

## ORGANIZATIONAL JUSTICE AMONG TEACHERS: A CASE OF BOARDING SCHOOLS OF TIKAPUR MUNICIPALITY

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### **Abstract**

*This study is designed to explore the organizational commitment and job performance as the driver for organizational justice. Questionnaires were distributed to 49 teachers from 13 boarding schools located in Tikapur Municipality. Majority of the respondents (67.5%) falls in the category of Intermediate level, About 32.5% respondents were form the bachelor level and 67.53% respondents were male and about 32.5 % respondents were female. Descriptive statistics and correlation were used to analysis the data. Using correlation and regression equation, organizational commitment and job performance were related with organizational justice. The result showed that job performance and organizational commitment have positive effects on organizational justice. Moreover, relation of three variables practices positive impact on organizational performance. It was concluded organizational commitment and job performance, that are necessary for organizational justice, are used on the school sector on satisfactory levels.*

**Keywords:** Organizational commitment, Job performance, Organizational justice, Boarding school, Satisfactory levels

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## **Introduction**

Boarding school has been a feature of education systems for centuries. A boarding school is a residential school where pupils live and study during the school year. A boarding school is a school in which most or all of the students live during the part of the year that they go to lessons. The word 'boarding' is used in the sense of "bed and board," i.e., lodging and meals. In the Nepalese education sector, Management of boarding will have to work hard to create an environment that would enable them to attract new staff and retain their best teachers. Similarly, teachers who are committed to their respective institutions are more likely not only to remain with the institution but are also likely to exert more effort on the behalf of the organization and work towards its success and are therefore likely to be better performers than uncommitted teachers. Teacher is the central element of any organization. The success and failure of any school depends how a teacher plays the role. In the mean time the role of teachers depends upon how they equipped with the skill, ability and performance. In another side, the purpose of school is achievement of goals effectively and efficiently while ensuring harmonious system among the teachers, which is internal efficiency. This can be driven via synergy between competent management and responsive teachers in the use of resources available to schools.

Understanding the nature of organizational commitment and Job satisfaction are renowned factors in management literature which are the securities terms of employees' performance. These factors are even more important to study in academic institutions, especially in boarding school which are the sources of primary human resources.

Teacher is the central element in educational system holding various important responsibilities. The overall performance of boarding schools depends upon their teachers and ultimately their level of commitment and job satisfaction. In an era of rapid change, knowledge capital must be retained in order for the organization to remain productive and responsive to the needs of its stakeholders (Bloch, 2001). Understanding of how teachers become satisfied and committed to their organizations, and to what degree various factors contribute to their level of commitment, is really important to boosting up their performance.

Organizational justice refers to employee perceptions of fairness in the workplace. These perceptions can be classified into four categories: distributive, procedural, informational, and interactional. Distributive justice reflects perceptions regarding fairness of outcomes, while procedural justice reflects perceptions of processes that lead to these outcomes. A third type of justice, informational justice, relates to the accounts provided for justice-related events. Finally, interpersonal justice reflects perceptions of interpersonal interactions and treatment. Research demonstrates that, although correlated, these specific justice judgments are each predictive of work- and worker-related

outcomes. Whereas this classic taxonomy reflects historically relevant theories that sought to identify criteria or decision rules used to determine the fairness of outcomes, procedures, and interpersonal treatment, more contemporary perspectives have cast a broader net. Contemporary justice research examines the reasons employees care about justice (content theories) and the processes that lead to both the formation of fairness perceptions, as well as individuals reactions to perceived injustice (process theories). While the lion's share of the justice literature to date has focused on the degree to which employees view themselves as fairly treated, more recent theories consider employees' reactions to the treatment of others. This has also led researchers to consider employees' reactions to corporate social responsibility (considered a special case of third-party justice perceptions). Finally, justice research has become increasingly multilevel, as research has begun to explore how shared perceptions of justice form within work groups and organizations (justice climate), and has considered how justice perceptions and reactions vary across cultural groups (e.g., organizational and national cultures).

### **Statement of the Problem**

The focus of the present study is to identify the organizational justice among boarding teachers. Literally hundreds of studies have been conducted to identify factors involved in the development of organizational justice. Job satisfaction has been referred to another measure of OC. Gaertner and Nollen (1989) found that justice was greater among employees who had been promoted and that it was also positively related to employees' perceptions that the company had a policy of promoting from within. According to McElroy (2001), providing high compensation could lead to higher organizational commitment through a attracting a larger pool of applicants for selectively recruitment, enhancing their self-worth and feelings of importance and to exert more effort on behalf of the organization. Thus, a linear and positive relationship between satisfaction with pay and organizational commitment was likely to be observed in this study. In his work on employee commitment, Steers (1977) found that opportunities for social interaction positively correlated with feelings of commitment.

Good working conditions such as clean, attractive surroundings enable employees to perform their work smoothly and thus are likely to have a positive impact on organizational commitment. Research by Painter and Akroyd (1998) and Richards, O'Brien, and Akroyd (1994) found that the general working conditions were significantly related to organizational justice. Birdi, Allan, and Warr (1997) and Tannenbaum, Mathieu, Salas, and Cannon-Bowers (1991) have revealed a positive relationship between organizational commitment and training opportunities.

## Research questions

From the above statement of the problem following research questions are presented:

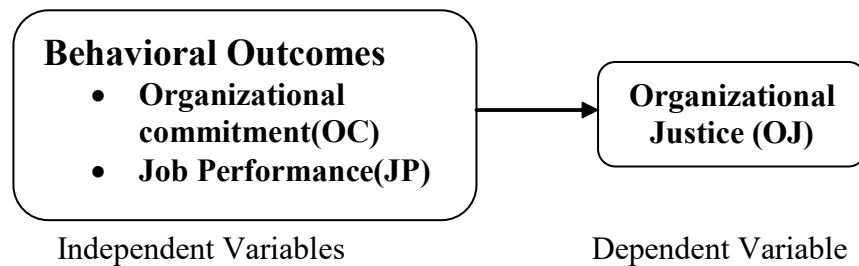
- How teacher's perception of organizational justice explains the organizational commitment?
- What are the behavioral outcomes of organizational commitment?
- What is the influence of organizational commitment on job performance?

## Study Model

The accuracy of the two-factor model was challenged by studies that suggested a third factor (interactional justice) may be involved. Bies and Moag (1986) argue that interactional justice is distinct from procedural justice because it represents the social exchange component of the interaction and the quality of treatment whereas procedural justice represents the processes that were used to arrive at the decision outcomes. Generally researchers are in agreement regarding the distinction between procedural and distributive justice but there is more controversy over the distinction between interactional and procedural justice (Cohen-Charash & Spector, 2001). Colquitt (2001) demonstrated that a four-factor model (including procedural, distributive, interpersonal, and informational justice) fit the data significantly better than a two or three factor model. Colquitt's construct validation study also showed that each of the four components have predictive validity for different key organizational outcomes (e.g., commitment and rule compliance).

Under this research the reviewing of literature, following variables and their association under the present study model has been presented.

**Figure 1: Study Model**



## **Objectives of the Study**

The main purpose of this study will be to determine whether selected personal characteristics, facets of job satisfaction, and perceptions of organizational justice significantly explains variance in the organizational commitment of boarding school teachers.

More specifically the proposed research study will carry the following objectives :

- i) To explain the extent to which Organizational Justice influences Job performance.
- ii) To explain the extent to which Organizational Justice influences organizational commitment.
- iii) To explain the combined effects of Job performance and organizational commitment on Organizational Justice.

## **Rational of the Study**

Boarding School of Tikapur Municipality has teaching large number of student every year. The boarding School provides primary and secondary education. Comparatively boarding schools are so costly then government financed school. So it is necessary to identify how the teachers of boarding schools teachers can fulfill the mass student's expectations and desires.

The current study aims at determining impact of boarding teachers' satisfaction with job dimensions on organizational commitment. In addition, its objective is to exploring to what extent these teachers are committed to their organization and consequences from their commitment. Hence this study equally necessary to advance the body of knowledge on organizational commitment and job satisfaction of teachers employed by institutions of education in the developing country.

## **Research Hypotheses**

For the purpose of answering the research questions and addressing the research objectives, the following statistical hypotheses are formulated.

H1: Job performances have significant effect on organizational justice.

H2: Organizational commitment has significant effect on organizational justice.

H3: Job performance and organizational commitment have significant causal effect on organizational justice.

### **Limitation of the Study**

- i) This study covers only the teachers from boarding school and hence it cannot be claimed to be the representatives to deal with organizational commitment and Job satisfaction for all institutions.
- ii) This study has been conducted only on the premises of Personal Characteristics, facets of Job Satisfaction and Organizational commitment to explain the organizational justice. Hence, the findings may be generalized with due consideration.
- iii) The reliability and validity of the study findings will be based on the reliability of the information obtained from the respondents.
- iv) The measures used in the study are subjective exposure, information obtained from the respondent will be highly influenced by the personal biasness, emotion, and judgment.

## **RESEARCH METHODOLOGY**

### **Research Design**

The study has adopted survey approach since to ascertain how organizational justice affects organizational commitment and job performance. Study aims to examine the possible impact of Organizational commitment and Job performance on organizational Justice. Research design determined by four key constraints: a) objectives of the research b) the available data sources c) the urgent of decision and d) the cost of obtaining the data. The above factors were taken into consider for designing the study.

### **Population and Sample**

This survey is conducted in boarding school of Tikapur municipality focusing to teachers of boarding schools. All the boarding schools in Tikapur are considered as the population. Among them boarding schools were selected based on the convenient, sampling technique for this research to make this study more inclusive and representatives. About 49 respondents were chosen among them 40 questionnaire were return and were used for the analysis.

### **The Model Specification**

The model developed by these authors has been then modified to take into consideration for Nepalese context, the independent variables of Job performance and organizational commitment with a functional relationship is:

$$OJ = f(\text{Organizational commitment, Job performance}) \dots (1)$$

$$OJ = \hat{\alpha}_0 + \hat{\alpha}_1 OC + \hat{\alpha}_2 JP \dots (2)$$

Where;

OJ is organizational justice

OC is organizational commitment

JP is Job performance

$\hat{\alpha}_0$ ,  $\hat{\alpha}_1$  and  $\hat{\alpha}_2$  are the regression coefficients to be determined and tested for significance at 0.05 confidence level.

### **Descriptive Statistics Analysis**

Mean and standard deviation analysis are used in this study. The higher mean value means more respondents agree to the variables could have a great association or impact on related to job performance. When analyzing the mean and standard deviation of variables, it is important to note that a significantly large value of standard deviation means that the data being tested is far away from the mean whereas a smaller value means that the tested variable is closer to mean.

**Table 5 : Descriptive Statistics**

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
My organisation has clear goal	40	4.00	5.00	4.2750	.45220
Satisfied with the working condition	40	3.00	5.00	3.8750	.85297
Satisfied with the salary	40	2.00	5.00	3.1750	1.00989
Team effort	40	2.00	5.00	2.9750	1.18727
Expected job	40	4.00	5.00	4.4750	.50574
Discussing outside of the organization	40	3.00	5.00	3.8750	.85297
Self encouraged	40	2.00	4.00	2.6750	.79703
Develop My career	40	4.00	5.00	4.4250	.50064
Strong sense	40	3.00	5.00	4.0750	.69384
Secure job	40	1.00	5.00	3.4500	1.72389
Help by chief	40	2.00	5.00	3.3750	1.12518
Clear plan helps	40	3.00	5.00	3.9250	.69384
Influences decision	40	3.00	5.00	3.8750	.85297
Asking my opinion	40	2.00	4.00	3.2500	.80861
Evaluation system	40	4.00	5.00	4.7250	.45220
Reward system	40	3.00	5.00	4.1750	.87376
Feedback system	40	4.00	5.00	4.8000	.40510
Adequate working condition	40	3.00	5.00	3.7750	.86194
Enough opportunity	40	4.00	5.00	4.8000	.40510
Satisfied with chief ability	40	3.00	5.00	3.9000	.70892
Help by co workers	40	3.00	5.00	3.7500	.80861
Job is not easy according to interest	40	2.00	5.00	3.0500	1.28002
Feedback on performing job	40	4.00	5.00	4.2000	.40510
Recognition by chief	40	3.00	5.00	3.8250	.87376
Induction training	40	3.00	5.00	4.2250	.86194
Continued training	40	2.00	5.00	3.9000	1.05733
Regular training	40	3.00	5.00	4.3250	.79703
Approachable chief	40	3.00	5.00	3.9250	.72986
Valid N (listwise)	40				



All the items are scoring the value greater than average value. It shows that all likert forms are satisfied for the elements of organizational justice, job performance and organizational commitment.

**Correlation Coefficient Analysis**

Karl Pearson’s Correlation coefficient is used to find out the relationship between dependent and independent variables. In this study Organizational justice is taken as the dependent variable, job performance and organizational commitment are independent variable. As correlation is run, there is shown the relation of the all variables on the below table:

**Table 6 : Correlation among OJ, JP and OC**

	OJ	JP	OC
OJ	1	.645**	.509**
JP		1	.668**
OC			1
** Correlation is significant at the 0.01 level (2-tailed). N=40			

**4.3 Analysis of Hypothesis Testing**

In the present study hypotheses has been set to check the impact within the variables. For the study purpose, Job performance and organizational commitment were taken as independent variable, and organizational justice is taken as dependent variable. In the following section each hypotheses are tested with the help of regression analysis. Before running regression analysis, prerequisite to run the regression equation are tested.

**Job performance and Organizational justice**

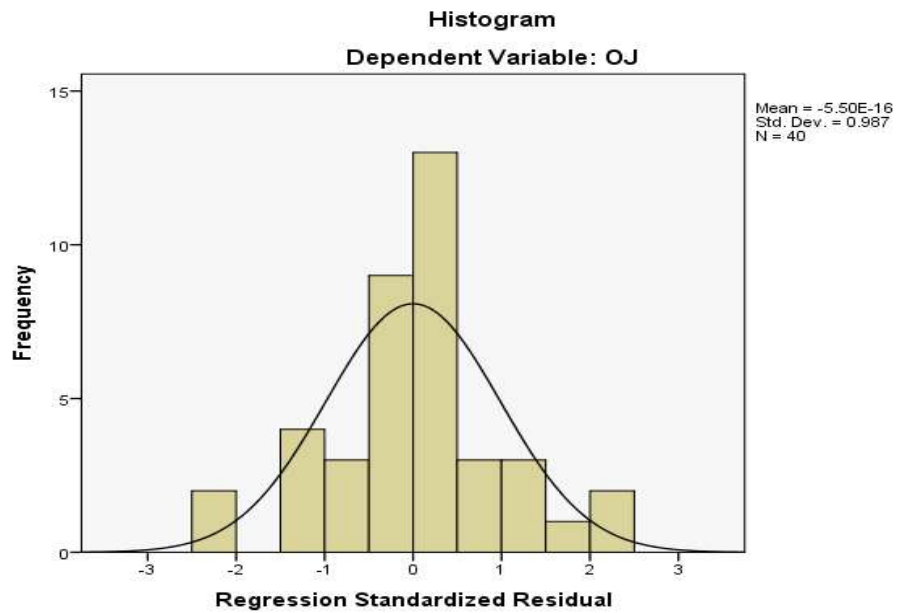
**H1:** Job performances have significant effect on organizational justice

Model:  $OJ = \alpha + \beta JP + e$

**Model summary of Job performance and Organizational justice**

Model Summary <sup>b</sup>									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df 1	df 2	Sig. F Change
1	.645 <sup>a</sup>	.718	.712	.56906	.718	119.897	1	47	.000
a. Predictors: (Constant), Job performance									
b. Dependent Variable: Organizational justice									

**Figure 5 : Histogram of the Model**



Histogram exhibits that residuals are normally distributed.

**Organizational commitment and Organizational justice**

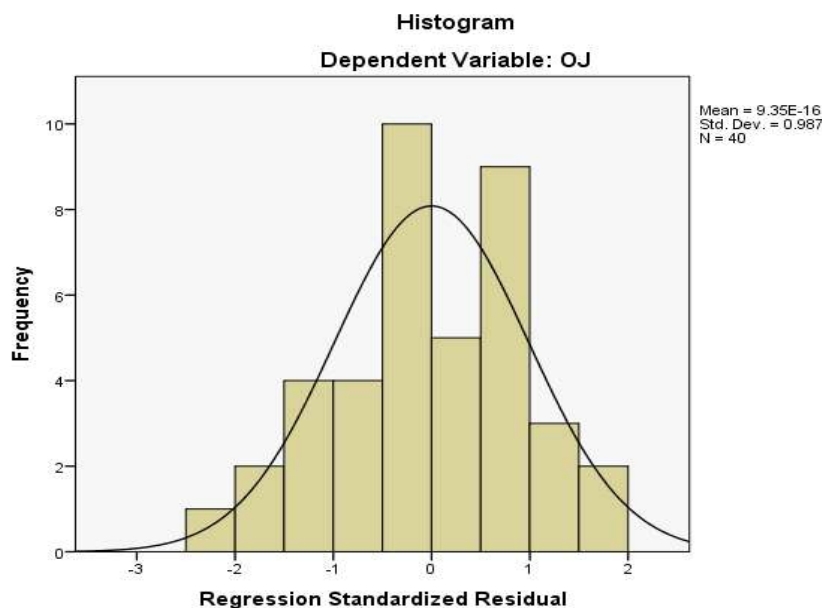
H2: Organizational commitment has significant effect on organizational justice.

Model:  $OJ = \alpha + \beta OC + e$

**Table 10 : Model Summary of Organizational Commitment and Organizational Justice**

Model Summary <sup>b</sup>									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df 1	df 2	Sig. F Change
1	.509 <sup>a</sup>	.589	.580	.68907	.589	67.412	1	47	.000
a. Predictors: (Constant), Organizational Commitment									
b. Dependent Variable: Organizational justice									

## Histogram of the Model



Histogram exhibits that residuals are normally distributed.

Above discussion the model can be explained as: every additional one percentage increase in organizational justice in school responsible for increasing .77 percentage increases in organizational commitment provided the effects of other variables are held constant. It means that there is significant impact of organizational commitment on organizational justice.

### Summary

The roles of teachers are most valuable issues in the organizational context. The policies of management development and designing market leading strategies of the organization are the core competencies of the today's business world. There are various factors which force the organization to think about implementing the new idea that is necessary for the organization's survival or to achieve competitive edge. With the line of those issues the present research aims to explore the impact of organizational commitment and job performance in the organizational justice with reference to school. For the study purpose twelve schools were selected where all together 40 out of 49 responses were collected and analyzed using descriptive and inferential statistics. The data were gathered though five point Likert Scale.

Internal consistency of the questionnaire was found very good having .80 above of the study variables. Teachers showed degree of agreement in all type of variables under study with composite mean value of more than 3 in every item that were taken for the study.

Using correlation and regression equation, organizational commitment and job performance were related with organizational justice. The result showed that job performance and organizational commitment have positive effects on organizational justice. Moreover, relation of three variables practices positive impact on organizational performance.

### **Conclusion**

It was concluded organizational commitment and job performance, that are necessary for organizational justice, are used on the school sector on satisfactory levels. Almost all school score below high in all scales, which mean that their policies and procedures are aligned with those concepts and want to link organizational commitment and job performance with organizational justice. Organizational performance scores were also positive, reflecting the relative positive perceptions of teachers.

The existence of positive relationship of organizational commitment and organizational justice is reflects that those organization who want to increase organizational performance should give attention in advancing the skill of teachers. And the significant relation of job performance with organizational justice for the organizational performance indicates the teacher's performance is also the outcomes of research. This finds was also supported a positive relationship of organizational commitment and job performance. They argue that organizational justice may not be linked directly to subjectively overall performance of organization. Moreover, these relations have no mutual reinforcement between organizational commitment and job performance.

### **Acknowledgement**

Study on organizational justice is being a centre of choice in management research area. The elements that drive the organizational justices can be studied in several dimensions. This study is designed to explore the organizational commitment and job performance as the driver for organizational justice. So, I would like to extent my sincere thanks to Research & Co-ordination Sub Committee (RCSC) of Tikapur Multiple Campus who provides me this opportunity to study under this topics with financial support.

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