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TEACHERS' PERCEIVED ORGANISATIONAL JUSTICE AS A CORRELATE OF THEIR JOB PERFORMANCE IN SECONDARY SCHOOLS IN SOUTH EASTERN, NIGERIA

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ABSTRACT

This study investigated teachers' perceived organizational justice as correlate of teachers' job performance in Secondary Schools in South East, Nigeria. One research question guided the study and one null hypothesis was tested at 0.05 level of significance. The study adopted correlational survey research design. The population of the study comprised all the 29,231 teachers in public secondary schools in South Eastern Nigeria. Out of the population a sample of 1,462 teachers were drawn by cluster sampling using proportionate stratified random sampling technique. Questionnaires of two different types developed by the researchers were used to collect data for the study. The questionnaires include: Teachers' Perceived Organizational Justice Questionnaire (TPOJQ) and Teachers' Job Performance Questionnaire (TJPQ). The instruments were validated by three experts from faculty of education, Nnamdi Azikiwe University, Awka. Cronbach Alpha method of reliability was used to determine the reliability of the instruments which yielded reliability coefficient of: .92 and .76 respectively. The reliability indices were considered high enough thus, the instruments were deemed reliable. Data collection was done by the researcher with the help of eight research assistants. Pearson product moment correlation coefficient was used to answer research questions 1 and the test of null hypotheses 1 with P. value being used to take decision on the null hypothesis at 0.05 level of significance. The findings of the study revealed that: There is a very high positive correlation existing between teachers' perceived organizational justice and their job performance in secondary schools in South East, Nigeria. It was also revealed that the correlation existing between teachers' perceived organizational justice and their job performance in secondary schools in South East, Nigeria is significant. Based on the findings of the study, it was recommended that: the management of post primary school service authorities and the principals in secondary schools in the area under study should ensure that the tempo of the perceived organisational justice in their schools is kept higher by ensuring that their teachers are continually treated equally, fairly, justly and that the conducive school atmosphere is maintained for their teachers to continue performing their job higher since the correlation between teachers' perceived organisational justice and their job performance is significant. At the end, implications of the findings of the study were stated.

Keywords: teachers', organisational justice, correlate and job performance

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Introduction

Teachers have to be treated justly and fairly by their school organizations to be able to put in their best for the achievement of their school goals and that of educational goals at least. This is because according to Omenyi and Emengini (2020) it is the teachers on whose shoulders lay the actual work of pedagogy and related activities. Meanwhile, the extent to which teachers judiciously and effectively carry out their teaching job of course depend on their perceived organizational justice.

According to Mohamed (2014) organizational justice refers to the extent to which employees perceive workplace procedures, interactions and outcomes to be fair in nature. Khan and Usman (2012) opined that organizational justice reflects people's perception on the extent of receiving equal treatment at their workplace. In a related conceptualization, Turgut, Tokmak and Gucel (2012) opined that organizational justice involves the encouragement of fair and ethical applications and operations within the organization. According to Pan et al (2018) people compare the ratios of their own perceived work outcomes to their own perceived work inputs with the corresponding ratios of their counterparts. This will enable them to adjust accordingly in their organizational participation. Inputs here refers to time and efforts, experience, qualification while output refers to rewards such as promotion, pay, recognition or any other job related resources that assist employees in job tasks or maintain overall well-being (Ghosh, Sekiguchi & Gurunathan, 2017).

Organizational justice has three facets of procedural justice, distributive justice and interactive justice. Procedural justice according to Kalay (2016) is the justice perception by the employees relating to the methods and processes used during the distribution of organizational outcomes among employees. As opined by Timinepere, Agbaeze, Ogbo and Nwadukwe (2018) organizations specify procedures that guide managers in making decisions for the distribution of resources, promotions, transfers and performance appraisals among employees. Thus, it is the perception of fairness in the procedures or processes used in distributing these organizational outcomes that is procedural justice.

On the other hand, distributive justice is the perceived fairness of the distribution of organizational outcomes. Greenberg (2011) opined that distributive justice centres on the beliefs of people who receive fair work outcomes in form of pay, promotion, recognition and other organizational rewards. Thus, in the school system, distributive justice is seen when such outcomes are fairly distributed when compared with teachers' inputs and that of reference others. Such input could include efforts, experience, qualification, skills, time and the likes.

Interactional justice being the last facet of organizational justice, according to Karriker and Williams (2009), comprises of interpersonal interaction with truthfulness, respect and justification that emanates from procedural justice. Interactional justice has two sub-dimensions of interpersonal justice and informational justice. Whereas interpersonal justice is concerned with manner in which people are treated with respect, dignity and politeness by supervisors or leaders, informational justice is employees' perception of fairness

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concerning information used as basis for decision making (Greenberg in Timinpere et al, 2018). Unfortunately, in secondary schools in south-eastern Nigeria, there seems to be feelings of organizational injustice among the teachers. It is observed that different disciplinary measures are meted on different teachers for the same offences in some schools in the area under study. Also, when teachers' out-put is compared to their in-put, there seems to be unfair treatments against the teachers. This is evidenced by the meager salaries teachers receive and their low social status in the society as compared to the nature of their job and compared to other civil servants (Ekwenuya et al, 2015). Similarly, Chukwu and Ezepue (2018) observed that in some schools in the area under study, some teachers that are due for promotion are not promoted while some others promoted does not have it effected in their salaries. Also, some teachers are being owed salaries for the past eight months not to talk of other allowances. In some other schools, teachers' salaries have been cut down only to tell them to be coming to school three times a week instead of from Monday to Friday. Consequence upon these, teachers on their part have blamed government for lack of incentives, fairness and poor motivation (Abraham, Ememe & Egu, 2012). Accordingly, the situatuation according to Oluanya (2014) have made teachers to combine businesses with teaching in attempt to balance the unjust treatments. Thus, the foregoing is pointing to possible correlation between teachers' perceived organisational justice and their job performance in secondary schools in south east, Nigeria.

Statement of the problem

Constant cases of teachers' non finishing of scheme of work, non planning of lesson before delivery or waiting for supervisors to be coming to their schools and making it mandatory before they will carry out this statutory plan, leaving their teaching task to corps members posted to their schools, non participation in co-curricular activities and their lateness to school to mention but a few seem to be order of the day among teachers in south eastern Nigeria. However, this is not applied to all the teachers in the area, the researchers are of the opinion that the observed poor job performance in some teachers may be ascribed to teachers' feeling of organisational injustice. This is possible when some teachers are disciplined with difference disciplinary measures form others for the same offence. Moreover, these seem to now have consequential effects on the students who now engage in all sorts of criminalities ranging from examination malpractices to cultism, bullying and sexual harassment among others. Moreover, after extensive literature review carried out by the researchers, it was observed that no study was done on teachers' perceived organisational justice as correlation of their job performance in secondary schools in south eastern Nigeria. Thus, these prompted the researchers to investigate teachers' perceived organisational justice as correlate of their job performance in secondary schools in south east, Nigeria.

Research Questions

The following research question guided the study:

1. What is the correlation existing between teachers' perceived organizational justice and their job performance in secondary schools in South-East, Nigeria?

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Hypotheses

The following null hypothesis was tested at 0.05 alpha level of significance:

HO1. There is no significant correlation existing between teachers' perceived organizational justice scores and their job performance scores.

Research Method

The study adopted correlational survey research design. According to Nworgu (2015), a correlational study is one which seeks to establish the relationship that exists between two or more variables. Therefore, in this study, the design was adopted to examine the correlation between teachers' perceived organisational justice and their job performance in secondary schools in South Eastern Nigeria.

The study was carried out in South Eastern Nigeria. The South Eastern Nigeria has five states which include: Abia, Anambra, Ebonyi, Enugu and Imo states. These states have common boundaries with each other and are together bounded in the east by Benue State, Delta State in the West, Kogi and Benue States in the North and Rivers and Akwa Ibom States in the South. The people of the South East, Nigeria, are predominantly Igbo speaking ethnic group. They are mostly known for their commercial activities. Moreover, there are many civil servants, farmers in the rural areas and politicians in the various parts of the states. The researchers choose South Eastern Nigeria for the study because of their similarities in educational development, social development and general customs and culture. Moreover, most parts of the states that make up South Eastern Nigeria are accessible to the researchers when collecting data unlike parts of south-southern states of Nigeria. Thus, the accessibility of the parts of South Eastern Nigeria is also one of the reasons the researchers chooses the area.

The targeted population for this study consisted of all the 29,231 (9,319 male & 19,912 female) teachers who are teaching in all the 1,248 government owned secondary schools in South Eastern States of Nigeria. In the population, Abia State has the total of 4,258 teachers comprising 1,304 males and 2,954 females. Anambra state has 5,150 teachers made up of 800 males and 4,350 females. Ebonyi state has a total of 4,360 teachers consisting of 2,555 males and 1,805 females. Enugu state has a total of 8,603 teachers with 1,974 of them being males while 6,629 of them are females. Finally, Imo state has 6,860 teachers made up of 2,686 males and 4,174 females. The population of Abia state teachers is based on data collected from the state's Secondary Education Management Board (SEMB) on staff analysis 2020/2021. That of Anambra state is based on the state's Post Primary School Service Commission (PPSSC) staff analysis 2020/2021. Ebonyi state teacher's population is based on the records gotten from the state's Secondary Education Board (SEB), Abakaliki being 2020/2021 staff analysis. Enugu state's own teacher's population is based on records gotten from the state's Post Primary School Management Board (PPSMB) on summary of staff strength 2020/2021. Similarly, Imo state's teachers' population is based on the records collected from their Secondary Education Management Board (SEMB), Owerri, Imo state on staff analysis 2020/2021.

The sample for this study comprised 1,462 respondents. In selection of this sample, the researchers adopted cluster sampling procedure using proportionate

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sampling technique. This is to ensure that the sub-groups (strata) in the original population participate in the study in the same proportion as they exist in the population. For the purpose of this study, the strata considered are: gender, states of the teachers and education zones of the teachers. Thus, in doing this, the teachers in the secondary schools in the various states under study were randomly choose on the basis of their state of employment, education zones and gender. Using approximately 5% each from the population of the teachers in the five states and considering teachers' gender, the total of 213 (male 65 and female 148) teachers were selected from Abia state. In Anambra state, 258 teachers were selected (males 40 and females 218). In Ebonyi State, 218 (male 128 and female 90) teachers were selected. Enugu has 430 (99 male and 331 female) teachers selected. Finally, in Imo State 343 (134 male and 209 female) teachers were selected making it a total of 1,462 (466 male and 996 female) teachers that are selected for the study. The choice of using 5% of the population followed Nworgu (2015) who opined that sample size of five percent (5%) is ideal sample size and good for generalization for studies involving large population that runs into thousands.

The researchers constructed two questionnaires named: Teachers' Perceived Organisational Justice Questionnaire (TPOJQ); and Teachers' Job Performance Questionnaire (TJPQ). The construction of these questionnaires was guided by a collection of views and findings on the two major variables of this study and their related literature and survey instruments. These questionnaires have two parts each (parts A and B) with part A meant to get personal data of the respondents like gender and the state of employment. On the other hand, part B of the questionnaires sort for teachers' ratings on the two major variables of this study. Thus, part B of Teachers' Perceivrd Organisational Justice Questionnaire (TPOJQ) contains 18 items with a four points rating scale ranging from Strongly Agreed (SA) Agreed (A), Disagreed (D) and Strongly Disagreed (SD). Finally, Part B of Teachers' Job Performance Questionnaire (TJPQ) is comprised of 30 items with four point rating scales and options ranging from Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD). The respondents are instructed on how they will respond to items of the various questionnaires without making mistakes. These were accompanied by letter of introduction.

Copies of the drafted questionnaires alongside the research purpose, research question and hypothese were submitted to two experts in the department of educational management and policy and one expert in the department of educational foundations (measurement and evaluation) all from faculty of education Nnamdi Azikiwe University, Awka, for face validation. These experts were required to examine the items in terms of the items' clarity, as well as to ascertain that the items were related and relevance to the purposes of the study. After the validation exercises, the experts offered useful and constructive corrections which were integrated in drafting the final copies of the instruments.

To ascertain the reliability of the instruments, Cronbach Alpha method of reliability was applied. Cronbach Alpha method of reliability was used to establish the reliability because; according to Chamundeswari (2013) it is a more robust test of reliability and a measure of internal

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consistency of questionnaire instruments. Thus, in doing this 38 copies of the questionnaires were administered to a sample of 38 teachers from government owned secondary schools in Delta state of South-Southern Nigeria. Moreover, government owned secondary school teachers in Delta state were used for the reliability because they are not part of the sample of the present study. Thus, the researchers waited for them to complete the questionnaires after which he retrieved them. Thereafter, set of scores for each respondent were coded into the SPSS batch system for computer analysis. The result of the analysis shows that part B of Teachers' perceived Organisational justice Questionnaire (TPOJQ) yielded a Cronbach Alpha coefficient or Cronbach Alpha of .92, while part B of Teachers' Job Performance Questionnaire (TJPQ) yielded Cronbach Alpha of .76. These results are indications that the two instruments have internal consistency. Moreover, Suwannoppharat and Kaewa-ard (2015) opined that reliability co-efficient of .69 and above is acceptable for any research instrument. Therefore, the reliability coefficients of these instruments were considered satisfactory for this study.

The researchers adopted direct method of data collection in the distribution of the copies of the questionnaires to ensure maximum recovery of the questionnaires' copies administered. In doing this, copies of the questionnaires were distributed to the respondents by the researchers and eight research assistants who are post graduate students of Nnamdi Azikiwe University, Awka. These eight research assistants and the researchers made it at least two individuals that administered and collected the questionnaires in each of the five South Eastern States. However, before then, these research assistants were briefed by the researchers on how to approach and administer the questionnaires. Thus, a total of 1,462 copies of the questionnaires were distributed and a very high percentage of 1,428 were recovered and used for analysis in this study.

To analyze the collected data for this study, the researchers used Pearson product moment correlation. Thus, Pearson product moment correlation coefficient was used to answer research question1 and the test of null hypothesis 1 with the aid of Statistical Package for Social Sciences (SPSS).

Presentation of Results

Research Question 1: What is the correlation existing between teachers' perceived organizational justice and their job performance in secondary schools in South-East, Nigeria?

Table 1: Pearson r on the Correlation between Teachers' Perceived Organizational Justice and Their Job Performance

Source of Variation	N	r	Remark
Organizational Justice Job Performance	1428	0.840	Very High Positive Relationship

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Table 1 shows that the Pearson's r=0.840, indicating that there is a very high positive correlation existing between teachers' perceived organizational justice and their job performance in secondary schools in South-East, Nigeria.

Hypothesis 1: There is no significant correlation between teachers' perceived organizational justice scores and their job performance scores in secondary schools in South-East, Nigeria.

Table 2: Test of Significance of Pearson Correlation between Teachers' Perceived Organizational Justice scores and their Job Performance Scores

Source of Variation	N	R	p-value	Remark
Organizational Justice Job Performance	1428	0.840	0.00	Sig

Analysis in Table 2 shows that there is a significant correlation between teachers' perceived organizational justice scores and their job performance scores in secondary schools in South-East, Nigeria. The calculated r (0.840) had *P*.value <0.05. Therefore, the 2nd null hypothesis was rejected.

Discussion of Findings

This study revealed that there is a very high positive correlation between teachers' perceived organizational justice and their job performance in secondary schools in South East, Nigeria. Further finding on this also revealed that the correlation existing between teachers' perceived organizational justice and their job performance in secondary schools in South East, Nigeria is significant. The above findings contradict the findings of Justin (2020), Kalay (2016) and Wang, Liao, Xia and Chang (2010) who found that the relationship between employees' perceived organizational justice and their job performance is not significant. However, the findings of the present study is in line with the findings of the studies of Krishnan, Loan, Ahmad and Yunus (2018), Ogwuche, Musa and Nyam (2018), Alqhiwi (2015), Manaf, Latif and Ali (2014) and Mohamed (2014) who found that there is a significant relationship between employees' perceived organizational justice and their job performance. Therefore, the possible reasons for the disagreement in the findings of the studies of Justin (2020) and that of Wang et al (2010) with the present study is that the two studies used employees of corporate organizations as respondents for their studies while the present study used teachers as respondents as well as the difference in geographical locations where the studies were carried out.

Conclusion

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Based on the interpretation of findings of the data collected and analyzed, and discussion of results, it was concluded that there is a very high and positive correlation existing between teachers' perceived organizational justice and their job performance. There is also a significant correlation existing between teachers' perceived organizational justice and their job performance in secondary schools in south east, Nigeria.

Recommendations

The following recommendations were made based on the findings of the study:

i. The management of post primary school service authorities and the principals in secondary schools in the area under study should ensure the tempo of the perceived organisational justice in their schools is kept higher by ensuring that their teachers are continually treated equally, fairly, justly and that conducive school atmosphere is provided for their teachers to continue performing their job higher since the correlation between teachers' perceived organisational justice and their job performance is significant.

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