

Influence of Teachers' Organizational Justice on Teachers' Anomie Behaviors: The Mediating Effect of the Psychological Contract Breach

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Abstract. In order to explore the relationship between teachers' perceived organizational justice and teachers' anomie behavior in primary and secondary schools and the mediating role of the psychological contract breach, this study investigated 350 primary and secondary school teachers by the questionnaire. Results showed that: (1) teachers' perceived organizational justice negatively predicted their psychological contract breach and anomie behavior; (2) teachers' psychological contract breach positively predicts their anomie behavior; (3) psychological contract breach plays a completely mediating role between perceived organizational fairness and teachers' anomie behavior. Conclusion: Psychological contract breach of teacher plays a mediating role between perceived organizational justice and anomie behaviors.

Keywords: Organizational justice; psychological contract breach; teachers' anomie behavior; primary and secondary school's teachers.

1. Introduction

With the development of economy and the progress of society, great changes have taken place in China. At the same time, the moral concept, psychological state and behavior mode of all social members have changed in the social transformation period. As a main body in the process of school education, teachers have their own subjective attitudes like employees in other organizations. They have their own unique knowledge and understanding of teacher's job and have a set of their own personal work behavior. Teachers' subjective feelings directly affect their work behavior and attitude towards students, and exert a subtle influence on students' development. Nowadays, however, there is no in-depth research on some behavioral problems in teachers' teaching process, such as teacher misconduct, teacher misbehavior, teacher anomie behavior, etc.

At present, a few researches have described the phenomenon of teacher anomaly, and believed that teacher misconduct is increasing [1]. Scholars have explained this phenomenon from different perspectives [2]. But there has been a lack of research on the formation mechanism of teacher abnormal behaviors. Based on the theory of social equity and organizational behavior, this study will explore the psychological mechanism, in order to effectively prevent and rectify teachers' abnormal behaviors.

2. Questions and Hypothesis

2.1 Concept of Teachers' Anomie Behaviors

"Anomie" was originally understood as the absence or lack of social norms. Teacher anomie behavior is understood as "abnormal behavior" within the scope of teachers' professional norms, and is the behavior and means that do not meet the requirements of social norms in teachers' educational behavior [3]. This study considers teacher anomie behavior as a kind of counterproductive behavior. This is because both teachers' anomie behavior and counter-productive behavior are not only regarded as deviant behaviors, but also have great similarities in the specific behaviors contained in the two behaviors. by researchers, Therefore, this study regard teachers' offensive behavior, misconduct and misbehavior as a kind of counter-productive behavior in teachers' work. Teacher anomie behaviors are a kind of deviant behavior of teachers and a kind of counter-productive behavior of teachers. In

this paper, teacher anomie behaviors are regarded as a kind of teacher's job performance, which is opposite to teacher's organizational citizenship.

2.2 Organizational Justice, Psychological Contract Breach and Teachers' Anomie Behaviors

Organizational fairness has always been one of the hot issues in the study of organizational behavior [4]. Adams first studied perception of organizational justice, emphasizing the equivalence between individual input and output [5]. Greenberg defines it as an individual's perception of the degree of fairness in the organizational environment [6], and the subjective consciousness and psychological experience of individual employees [7].

Previous studies have shown that counterproductive behaviors have an impact on deviant behaviors, workplace deviant behaviors, aggressive behaviors and retaliatory behaviors [8]. Greenberg's Experimental research demonstrate that organizational justice has a significant impact on employee theft behavior [9]. In this paper, teacher anomie behavior is defined as counterproductive behavior, and hypothesis 1 is proposed: perceived organizational justice negatively predicts teacher anomie behavior.

Previous studies have shown that the main causes of psychological contract breach include intentional breach of contract, inability to fulfill and inconsistent understanding of commitment by both parties [10]. Therefore, organizational fairness plays an important role in the formation of psychological contract. The root cause of the break of psychological contract is the unfulfilled or under fulfilled promise, which is essentially caused by the unfair treatment of employees in the organization [4]. Empirical research also shows that there is a significant negative correlation between organizational equity and psychological contract breach [11]. Therefore, hypothesis 2 is proposed: perceived organizational justice negatively predicts the psychological contract breach of teachers.

In recent years, more and more scholars have become interested in and conducted a large number of relevant researches on psychological contract breach caused by not abiding by the psychological contract between employee and organization. It is found that psychological contract breach is negatively correlated with job satisfaction, organizational commitment, trust, organizational citizenship behavior and performance, and positively correlated with absenteeism and resignation intention [12]. Therefore, the severity of psychological contract breach \have a certain impact on employees' counterproductive behavior, that is, the lower the degree of psychological contract is breach, the more obvious the intention of employees' counterproductive behavior is [13]. Therefore, hypothesis 3 is proposed: psychological contract breach positively predicts teacher anomie behavior.

2.3 Mediating Effect of Psychological Contract Breach

According to social exchange theory, employees who benefit from the organization will show positive and beneficial behaviors to the organization in return. On the other hand, the persecuted by the organization or inappropriate treatment of employees, attempts to show the adverse to the organization, and to retaliate and counter [14]. Psychological contract breach is the result of the psychological comparison between the organization's promise and its actual income, and the cognitive evaluation of the content and degree of fulfillment of contract [15]. Psychological contract breakdown occurs when an organization is unable or unwilling to perform its promised responsibilities. In order to restore fairness and express inner dissatisfaction, employees will punish the other party's violation by implementing counterproductive behaviors [12].

Existing studies have also proved that the breakdown of psychological contract plays a mediating role when organizational variables affect employees' counterproductive behaviors. For example, psychological contract breach plays a mediating role between organizational political perception and organizational counterproductive behaviors [12]. Therefore, hypothesis 4 is proposed: psychological contract breach plays a mediating role between perceived organizational justice and teacher anomie behavior of primary and secondary school teachers.

3. Method

3.1 Participants

This study selected 350 teachers from primary and secondary schools as participants. 146 male teachers (42%) and 204 female teachers (58%); 312 married (89%) and 38 unmarried (11%); 46 participants with junior college education (13%), 250 with undergraduate education (71%), 54 with graduate education or above (16%); There were 131 primary school teachers (37%), 137 middle school teachers (39%) and 82 high school teachers (23%).

3.2 Instruments

3.2.1 Measurement of Organizational Justice

The scale of perceived organizational justice designed by Colquitt (2001) [16] was used, in which there were 20 items, including four factors. The higher the score, the higher the perceived organizational fairness is. The alpha coefficient of the scale in this study was 0.928.

3.2.2 Measurement of Psychological Contract Breach

Psychological contract breach scale developed by Robinson and Morrison (2000) [17] was used, with a total of 5 items. Some questions are scored in reverse. The higher the score, the worse the perceived breakdown of psychological contract. In this study, the alpha coefficient of the scale was 0.762.

3.2.3 Measurement of Teachers' Anomie Behavior

The scale of teacher anomie behavior for primary and secondary school teachers compiled by Wei (2013) [18] was used, containing three dimensions and a total of 16 items. Using the 5-point Likert scale, the higher the score, the more serious teacher misconduct. In this study, the alpha coefficient of the scale was 0.967.

3.3 Procedure

Group testing was used. Participants were asked to fill in the questionnaire anonymously. SPSS22.0 was adopted for data statistical analysis.

4. Results

4.1 Test of Common Method Bias and Multi-collinearity

The Harman single factor method was used to test the common method bias. Exploratory factor analysis was conducted on all items of organizational justice scale, psychological contract breach scale and teachers' anomie behaviors scale. The unrotated factor analysis showed that the first principal component explained 14.91% of the total variance variation, less than the threshold of 40%. This result indicates that there is no serious common method problem in this study [19].

4.2 Descriptive Statistical Analysis

SPSS22.0 was used to analyze the original data, and the mean, standard deviation, pearson correlation coefficient. The statistical results of relevant variables were shown in table 1.

Table 1. Results of Descriptive Analysis

	<i>M</i>	<i>SD</i>	Organizational Justice	Psychological Contract Breach
Organizational Justice	3.604	0.817		
Psychological Contract Breach	2.361	0.734	-0.605**	
Teachers' Anomie Behaviors	1.359	0.661	-0.222**	0.354**

** . Correlation is significant at the 0.01 level (2-tailed).

As shown in table 1, (1) the correlation coefficient between perceived organizational justice and psychological contract breach was -0.605 ($p < 0.01$), showing a significant negative correlation. (2) The correlation coefficient between psychological contract breach and teacher anomie behaviors is 0.354 ($p < 0.01$), showing a significant positive correlation. (3) The correlation coefficient between perceived organizational justice and teacher anomie behaviors was -0.222 ($p < 0.01$), showing a significant negative correlation. The above results show that there is a correlation between variables, which can be further explored to test whether the mediating effect of psychological contract breach is significant.

4.3 Analysis of Regression

In order to control the influence of demographic variables on research variables, this study adopted hierarchical regression analysis and variable centralization. The first layer is demographic variables (gender, age, education background, teaching age, professional title, school type), and the second layer is the centralized research variables. The results of each regression analysis are shown in table 2.

Table 2. Results of Regression Analysis

	Dependent variable	Independent variable	<i>F</i>	<i>R</i> ²	ΔR^2	β
Model-1	Teachers' anomie behaviors	Demography variables	5.163**	0.087	0.087**	—
		Organizational justice	7.141**	0.134	0.047**	-0.221**
Model-2	Psychological contract breach	Demography variables	1.235	0.022	0.022	—
		Organizational justice	27.988**	0.378	0.356**	-0.608**
Model-3	Teachers' anomie behaviors	Demography variables	5.163**	0.087	0.087**	—
		Psychological contract breach	11.871**	0.205	0.118**	0.346**

** . Correlation is significant at the 0.01 level (2-tailed).

The results in table 2 show that: Model 1 indicates that the standardized regression coefficient of organizational justice perception on teacher anomie behaviors is negative ($\beta = -0.221$, $p < 0.01$). Thus, hypothesis 1 of the study was verified: organizational justice negatively predicted teacher anomie behavior. Model 2 indicates that the standardized regression coefficient of organizational justice perception on psychological contract breach is negative ($\beta = -0.608$, $p < 0.01$). Thus, hypothesis 2 of the study was verified: organizational justice negatively predicted teachers' psychological contract breach. Model 3 indicates that the standardized regression coefficient of psychological contract breach on teacher anomie behaviors is positive ($\beta = 0.346$, $p < 0.0$). Thus, hypothesis 3 is verified: psychological contract breach positively predicts teacher anomie behavior.

4.4 Test of Mediating Effect

According to the suggestions of Wen et al. [20], there is a significant correlation among organizational justice perception, teacher anomie behavior and psychological contract breach (see table 1), which is consistent with the premise of testing the mediating effect. Then, stepwise regression method is used to test the mediating effect of psychological contract breach, as shown in table 3 and figure 1.

As shown in table 3, Step 1 shows that perceived organizational justice significantly negatively predicts teacher anomie behavior ($c = 0.221$, $p < 0.01$). However, when the variable "psychological

contract breach" was added in step 3, the prediction of organizational justice on teacher anomie behavior was no longer significant ($c' = -0.016, p > 0.05$), and only the regression coefficient of psychological contract breach on teacher anomie was significant ($b = 0.337, p < 0.01$). Meanwhile, the regression coefficient of perceived organizational justice on psychological contract breach was also significant ($a = -0.608, p < 0.01$). The results indicated that psychological contract breach plays a completely mediating role between perceived organizational fairness and teachers' anomie behavior. Therefore, hypothesis 4 of the study has been verified: Psychological contract breach plays a mediating role between the organizational justice of primary and secondary school teachers and their anomie behaviors.

Table 3. Results of Mediating Effect Test

	Dependent Variable	Independent Variable	F	R ²	Regression coefficient
Step1	Teachers' Anomie Behaviors	Organizational Justice	7.141**	0.134	$c = -0.221^{**}$
Step2	Psychological Contract Breach	Organizational Justice	27.988**	0.378	$a = -0.608^{**}$
Step3	Teachers' Anomie Behaviors	Psychological Contract Breach	10.365**	0.205	$b = 0.337^{**}$
		Organizational Justice			$c' = -0.016$

** . Correlation is significant at the 0.01 level (2-tailed).

Therefore, focusing on teacher anomie behavior, this study explored the influence of perceived organizational justice on teacher anomie behavior from the perspective of social exchange theory, and examined the mediating effect of psychological contract breach. The results indicate that psychological contract breach of teacher plays a mediating role in the relationship between perceived organizational justice and teacher anomie behaviors.

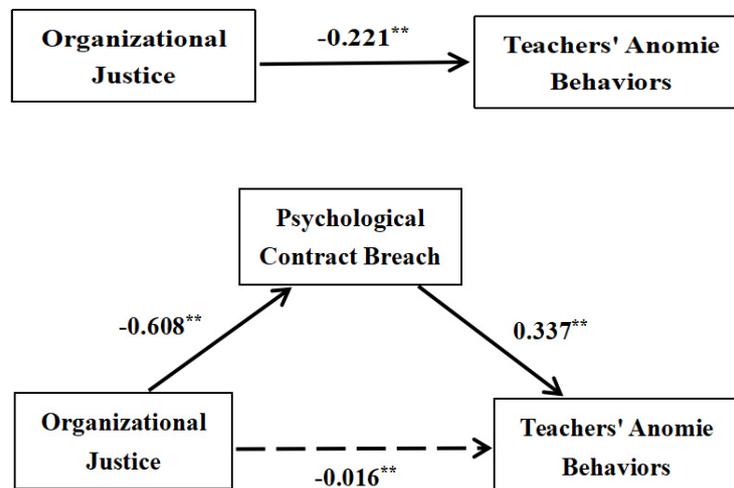


Fig. 1 the mediating effect of psychological contract breach

5. Discussion

5.1 Relationship between Organizational Justice and Teachers' Anomie Behaviors

The results of this study show that there is a significant negative correlation between the organizational justice of primary and secondary school teachers and the organizational justice of primary and secondary school teachers can significantly predict the anomie behavior of teachers. This result is like the existing research results, that is, perceived organizational justice has a significant

negative impact on counter production behavior [21, 22]. Therefore, in this study, the higher perceived organizational justice of teachers is, the less likely it is to produce teacher anomie behavior.

5.2 Relationship between Organizational Justice and Psychological Contract Breach

Organizational equity has an important impact on psychological contract of employees. This study proves that there is a significant negative correlation between organizational justice and psychological rupture of teacher, and their organizational justice can significantly predict psychological contract breach of them. Existing studies have not only verified that organizational justice has a significant impact on psychological contract breach of employees [23], but also that distributive justice and procedural justice have a significant negative impact on psychological contract breach [24].

Therefore, this study indicates that teachers with a higher sense of organizational justice will have a relaxed and happy mood in the process of work, and thus experience less psychological contract breach.

5.3 Relationship between Psychological Contract Breach and Teachers' Anomie Behaviors

As employees perceive the breach of psychological contract, the tendency of employees to produce counterproductive behaviors will be strengthened [13]. The results of this study also confirm the impact of psychological contract breach on teachers' counterproductive behavior, that is, psychological contract breach has a significant positive correlation with teacher anomie behavior and positively predicts teacher anomie behavior.

This shows that teachers have less psychological contract breach in the process of work, which will reduce the occurrence of teacher anomie behavior; On the contrary, if there is a strong breach of psychological contract, it will lead to more teacher anomie behavior.

5.4 The Mediating Role of Psychological Contract Breach

Through data analysis, the results of this study indicate that psychological contract breach plays a completely mediating role between organizational justice perception and teacher anomie behaviors. This shows that organizational justice is an important factor affecting teacher's anomie behavior, and it can also indirectly affect teacher's anomie behavior through teacher's psychological contract.

This study reveals an important psychological phenomenon, that is, organizational fairness not only affects employees' behavior, but also affects employees' psychological expectation and commitment to the organization. When teachers realize that organizations are unfair, they will break their psychological contract, and then affect their work behavior, showing an increase in anomies.

Therefore, the results of this study suggest that we should not only focus on the intervention of teachers' sense of organizational justice, but also pay attention to the level of psychological contract breach of primary and secondary school teachers when we focus on teachers' misconducts in the future.

5.5 Limitations and Future Directions

Improper behaviors of primary and secondary school teachers in the process of work not only damage the image of themselves and discredit the school, but also bring harm to the education level of the school, interfere with the normal education and teaching order of the school, and affect the physical and mental health of students. This study examined the relationship between teachers' organizational justice and teacher misconduct. That provided a basis for educational departments to formulate relevant policies on teacher misconduct.

However, there exist many problems in this study. The sample is not representative enough. Only three areas such as Zaozhuang city, Jinan city and Linyi city were investigated in Shandong province. These deficiencies are expected to be improved in the future research. Since there are not many researches on teacher anomie in China at present, this study USES a self-designed questionnaire to measure teacher anomie. Therefore, the scale of teacher anomie needs to be further tested in future studies. This study verifies the influence mechanism of organizational justice and psychological

contract breach on teacher anomaly. In the future, it is necessary to explore the factors that affect teacher anomaly and promote more systematic research on teacher anomaly.

6. Conclusion

Organizational justice perception of primary and secondary school teachers negatively predicts teachers' psychological contract breach and anomie behaviors, while their psychological contract breach positively predicts teachers' anomie behaviors. Psychological contract breach of primary and secondary school teachers plays a completely mediating role between organizational justice and teachers' anomie behaviors.

Acknowledgements

This paper is a phased outcome of the Humanities and Social Sciences Planning Fund Project of Ministry of Education in China (Project No.15YJA880075).

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