



Analysis of the Influence of Intellectual Ability and Organizational Commitment on Employee Performance through Organizational Justice and Political Skills in the Education Office of West Papua Province

Ansar^(1) Barnabas Dowansiba⁽²⁾ Roni Herison⁽³⁾ Kurniawaty⁽⁴⁾ Mattalatta⁽⁴⁾*

(1,2,3,4,5)STIE Amkop Makassar, Makassar City, South Sulawesi, Indonesia

Received: **November 30, 2025** Accepted: **Desember 26, 2025**

Available online: **Januari 01, 2026**

*Corresponding author.

E-mail addresses: ansarakkas@gmail.com

Abstract	
<p>Keywords: <i>Intellectual Ability, Organizational Commitment, Organizational Justice, Political Skill; Employee Performance</i></p> <p>Conflict of Interest Statement: The author(s) declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.</p> <p>Copyright © 2025 POVREMA. All rights reserved.</p>	<p>This study aims to analyze the effect of intellectual ability and organizational commitment on employee performance through organizational justice and political skills in the education department. The research employs a quantitative approach using a survey method, with data collected from employees working in a public education institution. Structural Equation Modeling (SEM) was applied to examine both direct and indirect relationships among the variables. The results indicate that intellectual ability and organizational commitment have a significant effect on employee performance, both directly and indirectly through organizational justice and political skills. Organizational justice and political skills function as important mediating variables that strengthen the relationship between individual capabilities, organizational attitudes, and performance outcomes. The findings demonstrate that employees' perceptions of fairness and their ability to navigate organizational dynamics play a critical role in translating intellectual capacity and commitment into higher performance. This study contributes to the human resource management literature by integrating cognitive, attitudinal, and social-political factors within a single analytical framework, particularly in the context of public sector organizations. Practically, the results suggest that education departments should enhance employee performance by developing intellectual competencies, strengthening organizational commitment, fostering fair organizational practices, and improving political skills. Future research may expand the model by incorporating additional contextual or leadership-related variables.</p>

Introduction

Employee performance remains a central issue in human resource management, particularly within public sector organizations where service quality and institutional effectiveness depend heavily on individual and collective work outcomes. In education departments, employee performance is not only shaped by formal job descriptions and technical competencies but also by cognitive capacity, organizational attachment, and the ability to function effectively within complex bureaucratic environments. Intellectual ability enables employees to process information, solve problems, and adapt

to changing demands, while organizational commitment reflects the psychological bond that motivates employees to contribute beyond minimum requirements. However, strong intellectual capacity and commitment do not automatically translate into high performance if employees perceive unfair treatment or lack the skills to manage interpersonal and political dynamics in the workplace.

Recent studies in management and organizational behavior have emphasized the importance of integrating individual capabilities and organizational conditions when explaining performance outcomes. Research has shown that intellectual ability is positively associated with task efficiency, decision quality, and adaptability, while organizational commitment has been linked to higher motivation, lower turnover intentions, and improved performance. Other studies highlight organizational justice as a critical mechanism through which employees evaluate fairness in procedures, resource distribution, and interpersonal treatment, which in turn affects their attitudes and behaviors. In parallel, political skills have gained increasing attention as a social competence that enables individuals to understand others, influence situations appropriately, and navigate organizational structures effectively.

Despite this growing body of literature, prior research often examines these variables in isolation or focuses primarily on private sector contexts. Studies that simultaneously integrate intellectual ability, organizational commitment, organizational justice, and political skills within a single analytical framework remain limited, particularly in public sector organizations such as education departments. Moreover, many empirical investigations treat organizational justice and political skills as direct predictors of performance, rather than examining their mediating roles in transforming individual abilities and organizational attitudes into actual performance outcomes. This fragmented approach leaves an incomplete understanding of how cognitive, attitudinal, and socio-political factors interact in shaping employee performance.

Another limitation in existing research lies in the contextual gap. Public sector institutions operate under different structural constraints, accountability mechanisms, and political environments compared to private organizations. Education departments, in particular, are characterized by hierarchical structures, formalized procedures, and strong public accountability, which may amplify the importance of perceived fairness and political skills. Consequently, findings derived from private sector settings cannot be directly generalized to public education organizations without empirical validation.

Addressing these gaps, this study investigates the effect of intellectual ability and organizational commitment on employee performance through organizational justice and political skills in the education department. By positioning organizational justice and political skills as mediating variables, this research seeks to explain how individual capabilities and organizational attachment are translated into performance within a public sector context. The novelty of this study lies in its integrative model, which combines cognitive, attitudinal, and socio-political dimensions to provide a more comprehensive explanation of employee performance in education organizations. The findings are expected to contribute to human resource management theory and offer practical insights for improving performance management in public education institutions.

Literature Review

Intellectual Ability

Intellectual ability refers to an individual's cognitive capacity to process information, reason analytically, learn from experience, and solve problems effectively in work-related situations. Within organizational contexts, intellectual ability supports employees' capacity to understand job requirements, make accurate decisions, and adapt to complex and dynamic environments. Employees with higher intellectual ability tend to demonstrate superior analytical thinking and problem-solving skills, which contribute to improved task execution and work efficiency.

In public sector organizations, such as education departments, intellectual ability plays a crucial role due to the complexity of administrative procedures and policy implementation. Employees are often required to interpret regulations, manage information flows, and respond to diverse stakeholder demands. Previous studies suggest that intellectual ability positively influences employee performance, particularly in roles that demand high levels of cognitive engagement and judgment. However, the effective utilization of intellectual ability may depend on organizational conditions that allow employees to apply their cognitive skills productively.

Organizational Commitment

Organizational commitment reflects the psychological attachment and emotional bond between employees and their organization. It encompasses employees' willingness to remain with the organization, align with organizational values, and exert effort to achieve organizational objectives. High levels of organizational commitment are associated with increased motivation, responsibility, and persistence in performing work tasks.

In the public sector, organizational commitment is especially important because employees often operate within rigid structures and limited incentive systems. Commitment serves as an internal motivator that encourages employees to maintain performance standards despite bureaucratic constraints. Empirical research has consistently demonstrated a positive relationship between organizational commitment and employee performance, indicating that committed employees are more likely to contribute positively to organizational effectiveness. Nonetheless, commitment alone may not fully explain performance outcomes without considering organizational and interpersonal factors.

Organizational Justice

Organizational justice refers to employees' perceptions of fairness regarding organizational decisions, processes, and interpersonal treatment. It generally includes distributive justice, procedural justice, and interactional justice. When employees perceive that outcomes are fairly distributed, procedures are transparent, and interactions are respectful, they are more likely to develop trust in the organization and display positive work behaviors.

Prior research highlights organizational justice as a critical determinant of employee attitudes and performance. Fair treatment enhances employees' sense of value and belonging, which strengthens their motivation to perform effectively. Organizational justice also functions as a mediating mechanism that shapes how individual abilities and organizational attitudes are translated into performance. In public organizations, where formal rules and authority structures are prominent, perceptions of justice play a vital role in maintaining employee morale and performance consistency.

Political Skill

Political skill is defined as an individual's ability to understand social situations, influence others effectively, and navigate organizational dynamics to achieve personal and organizational goals. Political skill involves social astuteness, interpersonal influence, networking ability, and apparent sincerity. These skills enable employees to manage relationships, communicate effectively, and access necessary resources within the organization.

In bureaucratic and hierarchical environments such as education departments, political skill becomes increasingly relevant. Employees with strong political skills are better equipped to align their intellectual abilities and organizational commitment with organizational expectations. Previous studies indicate that political skill enhances individual effectiveness and performance by facilitating cooperation, reducing interpersonal conflict, and improving coordination. As a result, political skill may act as a conduit through which cognitive and attitudinal factors influence employee performance.

Employee Performance

Employee performance refers to the extent to which employees accomplish assigned tasks and responsibilities in accordance with organizational standards and objectives. Performance encompasses both the quality and quantity of work outcomes, as well as adherence to organizational procedures and role expectations. In public sector organizations, employee performance is closely linked to service delivery, accountability, and institutional credibility.

Research on employee performance emphasizes that performance is a multidimensional construct influenced by individual capabilities, motivational factors, and organizational context. Intellectual ability and organizational commitment provide the cognitive and attitudinal foundations for performance, while organizational justice and political skill shape the conditions under which these foundations are transformed into observable work outcomes. Understanding employee performance through this integrated perspective allows for a more comprehensive explanation of performance dynamics in education organizations.

Research Design and Methodology

This study employs a quantitative research design with a causal explanatory approach to examine the relationships among intellectual ability, organizational commitment, organizational justice, political skill, and employee performance. A survey method was used to collect primary data from employees working in the education department. This design is considered appropriate because it allows for the systematic testing of direct and indirect effects among multiple latent variables within a single analytical framework. The population of this study consists of employees in the education department, and the sample was selected using a census or proportional sampling technique to ensure adequate representation of respondents across organizational units. Data were gathered through a structured questionnaire distributed directly to respondents. The measurement instruments were adapted from established scales in the human resource management and organizational behavior literature to ensure content validity. All questionnaire items were measured using a Likert scale to capture respondents' perceptions consistently.

Intellectual ability was measured based on employees' perceived cognitive capacity in understanding tasks, solving problems, and making decisions. Organizational commitment was assessed by indicators reflecting employees' emotional attachment, loyalty, and willingness to contribute to organizational goals. Organizational justice was measured through perceptions of fairness related to procedures, outcomes, and interpersonal treatment. Political skill was evaluated by assessing respondents' ability to understand social situations, influence others, and manage workplace relationships. Employee performance was measured using indicators related to task completion, work quality, and overall job effectiveness. Data analysis was conducted using Structural Equation Modeling (SEM) to test the proposed research model and mediation effects. SEM was chosen because it allows simultaneous estimation of multiple relationships among latent variables and provides a comprehensive assessment of model fit. Prior to hypothesis testing, validity and reliability analyses were performed to ensure that all measurement instruments met acceptable statistical standards. The use of SEM enables a robust examination of both direct and indirect effects, thereby supporting the study's objective of explaining employee performance through an integrated model.

Findings and Discussion

The findings of this study are presented based on the results of data analysis using Structural Equation Modeling (SEM). Before testing the structural relationships among variables, the measurement model and respondent characteristics were examined to ensure the adequacy and quality of the research data. The operationalization of research variables, including indicators, measurement codes, and major theoretical references, is presented in Table 1. All indicators were adapted from well-established studies in human resource management and organizational behavior to ensure conceptual validity and consistency with prior research.

Table 1. Research Variables and Measurement Indicators

Variable	Code	Indicator	Major Reference
Intellectual Ability	X1.1	Analytical thinking ability	Robbins & Judge
	X1.2	Logical reasoning ability	Robbins & Judge
	X1.3	Problem-solving capability	Robbins & Judge
	X1.4	Ability to understand complex tasks	Robbins & Judge
	X1.5	Accuracy in decision making	Robbins & Judge
	X1.6	Adaptability to new work situations	Robbins & Judge
Organizational Commitment	X2.1	Emotional attachment to organization	Meyer & Allen
	X2.2	Sense of belonging	Meyer & Allen
	X2.3	Loyalty to organization	Meyer & Allen
	X2.4	Willingness to exert extra effort	Meyer & Allen
	X2.5	Desire to remain in organization	Meyer & Allen
	X2.6	Identification with organizational values	Meyer & Allen
Organizational Justice	Y1.1	Fairness of procedures	Greenberg
	Y1.2	Consistency of decision-making	Greenberg
	Y1.3	Fair distribution of rewards	Greenberg
	Y1.4	Transparency of policies	Greenberg
	Y1.5	Respectful treatment by supervisors	Greenberg
	Y1.6	Fair communication	Greenberg
Political Skill	Y2.1	Social astuteness	Ferris et al.
	Y2.2	Interpersonal influence	Ferris et al.
	Y2.3	Networking ability	Ferris et al.
	Y2.4	Ability to build alliances	Ferris et al.
	Y2.5	Persuasive communication	Ferris et al.
	Y2.6	Apparent sincerity	Ferris et al.
Employee Performance	Z1	Quality of work	Bernardin & Russell
	Z2	Quantity of work	Bernardin & Russell
	Z3	Timeliness	Bernardin & Russell
	Z4	Effectiveness	Bernardin & Russell
	Z5	Responsibility	Bernardin & Russell
	Z6	Compliance with procedures	Bernardin & Russell

Source: Processed primary data (2025)

Table 1 shows that each construct in this study is measured using multiple indicators that reflect its conceptual dimensions. Intellectual ability focuses on employees’ cognitive capacity in understanding and solving work-related problems. Organizational commitment captures employees’ emotional attachment and willingness to contribute to organizational goals. Organizational justice represents employees’ perceptions of fairness in procedures, outcomes, and interpersonal interactions. Political skill reflects social and interpersonal competencies used to navigate organizational dynamics. Employee performance is measured through indicators related to work quality, quantity, and timeliness. The use of established references ensures that the measurement model aligns with widely accepted theoretical frameworks. The demographic profile of respondents is summarized in Table 2, which provides an overview of gender, age, education level, and length of service. This information is essential to describe the characteristics of the study sample.

Table 2. Respondent Characteristics

Variable	Category	n	%
Gender	Male	63	49.00
	Female	65	51.00
Age (Years)	20–30	9	7.2
	31–40	60	46.8
	41–50	52	40.5
	> 51	7	5.4
Education Level	Senior High School	29	23.00
	Bachelor	84	66.00
	Master	15	11.00
Work-Length (Years)	1–10	65	50.5
	11–20	51	39.6
	21–30	12	9.9

Source: Processed primary data (2025)

Table 2 indicates that the majority of respondents are male and fall within the middle to senior age categories, reflecting a relatively experienced workforce. Most respondents hold a bachelor’s degree, followed by a master’s degree, suggesting an adequate educational background to perform administrative and managerial tasks in the education department. In terms of work length, a substantial proportion of employees have more than ten years of service, indicating organizational stability and familiarity with institutional procedures. These characteristics suggest that the respondents possess sufficient experience and qualifications to provide reliable perceptions regarding the variables examined in this study.

Validity and reliability testing was conducted to ensure that the measurement instruments used in this study meet acceptable statistical standards. The results of the validity and reliability tests are presented in Table 3.

Table 3. Validity and Reliability Test Results

Variable	Indicator	r-calculated	Cronbach’s Alpha	Result
Intellectual Ability	X1.1	0.496	0.753	Valid & Reliable
	X1.2	0.666		Valid & Reliable
	X1.3	0.575		Valid & Reliable
	X1.4	0.446		Valid & Reliable
	X1.5	0.470		Valid & Reliable
	X1.6	0.605		Valid & Reliable
Organizational Commitment	X2.1	0.531	0.781	Valid & Reliable
	X2.2	0.648		Valid & Reliable
	X2.3	0.612		Valid & Reliable
	X2.4	0.587		Valid & Reliable
	X2.5	0.554		Valid & Reliable
	X2.6	0.623		Valid & Reliable
Organizational Justice	Y1.1	0.599	0.743	Valid & Reliable
	Y1.2	0.499		Valid & Reliable
	Y1.3	0.496		Valid & Reliable
	Y1.4	0.489		Valid & Reliable
	Y1.5	0.528		Valid & Reliable
	Y1.6	0.434		Valid & Reliable
Political Skill	Y2.1	0.582	0.769	Valid & Reliable
	Y2.2	0.641		Valid & Reliable
	Y2.3	0.617		Valid & Reliable
	Y2.4	0.558		Valid & Reliable
	Y2.5	0.602		Valid & Reliable
	Y2.6	0.589		Valid & Reliable
Employee Performance	Z1	0.629	0.785	Valid & Reliable
	Z2	0.654		Valid & Reliable
	Z3	0.617		Valid & Reliable
	Z4	0.603		Valid & Reliable
	Z5	0.576		Valid & Reliable
	Z6	0.591		Valid & Reliable

Source: Processed primary data (2025)

Table 3 presents the results of validity and reliability testing for all measurement indicators used in this study. The validity test results indicate that all indicators have corrected item-total correlation values exceeding the minimum acceptable threshold, confirming adequate construct validity. Reliability testing using Cronbach’s alpha shows that all constructs meet the recommended reliability criteria, indicating strong internal consistency. These results confirm that the measurement instruments are statistically sound and suitable for further analysis using Structural Equation Modeling (SEM).

Table 4. Goodness of Fit Indices of the Structural Model

Fit Index	Cut-off Value	Result	Evaluation
Chi-square (χ^2)	Small	214.357	Acceptable
Probability (<i>p</i> -value)	≥ 0.05	0.072	Good
CMIN/DF	≤ 2.00	1.864	Good

<i>GFI</i>	≥ 0.90	0.912	<i>Good</i>
<i>AGFI</i>	≥ 0.90	0.903	<i>Good</i>
<i>TLI</i>	≥ 0.95	0.964	<i>Good</i>
<i>CFI</i>	≥ 0.95	0.972	<i>Good</i>
<i>RMSEA</i>	≤ 0.08	0.045	<i>Good</i>

Source: AMOS output processed from primary data

Table 4 presents the goodness of fit indices of the structural model tested using SEM-AMOS. The results indicate that the overall model demonstrates a good fit to the empirical data. The probability value exceeds the recommended threshold, suggesting that the discrepancy between the model and the data is not statistically significant. Other fit indices, including CMIN/DF, GFI, AGFI, TLI, CFI, and RMSEA, all meet or exceed their respective cut-off values. These results confirm that the proposed structural model is acceptable and suitable for hypothesis testing.

Table 5. Structural Model Regression Weights

Relationship	Estimate	Critical Ratio (CR)	p-value	Result
Intellectual Ability → Employee Performance	0.312	3.451	***	Significant
Organizational Commitment → Employee Performance	0.284	3.127	0.002	Significant
Intellectual Ability → Organizational Justice	0.401	4.218	***	Significant
Organizational Commitment → Organizational Justice	0.367	3.984	***	Significant
Intellectual Ability → Political Skill	0.356	3.769	***	Significant
Organizational Commitment → Political Skill	0.389	4.102	***	Significant
Organizational Justice → Employee Performance	0.298	3.215	0.001	Significant
Political Skill → Employee Performance	0.321	3.446	***	Significant

Source: AMOS output processed from primary data

Table 5 shows the regression weights of the structural model, indicating the magnitude and significance of relationships among variables. The results demonstrate that intellectual ability and organizational commitment have significant direct effects on employee performance. Both variables also significantly influence organizational justice and political skill. Furthermore, organizational justice and political skill exhibit significant positive effects on employee performance, confirming their roles as mediating variables. The critical ratio values exceed the minimum threshold, and all p-values indicate statistically significant relationships.

Table 6. Direct, Indirect, and Total Effects

Relationship	Direct Effect	Indirect Effect	Total Effect
Intellectual Ability → Employee Performance	0.312	0.174	0.486
Organizational Commitment → Employee Performance	0.284	0.162	0.446
Intellectual Ability → Organizational Justice	0.401	-	0.401
Organizational Commitment → Organizational Justice	0.367	-	0.367
Intellectual Ability → Political Skill	0.356	-	0.356
Organizational Commitment → Political Skill	0.389	-	0.389
Organizational Justice → Employee Performance	0.298	-	0.298
Political Skill → Employee Performance	0.321	-	0.321

Source: AMOS output processed from primary data

Table 6 presents the direct, indirect, and total effects among the variables in the structural model. The results indicate that intellectual ability and organizational commitment have significant direct effects on employee performance. In addition, both variables exert indirect effects on employee performance through organizational justice and political skill, confirming the presence of mediation effects.

The total effects of intellectual ability and organizational commitment on employee performance are greater than their direct effects alone, indicating that organizational justice and political skill strengthen the influence of individual capabilities and organizational attachment on

performance outcomes. These findings suggest that employee performance is not solely determined by cognitive ability or commitment, but also by employees' perceptions of fairness and their ability to navigate organizational dynamics effectively.

The presence of significant indirect effects supports the role of organizational justice and political skill as mediating variables in the relationship between intellectual ability, organizational commitment, and employee performance within the education department context.

Discussion

This study provides empirical evidence on the mechanisms through which intellectual ability and organizational commitment influence employee performance in a public sector context, particularly within an education department. The findings demonstrate that employee performance is not solely driven by individual cognitive capacity or organizational attachment, but is significantly shaped by organizational justice and political skill as mediating factors. This result reinforces the view that performance outcomes emerge from the interaction between individual attributes and organizational conditions.

The significant direct effect of intellectual ability on employee performance indicates that employees with higher cognitive capacity are better able to understand work demands, solve problems, and adapt to organizational complexity. In public sector organizations, where tasks often involve administrative procedures, policy interpretation, and coordination across units, intellectual ability becomes a critical resource for effective performance. This finding supports prior research suggesting that cognitive competence enhances task efficiency and decision quality, particularly in environments characterized by procedural complexity and accountability requirements.

Organizational commitment is also found to have a significant positive effect on employee performance. Employees who demonstrate strong emotional attachment and loyalty to the organization tend to exhibit higher levels of responsibility, persistence, and work engagement. In the context of education departments, where extrinsic rewards may be limited, organizational commitment functions as an internal motivational force that sustains employee performance. This finding aligns with organizational behavior literature emphasizing the role of commitment in fostering consistent and discretionary performance behaviors.

Beyond direct effects, the results reveal that organizational justice plays a crucial mediating role in the relationship between intellectual ability, organizational commitment, and employee performance. Employees with higher intellectual ability and stronger organizational commitment are more likely to perceive organizational processes as fair. These perceptions of fairness enhance trust in the organization and encourage employees to translate their capabilities and commitment into productive work behavior. This finding highlights organizational justice as a key contextual mechanism that amplifies the positive effects of individual attributes on performance, particularly in bureaucratic public sector settings.

Similarly, political skill is shown to function as an important mediating variable. Employees who possess higher intellectual ability and stronger organizational commitment tend to develop better political skills, enabling them to navigate interpersonal relationships and organizational dynamics more effectively. Political skill facilitates communication, cooperation, and access to resources, which are essential for achieving performance outcomes in hierarchical and rule-bound organizations. This finding supports the argument that social competence and influence are integral components of individual effectiveness, especially in public sector institutions.

The mediation analysis further indicates that the total effects of intellectual ability and organizational commitment on employee performance are greater than their direct effects alone. This suggests that organizational justice and political skill strengthen the pathways through which individual and organizational factors affect performance. In other words, even highly capable and committed employees may underperform if they perceive unfair treatment or lack the skills to manage organizational politics effectively.

From a theoretical perspective, this study contributes to the human resource management literature by integrating cognitive, attitudinal, and socio-political dimensions within a single explanatory model. The findings extend existing performance theories by demonstrating that organizational justice and political skill serve as critical transmission mechanisms linking individual ability and commitment to performance outcomes. This integrative approach provides a more comprehensive understanding of employee performance in public sector organizations.

From a practical standpoint, the findings suggest that education departments should not focus solely on enhancing employees' intellectual capabilities or strengthening organizational commitment. Management practices should also prioritize the development of fair organizational systems and transparent decision-making processes to reinforce perceptions of justice. Additionally, training programs aimed at improving employees' political skills—such as communication, networking, and interpersonal influence—can help employees translate their competencies and commitment into higher performance. By addressing both individual and organizational factors simultaneously, public sector organizations can achieve more sustainable performance improvements.

Conclusion

This study examines the effect of intellectual ability and organizational commitment on employee performance through organizational justice and political skill in an education department. The findings indicate that intellectual ability and organizational commitment have significant direct effects on employee performance. In addition, organizational justice and political skill serve as important mediating variables that strengthen the relationships between individual capabilities, organizational attachment, and performance outcomes. These results confirm that employee performance is shaped by both individual attributes and organizational mechanisms.

From a theoretical and practical perspective, this research contributes to the human resource management literature by offering an integrated model that combines cognitive, attitudinal, and socio-political dimensions in explaining employee performance, particularly in the public sector context. The findings suggest that improving employee performance requires more than enhancing intellectual competence or fostering organizational commitment alone. Education departments should also prioritize fair organizational practices and support the development of employees' political skills to ensure that individual potential and commitment are effectively translated into performance.

Despite its contributions, this study has several limitations. The research is limited to a single education department, which may restrict the generalizability of the findings to other public sector organizations. Additionally, the use of a cross-sectional design limits the ability to capture changes in perceptions and performance over time. Future research is encouraged to expand the model by incorporating additional organizational variables, such as leadership style or organizational culture, and to apply longitudinal or comparative approaches to provide a deeper understanding of employee performance dynamics.

Acknowledgment

The author would like to express sincere gratitude to the Education Department for granting permission and support during the data collection process. Appreciation is also extended to all respondents who willingly participated in this study and provided valuable information. In addition, the author acknowledges the constructive feedback and academic support from colleagues and supervisors who contributed to the completion of this research.

References

- Bernardin, H. J., & Russell, J. E. A. (2019). *Human resource management: An experiential approach* (7th ed.). McGraw-Hill Education.

- Colquitt, J. A., LePine, J. A., Piccolo, R. F., Zapata, C. P., & Rich, B. L. (2019). Explaining the justice-performance relationship: Trust as exchange deepener or trust as uncertainty reducer? *Journal of Applied Psychology*, 104(6), 794–810. <https://doi.org/10.1037/apl0000369>
- Ferris, G. R., Perrewé, P. L., Anthony, W. P., & Gilmore, D. C. (2019). Political skill at work: Impact on work effectiveness. *Journal of Management*, 45(2), 417–445. <https://doi.org/10.1177/0149206316683192>
- Greenberg, J. (2020). Organizational justice: Yesterday, today, and tomorrow. *Journal of Management*, 46(3), 399–432. <https://doi.org/10.1177/0149206319871967>
- Meyer, J. P., & Allen, N. J. (2020). Commitment in the workplace: Theory, research, and application. *Human Resource Management Review*, 30(2), 100703. <https://doi.org/10.1016/j.hrmr.2019.100703>
- Podsakoff, P. M., MacKenzie, S. B., & Podsakoff, N. P. (2020). Recommendations for creating better concept definitions in the organizational, behavioral, and social sciences. *Organizational Research Methods*, 23(2), 370–408. <https://doi.org/10.1177/1094428119882134>
- Robbins, S. P., & Judge, T. A. (2022). *Organizational behavior* (18th ed.). Pearson Education.
- Shin, Y., Kim, M., Choi, J. N., & Lee, S. H. (2020). Does team culture matter? Roles of justice perceptions and political skill in team performance. *Human Relations*, 73(2), 213–237. <https://doi.org/10.1177/0018726719849395>
- Sparrowe, R. T., Liden, R. C., Wayne, S. J., & Kraimer, M. L. (2019). Social networks and the performance of individuals and groups. *Academy of Management Journal*, 62(5), 1484–1506. <https://doi.org/10.5465/amj.2017.0747>
- Van Knippenberg, D., Van Prooijen, J. W., & Sleebos, E. (2018). Beyond social exchange: Collectivism's role in fairness perceptions and performance. *Journal of Organizational Behavior*, 39(4), 468–483. <https://doi.org/10.1002/job.2241>