu-Chi Lin (1997) also confirmed the significant correlation between procedural justice and organizational citizenship behavior. In addition, some Chinese scholars discovered that teachers' perception of organizational justice affects their likelihood to perform organizational citizenship behavior; for example, there is a significant positive relationship between perception of organizational justice and organizational citizenship behavior of college teachers (Peng and Zhang, 2007), and procedural justice is a positive predictor of teachers' organizational citizenship behavior (Wang, 2008).

Obviously, most scholars presume that perception of organizational justice has a direct impact on organizational citizenship behavior. However, as the research progresses, some scholars question the direct effect of perception of organizational justice on organizational citizenship behavior. Some studies indicate that the effect of perception of organizational justice on organizational citizenship behavior is more than a linear relationship; there are also intervening variables between them, such as organizational commitment, organizational trust (Colquitt & Greenberg, 2003), the sense of organizational support, employer-employee relationships (Cropanzano & Mitchell, 2005), inter-employee relationships (Karriker & Williams, 2009), etc. All of these are mediated between them. However, so far, few studies have discussed whether employee job burnout mediates perception of organizational justice and organizational citizenship behavior. Meanwhile, a number of studies have shown a negative correlation between job burnout and job satisfaction, job involvement, or organizational commitment, as well as a positive correlation between job burnout and withdrawal behavior and turnover intentions (Wolpin, Burke, & Greenglass, 1991; Bakker, Emmerik, & Euwema, 2006). Since job burnout can evoke negative attitudes, it not only weakens the inner role's work behavior but also reduces the extra role's work behavior. Thus, this study attempted to discuss the mediating effect of job burnout as a mediating variable between teachers' perception of organizational justice and organizational citizenship behavior.

1.2. Teachers' JB, POJ, and OCB

Burnout is a psychological response syndrome with symptoms of emotional exhaustion and misanthropy which often occurs in employees who are engaged in human service occupations and professions such as hotel and restaurant service, nursing, teaching and social work. Maslach and Jackson (1981) conceptualized burnout as a syndrome consisting of the following three components. Emotional exhaustion refers to mental and physical tension and strain caused by work-related stressors, such as fatigue, anxiety, irritability, and nervousness. Depersonalization refers to distancing oneself from others and viewing others impersonally. Diminished personal accomplishment is a negative self-evaluation that refers to an individual's sense of incompetence and lack of experience of success at work.

Teachers' job burnout refers to a comprehensive reaction caused by work pressure, which is mainly reflected in extreme psychological and physical fatigue. It is manifested by teachers' irresponsibility and indifference to students, lack of professional ethics,

outdated teaching style, laziness in teaching, physical and mental fatigue, various syndromes such as fatigue, irritability, anxiety, depression, etc. (Harden, 1999; Xu, Zhu, & Shao, 2005). Teachers' job burnout caused a vicious circle of teachers' resentment in teaching and students' resentment in learning, which could easily lead to teachers' resignations. It hampers the improvement of educational quality and damages teachers' work initiative.

Maslach and Leiter (1997) concluded that job burnout is mainly caused by factors related to the work environment, such as overwork, lack of control, inadequate awards, and the collapse of communities, lack of justice, and conflicting values. Farber (1991) argued that teachers' job burnout is a group of syndromes related to job that arise from an individual's perception of the contrast between the contribution and the repay, which are affected by individual, organizational and social factors. Adams' theory of justice reveals that organizational justice affects employees' initiative to work, strengthens their sense of justice, and increases their job satisfaction, organizational commitment, organizational citizenship behavior, and job performance. When employees are treated unfairly by the organization, they will behave negatively, such as slacking off, revenge, job turnover, job burnout, etc.

Based on the above analysis, it is not difficult to find that teachers' organizational citizenship behavior, perception of organizational justice and job burnout are closely related. Therefore, we propose the following hypothesis:

H1: Teachers' perception of organizational justice had a significant positive correlation with teachers' organizational citizenship behavior, and teachers' perception of organizational justice was a positive predictor of teachers' organizational citizenship behavior, i.e., teachers with higher perception of organizational justice would have more organizational citizenship behavior responses.

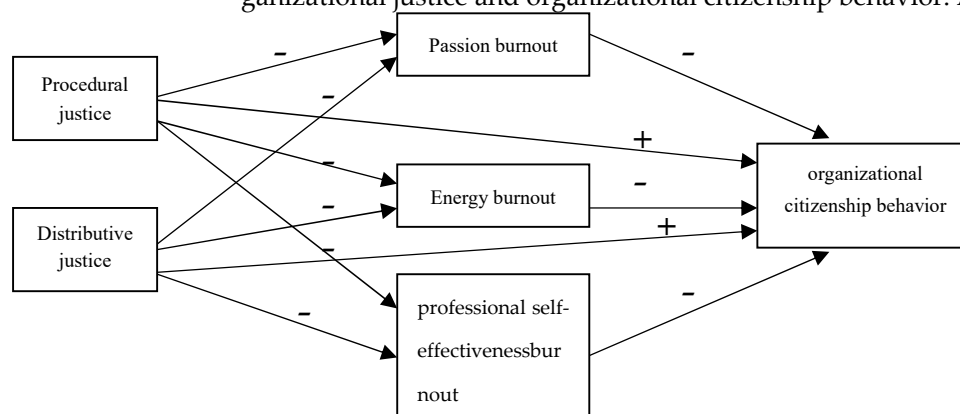
H1a: Procedural justice had a significant positive correlation with teachers' organizational citizenship behavior and was a positive predictor of teachers' organizational citizenship behavior.

H1b: Distributive justice had a significant positive correlation with teachers' organizational citizenship behavior and was a positive predictor of teachers' organizational citizenship behavior.

H2: Teachers' perception of organizational justice had a significant negative correlation with teachers' job burnout, and teachers' perception of organizational justice could negatively predict teachers' job burnout, i.e., teachers with higher perception of organizational justice responded with less job burnout.

H3: Teachers' job burnout had a significant negative relationship with teachers' organizational citizenship behavior, and teachers' job burnout negatively predicted teachers' organizational citizenship behavior, i.e., the higher the job burnout, the lower the organizational citizenship behavior.

H4: Teachers' job burnout play a mediating role between teachers' perception of organizational justice and organizational citizenship behavior. As FIGURE1 shows.



Note: "+" : Positive correlation; "-" : negative correlation

Figure 1. Model of POJ and JB in relationship with OCB.

2. Methods

2.1. Participants

The survey was carried out by questionnaire, and its respondents were selected from teachers in 21 secondary schools in Chongqing, China. A total of 945 respondents were distributed to these schools, and excluding invalid questionnaires, 857 valid questionnaire samples were received (validity rate = 90.69%). 42.04% of the respondents were male and 57.96% were female. Regarding the educational background of the respondents, 52.62% graduated from normal universities, 42.17% graduated from teacher education colleges, and 5.21% graduated from normal schools, of which 49.81% worked for less than 10 years, 35.27% for 10-20 years, and 14.92% for more than 20 years.

2.2. Measure

2.2.1. Teachers' perception of organizational justice

Teachers' perception of organizational justice is a sense of justice about the school organization's distribution system. Joy and Witt (1992) classified organizational justice into distributive justice (distributive justice refers to the perceived fairness of the distribution of rewards within the organization) and procedural justice (procedural justice refers to the level of formality of the decision-making process associated with these and related outcomes) and based on this, created a teachers' perception of organizational justice questionnaire with 12 items, such as "The school pays me a fair salary and bonus" and "The school's distribution is fair to everyone." A 5-point Likert scale was adopted, with higher scores indicating higher perception of organizational justice. After conducting exploratory factor analysis on half of the data (n=428), were obtained varimax rotation of the principal component factor analysis, two factors were extracted and their variance explained 74.23%. The other half of the data (n=429) were subjected to confirmatory factor analysis, and the results showed a better fit of the two-factor model structure ($\chi^2/df=4.05$, GFI=0.97, NFI=0.98, CFI=0.98, RMSEA=0.06). The scale indicated a reliability coefficient of 0.95 for homogeneity, and the above analysis indicated good structural validity and reliability of the scale.

2.2.2. Teachers' organizational citizenship behaviors

Organizational citizenship behaviors refers to voluntary behaviors performed by employees that are not accepted by formal reward systems, but are generally beneficial to the efficiency of the organization (Organ, 1988). This study adopted Farth et al.'s (1997) scale as a reference to classify teachers' organizational behavior into four dimensions: school acceptance, altruism, beneficial behavior, and active behaviors, and accordingly developed 20 items such as "Do you always propose advice for the amelioration of school" with a Likert 5-point scale, where higher scores indicate better organizational citizenship behaviors. After conducting exploratory factor analysis on half of the data received by us (n=428) with varimax rotation of principal component factor analysis, tri-factors were extracted, which explained 63.24% of the total variance. The three dimensions were named altruism, beneficial behavior and active behavior. The other half of the data (n=429) was subjected to confirmatory factor analysis, which showed a good fit of the tri-factor model structure ($\chi^2/df=4.36$, GFI=0.94, NFI=0.96, CFI=0.96, RMSEA=0.07). The scale indicated a reliability coefficient of 0.92 for homogeneity, and the above analysis indicated good structural validity and reliability of the scale.

2.2.3. Teachers' job burnout

A scale from Wang and Gan (2005) was adopted to measure teachers' job burnout, which includes passion burnout (i.e., decreased passion for the job and goals), energy burnout (i.e., fatigue caused by the work), and professional self-effectiveness burnout (below referred to as loss, which is mainly expressed as individuals holding negative evaluations of themselves, thinking they lack a sense of accomplishment, failing to do their

job effectively, or suspecting their contribution is not useful). The scale consists of 28 items with a Likert 5-point scale. The higher score indicates a stronger sense of burnout. Wang's research showed that the scale had good construct validity and criterion-related validity. In the present study, the reliability coefficient of homogeneity was 0.91, and the above analysis indicated the validity of the current survey.

2.3. Procedure and analyses

A questionnaire was used to collect data for this study, and the participants were teachers from 21 secondary schools in Chongqing, China. The anonymity of the participants was ensured. And the same instructions were given by the investigators who had been professionally trained. The collected data were analyzed by SPSS 13.0 and LISREL 8.7 software.

3. Results

3.1. Descriptive Statistics and Correlations

Table 1 displays the means, standard deviations and correlation coefficients of the variables we studied. The correlations between the three burnout dimensions (emotional exhaustion, energy burnout, and professional self-effectiveness burnout) and organizational citizenship behavior were -0.46, -0.29, and -0.40, respectively ($p < 0.001$). And the correlations between teachers' perception of organizational justice dimensions (procedural justice, distributive justice) and organizational citizenship behavior were 0.31 and 0.28, respectively (all $p < 0.001$). The correlations between procedural justice and the three burnout dimensions (emotional exhaustion, energy burnout, and professional self-effectiveness burnout) were -0.47, -0.41, and -0.34, respectively (all $p < 0.001$). The correlations between distributive justice and the three burnout dimensions (emotional exhaustion, energy burnout, and occupational self-effectiveness burnout) were -0.46, -0.42, and -0.35, respectively (all $p < 0.001$). We also found a significant correlation between gender and organizational citizenship behavior ($r = 0.12$, $P < 0.01$), which indicates that women have higher levels of organizational citizenship behavior. In addition, school tenure was negatively correlated with procedural justice, distributive justice, and gender ($r = -0.09$, $P < 0.01$ and $r = -0.09$, $P < 0.01$, and $r = -0.13$, $P < 0.01$, respectively). Educational attainment was also negatively correlated with procedural and distributive justice ($r = -0.09$, $P < 0.01$ and $r = -0.10$, $P < 0.01$), but positively correlated with passion burnout, energy burnout, and school tenure ($r = 0.09$, $P < 0.01$ and $r = 0.12$, $P < 0.01$; $r = 0.10$, $P < 0.01$, respectively).

Table 1. Means, Standard Deviations, and Correlations Among Variables (n=857) .

	M	SD	1	2	3	4	5	6	7	8	9
1. Distributive justice	3.34	0.96	1.00								
2. Procedural justice	3.13	0.95	0.85**	1.00							
3. Passion burnout	2.42	0.66	-0.46**	-0.47**	1.00						
4. Energy burnout	2.59	0.85	-0.42**	-0.41**	0.72**	1.00					
5. Professional self-effectiveness burnout	2.30	0.76	-0.35**	-0.34**	0.65**	0.62**	1.00				
6. OCB	4.31	0.60	0.28**	0.31**	-0.46**	-0.29**	-0.40**	1.00			
7. Gender	--	--	0.01	0.03	-0.01	0.01	0.01	0.12**	1.00		
8. School tenure	--	--	-0.09**	-0.09**	0.05	0.05	0.01	-0.04	-0.13**	1.00	
9. Education degree	--	--	-0.09**	-0.10**	0.09**	0.12**	0.02	-0.01	0.07	0.10**	1.00

Note : * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$, Gender: 1=men, 2=women; Education degree: 1=Doctor, 2=Master, 3=bachelor School tenure: 1=0~10years, 2=11~20years, 3=21~30years, 4=31~40years; OCB= organizational citizenship behavior

3.2. Hierarchical Regression Analyses

With the control of demographic variables, hierarchical regression analysis was adopted to examine the predictive function of teachers' perception of organizational

justice and teachers' job burnout on organizational citizenship behavior. First, the demographic variables, such as gender, school tenure, educational attainment, etc., were set as independent variables. Second, the procedural and distributive justice is set as independent variables on the basis of our control for demographic variables. Third, the passion burnout, energy burnout, and professional self-effectiveness burnout were set as independent variables on the basis of controlling for demographic variables and perception of organizational justice variables to examine their predictive functions for organizational citizenship behavior. The results are shown in TABLE 2.

Table 2. Hierarchical Regression Analysis of Teachers' OCB.

Variable	standard regression coefficient		
	Step1	Step2	Step3
Gender	0.11**	0.10**	0.09**
School tenure	-0.05	-0.04	-0.03
Education degree	0.03	0.05	0.05
Procedural justice		0.25**	0.15**
Distributive justice		0.06	0.03
Passion burnout			-0.38***
Energy burnout			-0.16***
Professional self-effectiveness burnout			-0.21***
Adjusted R ²	0.01	0.11	0.26
ΔR^2	0.01	0.10	0.15
F (8, 856)	5.75***	23.37***	39.09***

Note : * p<0.05, ** p<0.01, *** p<0.001

The data in TABLE2 shows: firstly, gender had a slight impact on teachers' organizational citizenship behavior, but only explained 1% of the variance; secondly, procedural justice had a prominent positive predictive effect on teachers' organizational citizenship behavior ($\beta=0.25$, $p<0.001$), but the standard regression coefficient for distributive justice did not reach the significant level ($\beta=0.06$, $p>0.05$). Perception of organizational justice explained 10% of the variance. This shows that the more fair teachers feel about the school organization procedures, the more organizational citizenship behavior they would have. Thus, H1 was partially supported, i.e., H1a was fully supported, while H1b was not verified. Thirdly, three factors of teachers' job burnout (passion burnout, energy burnout, and professional self-effectiveness burnout) had a prominent negative predictive function on teachers' organizational citizenship behavior ($\beta_{\text{passion burnout}} = -0.38$, $P<0.001$; $\beta_{\text{energy burnout}} = -0.16$, $P<0.001$; and $\beta_{\text{professional self-effectiveness burnout}} = -0.21$, $P<0.001$), which could explain 15% of the variation. Thus, H3 was fully supported.

3.3. Mediating Effect Analyses

In order to test for mediating effects, Baron & Kenny (1986), Wen et al. (2004) proposed a three-step analysis. Firstly, there is a prominent regression between the independent and mediating variables; secondly, a regression model between the independent and dependent variables emerges. Thirdly, when the mediating variable is added into the regression model of the second step, one can assure that the mediating variable plays a mediating role only under the condition that the regression coefficient between the independent variable and the dependent variable is smaller than the regression coefficient of the second step, and the regression model between the mediating variable and the dependent variable can be established. If independent variables' regression coefficients towards the dependent variable is no longer prominent in the third step, then the mediating variable plays the full mediating role between the independent and dependent variables. But if the independent variable's regression coefficient toward the dependent variable

declines compared to the second step, but remains prominent, then it indicates that the mediating variable plays a partial mediating role. The present research adopted this approach to test and verify the mediating effect of teachers' job burnout on perception of organizational justice and organizational citizenship behavior. The results are shown in TABLE3.

Table 3. Verification of JB's Mediating Effect.

.	Independent variable	Standard Regression Coefficient β	
		JB	OCB
Test1	Gender	0.01	
	School tenure	-0.01	
	Education degree	0.04	
	Procedural justice	-0.26***	
	Distributive justice	-0.22***	
	R ²	0.23	
	Adjusted R ²	0.22	
Test2	Gender		0.10**
	School tenure		-0.04
	Education degree		0.05
	Procedural justice		0.25***
	Distributive justice		0.06
	R ²		0.12
	Adjusted R ²		0.12
Test3	Gender		0.10***
	School tenure		-0.04
	Education degree		0.06*
	Procedural justice		0.14**
	Distributive justice		0.03
	passion burnout		-0.38***
	energy burnout		-0.16**
	professional self-effectiveness burnout		-0.21**
	R ²		0.27
	Adjusted R ²		0.26

Note : * p<0.05, ** p<0.01, *** p<0.001;JB= job burnout, OCB= organizational citizenship behavior

Data of TABLE3 showed that perception of organizational justice had a prominent negative predictive effect on teachers' job burnout ($\beta_{\text{distributive justice}}=-0.26$, $P<0.001$; $\beta_{\text{procedural justice}}=-0.22$, $P<0.001$). *H2* was fully validated.

As seen in TABLE2 and TABLE 3, teachers' perception of procedural justice had a significant positive predictive effect on organizational citizenship behavior ($\beta_{\text{procedural justice}}=0.25$, $P<0.001$). perception of organizational justice had a significant negative predictive effect on teachers' job burnout ($\beta_{\text{distributive justice}}=-0.22$, $P<0.001$; $\beta_{\text{procedural justice}}=-0.26$, $P<0.001$). In addition, teachers' job burnout had a significant negative predictive effect on organizational citizenship behavior ($\beta_{\text{passion burnout}}=-0.38$, $P<0.001$; $\beta_{\text{energy burnout}}=-0.16$, $P<0.001$; and $\beta_{\text{professional self-effectiveness burnout}}=-0.21$, $P<0.001$). When teachers' job burnout was brought into the relationship between perception of organizational justice and organizational citizenship behavior, the effect of perception of organizational justice on organizational citizenship behavior decreased ($\beta_{\text{procedural justice}}$ from 0.25 to 0.14; $\beta_{\text{distributive justice}}$ from 0.06 to 0.03). As a result, the teachers' job burnout had a prominent mediating effect. However, job burnout has a prominent partial mediating effect on perception of organizational justice and organizational citizenship behavior. Research hypothesis 4 (*H4*) was fully tested.

Finally, the hypothesized model was tested using structural equation modeling (SEM) and the results showed that the model was better ($\chi^2/df=2.79$, $GFI=0.98$, $NFI=0.98$, $CFI=0.98$, $RMSEA=0.06$), and the path diagram is shown in FIGURE2. to this point, the research hypothesis model was partially verified.

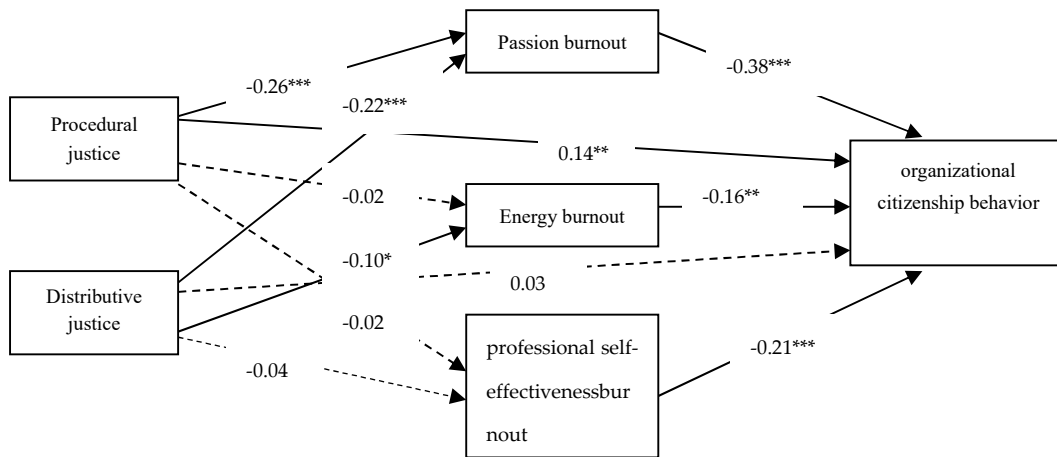


Figure 2. Mediating effects of teachers' JB on the relation between teachers' POJ and OCB, controlling for gender, tenure and education. * $p < .05$. ** $p < .01$.

Although the mediating effect of job burnout was verified, was it partial or complete? Following Wen's suggestion, the three-step algorithm in turn had been examined and the mediating effect of teachers' job burnout had been calculated. The results are shown in Table 4. Teachers' job burnout had a prominent mediating effect due to the prominence of each test. Since the t-test at step 4 was significant ($t = -4.12$, $p < 0.001$), the mediating effect was considered to be partial, and accounted for $0.48 \times 0.43/0.30 = 68.80\%$ of the overall effect. Therefore, research hypothesis 4 has been further verified.

Table 4. The Mediating Effect Examine of Teachers' job burnout.

	Standardized Regression Equation	Examine of Regression Coefficient	
First Step	$Y=0.30x$	SE=0.02	$t=9.65^{**}$
Second Step	$M= -0.48x$	SE=0.02	$t= -16.36^{**}$
Third Step	$Y=0.10x$	SE=0.04	$t= -4.74^{**}$
	$- 0.43M$	SE=0.04	$t= -4.12^{**}$

Comment: SE signifies standard error, ** $P < 0.001$

3.4. Dominance analyses

Regression analysis showed that perception of organizational justice and teachers' job burnout were prominent predictions effect of organizational citizenship behavior, but the extent of their relative importance was pretty fuzzy. For this purpose, a dominance analysis was conducted using Budescu's (1993) and Li and Shi's (2005) "Analysis of Advantages" for perception of organizational justice and teachers' job burnout. The result was shown in TABLE5 and TABLE6.

Table 5. The Relative Contribution of Organizational Justice and JB's Prediction towards OCB.

Variables included in equation	R ²	X ₁	X ₂
—	0	0.09	0.18
X ₁ (Organizational Justice)	0.09	—	0.10
X ₂ (Job Burnout)	0.18	0.01	—
X ₁ X ₂	0.19	—	—
Decomposition of R ²		0.05	0.14
Percentage in predict variance		26.32%	73.68%

From TABLE5 we can see from the regression equation for teachers' organizational citizenship behavior that perception of organizational justice contributed 26.32% while job burnout contributed 73.68% of the explained variance. Teachers' job burnout has a greater predictive effect on organizational citizenship behavior compared to perception of organizational justice.

TABLE3's data also showed that three lower factors were prominent predictors of teachers' perception of organizational justice; however, the extent of their relative importance was not clearly evident too. Using the method of advantage analysis, to explore their relative contributions. The results are shown in TABLE 6. TABLE 6's data indicated that passion burnout contributed 50% to the explained variants, which was the largest. It is followed by self-effectiveness burnout with a contribution of 38.46%. Energy burnout contributed only 11.54%.

Table 6. Passion Burnout, Energy burnout, and Professional self-effectiveness burnout's Relative Contribution towards the Prediction of OCB.

Variables included in equation	R ²	X ₁	X ₂	X ₃
--	0	.21	.08	.16
X ₁ (Passion Burnout)	.21	--	.00	.02
X ₂ (Energy burnout)	.08	.13	--	.08
X ₃ (Professional self-effectiveness burnout)	.16	.07	.00	--
X ₁ X ₂	.21	--	--	.03
X ₁ X ₃	.23	--	.01	--
X ₂ X ₃	.16	.08	--	--
X ₁ X ₂ X ₃	.24	--	--	--
Decomposition of R ²		.13	.03	.10
Percentage in predict variance		50.0%	11.54%	38.46%

4. Discussion

From the present study, we can find that teachers' sense of procedural justice has a prominent positive predictive effect on organizational citizenship behavior, but the predictive function of distributive justice is not prominent. That is, the fairer teachers feel about procedural justice in schools, the more organizational citizenship behavior they will perform. While investigating the relationship between enterprises' perception of organizational justice and organizational citizenship behavior, many researchers have found a positive relationship between employees' perception of organizational justice and their organizational citizenship behavior (Organ, 1988; Dittrich, 1979; Moorman, 1991; Farh, 1997; Karriker & Williams, 2009). Peng and Zhang's (2007) study showed that the dimensions of college administrators' organizational citizenship behavior were significantly correlated with the dimensions of organizational justice. Wang (2008) research shows that

both procedural and distributive justice are significantly and positively related to different factors of organizational citizenship behavior. Our findings are consistent with their conclusions. According to Adam's equity theory, injustice occurs when a person figures out that the proportion of what he or she gains to what he or she does is different from that of others. Thus, he or she may try to keep the proportions at a fair level, and the injustice one feels may affect his or her work or their motivation of action. In Organ's view, organizational citizenship behavior is the counterpoint to a balanced corporation's injustice. If the payment an organization gives to its staff exceeds their labor input, then the staff may work harder or even do extra work to earn compensation for the organization. On the contrary, when employees are treated unfairly, they may take negative actions, such as slacking off, cutting corners, perfunctory work, slander and defamation. On the contrary, when employees are treated unfairly, they may take negative actions, such as slacking off, cutting corners, perfunctory work, slander, defamation, etc. People do this in order to contribute as little as possible and seek mental balance. There is no doubt that perception of organizational justice is a prominent predictor variable of employee organizational citizenship behavior. However, this research revealed that only the sense of procedural justice had a prominent positive predictive effect on teachers' organizational citizenship behavior, while the sense of distributive justice did not have such a significant effect, which may be due to the sample of teacher groups. As intellectuals, teachers put more emphasis on the justice of organizational procedures. For them, organizational procedures are acceptable only if the procedures for assessment and distribution are fair, even though the results are not conducive to themselves. This is because these procedures are like a group of formulas, while the results of the distribution are the operational results of the formulas based on the evaluation, calculation and operation of the correct formulas and assessments. The research shows that teachers' job burnout has a prominent mediating effect on perception of organizational justice and organizational citizenship behavior, especially passion burnout and professional self-effectiveness burnout. Cropanzano, Rupp and Byrne (2003) proved that emotional exhaustion has a prominent negative predictive function. Kahill (1988) found that job burnout had a prominent negative effect on job involvement and organizational commitment in one of his longitudinal studies. Elloy (1991), Diefendorff (2002) and others have also proved that job burnout has a significant negative effect on job involvement. Chiu and Tsai (2006) further discovered that job involvement had a prominent mediating effect on restaurant servers' job burnout and organizational citizenship behavior. Maslach et al. (2001) regarded job involvement and job burnout as two poles of a three-dimensional continuum. Among these, job involvement is characterized by energy, involvement, and effectiveness, while these three aspects are just the opposite of emotional exhaustion, depersonalization, and lack of personal accomplishment. Since job involvement can be regarded as the opposite of job burnout and a prominent predictive variable of organizational citizenship behavior, then can job burnout affect organizational citizenship behavior directly or indirectly? In Kahn's (1990) eyes, roles of self and job are actually in a dynamic and mutual transformation process: when job involvement is high, individuals will put their energy into the role behavior, and they are even glad to do work that is outside the job role. On the contrary, when job involvement is low or when there is job burnout, individuals tend to draw themselves out of the job role. From this, we can conclude that job burnout is not good for the generation of behaviors out of the job role. That is to say, job burnout affects organizational citizenship behavior. When people are under job burnout, it is easy for them to become tired, impatient, touchy, nervous, or some other emotionally exhausted. Conversely, Schaufeli (2002), and Xu and Shi (2003) argued that when individuals are under job involvement, they are full of energy, absorption, and devotion. They enjoy the process and experience happiness and passion. When employees are in a positive mood, they tend to experience organizational justice and are willing to perform extra-role work behavior or organizational citizenship behavior (Bachrach & Jex, 2000; Belinda, Messer, & White, 2006). Undoubtedly, job burnout has a mediating effect on perception of organizational justice and organizational citizenship behavior, and the results of this study support the above theoretical exploration.

From this study we can also find that the gender factor has a positive predictive effect on teachers' organizational citizenship behavior. 1 stands for males and 2 stands for females. The results showed that female teachers tend to have organizational citizenship behavior ($\beta_{\text{gender}}=0.11, p<0.01$), which is consistent with Kidder's (2002) study. Kidder's study showed that gender has a prominent effect on organizational citizenship behavior. Female employees were more tend to perform organizational citizenship behavior. The results of this study were based on data collected from a sample of 857 teachers from 21 secondary schools in Chongqing. It may have limitations and cannot infer to the whole group of teachers. Secondly, with the overall analysis of perception of organizational justice and job burnout, there is no further investigation of the effects of perception of organizational justice and job burnout on each of the three subfactors of organizational citizenship behavior. As a result, it may simplify or lose information on the dependent variable, which makes it difficult to conduct a comprehensive and in-depth analysis. In future studies, we should go further to inspect the effects of perception of organizational justice and job burnout on the subfactors of organizational citizenship behavior and their relationships.

5. Conclusion

This study explored how teachers' perception of organizational justice and job burnout influenced organizational citizenship behavior and revealed the mediating effect of teachers' job burnout between perception of organizational justice and organizational citizenship behavior. The results showed that: (1) Procedural justice had a significant positive correlation with teachers' organizational citizenship behavior and was a positive predictor of teachers' organizational citizenship behavior. (2) Teachers' job burnout had a prominent negative effect on their organizational citizenship behavior and was a prominent negative predictor of teachers' organizational citizenship behavior. (3) Teachers' job burnout had a partially mediating effect in the relationship between teachers' perception of organizational justice and organizational citizenship behavior, especially the effects of passion burnout and professional self-effectiveness burnout .

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Appendix I: A questionnaire of teachers' perceptions of organizational justice

Instruction: There are some descriptions about the information of your school. If your school has never been the same as what is described in the item, please tick the item with "1", and so on. There is no wrong or right to your answers, but you have to finish every item according to your true feeling. Thank you for your cooperation!

1=never like this, 2=seldom like this, 3=sometimes like this, 4=often like this, 5=frequently

1. I have right to take part in the formulation of any allocate decision made by my school.
2. The allocation decision made by my school is fair to everyone.
3. The allocation plan of my school is open and transparent
4. The policy of distribution in my school is depended on one's performance.
5. My school will give my work performance an objective and fair evaluation.
6. My school pays me fairly.
7. My school gives me task assignment fairly.
8. My school distributes duty to me fairly.
9. My school provides me the chance to promote fairly.
10. My school pays me fairly according to my work.
11. The housing distribution of my school is fair.
12. Generally speaking, my school treats me fairly.

Appendix II: Inventory of Teachers' Organizational Citizenship Behavior

Instruction: There are some descriptions about your work performance. If the description in one item turns out to be the very reverse of your true feeling, please tick the item with "1", which stands for "disagree completely", and so on. There is no wrong or right in your answers, but you have to finish every item according to your true feelings. Thank you for your cooperation!

1=disagree completely, 2=agree a little of it, 3=agree more than a little, 4=agree most of it, 5=agree completely

1. You are willing to stand out to safeguard your school's fame.
2. You always desire to tell others the good news of your school.
3. You often take part in all kinds of activities (you don't have to take part in them) organized by your school.
4. You often give good advice to make the work of your school better.
5. You would like to help new teachers to fit themselves in the working surroundings.
6. You would like to help your colleagues solve the work-related problems.
7. You are willing to share your colleagues' workload when necessary.
8. You play an important role in dealing with your colleagues' conflict.
9. You can obey the rules and regulations of your school even when no one is watching you.
10. You treat your work seriously and seldom make mistakes.
11. You don't mind accepting the new tasks or challenges.
12. You are trying your best to improve the quality of your teaching work.
13. You can often go to school and get into your work immediately.
14. *In order to expand your personal influence and get your personal interest, you will disobey the rules and regulations of your school and make bad influence to the interpersonal relationship.
15. * You satisfy your personal desire by using your position.
16. *You pursue fame and fortune, do not listen to criticism or advice and try your best to pursue personal interests.
- 17.*You always speak ill of others behind their backs to higher authorities and colleagues.

18.*You do your own thing during working time.

19.*You do your own thing by using school resources.

20.*You usually find excuses to ask for sick leave.

(Note: the items marked with "*" are scored in reverse order)

Appendix III: A Questionnaire of Teachers' Job Burnout

Instruction: There are some descriptions on your feeling about your work in the past one month. If what is described in one item turns out to be the very reverse of your true feeling, please tick the item with "1", which stands for "disagree completely". and so on. There is no wrong or right in the answers of the questionnaire. Please finish every item according to your true feelings. Thank you for your cooperation!

1=disagree completely, 2=agree a little of it, 3=agree more than a little, 4=agree most of it, 5=agree completely

1. I feel a little frustrated for my work.
2. *I can efficiently solve my work problem and the questions raised by students.
3. *I can easily understand my students' feelings.
4. *In my work, I can calmly deal with the problems caused by emotional conflict.
5. Now, I don't like my profession as much as when I just began to work as a teacher.
- ~~6.~~ I feel I have worked too hard for my job.
7. I think that as a teacher, I gradually have a feeling of indifference in communication.
8. *I feel very happy to be with my students.
9. *Working every day makes me feel very happy.
10. Every morning, when I get up and think of the whole work of the day I have to finish, I will feel listless.
11. I often feel that I don't like the students to contact me, though I know I shouldn't have that kind of attitude.
12. I often feel exhausted after the work of a whole day.
13. *I feel the work I am doing is interesting and important.
14. *to me, my job is attractive and will become more attractive to me.
15. I often feel my workload is very heavy and that makes me exhausted.
16. I feel that I am not as passionate as before for my teaching.
17. I think my work has made me exhausted.
18. I often feel exhausted by the work of teaching and class management.
19. Staying with students all day long really makes me feel tired.
20. I don't like to teach those rebellious students.
21. After several years of teaching work, I am not as enthusiastic as before when facing with people and things.
22. The work of facing students directly gives me too much pressure.
23. *I don't think being a teacher is a tired job.
24. Compared with the days when I just became a teacher, I find that I am becoming a person who is not as free as before and easier to worry about personal gains and losses.
25. Sometimes I feel I am too tired to face my work of teaching.
26. *In the work of teaching, I have completed a lot of meaningful work.
27. *after one-day-long work with my colleagues and students, I will feel very happy.
28. When I face the students' problems, I often have no idea about what to do.

(Note: the items marked with "*" are scored in reverse order; the questionnaire is made by Wang X C, Zhang Y, Gan Y Q, Zhang Y.(2005). Development of job-burnout inventory for middle school teachers(in Chinese)

