



## EFFECT OF ORGANIZATIONAL JUSTICE ON TEACHERS' PERFORMANCE IN PUBLIC SECONDARY SCHOOLS: MODERATING EFFECT OF AFFECTIVE COMMITMENT

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### Abstract

*The research examines the moderating effect of affective commitment in the relationship between OJ (organizational justice) and performance of staff (teachers). Cross-sectional research design was utilized and primary data was collected through structured questionnaire. The total number of 488 questionnaires was returned and analyzed. The research used L-SEM through software. The findings confirm that affective commitment moderates the relationship between distributive justice and performance of teachers. Also, affective commitment moderates the relationship between interactional justice and performance of teachers. The study therefore recommends that government / school management should put more effort to improve teachers' perceptions about justice through fair distribution of rewards and other benefits and also government should give priority to strategies so as to improved teachers' affective commitment for enhancing performance.*

**Key words:** Performance, organizational justice and affective commitment.

### 1. Introduction

Public secondary schools are established to educate the students and enable them to discover their talents and to contribute economically, socially, politically and social-cultural wellbeing of a nation. To attain that, accomplishment level of students is directly related with the effectiveness of teachers.

Ogwuche, Musa and Nyam (2018) study show that job performance of public secondary schools' teachers in Nigeria is declining. This poor teaching performance among teachers has become a worrying state since it leads to unfortunate students' performance in school. To Ismail, Abdul-Majid, and Joarder (2015) prevalent poor academic achievement of students in Nigerian government secondary schools has been associated with poor teachers' performance.

In Yobe state, 2017 West Africa Examination results revealed that out of 13,297 students who sat for the exam just 3,550 students that make up 26.69% passed with 5 credits and above including Mathematics and English Language in public secondary schools (National Bureau of Statistic, 2019). In 2018, a total of 16,898 candidates sat for the WAEC just 2,673 students that make up



15.82% made 5 credits and above including Mathematics and English Language (National Bureau of Statistics, 2019).

However, despite the affirmative link involving organizational justice along with employee performance, some studies (e.g kalay *et al.*, 2016; Cohen-Charash & Spector, 2018; Moazzezi, Sattari & Bablan, 2014) noted that organizational justice may not always improve employee performance. Studies such as Krishnan, Loon, Ahmad, and Yunus (2018) and Mehmood and Ahmad (2016) are of the view that organizational justice may not work without some moderating variables. This made the findings of the studies of organizational justice on employee performance inconsistent and therefore required further investigation. In this light, studies such as ; Friday & Ugwa, 2019; Hayuningtas *et al.*, 2018; have observed that OJ have important encouraging relationship to affective commitment. It was on the basis of this argument that the current study examined the moderating effect of affective commitment on the relationship between OJ and performance of teachers in public secondary schools.

**H01:** Distributive justice has no significant effect on teachers' performance among public secondary schools Yobe state.

**H02:** Procedural justice has no significant effect on teachers' performance among public secondary schools Yobe state.

**H03:** Affective commitment has no significant effect on teachers' performance among public secondary schools Yobe state.

**H04:** Affective commitment does not significantly moderate the relationship between distributive justice and teachers' performance public secondary schools Yobe state.

**H05:** Affective commitment does not significantly moderate the relationship between procedural justice and teachers' performance public secondary schools Yobe state.

## 2. Literature Review

### 2.1 Concept of Employee Performance

According to Olaimat (2017) employee performance (EP) is the ability of the employee to work successfully and competently so as to accomplish the enterprise goal and objectives. To Jagero and Nyauchi (2014) EP signifies how good workers execute on the work and assignments that are assigned to them considered the general established prescribe of performance standard lay down by the organizations. Raza, Saleem, and Qamar (2014) view employee performance as the amount of the entire effort connected behavior anticipated of a worker and how fit these behaviors be executed. This study view employee performance as outcome of all accumulated actions that teachers performed by the means of their experience and ability for teaching task for a period of given time frame.

### 2.2 Concept of Organizational Justice

According to Rahman, Haque, Elahi and Miah (2015), organizational justice is regarded as evaluation of organizational fairness towards their workers in the work place. According to Greenberg (1987) organizational justice is the picture of workers' view about the acceptable treatment in the work place.

Mishane and Von Glinow (2018) elucidate that distributive justice is about workers' view of the quality of equal treatment with regard to how organizational rewards are distributed to employees for their contribution and sacrifice in the organization. To Griffin and Moorhead (2014) affirmed



that distributive justice describes as workers' view of equal distribution in terms of rewards and other valued outcomes that are equally allocated within the organization. Jones and George (2017) asserted that distributive justice is concerned with workers' view about the fairness of promotions, job assignment, pay as well as working condition in the workplace.

Yaghoubi, Mashinchi, Ahmad, Hadi, and Hamid (2011) procedural justice define the same as employees' view as regards equality of policy along with ways that control a process. To Moorman (1991) procedural justice is that how employee perceived judgment made by the organization and the process in executing these decisions. The study conceptualized organizational justice as teachers' perception of fairness of treatment received from their working organization.

### **2.3 Concept of Affective Commitment**

According to Mishane and Von Glinow (2019), affect commitment is concerned with workers' emotional attachment to, involvement in, and identification with the organization they are working with. Carmeli and Freund (2004) define affective commitment as right feelings of support for organization, a strong feeling of affection for organization, and taking part in the work organization. To Morrow (1993) affective commitment is a tasks-related behavior with right feelings. The study view affective commitment as teachers' emotional commitment to their organization.

### **2.4 Organizational Justice and Employee Performance**

Kalay (2016) examined the effect of organizational justice on employee performance in public schools, Turkey. The study collected the data on 42 teachers. The study used PIs-SEM method. Finding showed that procedural justice and interactional justice have no significant effect on employee performance. The sample size of the study was too small compared to targeted people. This study used large sample size.

Cohen-Charash and Spector (2018) who conducted a meta-analysis on the impact of organizational justice on employee performance, established that the major determinant of employee performance are procedural justice, with distributive justice having no significant impact on employee performance.

Mehmood and Ahmad (2016) examined the connection linking OJ with workers (employee) routine amongst universities lecturers. The research utilized regression and correlation for data analysis. Study finding showed that distributive justice significantly influences employee performance. This study used Structural Equation Modeling (SEM) as the data analysis method.

Krishnan *et al.* (2018) examined effect of OJ on worker achievement (tasks performance) in chosen manufacturing industries within Malaysia. The study was empirically analyzed the direct effect of OJ on employee routine (performance). The sample of the study was 142 respondents. The information collected was analyze by the used of SPSS version 23. The study finding revealed that there was positive relation linking DJ and employee work routine.

Friday and Ugwu (2019) investigated the influence of organizational justice on workers' commitment in non-government secondary schools' teachers in Bayelsa state. The study used survey research design and twenty (20) post primary schools were selected via using random



sampling technique. The research sample 214 from the population of 480 teachers. The study utilized Pearson product moment correlation coefficient for statistics investigation. The findings revealed that OJ had considerable affirmative relationship with workers' commitment. This study used Structural Equation Modeling (SEM) method which was recent developed compared to Pearson product moment correlation coefficient.

Hayuningtas et al. (2018) examined impact of OJ and AOC (affective organizational commitment) and mediate by OT (organizational trust) and POS (perceived organizational support) among employees in Taiwan. The sample consists of 188 respondents with 155 males, 33 females. Descriptive statistics were designed to provide information about the distribution of each variable. The findings revealed that OJ had significant effect on AOC.

### **2.5 Affective commitment as a Moderator**

Moderator is a variable that affect the direction or strength of the relationship between independent and dependent variable (Baron & Kenny, 1986). Moderating variables are usually brought when there is an unexpected weak or inconsistent findings between independent and dependent variable. The study proposed affective commitment as a moderator this could be justified from the suggestions for future study of Krishnan, Ahmad and Yunus (2018).

### **2.6 Theoretical Framework and Hypothesis**

The theory that underpinned this study is Social Exchange Theory that was propounded by Blau (1964). Social exchange is described as a reciprocated contentment exchange involving two parties with the increase of reciprocity under a universal ethical norm (Gouldner, 1960). Social exchange theory assume that a person take part in an exchange simply when he/she anticipates their rewards from it to rationalize the cost of taking part in it (Gefen & Riding, 2002) and that relationships are interdependent (West & Turner, 2007).

Social exchange theory assumes that employee preserved the hope to be treated equally, honestly and politeness by the organization and its management team. The rule of reciprocity states that if a worker perceived that he or she is being treated honestly that employee will total be more positive inclined towards the enterprise (Ajala et al., 2017). In the same vein, this study assumed that when teachers are treated with courteously, honesty and recognition by the school management, then teachers will developed confidence and feel that they are part of the organization and this may in turn increase their level of affective commitment as well as their performance.

### **3. Methodology**

The survey research design was employed for this study. The population of the study was 815 teachers from public secondary schools in Yobe-South. (Yobe State Teaching Service Board, 2019). The sample size obtained from formula proposed by Yamane as mentioned in Isreal (2013). The minimum sample for this study was 400. So as not to be fall short of the minimum sample size of 400, it was advised by Israel (2013) that 30% should be added to the minimum sample size which resulted to 520. The research adopted stratified sampling method to bring out participants (teachers) from each school.

The questionnaires were adapted from various previous researchers work for this study. For employee performance Items were adapted from scale items developed by Williams and Anderson



(1991), distributive and procedural justice items were adapted from Niehoff and Moorman (1993) and for affective commitment, items were adapted from Allen and Meyer (1990).

### 3.2 Technique of data analysis

The study used PLS-SEM method through Smart pls 3 to analysis data gathered from respondents. In using partial least square structural equation modeling two main models are essential. The measurement model was used to find out the dependability and soundness of the instrument use in the research and inner model to check the hypothesis and  $Q^2$  (predictive relevance) of the model.

## 4. Results

In this research, the total number of 520 questionnaires was distributed from which 505 was returned. After data screening 488 questionnaires was found to be usable for the analysis. The total of usable questionnaires was 488 (93.3.1%) which was the answer rate consider satisfactory for numerical dependability and generality (Tabachnik & Fidell, 2013, mentioned in Aminu, 2015).

### 4.1 Measurement Model Analysis

To measure the measurement model, the reliability and validity of the model were assess using the outer model of partial least square-structural equation modeling path modeling. While it shows in table 2 represents the reliability and convergent validity of latent variable of this study.

**Table 1: Construct Reliability and Validity (n=488)**

Construct	Items	Loadings	AVE	CR
Teachers performance	TP1	0.680	0.652	0.785
	TP3	0.820		
	TP4	0.680		
	TP5	0.573		
Distributive Justice	DJ1	0.669	0.559	0.863
	DJ2	0.831		
	DJ3	0.832		
	DJ4	0.686		
	DJ5	0.703		
Procedural Justice	PJ1	0.551	0.547	0.853
	PJ2	0.609		
	PJ3	0.667		
	PJ4	0.915		
	PJ6	0.883		
Affective commitment	AC4	0.750	0.503	0.786
	AC5	0.733		
	AC7	0.691		

*NOTE: AVE stands for Average Variance Extracted, while CR represents Composite Reliability. Table 1 presented the factor loadings, Cronbach alpha, CR; AVE figures for all latent constructs. All constructs have achieved minimum threshold of 0.70 (CR), and 0.50 (AVE). For that reason,*



it could be done that Convergent Validity (AVE 0.5), and Construct Reliability (CR 0.70) of all constructs have been achieved.

**Table 2: Discriminant Validity (DV) using Fornell-larcker criterion (n=488)**

	DJ	TP	AC	PJ
Distributive Justice	<b>0.748</b>			
Employee performance	0.161	<b>0.807</b>		
Affective commitment	0.254	0.563	<b>0.709</b>	
Procedural Justice	0.167	0.274	0.341	<b>0.740</b>

*The bolded diagonal values correspond to the square root of the AVE of the constructs.*

Table 2 presents the result of discriminant validity. For there to be discriminant validity, the square root of AVE of each construct must be higher than other correlations. On table 2, it is that discriminant validity has been achieved, as the square root of AVE of each construct is higher than other correlations.

#### 4.2 Structural model (Sm)

The Sm (structural model) is the second part of partial least square-structural equation modeling. Hair et al. (2013) came up with the four major standards for evaluating the inner model in PLS-SEM. These consist evaluation of significance of path coefficients, R<sup>2</sup> (i.e coefficient of determination), f<sup>2</sup> (i.e effect size), and lastly Q<sup>2</sup> (I.e predictive relevance). It is important to carry out bootstrapping analysis. Bootstrapping was carried out by using of 5000 subsamples applying 488 cases. Figure 4.3 shows the structural model of the direct effects.

##### 4.2.1 Test of Hypotheses

On this section, the study tested for all the hypothesis and table 3 presented the outcome of the structural model with the beta value of the relationship, t-statistic and p-value.

**Table 3: Path Coefficient**

Hypotheses	Beta	Standard Error	T Stat	P Value	Decision
H <sub>01</sub> : DJ-TP	0.161	0.096	1.678	0.094*	Rejected
H <sub>02</sub> : PJ-TP	0.274	0.072	3.812	0.000***	Rejected
H <sub>03</sub> : AC-TP	0.563	0.089	6.296	0.000***	Rejected
H <sub>04</sub> : AC*DJ-TP	0.327	0.096	3.413	0.001***	Rejected
H <sub>05</sub> : AC*PJ-TP	0.047	0.134	0.349	0.727	Accepted
R Square	47.1%				

\*\*\* p< 0.01; \*\*p< 0.05; \*p <0.1.

Five hypotheses were formulated for testing, they were tested using structural model from the SmartPLSs 3 output. From Table 3, on the direct relationships, it is seen that distributive justice significantly affects teachers' performance at 10% while procedural justice and affective commitment significantly affect teachers' performance at 1% level.

For the moderation, the results show affective commitment to significantly moderate the connection linking distributive justice and teachers' performance. However, AC failed to considerably interact the connection linking PJ and teachers' performance.



This study assessed the variance explained by the set of predictor variables on teachers’ performance. Table 4.3 presented the R squares of the model. The result indicated that distributive justice, procedural justice and affective commitment explain 47.1% variation in the dependent variable while the remaining 52.9% is explaining by factor not captured in the model.

#### 4.2.2 Effect size and Predictive relevance

The effect size and predictive relevance of the model is presented in the table 4. The research evaluated the contribution of the independent variables DJ, PJ, and AC on dependent variable (teachers’ performance) by the  $f^2$ . Cohen (1988) suggested that  $f^2$  values of 0.02, 0.15, and 0.35, to represent small, medium, and large effects respectively.

**Table 4: Effect Size and predictive relevance**

Construct	$f^2$	Effect Size
Distributive Justice	0.033	Small
Procedural Justice	0.113	Small
Affective commitment	0.405	large
Q2	0.151	

The effect sizes of independent variables on dependent variables were assessed through  $f^2$ . To Cohen (1988), the  $f^2$  figures of 0.02, 0.15, and 0.35, shows small, medium, and large effect sizes. Table 4 shows the effect size of distributive justice, procedural justice and affective commitment on performance of teachers. DJ and PJ had small effect size while affective commitment has large influence on performance of teachers.

The study utilized the Stone-Geisser’s  $Q^2$  (predictive relevance) value to assess the  $Q^2$  of the independent variables on the reflective dependent variable (Hair *et al.*, 2014). The model with  $Q^2$  more than zero (0) is believed to have  $Q^2$ . On Table 6,  $Q^2$  is larger than zero, which shows the  $Q^2$  of the direct path model. The model has small degree of predictive relevance on performance (Cohen, 1988).

#### 4.3 Moderating effect

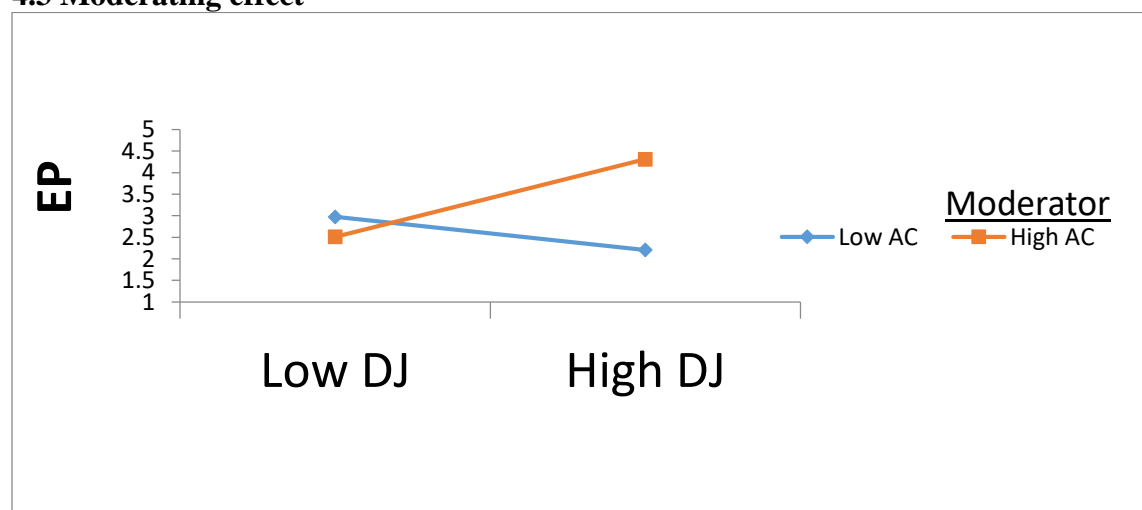


Figure 2: Interaction effect (moderation graph)



#### 4.4 Discussion of Findings

DJ and PJ were discovered to have major effect on the performance of teachers in public primary schools Yobe state. As teachers continue to have that perception and belief that they are treated fairly in terms of reward, they will put more effort in their job and when this is done, performance rises. This provides explanation for the result obtained in this study. The result is consistent with previous studies (Krishnan, Loon, Fariah, & Yunus, 2018; Nasurdin, & Khuan, 2007; Diab, 2015; Pan Chen, Hao, & Bi, 2018, & Usmani, & Jamal, 2013). Similarly, affective commitment significantly predicts procedural justice had major influence on teachers' routine and it was further discovered affective commitment significantly moderated the relationship between distributive and teachers' performance. However, affective did not significantly moderate the relationship between PJ and teachers' performance.

#### 5. Conclusions and Recommendations

This study examined the moderating effect of AOC between DJ, PJ and teachers' performance using data from 448 teachers working in public schools in Yobe state. It was determined that distributive justice and procedural justice as aspect of organisational justice is an important determinant of teachers' performance. Also, affective commitment significantly moderated the relationship between distributive justice and teachers' performance, but failed to significantly moderate the relationship between procedural justice and teachers' performance.

This study therefore, recommends that government/school management should show fairness in decision-making process and distribution of outcomes in term of rewards, salary and other benefits for teachers to improve performance. To improve teachers' performance, government/ school management should realize the significance of fair distribution rewards in shaping teachers' affective commitment in a place work place.

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