



IMPACTS OF PERCEIVED JUSTICE, WORKPLACE FUN ON INNOVATIVE WORK BEHAVIOR AND JOB PERFORMANCE OF LECTURERS AT UNIVERSITIES IN HO CHI MINH CITY

Nguyen Thi Kim Ba^{1*}, Le Thi Thanh Truc¹, Tran The Nam¹, Ho Thi Thanh Thuy¹, Chau My Chi¹

¹University of Finance – Marketing

ARTICLE INFO	ABSTRACT
<p>DOI: 10.52932/jfm.vi3.363</p> <p><i>Received:</i> February 2, 2023</p> <p><i>Accepted:</i> May 6, 2023</p> <p><i>Published:</i> June 25, 2023</p> <p>Keywords: Innovative work behavior; Job performance; Perceived justice; Workplace fun.</p>	<p>Innovative behavior, which is primarily leading to the enhancement of lecturer performance, is an ongoing process that lecturers embrace when being assigned the strategic role in enhancing education quality. An effectively operating performance process is crucial, considering the challenging and demanding nature of the teaching profession. Drawing on organizational theory and theory of planned behavior, authors propose that when teachers have fun at work and perceive different forms of justice in their institutions, they will feel more respected, energetic and tend to produce higher levels of innovative behavior and better performance in their job. To assess the study hypotheses, data were collected from 152 lecturers who work in public universities in Ho Chi Minh City and analyzed using Partial least squares structural equation modeling (PLS-SEM). The results show that “job performance” of lecturers is only affected by “workplace fun” while “innovative work behavior” is positively influenced by the two factors “perceived justice” and “fun at work,” and lecturers’ innovation is in turn positively related to their job performance. In theory, accepted hypotheses support organizational theory and the theory of planned behavior. In practice, university authorities should provide more fun at the workplace for lecturers. Moreover, justice must be maintained and improved in organizations.</p>

*Corresponding author:

Email: [Email: ntk.ba@ufm.edu.vn](mailto:ntk.ba@ufm.edu.vn)

1. Introduction

It is undeniable that an educational institution always has a set of objectives that must be accomplished in retaining and boosting the organization's development as well as its survival. In such circumstances, it is a high priority to strengthen the essential role of staff's job performance. In fact, the innovation and performance of lecturers should be maximized in order to fulfill the school's aims and contribute significantly to its development. In recent years, university autonomy has received much attention in Vietnam as a significant aspect in enhancing lecturers' creativity and teaching performance (Luong Van Ha, 2022). However, due to several challenges, university autonomy in Vietnam is hampered by a number of problems (Education Media Center, 2020), limiting lecturers' innovation and work effectiveness. While waiting for a better framework for university autonomy, university administrators must examine other approaches to foster academic staff creativity and efficiency in job performance. One of an organization's platform functions could be listed as fun workplaces which produce positive organizational outcomes (Karl et al., 2005). It is a highly debatable topic discussed by Belkin (2007) that a considerable determinant in choosing a job is having coworkers who "make work fun". In a similar vein, fun tasks and interactions with coworkers were shown to be important indicators of candidate attractiveness (Tews et al., 2012). Likewise, encouraging innovative work behavior of its employees is essential for firms to remain competitive and become more innovative (Agarwal, 2014). Employee behavior that promotes the production and execution of new ideas is desirable because it leads to organizational-level innovation, which is required for organizational success, effectiveness, competitive advantage, and long-term survival (Shanker et al., 2017).

Accordingly, certain performance-oriented approaches are routinely adopted in education with the goal of enhancing teaching efficiency and effectiveness. While Jayus (2021) asserted that teacher performance is related to interactional justice but not affected by distributive and procedural justice, Sofiyan et al. (2022) demonstrate that organizational culture has a considerable and favorable impact on creative work behavior, leading to teacher performance to a certain extent. Issues arising at work, mismatches, and discontinuities that people confront in the job and are identified as psychological triggers that frequently generate innovative ideas, which in turn result in expenses being incurred by teachers who are participating even with the aim and purpose of producing and providing benefits (Qi et al., 2019). The above-listed research asserted that the way teachers are treated and perceive organizational culture making them enjoy their work resulting in better job performance has grown manifoldly. Nevertheless, teacher innovation and performance are influenced by several factors and are just implemented in contexts of schools in general. Moreover, the fact is proven in Klaijnsen et al., (2017) study that "teachers' intrinsic motivation for their job which only focuses on a few psychological constructs that might positively influence teachers' innovative behavior" stimulates the necessity to examine other motivational aspects, organizational factors as well as their mutual relationships in order to contribute to teachers' innovative behavior and promote their performance.

Consequently, as an attempt to contribute to the literature of performance research by examining some previously unexplored relationships between some fundamental antecedents of job performance, this paper investigates not only the interrelated impacts of perceived justice and fun at work on innovative behavior but also examine the effects of these factors on job performance of lecturers at universities in Ho Chi Minh City.

2. Literature review and conceptual framework

2.1. Theoretical framework

Organizational theory

Examining the world of organizations and organizational relations has been increasingly intriguing and stimulating in recent years. Organizational theory, which attempts to unfold organizations and organizational relationships, has become an individualistic and substantial field that influences numerous aspects of our social life. For over a century, it has evolved into a unique social science subject that attempts to describe, explain, and analyze organizations and organizational interactions (Ilhan, 2020). Within the framework of organizational theory, organizational features, the organization's constituent groups and the relations between them and environmental developments can be extracted. In this context, we might state that organization theory cumulatively is considered and investigated the element, role, and behavior of human as a whole. It is critical to centralize organization theory in social theory by highlighting the relevance of the human factor in forming the organizational theory and management practices in which human action like interrelated behaviors when performing a task is referred to as a focal point in forming organizational structures.

Theory of planned behavior

Individuals' intentions to carry out a particularly certain behavior, an essential and central factor in the theory of planned behavior, are thought to take over the motivational variables that affect a behavior (Ajzen, 1991) 1985, 1987. The intentions indicate how hard individuals are inclined to try, of how much determination and strength they will plan to exert in their efforts, in order to execute the action. The theory of planned behavior is formed to describe the nature of these behavior-specific elements, anticipate, and explain the conduct of human beings in certain circumstances. In general, Ajzen (1991) states that the stronger

the intention to engage in the way they behave in particular situations, the more probably they should perform the actions. However, it should be noted that a behavioral intention may only be expressed in perming actions only if the conduct to be discussed is under volitional control, i.e., if the person can choose whether to perform the behavior.

2.2. The conceptualization of key variables & hypotheses

Job performance

Job performance has attracted significant attention from researchers, and it has been a prominent subject of study in organizational research since it is a decisive factor that businesses strive to enhance in order to accomplish their objectives (Jalalkamali et al., 2016). In fact, it is one of the most significant dependent variables and has been investigated extensively since a long time ago. Over the previous few decades, the definition of job performance has shifted dramatically, from the focus on employment and fixed tasks with more traditional viewpoint to a broader notion of work functions in a dynamic organizational framework (Ilgen & Hollenbeck, 1991). Rotundo and Sackett (2002) characterize performance as "those actions and behaviors that are under the control of the individual and contribute to the goals of the organization" (p. 66).

As being captured in previous literature, there has been much disagreement and argument over the precise definition of job performance, scholars have recently come to accept that it is best characterized as the way individual staff performs their jobs. From that standpoint, job performance is the efficacy of contributions that staff is conducive to organizational goals (Raza et al., 2017) and a firm's success is reliant on the breathtaking performance of its employees (Kian et al., 2014). A study conducted by these researchers confirmed that work performance among university teachers, which is entirely contingent on teaching staff's performance, is a crucial element for an effective education institute. If teachers perform their

job effectively, the overall development of the education system is reinforced.

Perceived justice

Organizational justice is viewed as a crucial concept in modern organizational management (Chen et al., 2015). In fact, it is not only a key feature contributing to the definition of employees' innovative work behavior but also a decisive element in the process of innovating products, beginning to apply new services and business policies. Several studies have shown the attempt to establish a relationship between justice perceptions and a number of organizational outcomes, such as organizational satisfaction, identification, commitment, and civic behaviors (Olkkonen & Lipponen, 2006). Based on their research with insights into hotels managers and the aspects of employees, it has been suggested that when employees perceive being treated fairly, they tend to exhibit multiple types of commitment, and these different types of commitment, in turn, affect organizational citizenship behaviors, thereby enhancing employees' efforts to promote the hotels' prosperity, well-being and performance. Therefore, human resource management practices should propose management methods that might be viewed as fair by employees, such as job descriptions, grievance procedures (related to procedural justice), remuneration and incentive schemes (distributive justice), and labor management engagement programs (interactional justice) (Aguiar-Quintana et al., 2020).

Organizations are extremely concerned with investigating the factors that may affect innovative work behavior such as organizational justice perceived by employees as constant innovation has become an essential source for organizational survival (Agarwal, 2014). Fundamentally, it is plausible to conclude that both justice and encouragement for creativity may play important roles in indicating agreement between professionals and their organizations in the value they work

for (Saether, 2019). In educational institutions, teachers will only engage in organizations if they believe the way in which they are treated fairly with various kinds of justice such as pay justice, interactive justice, distributive justice, or justice in procedure (Jayus, 2021). In fact, teachers will feel more obliged and enthusiastic if performance management is understood as a process that sticks firmly to the principles that are strictly conformed to the organizational system in human resources management. Furthermore, the levels of commitment to organizations are indicated emotionally and teaching staff feel less exhausted. As a result, encouraging work behavior that is new and original among their staff is an essential way for firms to become more innovative. However, if employees are not treated decently, it is exceedingly difficult to achieve innovative work behavior. Therefore, we propose the following hypothesis:

Hypothesis H1: Perceived justice is positively related to employees' innovative behavior.

In the context of human resources management, job performance is the outcome of employees' work in terms of both quality and quantity in accordance with formulated standards. Previous studies have found that how employees view their occupations has a significant impact on job performance (Grant, 2008); therefore, managers in the industrial sector should strive to improve job performance by concentrating on people rather than tasks and creating a friendly work environment that is characterized or accomplished by collaboration (Randall et al., 1999). Rotundo and Sackett (2002) conclude that if organizations ensure that employees whose efforts to conduct highly rated jobs and employees who perform well and productively are rewarded, it is leading to the result that the desired behaviors of employees are reinforced. Despite the research on responses to perceived fairness, only a few of them have included entire performance dimensions. A succession of research by Aguiar-Quintana et al. (2020) gives detailed insights

into the features of employees' perceived justice that promote the well-being and performance if it helps to increase employees' efforts. Thus, the hypothesis can be formulated as:

Hypothesis H2: Perceived justice is positively related to job performance.

Workplace fun

The various definitions of workplace fun have been approached to have insights into its necessity in organizations. One of them is clarified by Lamm and Meeks (2009) as “playful social, interpersonal, recreational, or task activities intended to provide amusement, enjoyment, or pleasure” (p.614). Secondly, Karl et al. (2007) added that workplace fun is “the extent to which a person perceives the existence of fun in their workplace” (p.415).

In terms of workplace fun's components, Karl et al. (2007) proposed a model of fun at work which embraced elements of attitudes toward fun, experienced fun, personality, emotional dissension, and associated repercussions. Experienced fun was defined as “the extent to which a person perceives the existence of fun in their workplace” (p. 415). Also, with the aim of searching for particular components of fun at work, the survey for members of the Society for Human Resource Management in the study of Ford et al. (2003) proposed the top three categories of activities that contribute to a fun work environment consisting of recognition of personal milestones (e.g. birthdays, anniversaries), social events (e.g. picnics, parties and social gatherings) and public celebrations of professional achievements (e.g. award banquets).

Organizations are exponentially regarding creativity as an asset. As a result, researchers have been increasingly interested in the organizational drivers and elements that may improve creative performance (Rhoades et al., 2001) perceived organizational support (POS). Not only organizational justice but also joyfulness at the workplace is considered essential components in defining innovative work behavior of employees. It is commonly

agreed that having fun at work has a direct influence on creativity (Redman & Mathews, 2002). These findings increasingly show that humor can be used to promote creative performance. Actually, fun at work may serve as a job resource providing break or rest period after work so that employees would be more engaged in their work. According to Bawuro et al. (2018), workplace happiness is one of the factors that have an effect on innovative behavior in a direct manner. Therefore, we propose the following hypothesis:

Hypothesis H3: Workplace fun is positively related to employee innovative behavior.

Rich et al. (2010) confirmed that performance outcomes that employees tend to capture in their organizations could be greater if the enhancement of their work is stated. Romero and Cruthirds (2006) revealed that sense of humor that is possessed by organization members as well as workplace fun foster a good environment in which ideas and information may be exchanged in an easy manner which, in turn, promotes job performance of staff like task performance or achieved requirement. It is further confirmed by Romero and Cruthirds (2006) while humor helps people to be open to innovative ideas, it also makes people feel at ease and makes them less likely to criticize latest ideas or mistakes. Hence, the following hypothesis is offered.

Hypothesis H4: Workplace fun is positively related to job performance.

Innovative work behavior

As stated by Saether (2019), organizational effectiveness, competitive advantage, and long-term survival are strengthened when organization-level innovation is considered as one of the main objectives and requirements that an organization aims at acquiring and employee behavior that promotes the production and execution of innovative ideas is sought. In a fast-changing world, innovative work behavior of employees set out as a competitive advantage that enterprises can prolong, take advantage of, and thereby reinforce their long-term achievement

and help them survive in a fiercely competitive environment (Abstein & Spieth, 2014). In the same vein, innovative work behavior is defined as the act of introducing, developing, adopting, and implementing new ideas that are performed by employees in their job role and appropriate for a favorable result of the group or organization (Momeni et al., 2014).

Though there is some disagreement about what exactly constitutes criteria for organizational performance, one widely accepted classification is that performance is a product of people's job behaviors (Dunlop & Lee, 2004) and includes all conceivable behaviors that are in favorable to the attainment of corporate goals (Griffin et al., 2007). Specifically, teachers who are open to new chances and willing to let conditions and processes change are more likely to succeed, and the degree of curiosity may undoubtedly influence innovative behavior (Messmann & Mulder, 2011). Every educator who conducts his or her work in an innovative manner has a direct and significant impact on their job performance. Shah et al. (2022) pointed out the fact that innovative work behavior is an essential basis for the accomplishment of organizations' goals effectively and efficiently in which work behavior that are novel and innovative will encourage improvements for better teacher performance. As a result, the following hypothesis is proposed:

Hypothesis H5: Employee innovative behavior is positively related to job performance.

3. Methodology

The mixed method, including the qualitative method and quantitative method, was used in this research. The authors used the qualitative method to find out research gaps, list the research question and identify the research model. The authors reviewed many previous studies from different databases and got experts' advice in human resource management.

In order to build the questionnaires, the authors referred to previous studies. Perceived justice, which was adopted from Moorman

(1991), was measured using 17 items, including the following features: 'formal procedure justice,' 'interactive justice,' and 'distributive justice.' The seventeen-item workplace fun scale was based on the study of Tews et al. (2014), which consist of 'fun activities,' 'coworker socializing,' 'manager support for fun,' and 'student socializing.' Regarding "job performance," the research of Nguyen et al. (2022) provided 5 items. Finally, employee innovative behavior was measured with six items based on the work of Sudibjo and Prameswari (2021). Firstly, the authors translated from English to Vietnamese all these items and then sent these indicators to experts to get their opinion and then build the draft of questionnaires. Then, the draft of the questionnaires was sent to a few lecturers to adjust the questionnaires again (if any). The response options for each measure were made on 7-point Likert-type scales ranging from anchored by 1 (either "strongly disagree" or "very poor") and 7 (either "strongly agree" or "excellent"). Authors have received many comments from experts and colleagues to complete the research scale.

In this study, judgmental sampling was used. First, the authors identify all lecturers at public institutions in HCM City who might be contacted to participate in the survey. These potential participants are further screened based on their gender, age, education level, teaching expertise, and working seniority. This technique yields a list of lecturers who need to be surveyed, which is more consistent and harmonious in terms of demographic aspects. A survey questionnaire was built using Google Forms and sent to lecturers who are faculty members in different higher education institutions in Ho Chi Minh City via email or Zalo account to collect primary data, which includes two stages: preliminary research and official research. Initially, 50 samples were collected as preliminary data and pre-tested to check the reliability and consistency of the questionnaire and see whether the questionnaire should be revised where necessary. Consequently, all the items in the questionnaire achieved reliability

and consistency. In the next step, an official survey was conducted to collect adequate responses.

In order to obtain a reliability level of 95%, a minimum number of 150 respondents was sought, which is a sufficient number to be

analyzed along with the use of the software SmartPLS (Cohen, 1992). The research model has two high-order constructs (perceived justice and workplace fun); therefore, partial least squares structural equation modeling (PLS-SEM) is useful for analyzing the data.

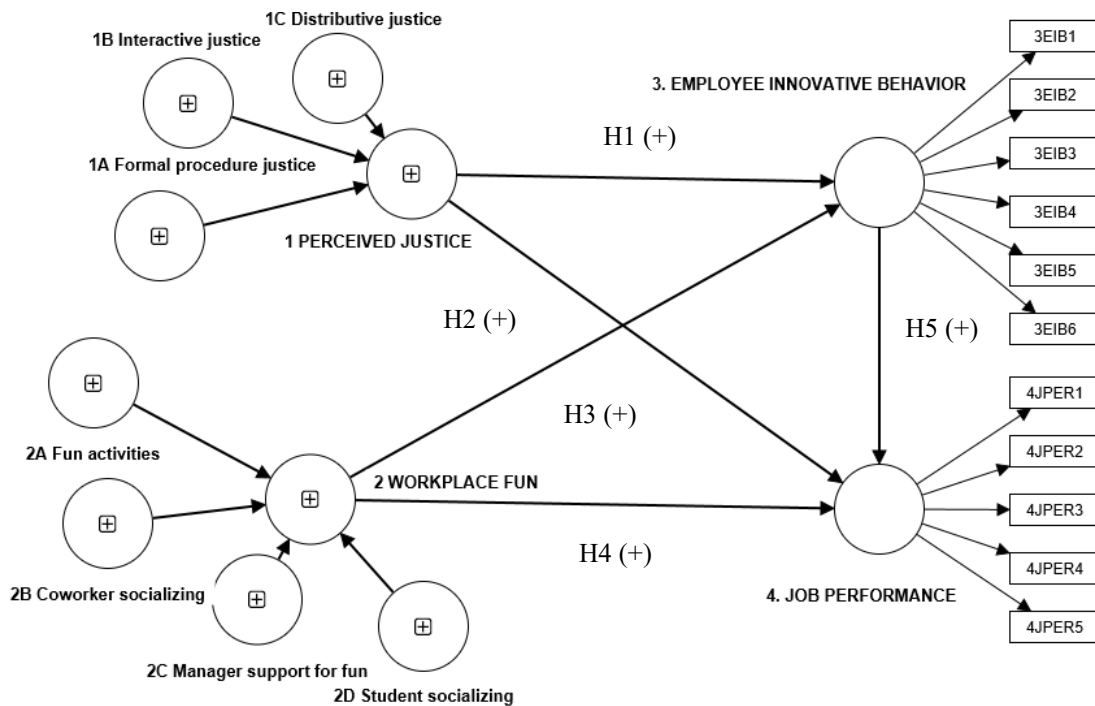


Figure 1. The proposed research model.

4. Results and Discussions

4.1. Respondents' profiles

The majority of the respondents were between 30 years old and 50 years old (92.76%) and had master's degree and above (96.05%) in which the percentage of lecturers who had more than 10 years of teaching experience was nearly seventy percent. The results of processing respondent data through questionnaires obtained respondent data (See *Appendix online 1*).

4.2. Results

As the model consists of two reflective-formative second-order constructs: "Perceived

justice" and "Workplace fun," the relationships between first-order constructs and their second-order constructs must be checked before to verify the measurement model and the structural model.

4.2.1. Evaluating the relationship between the second-order constructs and their first-order constructs

It is vital to understand that "Perceived justice" and "Workplace fun" are reflective-formative higher-order constructs. Therefore, the relationship between the second-order construct and its first-order constructs is assessed under the two steps:

Assessing the indicator reliability, internal consistency, convergent validity, and discriminant validity of first-order constructs.

The illustration of the results in the following table evaluates the indicator reliability, internal consistency, convergent validity, and discriminant validity of first-order constructs. (See *Appendix online 2*).

The value of outer loading is used for deciding which indicators in the research model should be kept or removed. According to Bagozzi et al. (1991), the indicators should be retained if the value of outer loading is higher than 0.7, and they should be dropped from the research model when its value of outer loading is lower than 0.4. However, the range of outer loading is from 0.4 to 0.7, and the indicator should be omitted only if the value of the composite reliability (CR) or the value of average variance extracted (AVE) is improved when the omission is opted (Hair et al., 2017). All items are kept in the research model. Moreover, with the fact that all Cronbach alpha CR values are higher than 0.7 and all AVE values are higher than 0.5, according to Hair et al. (2017), seven first-order constructs achieve internal consistency and have convergent validity.

Based on the fact that the HTMT ratio, which is listed (*See Appendix online 3*), is less than 0.850, the discriminant validity of all first-order constructs is confirmed (Henseler et al., 2015) such as partial least squares, the Fornell-Larcker criterion and the examination of cross-loadings are the dominant approaches for evaluating discriminant validity. By means of a simulation study, we show that these approaches do not reliably detect the lack of discriminant validity in common research situations. We therefore propose an alternative approach, based on the multitrait-multimethod matrix, to assess discriminant validity: the heterotrait-monotrait ratio of correlations. We demonstrate its superior performance by means of a Monte Carlo simulation study, in which we compare the new approach to the Fornell-Larcker criterion and the assessment of (partial.

Assessing the convergent validity, the collinearity issues, the significance, and relevance of the formative indicators of the second-order constructs (Perceived justice, Workplace fun)

With p-value of 5%, the maximum value of redundancy of “Perceived justice” and of “Workplace fun” are 0.880 and 0.820 (respectively), which is above the recommended threshold of 0.70, thus providing support for the formative construct’s convergent validity (Aguirre-Urreta & Mikko Rönkkö, 2018; Hair et al., 2017). Seven first-order constructs have VIF values lower than 5, and collinearity does not reach critical levels in the formative constructs (*see Appendix online 4*). All p values are less than 5%. Therefore, all seven first-order indicators have significance and relevance (see Table 1).

4.2.2. Assessment of the measurement model

Before assessing the hypotheses in the research model, verifying the fitness of two other constructs (Employee innovative behavior, Job performance) and their indicators is mandatory. The value of outer loading, Cronbach alpha, CR, and AVE in Appendix online 2 are used to check the reliability, consistency of indicators, and the convergence of these two variables. Moreover, based on the recommendations by Hair et al. (2017), all constructs achieve discriminant validity thanks to the HTMT ratio (*See Appendix online 4*).

4.2.3. Assessment of the structural model

Seven issues including collinearity issues, the acceptance of the hypothesis, the level of R^2 , the f^2 effect size, the Q^2 value, the predictive relevance q^2 , and the IPMA are needed to verify in the structural model.

Regarding the level of collinearity in PLS-SEM, the value of inner VIF is examined. Being illustrated in Appendix online 4, the VIF of the factors in the model ranges from 1.693 to 2.149, which is less than 5. As the widely accepted rule of thumb, it reveals that the model does not have collinearity issues (Hair et al., 2017).

Table 1. Hypothesis, coefficient values, f^2 values and q^2 values

Hypothesis	Coefficient	P Values	Conclusion	f^2	Level of effect	q^2	Predictive relevance
1A -> 1D	0.761	0%					
1B -> 1D	0.878	0%					
1C -> 1D	0.950	0%					
2A -> 2E	0.756	0%					
2B -> 2E	0.606	0%					
2C -> 2E	0.913	0%					
2D -> 2E	0.713	0%					
H1: 1D -> 3	0.259	0%	Accepted	0.075	Small	0.035	Small
H2: 1D -> 4	-0.120	32%	Denied	0.011	Small	0.007	Small
H3: 2E -> 3	0.491	0%	Accepted	0.270	Medium	0.121	Medium
H4: 2E -> 4	0.181	9%	Accepted	0.021	Small	0.009	Small
H5: 3 -> 4	0.468	0%	Accepted	0.162	Medium	0.074	Small

Due to the p-value, which is greater than 10%, only hypothesis H2 is denied. It means that in this study, “perceived justice” does not affect “job performance” of teachers while it does affect “innovative behavior” of the teachers who are respondents to the study questionnaire. Both hypotheses H1 and H3, which are accepted, mean that “perceived justice” and “workplace fun” have positive impacts on “employee innovative behavior”; however, it is clear that “workplace fun” has more significant impacts on “employee innovative behavior” than “perceived justice” as its coefficient value is more excellent (0.491 in compared with 0.259).

Besides, the researchers also try to answer the question on the appropriateness of the independent variables in explaining the change of the dependent variable. In the research model applying PLS-SEM, the value of R^2 is used in the assessment in which the higher the value R^2 is, the more predictive the research model is. It is agreed by most researchers that the predictive level of the research model being substantial, moderate, or weak is subsequent to the R^2 value of 75%, 50%, and 25%, respectively (Hair et al., 2017). In the research model, the two R^2 values of 47% and 29% (see *Appendix online 4*) reveal that independent variables explain the

movement of dependent variables moderately. It can be said that the suggested research model achieves parsimony. Furthermore, the two Q^2 values which are greater than 0 mean independent variables have predictive relevance for the dependent variables under consideration.

In order to verify the proposed research model, it is critical to evaluate the importance of each independent construct using f^2 value and q^2 value. The level of effects of each independent construct on a dependent construct in the research model is clearly presented in Table 1. The value of f^2 and of q^2 , such as 0.02, 0.15, and 0.35, respectively reflect small, medium, and significant effects of an independent construct with a dependent construct (Cohen, 1988).

Thanks to the chart IPMA (see *Appendix online 4*), it concluded that “Employee innovative behavior” is the most important factor which influences employee job performance, followed by “workplace fun” and “perceived justice”, respectively. All three constructs’ performance is over 50 and under 70 means that employees appreciate these constructs moderately, and authorities can provide better policies to increase workplace fun and justice perceived by employees and then their innovative behavior.

4.3. Discussions

The initial aim of conducting this study was to find out the impacts of different forms of perceived justice and fun at work on the innovative work behavior and job performance of teachers working in the higher education sector in Ho Chi Minh City. It was also intended to evaluate the positive relationship between innovative behavior in work and job performance of these respondents.

Being considered as the first consequence, “innovative work behavior” is positively influenced by the two factors “perceived justice” and “fun at work.” Accordingly, the results justified the point that teaching staff in higher education institutions will tend to display more positive work behavior if they positively perceive procedural, interactive, and distributive justice and have fun at work. Most importantly, these lecturers will be more inventive in their work behavior if they perceive more distributive justice and their superior management staff exhibit more support for fun at work because of its high coefficient effect values. Therefore, lecturers will be more involved in exploring, generating, and applying new ideas by practically implementing them in teaching and inspiring students if they perceive that they are treated fairly in terms of income and other forms of payment. This supports the claims of previous researchers (Agarwal, 2014; Akram et al., 2020). Consequently, the institutions should concern the fairness in distribution of salary payments and other financial rewards for lecturers to help increase the degree of innovation applied to teaching activities. Secondly, lecturers will have the above innovative implementations in teaching activities and procedures if they are conscious of joyfulness at workplace, which is approved by managing staff. This consolidates the studies of Tews et al. (2014), and Bawuro et al. (2018).

Another important consequence can be figured out from the research is that “job performance” of these lecturers is not influenced by “perceived justice” but is affected

by “workplace fun,” in which “manager support for fun” has a greater effect on “workplace fun” than the other forms. As a result, management should hold up fun among staff and highlight the value of amusement. In this regard, superior managers should encourage workplace fun officially, like organizing public celebrations or social events, and informally such as socializing during coffee breaks and joking with each other.

Finally, the fifth hypothesis confirms that employees’ innovative behavior is positively related to their job performance. Innovative behavior scores in this study indicate that a significant percentage of teachers consider themselves to have been involved in creative activities to improve an excellent work climate. A teacher with an inventive growth mindset thinks that they may improve their skills and performance with commitment, hard effort, and feedback from others. These results are consistent with prior studies of Rahmawati et al. (2020), and Sofiyan et al. (2022). However, hypothesis H2 is rejected. As a matter of fact, perceived justice does not positively relate to job performance. It means there is no evidence showing any significant statistical relationship between the justice realized and grasped by these respondents and their performance in job. This is totally in accordance with prior studies (Jayus, 2021).

5. Conclusions and implications

5.1. Conclusion

The results of this study provide insights into the impacts of organizational behavior practice in the context of educational institutions, mainly perceived justice, and fun activities, on teachers’ innovation and performance. The two investigated factors, “perceived justice” and “fun at work” positively affect the innovative behavior of teachers, which is, in turn, confirmed to be positively related to their job performance. These results are in line with the previous studies of Agarwal (2014), Akram et al. (2020), and Sofiyan et al. (2022).

Teacher innovation and performance are apparently acclaimed as crucial for organizations in retaining and boosting enterprises' development and survival. Teachers are expected to acquire more skills before bidding for the goals, in which their execution in terms of innovation and performance should therefore be considered of prime concern. This study suggests that while teacher job performance is only influenced by fun activities at work, innovative teacher behavior is positively affected by both fun activities at work and perceived justice. When teachers perceive justice, especially in distribution, as fair treatment and are supported with fun activities from management staff, they clearly explicate their creativity in applying teaching performance activities to exceed the expectations of students and school management. By integrating different theoretical perspectives, we stretch the bounds of our current knowledge of the implementation of innovative behavior and performance implications. As a result, being considered the heart of the teaching profession, teacher innovative behavior is interestingly crucial to promote better performance strongly and vigorously to help them cultivate their mindset and step outside of their comfort zone.

5.2. Practical implications

The research of Jayus (2021) underscores that the execution of enhancing teacher performance remains a challenging task for

school managers. This study directs attention to the strength of the approval of management staff for fun as a critical lever for realizing positive performance outcomes, which could be improved by contributing with commitment, hard effort, and feedback from others. The research results also point out that if lecturers received the fair treatment from authorities, they could have more innovative work and then improve their performance. As a result, schools may attract and retain good teachers when the management takes into account the perspective that by fostering teachers' innovative behavior (such as considering fairness in distribution relating to financial issues and supporting fun and amusement activities from managing staff), the innovation which teachers execute will be manifoldly higher. The impact on improving their performance will be exponentially better.

5.3. Limitations and further research

The study has some limitations due to the existing issues as follows. The study's subject was only conducted in Ho Chi Minh City, the largest city in Vietnam. The result will be more general if feedback from lecturers in all regions of Vietnam can be collected. Furthermore, convenience sampling was used in this research. There are numerous universities in Vietnam, and many majors are taught. It is necessary to grasp opinions from lecturers in different universities and majors.

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