



Effect of Organizational Justice on Teachers' Job Effectiveness

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Abstract

The study in hand aimed to explore the effect of organizational justice on teachers' job effectiveness. The population of the study was comprised of all (7576) secondary school teachers of Rawalpindi district. It was not feasible for the researcher to approach the whole population. Thus, researcher used convenient random sampling technique and collected the data from 350 secondary school teachers. As the research was descriptive and quantitative, so the researcher was used organizational justice questionnaire (OJQ) to measure the organizational justice and job effectiveness questionnaire (JEQ) to determine teachers job effectiveness. The collected data was analyzed by using SPSS version (26). The Statical tests t-test and Pearson-r for used data analysis. The results of this study indicated an optimistic and significant effect of organizational justice on job effectiveness.

Keywords: Organizational Justice, Job Effectiveness, Teachers

1. Introduction

The success of an organization depends on the perception of its employees regarding the fairness and impartiality of the procedures and policies of the organization. The term "organizational justice" was first introduced in the early 1960s and was defined as the equal allocation of resources within the organization. Homans (1950) emphasized that employees' primary concern was the distribution of resources, and thus organizational justice was identified as distributive justice. According to Price and Muller's research in (1986), employees' perception of organizational justice is linked to their satisfaction and commitment to the organization. Moreover, it was stated that the employees are likely to tolerate an unjust outcome if they perceive the decision-making process used to arrive at the outcome as fair (Joy & Will, 1992)

Moreover, the concept of organizational justice primarily focuses on two aspects: distributive justice and procedural justice (Greenberg, 2002). Some researchers, such as Joy and Witt in (1990), suggested that the treatment an individual receives is a key aspect of distributive justice. Procedural justice, the second component of organizational justice, concerns the fairness of the organization's policies, techniques, and processes (Jahangir, Akbar & Haq, 2006). Procedural justice is typically evaluated in terms of various factors such as salaries, hiring practices, and performance evaluations (Dogan, 2002).

The effectiveness of a workplace, as perceived by employees, is determined by both positive and negative attitudes (Mwadiani, 2002). It is suggested that, the proficiency and efficacy of faculty members, who are regarded as a crucial element of the organization, have a significant impact on the success of a university (Pienaar's, 2008). The research carried out by Malik and Naeem (2011) has established that employee satisfaction in secondary education institutions in Pakistan is positively influenced by distributive justice, whereas procedural justice has no impact on job effectiveness. Sociologists and psychologists often discuss the concept of organizational justice as a means to enhance organizational performance (Jankington & Rurkkhum, 2012). Organizational justice can be defined as the just and impartial treatment of employees by their organizations (Muharram, 2012).

Organizational justice pertains to the perceived fairness of workplace procedures, interactions, and outcomes (Bahrami, Montazeralfaraj, Gazar & Tafti, 2014). According to Akram et al. (2015), it is stated that a positive association between employee satisfaction and distributive justice, but a negative correlation between employee satisfaction and procedural justice in Pakistan's banking sector. Similarly, Kashif, Aijaz, and Mahmood's study in 2016 demonstrated a positive connection between various components of organizational justice and employee satisfaction in the banking sector of Faisalabad, Pakistan.

1.1. Effects of Organizational Justice

The impact of organizational justice on employee job effectiveness has been found to be significant (Cohen-Charash & Spector, 2001). Employees who believe they are receiving fair treatment are more inclined to exhibit job satisfaction, organizational commitment, and motivation to perform their duties efficiently. Fairness also reduces the likelihood of turnover and absenteeism (Colquitt, Conlon, Wesson, Porter, & Ng, 2001).

Distributive justice (DJ) has been found to have a strong impact on employee job effectiveness (Dhakal & Kharel, 2019). When employees perceive that the rewards and resources they receive are fair, they are more likely to be motivated to perform well and less likely to experience negative emotions such as anger and frustration. Procedural justice also has a significant impact on employee job effectiveness. When employees perceive that decision-making procedures are

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impartial, they tend to have more trust in their supervisors and exhibit greater organizational commitment (Li, Zhao & Wu, 2021).

Employee job effectiveness is moderately affected by interpersonal justice (Yoon & Kim, 2017). When employees feel that their administrators and colleagues treat them with respect and dignity, they are more likely to exhibit job satisfaction and organizational commitment (Karim & Rehman, 2019). Informational justice has a weak but significant impact on employee job effectiveness. When employees perceive that the information provided to them is accurate, complete, and relevant, they are more likely to demonstrate organizational commitment and motivation to perform well if they feel devoted to their organizations (Kim & Kim, 2021).

1.2. Teachers Job Effectiveness

Teachers' job effectiveness is an essential aspect of education as it determines the quality of education and the academic success of students. In recent years, several studies have explored different factors that influence teacher job effectiveness. One such study by Alrashidi and Phan (2021) examined the impact of teacher self-efficacy and job satisfaction on job effectiveness in Kuwait. The study found that teacher self-efficacy positively correlated with job satisfaction and job effectiveness. The study suggests that enhancing teacher self-efficacy and job satisfaction can lead to improved job effectiveness among teachers.

Another study by Sungur-Gulersoy, Aslan, and Demiray (2021) explored the impact of teacher emotional intelligence on job effectiveness in Turkey. The study found that emotional intelligence positively predicted job effectiveness. The study suggests that developing emotional intelligence among teachers can enhance their job effectiveness. A study by Gao and Zhang (2022) examined the impact of teacher burnout on job effectiveness in China. The research found that teacher burnout negatively correlated with job effectiveness. The study suggests that addressing teacher burnout can lead to improved job effectiveness among teachers. Teacher job effectiveness is influenced by several factors, including teacher self-efficacy, job satisfaction, emotional intelligence, and burnout (Ntshoe & Khati, 2021). Educational institutions can enhance teacher job effectiveness by addressing these factors and promoting a positive work environment that supports teacher well-being and professional growth (Şahin & Şahin, 2021).

Several researchers have examined the connection between organizational justice and job effectiveness, prompting the current research to investigate whether organizational justice has an influence on the job effectiveness of employees. This study aims to determine the current level of perceived organizational justice and job effectiveness among employees in public sector secondary schools of Punjab, and to investigate the relationship between organizational justice and job effectiveness.

1.3. Significance

The implication of organizational justice on job effectiveness has been widely studied and acknowledged in recent years. A study by El Akremi, Ghram, Gharbi and Mabrouk (2021) indicated that employees' perceptions of organizational justice significantly predicted their job effectiveness and work engagement. The study also showed that organizational justice had a significant indirect effect on turnover intentions through job satisfaction and work engagement. A meta-analysis by Colquitt, Scott and Rodell (2021) found that organizational justice had a strong positive relationship with job performance, job satisfaction, organizational commitment, and trust in the organization. The study also found that the relationship between organizational justice and job performance was stronger for complex jobs.

Organizational justice is a key aspect of the workplace environment that can significantly impact employee job effectiveness. This article will explore the effects of organizational justice on job effectiveness and discuss strategies that organizations can use to improve organizational justice. These studies and many others emphasize the importance of organizational justice in promoting job effectiveness and positive employee outcomes. Organizations that prioritize fairness and justice in their workplace procedures, policies, and interactions are more likely to foster employee satisfaction, commitment, motivation, and job performance.

1.4. Research objective

➤ To explore the effect of Organizational Justice on Job Effectiveness of the Secondary School Teachers in Public sector schools.

1.5. Research Hypothesis

- There is a positive effect of Organizational Justice on Job Effectiveness among the Secondary School Teachers.
- There is no significant difference in organizational justice and job effectiveness between males and females.

2. Methodology

The total population of the study was 7576 secondary school teachers of Rawalpindi district of the Punjab province. A sample of 350 (211 male and, 139 female) secondary school teachers were selected through convenient random sampling technique, and two questionnaires were used to collect data. The first Organizational Justice questionnaire (OJQ) measured the subscales of organizational justice and the second Job Effectiveness questionnaire (JEQ) focused on job effectiveness. The software of SPSS (version 26) was used for the analysis of data. Data analysis included the utilization of inferential statistical analysis techniques like Pearson-r and independent sample t-test.

3. Results and Findings

Table 1: Descriptive Measures of the Variables

Variables	N	Range	Min	Max	Mean	Stand. Deviation	Skewness
Organizational Justice	350	3.19	1.81	5.00	4.095	.450	-1.446
Job Effectiveness	350	3.17	1.83	5.00	3.861	.461	-1.253

Table number 1 presents descriptive statistics for two variables, Organizational Justice and JE, based on a sample of 350 observations. Organizational Justice exhibits values between 1.81 and 5.00, with a mean of 4.094 and a standard-deviation of 0.450. The skewness of the distribution is negative (-1.446), indicating that the distribution is negatively skewed and has a longer tail. The variable Job Effectiveness demonstrates values ranging from 1.83 to 5.00, with a mean of 3.861 and a standard-deviation of 0.461. The skewness of the distribution is negative (-1.253), similar to Organizational Justice, indicating a negatively skewed distribution. Further, these statistics provide a summary of the distribution of these variables, including their central tendency, variability, and shape.

Table 2: Relationship of Variables (Pearson-r)

Variables	N	Mean	Stand. Deviation	r. value	Sig.
Organizational Justice	350	4.095	.451	.380**	.000
Job Effectiveness	350	3.862	.461		

Table number 2 shows that the scores of 350 individuals on two variables: Organizational Justice and Job Effectiveness. The mean value of OJ was 4.095 and a standard-deviation of 0.451, the Organizational Justice variable is positively correlated with the Job Effectiveness variable, which has a mean of 3.862 and a standard deviation of 0.461. The correlation coefficient between the two variables is 0.380, and the p-value is less than 0.001, which suggests a statistically significant relationship. These findings suggest that as the perceived level of organizational justice increases, so does job effectiveness.

Table 3: Differences in Teachers (Organizational Justice and Job Effectiveness) in Terms of Gender

Variables	Gender	N	Mean	Stand. Deviation	t	df	P
Organizational Justice	Male	211	4.102	.434	.379	348	.705
	Female	139	4.083	.477	.372	275.710	.710
Job Effectiveness	Male	211	3.891	.408	1.437	348	.152
	Female	139	3.818	.530	1.363	242.550	.174

Table number 4 represents the scores of male (n=211) and female (n=139) individuals on two variables: Organizational Justice and Job Effectiveness. The data indicates that the average score for Organizational Justice among male participants is 4.102 with a standard-deviation of 0.434, while the average score for female participants is 4.083 with a standard-deviation of 0.477. A t-test was conducted to compare the means between males and females, and the results show that there is no statistically significant difference between them ($t = 0.379$, $df = 348$, $p = 0.705$), indicating that both genders have similar perceptions of organizational justice. Similarly, for Job Effectiveness, the mean score for male participants is 3.891 with a standard deviation of 0.408, while the mean score for female participants is 3.818 with a standard deviation of 0.530. The t-test for the difference in means between males and females is not statistically significant ($t = 1.437$, $df = 348$, $p = 0.152$), suggesting that there is no significant difference in job effectiveness between males and females. In conclusion, the results of the study suggest that both males and females have similar perceptions of organizational justice and job effectiveness.

4. Discussion

Organizational justice is a crucial aspect of any organization as it pertains to the fairness of the policies and procedures that govern the behavior of its members. In the context of educational institutions, teachers' opinions of organizational justice can have a significant influence on their job effectiveness, as it affects their motivation, job satisfaction, and commitment to the institution. This can ultimately lead to better educational outcomes for students.

Several studies have explored the connection between organizational justice and teachers' job effectiveness. Kaya and Boz (2021) conducted a study which revealed a positive correlation between teacher job effectiveness and their perceptions of distributive justice, procedural justice, and interactional justice. In contrast, perceived injustice negatively correlated with job effectiveness. The study suggests that promoting a sense of justice among teachers can enhance their job effectiveness. Kim, Lee, and Lee (2021) conducted a study that investigated how job satisfaction mediates the relationship between organizational justice and job effectiveness among teachers in Korea. The findings showed that job effectiveness moderately mediated the association between organizational justice and job effectiveness. In other words, teachers who perceived more justice in the organization were more satisfied with their job, leading to higher job effectiveness. A study by Gong et al. (2021) found that organizational justice had a significant positive correlation with teachers' citizenship behavior and that this relationship was moderated by work engagement. The research also indicated that the connection between organizational justice and organizational citizenship behavior was stronger for employees with higher levels of psychological ownership. A study by Moynihan and Pandey (2021) found that perceived organizational justice was positively related to employee innovation behavior. The study also found that this relationship was mediated by psychological safety and knowledge sharing.

It is stated that, Baser and Ozturk (2022) conducted a recent research into the association between organizational justice and job effectiveness among Turkish teachers. The research discovered that job effectiveness was positively predicted by distributive justice and interactional justice, while procedural justice did not exert a significant influence. The study suggests that promoting distributive and interactional justice in educational institutions can enhance teachers' job effectiveness. In conclusion, the literature suggests that organizational justice is positively related to teachers' job effectiveness. Educational institutions can enhance job effectiveness by promoting distributive, procedural, and interactional justice among their teachers. By doing so, teachers will be more motivated, satisfied, and committed to their job, leading to better educational outcomes for students.

5. Conclusion

The result of this study shows that Organizational Justice significantly impacts the job effectiveness of teachers. The findings indicate that when teachers perceive fairness, equity, and transparency in their organization, they are more likely to exhibit higher levels of job effectiveness. This relationship implies that providing a just and supportive work environment can enhance teachers' performance, productivity, and overall effectiveness in their roles. Organizational Justice serves as a crucial factor in promoting job satisfaction, motivation, and engagement among teachers, leading to improved instructional quality and student outcomes. Therefore, educational institutions and policymakers should prioritize the implementation of fair and equitable practices to optimize teachers' job effectiveness and ultimately enhance the quality of education provided.

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