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## Interplay of Organizational Justice with Teachers Academic Performance at Higher Secondary School Level

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**Abstract:** Organizational conduct requires an understanding of justice. Justice has received ample attention from researchers from various disciplines, including economics, psychology, law, and corporate life. The study's objectives were to 1) explore the perceptions of teachers about organizational justice and academic performance; 2) ascertain the relationship between organizational justices with teachers' academic performance. The population consisted of teachers who taught students in grades XI-XII, and the survey consisted of 155 teachers. A 30-item questionnaire was used as a testing instrument for data collection. The research found that most administrators rewarded workers for doing their jobs well, the majority of teachers were pleased with the practices they implemented, and their strategies and procedures were fair. On the other hand, teachers' student success is closely related to what they write on their whiteboards. Additionally, it concluded that teachers effectively test student learning. Teachers should do an assessment of their students' academic difficulties for preparing.

**Key Words:** Interplay, Organizational Justice, Teacher Performance

### Introduction

Justice is the key to understanding corporate behavior. Researchers from different backgrounds, such as economy, psychology, law and corporate life, have paid sufficient attention to the study of justice. The role of employees in corporate efficiency is well defined, and the role of teachers in and in schools is critical to their progress. Teachers have much flexibility when it comes to working outside of the classroom. In successful research, organizational citizenship behavior has sparked a lot of interest ([Lara & Rodriguez, 2007](#)). In the past, organizational citizenship behavior was a significant and emerging research subject ([Ozturk, 2010](#)). Organizational citizenship behavior is described by [Organ \(1988\)](#) as individual behavior that is not directly or implicitly rewarded but aids in achieving the organization's goals. The study of [Rauf \(2014\)](#) determines if there are any possible

ties between organizational justice and organizational citizenship in the eyes of Sri Lankan school teachers.

[Cremer \(2005\)](#) declared corporate justice to be a fundamental principle in every institution's lives. The analysis of justice is vital on the job because it provides a meaningful feeling of striving for justice that helps improve organizational efficiency ([Kamil, Sulaiman, Osman-Gani, & Ahmad, 2014](#)). Workers who are poorly punished have a poor sense of organization that impacts the motivation and success of employees. Organizational justice is a framework that defines the understanding of individuals of fairness of organizational behavior. The scholars who have studied organizational justice have identified three significant forms of organizational justice, distributive, procedural and interactional justice ([Usmani & Jamal, 2013](#)). Organizational justice

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stresses the importance of dignity in the workplace. Corporate justice informs that equity affects workers' behavior and mentality, including work satisfaction, organizational involvement, job success, and confidence, promoting a climate of faith and trust ([Morgan, 1991](#)). In this way, staff cultivate a sense of dignity, equity and self-reinforcement that enhances their success ([Saman, Ali, & Kashif, 2019](#)).

Employees expect equal pay and equity in all corporate dealings. Teachers also ask for justice in their working environment that motivates them to do their best, teach and systematically lead their students ([Ololube, 2006](#)). Issues such as the allocation of monetary wealth, employee recruitment, policy development and regulation and the public dependent on these decisions are all equal ([Shahzad, Kashif, Ali, 2019](#)). According to the results, decision-making spaciousness partially mediates justice and business participation and abridge between justice and employment. Therefore, the analysis demonstrates how personnel administrators and professionals can improve their perception of the importance of decision-making independence in employees' decision-making and the role it takes to foster employee motivation and job performance in the face of presumed corporate justice ([AlMazrouei, & Zacca, 2021](#)).

Teachers' compensation for their commitment to the school should be balanced; teachers should not feel undervalued or unrewarded for their efforts. Although the principle of equity is easy to interpret, it is not as straightforward to incorporate as one would think. Teachers, on the whole, expect their salary, recognition, and rank trappings to be distributed by their work, skills, and obligations. Justice is a broad term that encompasses both equity and fairness, while envy and unfair contrasts will result if the employee places too much emphasis on a few accomplishments ([Hoy, & Tarter, 2004](#)). A fair playing field is needed for equity and must strike a balance between equality and equity. Both the organization and its workers are mutually dependent. Employees expect businesses to fulfil their own needs, and organizations need to strive to achieve their objectives. The relationship between organizational justice and teacher performance is therefore essential.

This initiative enables researchers to identify and evaluate organizational justice and its impact

on the teachers' pedagogical performances. The current study would also help the administration to develop policy and make decisions on student's learning, wellbeing and health. The results of the study would also help to create new ways to improve teachers' pedagogical performances in a better way. It is also notable that few studies have looked at the different facets of organizational justice and how they influence teachers' performance and also help teachers to improve their grades. The objectives of the study in the following lines;

1. To explore the perceptions of teachers about organizational justice and academic performance
2. To find out the relationship of organizational justice with teachers' academic performance.

For the past few years, scholars have been particularly interested in social justice studies. Adams's work on equality theory ([Adams, 1963](#)) began with an analysis of justice in psychology, which assumed that achievement was based on equity. However, because of the high emphasis that researchers place on justice in organizational life, synthesis and expansion of this study area are unavoidable. OJ recognizes a wide range of organizational practices and stresses the importance of integration as a precondition for organizations to function effectively. Besides this, organizational justice can help to alleviate work-related stress ([Jameel, Mahmood, & Jwmaa, 2020](#)). Organizational justice is a fundamental component for the establishment and protection of a safe working atmosphere known as a moral property sense of a member as they are treated. The findings of this study indicate that university decision-makers should devote greater attention to fair resource sharing, pay, promotion, and planning to improve job performance ([Jameel, Ahmad, Mousa, 2020](#)).

One of the main subjects in the literature is job performance because of its critical position in corporate success; it attracts the attention of managers and observers. As a result, mechanisms that influence job performance, especially among academics, must be comprehended. This study aims to add to the existing body of knowledge by offering a more detailed understanding of the relationship of organizational justice with teachers' academic performance. Several factors affecting employee job performance/academic

performance have also been researched, but few studies have looked into the effect of organizational justice on academic performance; meanwhile, organizational justice remained a primarily ignored topic in secondary education and higher education studies. Secondary schools play an essential role in every country's growth and development. Since secondary school education is responsible for the training of young people ([Jameel, Ahmad, Mousa, 2020](#)). Job performance (JP) is one of the important subjects in the literature. It becomes a primary interest to both managers and researchers due to its crucial role in the success of organizations. Therefore, it is necessary to understand the mechanisms that affect job performance, particularly among academic staff.

The initial description of organizational justice was split into two parts: distributive justice (DJ) and procedural justice (PJ) ([Leventhal, 1980](#)). The third dimension of justice, called interactional justice, was proposed by [Bies and Moag \(1986\)](#). [Greenberg \(1990\)](#) divides interactional justice into two categories: conduct and knowledge justice. This study focused on the three main aspects of justice, but interactional justice also used the two additional dimensions of [Greenberg \(1990\)](#).

In the DJ for distributive justice is included the allocation of compensation for jobs related to performance. It is founded on the concept of equal opportunities, which states that employee perceptions of unequal work benefits will lead to conflict. The extent to which individuals perceive the allocation of resources in an organization is called distributive fairness ([Greenberg, 1990](#)). Distributive justice refers to the fairness of one's results compared to others ([Jameel et al., 2020](#)). Distributive justice is explicitly used to portray an organization's success.

The extent to which the opinions of the members in the decision-making process are articulated is referred to as procedural justice in the institutional decision-making process and ([Greenberg, 1990](#)). Procedural justice is used to check if the decision-making process is consistent and whether the people concerned are equally handled. The word "procedural justice" applies to the different facets of the transition of companies. The procedural justice also reflects the formal objectives and achievement of the communications partnerships between the decision-making process and the interactional

justice since it reflects the informal ties of the decision-making process unit with the authorized institution ([Jameel et al., 2020](#)).

When decision-makers perform procedures that affect them, the degree of consideration and critical attention received in an organization, interactional justice is represented ([Jameel et al., 2020](#)). The interactional justice deals with employee-institution ties and with the treatment of the workers ([Tyler, 1989](#)). Interactional justice is, by contrast, often misunderstood as a procedural justice variable, which refers to the way people are handled during implementing a system or strategy and stresses the relationship and social process aspects (i.e., taking account and dignity).

According to deontic models, fairness is a basic necessity and inspiration for honoring and balancing human life. According to deontic models, humans prefer to exist in a normative social environment; according to Folger's model of legal excellences, when people are faced with injustice, they are inspired by more than deontic considerations to move forward with instrumental and social issues. For example, deontic models claim that experiencing an injustice, such as seeing an individual berate himself, will elicit intense emotions, such as moral outrage or "deontic indignation," which will lead to behaviors such as retaliation against the company. These justice intentions focus on a specific aspect of justice, but they both assume that justice is necessary for people and for society to thrive. People care for justice, and it satisfies a passion expressed in these intentions ([Cropanzano, Byrne, Bobocel, & Rupp, 2001](#)). Any of these clarifications will almost certainly include necessary knowledge about justice, but their relative value will vary depending on the individual and the circumstances. Justice hypotheses describe how people draw decisions about justice and how justice influences people's behavior. All three parts are still used to explain where a particular hypothesis of justice fits into the classification system. In recent years, this perspective has also been used to evaluate forecasts of judicial arbitrators' results ([Scott et al., 2009](#)).

Teaching is an outstanding occupation, and teachers play an essential role in their student's academic, family, and social progress, indirectly influencing their growth. Pakistan is a developed country, as are other developing countries in South Asia, due to a low level of education that has

significant consequences on that country's socio-economic, fiscal, and political structures." Teaching is the highest form of instilling pleasure in others through imaginative thought and intelligence. Teachers would have a more significant impact than the majority of people. However, an ideal teacher is one who, at his best, affects a drastic difference in his students' general behavior by guiding them to the elevated character and outstanding moral character. Teachers are under-represented in Pakistani schools, so the lack of female role models in educational institutions leads to girls' low involvement in education and gender disparity. The greater the absence of female instructors, the more significant the expected disparities in enrolment, qualification, and progression between female and male students.

Education is an aesthetically compelling profession. As a result, his appraisal expectations are high. As [Sarita and Tomer \(2004\)](#) say, highly qualified educators perform well when tested and provided with opportunities to improve their skills. Only an individual and creative mentor will conceptualize enthusiastic teaching. Developing expertise is not the instructor's sole focus, and he remains a good role model for his students. The nature of the learning process has been emphasized over the past few decades. However, it is only a matter of days before it becomes a widely held conviction by specialists. Apart from these novel activities, the primary source of enthusiasm for instructor achievement is the imaginative growth and advancement of experts. Both pre-benefit planning and instruction are critical aspects of an educator's professional development ([Rao, 2002](#)).

Teachers are critical to the educational and learning processes. This compelling segment is viewed worldwide. As a result, an instructor should be trained in his or her profession to provide successful teaching. In this regard, it is critical to comprehend the training abilities. According to Medly and Shannon (1994), the term "teacher performance" refers to educators' behavior during school hours or their ability to fulfil their obligations (Ali, Al-Azhari & Imran,

2020). Teachers are the ambassadors of honesty. Honesty is seen as a massive segment that cultivates the mind for calling. The educators' methodology is noteworthy for students. The teachers' unique skills and skills have an impact on their students' growth inexperience (Ali, Kashif & Bakht, 2019; Ali, Kashif & Chani, 2019). It is inextricably linked to teaching and tutoring. By the way, the ability to use modern engineering is widely viewed as a significant indicator of an instructor's strength ([Siddiqui, 2004](#)).

Educators are tasked with the responsibility of transmitting undergraduate education programs. Educators' openness enables them to understand ideas and attract students' interest. Capable educators use their voice wisely and with consideration for their pupils. However, a few instructors talk delicately in the classroom. Thus, the understudies are more likely to miss a critical aspect of the content and be more circumspect in their delivery ([Rao, 2002](#)). Physical and human resources organization often impacts educators' behavior and considerations.

## Research Methodology

The researchers used a quantitative research approach to identify two research objectives and a survey approach in this paper. The thesis was perfect. The two main variables in this analysis were "organizational fairness" and "teachers' academic performance." According to data obtained in the Punjab Government's school repository, teachers from high schools in the Lahore district have taught students in grades XI-XII. The overall number of high school teachers in males was 386. The sample size of the analysis was calculated with a sample size calculator ([http://www.raosoft.com/sample\\_size.html](http://www.raosoft.com/sample_size.html)), with 193 teachers having 95% reliance.

The researchers developed a questionnaire for all variables in the survey. The questionnaire had 56 questions, but once authenticity and usability were tested, it was painted to 30 elements evaluated using a five-point Likert scale. Both variables have the same number of elements. The coefficients of Cronbach Alpha in the two variables are mentioned in the tables below.

**Table 1.** Cronbach Alpha for items of both the Variables

S. No	Name Variable	Items	Cronbach alpha
1	Organizational Justice	15	.781
2	Academic Performance	15	.761

S. No	Name Variable	Items	Cronbach alpha
	Overall scale value	30	.774

There were two factors, with Cronbach's coefficients ranging from 0.761 to 0.781. The overall score on the questionnaire was 0.774.

A survey of higher secondary schools in the Lahore district was conducted to gather information. The total study sample was 193, and the survey was administered at the affiliated high schools, which the researchers personally

inspected and sent questionnaires to by mail. The 155 wholly completed questionnaires used in the data collection process for the study were submitted to researchers, with an overall response rate of 80%. The statistical frequency test and Pearson correlation are used to assess the relationship between corporate justice and student academic performance.

## Data Analysis

### Item analysis of Organizational Justice and Teachers' Academic Performance

**Table 2.** Organizational Justice

Item#	Statement	A	UD	DA
1	I received reward whenever I fulfil my responsibilities.	110	29	16
2	I was rewarded fairly when I did things well.	113	28	14
3	Fairness provides help in accurate and complete information.	115	15	25
4	My academic work always in line with my responsibilities.	110	10	35
5	Coherence in organizational outcomes and my contribution.	108	8	39
6	Organizational outcomes always justify my performance.	116	12	27
7	Organization adopted comfortable procedures.	113	27	15
8	The organizational procedure applies with consistency.	101	14	40
9	You feel that organizational procedures are biased.	111	24	20
10	Organizational procedures are based on accurate information.	112	20	22
11	You are treated with politeness during organizational affairs.	113	10	32
12	You have dignity in your institution.	118	10	27
13	Your refrain from inappropriate comments/remarks.	115	10	30
14	Communication held on appropriate intervals.	110	20	25
15	Teachers do respect for my work.	100	21	34

Table 2 shows the statements about organizational justice with their frequency scores. The respondents' perception towards statements having the "Agree" option gone 100 through 118 while, "Undecided" option gone 8 through 29, whereas the respondents having the "Disagree" option started from 14 to 34. The majority of the respondents (118) have the perception that you have dignity in their institution, whereas they (100) also accept the reality that other teachers

respect their work; on the other hand, respondents (34) show disagree behavior toward the statement, "Teachers do respect for my work". About the statement, "I received reward whenever I fulfil my responsibilities", respondents (29) responded in an undecided way. So, the overall statements show more than average organizational behavior in all the sampled institutions.

**Table 3.** Teachers' Academic Performance

Item#	Statement	A	UD	DA
1	I write precisely on the whiteboard.	116	29	10
2	I assess students' learning actively.	121	20	14
3	I judge students' difficulties before instructional planning.	90	25	40
4	I do make students' counselling in their studies.	95	35	25

5	I set appropriate learning outcomes for students.	117	8	30
6	I show commitment to professional ethics.	120	12	23
7	I communicate concepts and ideas logically.	115	25	15
8	I encourage discussion during teaching.	100	16	39
9	I precede my lectures logically.	110	25	20
10	I provide timely feedback to the students.	113	20	22
11	I select content according to learning outcomes.	110	10	35
12	I use instructional technology to enhance students' learning.	115	10	30
13	I feel satisfied with the outcomes of my lectures.	115	13	27
14	I provide guidance to students for career development.	114	16	25
15	Teaching methods selected according to learning outcomes.	112	13	30

Table 3 shows the statements about teachers' academic performance with their frequency scores. The respondents' perception towards statements having the "Agree" option gone 90 through 121 while, "Undecided" option gone 8 through 35, whereas the respondents having the "Disagree" option started from 10 to 40. The majority of the respondents (121) have the perception that they assess students learning actively, whereas they (90) also accept the reality

that they judge students' difficulties before instructional planning., on the other hand, respondents (40) show disagree behavior toward the statement, "I judge students' difficulties before instructional planning." About the statement, "I do make students' counselling in their studies", respondents (35) responded in an undecided way. So, the overall statements show more than average teachers' academic performance in all the sampled institutions.

**Table 4.** Relationship between organizational justice and teachers' academic performance

	N	Mean	SD	p-value	Significance (Two-tailed)
Organizational justice	155	2.723	.217	.567**	.000
Teachers' performance	155	2.321	.243		

*0.01 level (2-tailed).*

In table 4, researchers used the Pearson R test to see whether there was a correlation between organizational justice and teachers' academic performance. According to the results, there is a clear positive relationship between organizational justice and the academic performance of teachers at the higher secondary school level;  $r = .567$ ,  $p = 0.000 < 0.01$ . As a result, organizational justice was calculated to be closely related to teachers' academic performance.

## Conclusions

It was concluded that most administrators paid their employees bonuses when they did their job somewhat. Extrapolated, unbiased managerial partnerships, instructor job options were straightforward. Most teachers were satisfied with the activities they adopted, and their methods and techniques are rational. It was also concluded that higher secondary school teachers' job policies are reliable. It was concluded that teachers were treated in organizational affairs fairly, and most teachers have credibility in their

organizations. It was noticed that most university-level teachers were viewed correctly. It was concluded that university-level teachers did not comment or comment improperly. The inference was that the administrator adapts his communications to particular university needs. Teachers are satisfied with their administration at the higher secondary school level.

For teachers' academic achievement report, teachers write directly on whiteboards. It also concluded that teachers evaluate student learning successfully. It was concluded that teachers should evaluate student learning difficulties before preparing. The conclusion was that teachers instruct students to select subjects. It was concluded that teachers precede lesson critically. It was concluded that teachers give students timely instruction. The result was that teachers choose learning-based content. It was concluded that teachers use instructional technologies to enhance their pupils' learning. It was concluded that throughout the course, the teacher continuously reinforces learning goals. It was

concluded that assignments are well-versed in students' skills. Teachers preferred suitable assessment methods. Most of the time, teachers advised students to overcome learning problems. Teachers discuss the topic while preparing courses, and teachers' progress relates closely and positively to organizational justice.

### **Recommendations**

The current study could be replicated at different levels of Pakistani schoolings, such as middle and high schools, and other factors, such as job satisfaction, could be included. In institutions where organizational justice and student excellence are used, students' accomplishments can be strengthened.

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