

Impact of Organizational Justice and Organizational Commitment on Teachers' Performance in Secondary Schools

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Abstract

Justice and commitment are very crucial for organizational performance. Teachers require fairness in their matters and which in return enhance their commitment towards the organization and improve their performance. Therefore, the present study examined the impact of organizational justice and organizational commitment on teachers' performance working in secondary schools. Secondary school teachers and their headteachers or principals participated in this study. Organizational justice scale (Niehoff & Moorman, 1993), organizational commitment scale (Meyer, Allen, & Smith, 1993), and teachers' job performance scale (Akhtar & Haider, 2017) were employed to obtain data from teachers and their principals. Descriptive and inferential statistics were applied to the collected data. The findings revealed that teachers' performance was influenced by justice in school matters, teachers' dedication, and commitment to the school.

Keywords: organizational justice, organizational commitment, teachers' performance, secondary schools, performance

Introduction

The organization is a collection of individuals who collaborate on a common set of goals, interests, and actions (Wehrich & Koontz, 2005). A successful organization's distinguishing feature is that it achieves its objectives and proposes ways to improve employee happiness. Like all other organizations, school is seen as a teaching-learning place. It is not uncommon for educational institutions to have official and unofficial goals that include fostering friendships among students and sharing common interests (Ballantine, Stuber, & Everitt, 2021). Research circles have a growing consensus that various organizational elements impact employee performance. Researchers are devoting much time to investigating the probable influences on teachers' performance in a school environment.

Several studies have shown that school buildings, teaching and learning resources, enrollment and involvement, organizational personnel or staff sufficiency, financial resources, and school community support are essential organizational aspects (Domitrovich et al., 2015). Teacher performance is critical to any school's success. It is influenced by a variety of internal and external aspects of an

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organization such as work environment and culture, relationships between employees, opportunities for advancement, leadership qualities such as fairness, corporate citizenship practices, levels of satisfaction and commitment, and climates of ethical conduct (Black-Branch, 1996).

Presently, schools face many issues, the most serious of which is unfairness. To address the issue of unfairness, social scientists have identified organizational justice as a critical foundation for an effective educational system since justice is viewed as a critical indicator of social institutions' health. Greenberg (1986) invented this word to describe the proper and ethical handling of human resources at work. Fernandes and Awamleh (2006) narrated a person's opinion of justice about their treatment within a school.

The sense of fairness in the workplace encourages employees to be more committed. Marmaya, Zawawi, Hitam, and Jody (2011) identified that if a person performs routine tasks for a school diminishes, they have lost their commitment, and employees will depart. An employee's loyalty to an organization depends on the advantages the employee has received from the organization, and personnel dedication and workability are also increased due to a lack of alternative employment opportunities. Organizational commitment is characterized as a positive reaction that extends beyond an organization's dedication (Mowday, Steers, & Porter, 1979). It is among the most critical aspects of an organization's skirmish for long-term existence. In conclusion, this study aims to fill in the gaps in the literature by focusing on teacher performance in secondary schools as a function of organizational fairness and organizational commitment.

Organizational Justice

Justice is viewed as a critical indicator of the viability of social institutions. Initially, Greenberg (1986) invented this word for the proper and ethical conduct of human resources on the job. Moorman (1991) argued that it describes workers' perceptions of fair treatment in their job tasks and the decisions that impact other work-related concerns inside an organization. Distributive, procedural, and interactional justice are the three components of organizational justice.

Distributive justice refers to how a person feels about the rewards they get from somewhere. Alsalem and Alhaiani (2007) described that it is possible that the basis for this distribution is based on equity, contribution, and necessity, while employees judge its fairness by comparison with other employees. Individuals' perceptions of equity in resource distribution, as measured by their actual output's vs their projected contributions. Adam (1963) proposed that people judge organizational justice or inequity based on how their services, production, and rewards compare to their coworkers.

Nabatchi, Blomgren Bingham, and Good (2007) argued that organizational processes, rules, and regulations are referred to as procedural justice because of their perceived fairness. Procedural justice theory was the first to introduce the notion of procedural justice and is considered necessary for workforce research and practice (Thibaut & Walker, 1975). The idea of interactional justice was first presented by Bies and Moag (1986) as a measure of interpersonal worth conferred on a person following organizational processes. It entailed many methods displaying the common understanding, mainly when superiors treated employees in an organization with respect and decency. Interpersonal and informational justice are two sub-components of interactional justice recently identified by academics (Folger & Cropanzano, 1998).

Organizational Commitment

Employees' motivation to do regular work for an institution is called commitment, and if that motivation decreases, they will leave the organization. Moreover, individuals' dedication to their employer is based on benefits from the organization and the availability of few alternative jobs. Mowday, Steers, and Porter (1979) explain the value of an organization's commitment as a reaction that extends beyond the organization's dedication. It is a critical component in the effort of organizations to remain viable over the long term. Individuals' workability has been studied as a critical component in recognizing and increasing their ability to work in groups. Academics divide commitment into three constituents: affective, continuance, and normative.

Affective commitment is a type of involvement in an organization that involves people feeling good about their part in it. It also refers to a strong belief in the goals and standards of the organization. Yavuz (2010) defines it as the great desire of employees to stay with the organization because of their attachment to the organization. Rafei-Dehkordi, Mohammadi, and Yektayar (2013) argued that long-term commitment is founded on the belief that workers have in their ability to contribute and share in the organization's success. It also refers to the desire of employees to put in their all for the organization.

In contrast, a normative commitment is an individual's belief that they will continue to work for the organization. Employees' desire to join the organization is also viewed as an aspiration. Yavuz (2010) explained that it is a state of affairs in which employees see serving the organization as a moral obligation or a part of their job duties. These commitment characteristics examine that employee want to be a part of the organization by actively participating in it, having a high sense of status within it, and going above and above what is expected of them.

Organizational Justice and Commitment

Several studies have looked into the connection between justice and commitment. Studies have found connections between commitment, happiness, civic engagement, turnover intentions, employee trust, leadership behaviour, and job performance regarding how people feel about justice. Kim (2010) studied that individual form deep bonds with their employers when their heads run the workplace equitably. This sense of fairness and justice motivates people, who are more likely to exhibit higher happiness, civic engagement, trust, loyalty, and productivity.

Lind and Tyler (1988) discovered that Organizational commitment is strongly linked to an employee's sense of fairness in the workplace. Using a fair decision-making process might be seen as a sign of respect and concern for the organization's workers, explaining why this association was formed. Employees are more likely to give their all to the organization when they have a solid connection.

Organizational commitment and work satisfaction have been positively correlated with several aspects of justice, including fairness, as shown in numerous researches. As a result, there was an increase in the belief that people were more committed. Commitment is strongly linked to organizational justice in all its forms. Rafei-Dehkordi, Mohammadi, and Yektayar (2013) revealed that the link between distributive justice and organizational commitment is more significant in contrast to procedural justice. However, past research conducted by Folger and Konovsky (1989) has shown that this is not the case and procedural fairness is a more reliable predictor of commitment than other factors.

***Hypothesis 1:** Organizational Justice will relate positively to the organizational commitment of teachers in schools*

Organizational Justice and Teachers' Performance

The degree to which teachers are inspired and supplied with a desirable and encouraging condition to carry out their tasks dramatically influences the success of the teaching-learning process. Singh, Malik, and Singh (2016) investigated the idea that an individual's perception of the environment in which they work significantly impacts how they act in that context. The school's sense of fairness depends on the administration's moral, fair, courteous, and respectful demeanor and its sensitivity and equity. Efanga, Aniedi, and Idante (2015) asserted that teachers desire a say in the decisions that affect them. Still, the focus should be on the institution's well-being rather than the institution's self-interest when making decisions.

Teachers are more motivated to devote significant amounts of their time and energy to improving the school when they feel that the administration is treating them fairly. Teachers who are placed in a

position where they can teach effectively, have a positive attitude toward their job, and have access to superior educational facilities are more likely to succeed in their profession. Bauer and Liang (2003) noticed that people's sense of fairness improves their well-being. People tend to perform better when they sense that the organization's methods are fair or the treatment and benefits are distributed fairly. Students' and teachers' performance in the classroom is negatively impacted when they perceive injustice and unfairness.

Mohamed (2014) believed that organizational growth is influenced by fairness and impartiality in procedures and the quality of an organization's attitude toward its personnel behaviours, activities, and beliefs. Hussain & Haider (2019) explored the relationship between high school teachers' work performance and distributive and procedural fairness and discovered a strong positive correlation. Furthermore, distributive justice was more effective than procedural and interpersonal justice in explaining performance.

***Hypothesis 2:** The organizational justice within the school will relate positively to their teachers' performance*

Organizational Commitment and Teachers' Performance

The quality of a teacher's work is one of the most critical considerations in any educational setting. The teacher's performance was impacted by various factors, including organizational commitment (Haider, Munawar, & Bakht, 2021). People devoted to their education display a high acceptance of schoolwork, ideals, and working methods. Teachers who believe in these ideals would probably put them into practice in their lessons. In both teachers' self-assessment and their heads' judgment of their performance, the organizational commitment strongly influenced (Zhang & Fang, 2005).

Chen and Francesco (2003) explored a person's level of commitment boosts performance. They further described a relationship between employees' continuing dedication and work performance. However, there is also an association between employees' performance and their level of normative commitment. Roca-Puig, Beltrán-Martín, Escrig-Tena, and Carlos Bou-Lluser (2007) conducted a study in Spain and found a strong correlation between employee dedication and performance. Affective commitment has the most significant influence on an individual's accomplishment.

Haider and Amjad (2020) conducted a study and found a strong correlation between students' and teachers' levels of dedication and academic achievement. Ahmed, Farzeen, and Anwar (2017) conducted research and found a strong correlation between teachers' performance and their level of commitment to the school. According

to them, those with a high level of dedication to the institution tended to perform better and work more to attain its goals.

***Hypothesis 3:** The organizational commitment of teachers will be positively related to their Performance in schools*

It is strongly suggested that the concept of organizational justice, organizational commitment and teacher performance be investigated in various settings and the impact of justice and commitment on work performance. However, the majority of the research in this area was carried out in developed countries. Despite this, relatively little research in Pakistan and Punjab have been conducted to detect this critical issue. Therefore, the current study attempts to fill this knowledge gap by investigating the effect of justice and commitment on teachers' performance in Punjab.

Objectives of the Study

The objectives of the study were to measure (a) the level of organizational justice and commitment of secondary school teachers, (b) the relationship among the facets of justice, commitment and teachers' performance, (c) the effect of organizational justice and its components on teachers' performance, and (d) the impact of organizational commitment and its dimensions on teachers' performance.

Research Method

The present research explores the impact of organizational justice and organizational commitment on secondary schools' teachers' performance. The study needs an in-depth examination of the situation. As a result, quantitative research design was used for this research and survey method of descriptive research was deemed acceptable for this study since it is the most often used data gathering approach (Haider & Hussain, 2014; Haider & Qureshi, 2016).

Participants

In this study, a three-section questionnaire was utilized to gather data. In the first part of the survey, teachers were asked to provide demographic data. The second section comprised the justice questionnaire to identify dimensions of organizational justice. To measure teachers' commitment to their schools, the third portion contained a scale for gauging affective, continual and normative commitment. Teachers and principals in the study's target schools received questionnaires from the researcher. The beginning of the questionnaire included instructions and explanations for the questionnaires to be completely anonymous, and the teachers were asked to do so voluntarily.

In this study, 500 secondary school teachers from 25 secondary schools of district Bahawalpur were conveniently selected as the study sample. Out of these teachers, 472 responded. The response rate of questionnaires was 94%. The study sample included 268 (56.77%) female and 204 (43.22%) male secondary school teachers. They ranged in age from 26 to 49 years with a mean age for male teachers = 31.42 ($SD = 8.37$), and for female teachers = 29.59 ($SD = 6.22$) years. The mean of teaching experience for male teachers was = 5.11 ($SD = 2.47$) and for female teachers = 3.67 ($SD = 2.39$). To measure teachers' performance, 25 principals (15 female and 10 male) were also requested to rate their teachers' performance using a performance scale.

Research Tools

1. Organizational Justice Scale

The organizational Justice Scale developed by Niehoff and Moorman (1993) was used to collect data in this study regarding organizational justice. With the authors' permission, the scale was modified, and out of the total 20 questions, 5 items were removed in the adapted version due to non-compliance with the study criteria. Scores varied between 15 and 60, and high scores suggest a high level of justice in the school. At the same time, the reliability coefficient was $\alpha = 0.92$ for this study.

2. Organizational Commitment Scale

The organizational Commitment Scale developed by Meyer, Allen, and Smith (1993) was used to collect data in this study regarding organizational commitment. The scale was modified with the authors' permission, and 03 out of the 18 questions were omitted from the modified version since they did not meet the criteria. Teachers' ratings range from 15 to 60, and the higher the number, the more committed they are to their schools. At the same time, the reliability coefficient was $\alpha = 0.89$ for this study.

3. Teachers' Job Performance Scale

The scale devised by Akhtar and Haider (2017) for assessing teachers' performance was deemed the most appropriate. This scale is based on 24 items and is commonly used by principals to rate their teachers' performance. Scores varied between 24 and 96, and high scores signify the excellent degree of teachers' effectiveness in the perspective of their principals. The reliability coefficient was $\alpha = 0.93$ for this study.

Results

In the present research, the main focus was on the impact of justice and commitment on the teachers' performance in secondary

schools. The SPSS 22nd version calculated mean, SD, correlation, and regression.

Table 1

Mean and SD of Dimensions and Correlation among study variables (n = 472)

Variables	M	SD	1	2	3	4	5	6	7	8	9
1. Distributive Justice	3.12	0.36	—								
2. Procedural Justice	3.24	0.41	.23*	—							
3. Interactional Justice	3.26	0.46	.31**	.58**	—						
4. Affective Commitment	3.34	0.32	.44**	.41**	.36**	—					
5. Continuance Commitment	3.22	0.43	.15	.53**	.41**	.38**	—				
6. Normative Commitment	3.02	0.38	.43**	.29**	.26	.59**	.33*	—			
7. Teachers' Performance	3.41	0.57	.62**	.38**	.36**	.42**	.36	.55**	—		
8. Age	30.50	7.29	.11	.17	.09	.16*	.03	.09	.02**	—	
9. Experience	4.39	2.43	.26	.25**	.29	.21**	.01	.16**	.04	.03	—

* $p < .05$. ** $p < .01$

The average and SD of subscale values and the association coefficients among study variables for all teachers are presented in Table 1. The mean values of justice dimensions describe that interactional justice was experienced by secondary school teachers at a higher level than procedural and distributive justice. The mean values of commitment of teacher towards school identify that teachers' perceptions of affective commitment was higher than that of continuance and normative commitment dimensions. The distributive justice in school was positively and significantly correlated with the affective commitment ($r = .44, p < .01$), normative commitment ($r = .43, p < .01$), the subscales of commitment and teachers' performance ($r = .62, p < .01$). The procedural justice in schools was positively and significantly associated with the affective commitment ($r = .41, p < .01$), continuance commitment ($r = .53, p < .01$), normative commitment ($r = .29, p < .01$), the dimension of commitment, teachers' performance ($r = .38, p < .01$) and teachers' experience ($r = .25, p < .01$). Continuance commitment was found to have a high association with procedural justice. The interactional justice in schools was positively and significantly associated with the affective commitment ($r = .36, p < .01$), continuance commitment ($r = .41, p < .01$), and teachers' performance ($r = .36, p < .01$). Teacher affective commitment was positively and significantly correlated with teachers' performance ($r = .42, p < .01$), teachers' age ($r = .16, p < .05$), and teachers' experience ($r = .21, p < .01$). Teacher normative commitment

was positively and significantly associated with teachers' performance ($r = .55, p < .01$) and teachers' experience ($r = .16, p < .01$). As a whole, the distributive justice in schools was found to have a strongest correlation with teachers' performance ($r = .62, p < .01$). However, teachers' age was found to be least significant in all relationships.

Table 2

Regression Analyses for Dimensions of Organizational Justice Predicting Sub-scales of Teachers Organizational Commitment

Variables	Affective ^a			Continuance ^b			Normative ^c		
	β	t	p	β	t	p	β	t	p
Constant		10.51	.000		3.35	.260		5.37	.031
Distributive Justice	.29	6.31	.002	.13	1.38	.062	.22	3.67	.034
Procedural Justice	.31	3.29	.241	.27	4.96	.193	.17	2.71	.133
Interactional Justice	.43	4.68	.024	.18	2.78	.005	.29	5.91	.000

^a $R = .37, F = 13.34, p = .002, R^2 = .32$

^b $R = .41, F = 16.11, p = .001, R^2 = .27$

^c $R = .34, F = 11.81, p = .031, R^2 = .18$

The results of multiple regression for the facets of organizational justice and sub-scales of teachers' organizational commitment were presented in Table 2. It is evident from results that a multiple R of .37 caused 32% of the variance ($R^2 = .32, F(1, 471) = 13.34, p < .01$) in affective commitment scores. Distributive justice ($\beta = .29, p < .01$) and, interactional justice ($\beta = .43, p < .05$) were the organizational justice variables predicting affective commitment significantly. However, procedural justice ($\beta = .31, p > .05$) was insignificant in predicting affective commitment. For continuance commitment, 27% of the variation was ($R^2 = .27, F(1, 471) = 16.11, p < .01$) caused by facets of organizational justice. However, interactional justice of organizational justice was the only significant predictor of teachers' continuance commitment ($\beta = .18, p < .05$), while the other two organizational justice dimensions were statistically not significant. For the normative commitment, multiple regression extracted a multiple R of .34, which caused 18% of the variance ($R^2 = .18, F(1, 471) = 11.81, p < .05$). Distributive justice ($\beta = .22, p < .05$), and interactional justice ($\beta = .29, p < .01$) significantly predicted teachers' normative commitment. However, procedural justice, sub-scale of organizational justice was insignificant predictor of the normative commitment.

Table 3

Regression Analyses for Facets of Organizational Justice Predicting Teachers' Performance

Impact of Organizational Justice		Zubair, Uzma, Rehman		
	Step 1	Step 2	Step 3	
Predictors	β (t)	β (t)	β (t)	
Distributive Justice	.132*	.247	.200	
	2.307	2.119	2.117	
Procedural Justice		.213*	.310**	
		5.392	5.367	
Interactional Justice			.117	
			.739	
Model R ²	.080	.207	.253	
Model F	4.622*	3.982**	4.392**	

*p < .05, **p < .01

Regression Analyses for dimensions of organizational justice predicting teachers' performance was presented in Table 3. The results of first model revealed that distributive justice caused 8% of the variance ($R^2 = .08$, $F(3, 469) = 4.622$, $p < .05$) in teachers' performance and revealed distributive justice as a significant predictor of teachers' performance ($\beta = .13$, $p < .05$). However, after including procedural justice in second stage, the value of variation cause ($R^2 = .207$, $F(3, 469) = 3.982$, $p < .01$) in teachers' performance increased to overall value of 20.79% and revealed procedural justice as a significant predictor of teachers' performance ($\beta = .21$, $p < .05$) in second stage. In third stage, the inclusion of interactional justice as a predictor variable caused 25.3% variation ($R^2 = .25$, $F(3, 469) = 4.392$, $p < .01$) in teachers' performance and procedural justice once again emerged as a significant contributing factor and predictor of teachers' performance ($\beta = .31$, $p < .01$) at third stage.

Table 4
Regression Analyses for Dimensions of Teachers' Organizational Commitment Predicting Teachers' Performance

	Step 1	Step 2	Step 3
Predictors	β (t)	β (t)	β (t)
Affective Commitment	.103	.261	.119
	1.381	.961	1.020
Continuance Commitment		.142*	.319**
		2.367	4.928
Normative Commitment			.183***
			6.374
Model R ²	0.050	0.203	0.271
Model F	1.008	3.699**	5.761***

*p < .05, **p < .01, ***p < .001

Regression Analyses for dimensions of teachers' organizational commitment predicting teachers' performance was showed in Table 4. The results of first model revealed that affective commitment causing no significant effect in teachers' performance ($\beta = .10, p < .05$). However, after including continuance commitment in second stage, the value of variation cause ($R^2 = .203, F(3, 469) = 3.699, p < .01$) in teachers' performance increased to overall value of 20% and revealed continuance commitment as a significant predictor of teachers' performance ($\beta = .14, p < .05$) in second stage. In third stage, the inclusion of normative commitment ($\beta = .18, p < .001$) as a predictor variable caused 27.1% variation ($R^2 = .27, F(3, 469) = 5.761, p < .001$) in teachers' performance and continuance commitment once again emerged as a significant contributing factor of teachers' performance ($\beta = .31, p < .01$) at third stage.

Discussion

There is strong evidence supporting the idea that organizational justice and commitment components are significant constructs for describing and comprehending teachers' performance in Pakistani secondary schools. Teachers' organizational commitment was linked to a variety of organizational justice features. Both distributive and interactional justice predicted continuance and normative commitment, but only interactional justice predicted overall commitment (Hussain & Haider, 2019). Despite their close association, only interactional justice was a significant predictor of the affective and normative commitment subscales. This result is also consistent with the findings of past research that found broad parallels between the results of emotional and normative commitments.

The results revealed that teachers with high distributive, procedural, and interactional justice experience continuance commitment stronger than normative commitment. The institutional, administrative, and technical levels of a school organization are represented by these three elements (Haider, Munawar, & Bakht, 2021). It is reasonable that these levels of healthy schools are linked to teacher dedication since they work in harmony. The organizational justice dimension of procedural justice, on the other hand, did not appear to be a significant predictor of teachers' commitment components. The organizational commitment feature of continuous commitment was shown to be favorably associated with teachers' performance in this study (Haider & Amjad, 2020). The degree to which workers or teachers wish to stay inside the school due to a lack of relevant chances is called continuance commitment. Teachers face additional pressures and unreasonable demands from parents and other environmental elements in their schools due to this ongoing commitment.

Teaching is open to criticism and is frequently critiqued by members of society. Furthermore, the lack of people to comprehend the complexities, obligations, and stressors makes it significantly more difficult to educate children. Under the authority and protection of parents, school principals and teachers take the role of pupils (Ahmed, Farzeen, & Anwar, 2017). It is hoped that parental expectations or demands would impact teacher performance in this way. Parents, students, and school officials must all support teachers to be successful. A healthy school has a high degree of justice and devoted teachers. Fair school environments are an essential aspect of teacher organizational commitment, unsurprising. Results showed that distributive and interactional justice were significant predictors of teachers' organizational commitment and their performance in schools. This finding aligns with earlier research that shows that school justice and fairness are the most critical factors influencing teacher dedication and performance (Hussain & Haider, 2019). The findings demonstrate that school fairness is a significant component in teachers' normative commitment.

The findings of this study generally confirm the conclusions of many prior studies that looked at organizational justice in connection to critical organizational outcomes and individual performance, including teacher performance (Meyer, Allen, & Smith, 1993). According to the results of the multiple regression, the function of procedural fairness was livelier in describing teachers' performance. Cohen-Charash and Spector (2001) indicated that procedural justice is the most crucial driver of teachers' performance among the three dimensions of organizational justice. Ahmed (2010) also concluded that the influence of distributive and procedural fairness on work performance was considerable. Aryee, Budhwar, and Chen (2002) findings are also in line with our study results. The vital contributing variables in the current study are procedural and interactional fairness. Wang, Liao, Xia, and Chang (2010) identified that interactional justice is the most important predictor of teacher effectiveness among the three components of justice.

These findings align with Abasi, Mohammad pour, and Aidi (2014) findings, who claimed that organizational justice has a considerable beneficial influence on teachers' performance. However, Colquitt, Conlon, Wesson, Porter, and Ng (2001) reported a more negligible impact of justice dimensions on employee performance. Yasar, Emhan, and Ebere (2014) also described that when an organization's degree of justice is high, employees' performance is strong, which leads to high organizational profitability. According to the current study's findings, taking efforts to improve teacher performance, particularly stressing organizational justice in schools, is thought to be beneficial.

Conclusion

This study also demonstrated a moderate to weak link between organizational commitment and teacher performance. Zeinabadi (2010) believed that committed individuals are more likely to improve their value and help the organization. Many studies suggest that those with high degrees of emotional, continuous, and normative commitment are more likely to do well at work. They believed that teachers with a solid emotional commitment in the classroom were better teachers and taught more effectively (Mathieu & Zajac, 1990; Meyer, Stanley, Herscovitch, & Topolnytsky, 2002). DeCotiis and Summers (1987) indicated that individual motivation, desire to resign, turnover intention, and job performance strongly connect to organizational commitment, indicating that commitment is a fundamental driver of each of these outcomes. As a result, improving justice and commitment practices in schools may be beneficial, and school administrators should seek out various strategies to promote justice that contribute to overall school success and teachers' commitment.

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