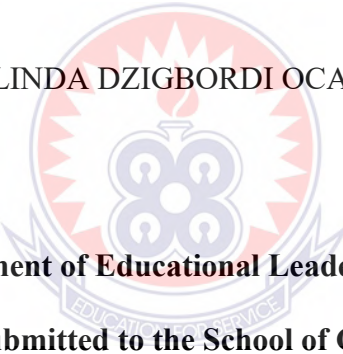


UNIVERSITY OF EDUCATION, WINNEBA

HEADMASTERS ORGANIZATIONAL JUSTICE AS A NEXUS TO JOB
PERFORMANCE OF TEACHERS IN PREMPEH COLLEGE JUNIOR HIGH SCHOOLS
IN KWADASO MUNICIPALITY

BELINDA DZIGBORDI OCANSEY

The logo of the University of Education, Winneba, is a circular emblem. It features a central four-lobed flower-like symbol in blue and white, set against a red background with a white sunburst pattern. The emblem is surrounded by a white border with the text 'UNIVERSITY OF EDUCATION, WINNEBA' and 'EDUCATION FOR SERVICE' at the bottom.

**A Dissertation in the Department of Educational Leadership, Faculty of Education and
Communication Sciences, submitted to the School of Graduate Studies, University of
Education, Winneba, in partial fulfilment of the requirements for award of the Master
of Arts (Educational Leadership) degree**

DECEMBER, 2020

DECLARATION

STUDENT'S DECLARATION

I, BELINDA DZIGBORDI OCANSEY, declare that this dissertation, with the exception of quotations and references contained in published works which have been identified and duly acknowledged, is entirely the result of my own original work, and it has not been submitted either in part or whole for another degree elsewhere.

SIGNATURE:

DATE:



SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with guidelines on supervision of dissertation as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: REV. SR. DR. MARY ASSUMPTA AYIKUE

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DATE:.....

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DEDICATION

To my husband; Mr. Bernard K. A. Amoako and my children; Philipa, Louis, Catherine, John and Francis.



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ABSTRACT

This research sought to determine the influence of head masters organizational justice on teachers' job performance in Prempeh senior high schools in Kwadaso Municipality. The targeted population was derived from all of the teachers in the in Prempeh College Junior High schools in Kwadaso Municipality that comprised on 120 teachers, but the response rate was 75 teachers for the quantitative analysis and 10 teachers for the qualitative analysis. The study followed both quantitative and qualitative research approaches executed through questionnaire and interview. The study employed descriptive design. The reliability of the instruments was 0.88 cronbach alpha. The data collected were subjected to statistical analyses using frequency and percentages Pearson Moment Correation and linear regression. Findings indicated that teachers experience moderate level of job performance. Again, it was established that organizational justices jointly influence teachers job performance due to treated fairly and conclusive environment constituent of organizational justice. Lastly, procedural justice highly and positively relates to teachers job performance. Based on these results it is therefore recommended that head teachers should be fair in dealing with teachers to enhance teachers job performance Again, head teachers should always ensure the presence of organizational justice in the workplace so as to create conclusive work environment to improve job performance from the teachers and lastly, head teachers should ensure fairness in the decision making process and also to apply rules consistently and safeguard against any form of bias while dealing with teachers

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

School as a social unit is a social system whose viability and endurance rely upon the strong bond between its consisting elements. Teachers perception of injustice by the personnel can damage the spirit of good working performance among them for it engulfs their will and motivation (Cojuharenco & Patient, 2013). Injustice and unfair exhibit by the school head lowers teachers morale and high spirit of hard-working. In the process of school heads developing a impartial organizational behavior and creating a sense of justice in the staff, it is of utmost importance to understand how actions based on justice influence different aspects of the teachers professional career (Colquitt, 2001).

For the teachers, the observation of justice, especially when it comes to their relation with the management (distribution of rewards, supervision, promotions and appointments) is very important. According to Crawshaw and Nadisic (2013), the idea of justice, this in the school environment is referred to as organizational justice.

Organizational justice is the realm where processes, actions and reactions are placed fairly in their in their correct positions. According to Cropanzano and Gilliland (2007) organizational justice, is the way the employees are treated is taken very seriously, so that they feel being treated fair. According to them organizational justice is consisted of three elemental factors, that are, distributive justice, interactional justice and procedural justice. Most of the employees expect an appropriate reward in exchange for their work (distributive justice). Moreover they expect a fair procedure through which they receive this reward

(procedural justice). They also expect to experience a fair treatment from and a just interaction with their superiors and supervisors (interactional justice)

Konovsky (2000) indicated that organizational justice reflects the degree to which individuals believe the outcomes they receive and the ways they are treated within organizations are fair, equitable, and in line with expected moral and ethical standards. Khan and Raja (2015) suggested that one of the subjects that is worth looking into is the appraisal of the effect organizational justice has on employee performance, since this performance is another concept crucial for human resources to flourish.

Generally, the studies relating to organizational justice have paid attention to a couple of major issues: Employees' responses to the rewards they receive-technically termed as distributive justice and the means through which these outcomes are acquired-that is procedural justice (Liao & Tai, 2006). Concern about distributive justice is important in organizations being the first type of justice that got the attention of organizational scientists and it comprises only one part of the story where organizational justice is concerned. Outcomes do not merely come into sight; they result from a specific set of process or procedures (Colquitt, 2001). According to Saunders, Mark and Thornhill (2003) distributive justice was the first and foremost dimension of organizational justice identified is distributive justice derived from the earlier study done by Adams (1965) cited by Saunders, *et, al* (2003) who evaluated fairness with the help of social exchange theory. Distributive justice largely considers the employees' perception about the fairness perception of outcomes (Colquitt, 2001). This was defined by Nasurdin (2007) as the fairness of outcomes an employee receives such as pay and promotions. Robbins and Judge (2007) described that distributive justice justifies treatment on the basis of ethical and objective criteria among individual workers. As

such benefits are distributed similarly among similar individuals and differently to different individuals. Distributive justice is established on the basis of equity theory (Esfahani, 2008; Thurston & McNall, 2010). Equity theory explains about the employees' judgments regarding the outcomes the organization offer for their effort. Distributive justice is very important factor for any types of organizations for their effective function (Colquitt, 2001).

Therefore, it makes sense that belief and trust of people to the fair distribution of outcome can motivate them to willingly perform tasks ahead of them. Individuals with high degree of distributive justice perception will show dedication to the development of organizations, pay attention on their self-development, and pay attention to their work (Colquitt & Zapata-Phelan, 2005). This situation may further boost the employees to exert more effort for the organizational effectiveness and may work more time voluntarily. When people perceive that they enjoy distributive justice they may feel that they are rewarded against their effort fairly for their extra effort. Since they are treated according to ethical and objective criteria it encourage them to perform more. Therefore, it makes sense that distributive justice has positive relationship with job performance (Colquitt & Zapata-Phelan, 2005).

Procedural justice is the workers' perception regarding fairness in rules and regulations or procedures which are applied in making decision that will direct the final outcome of the organization (Greenberg, 2007). Greenberg (2007) defined procedural justice it as the fairness of the procedures used in determining employee outcomes. Beugre (2008) stated that normally an individual's evaluations of allocation decisions are affected by both rewards and how rewards are prepared. Greenberg (2007) concluded that there is a relationship between procedural justice and work performance. Campbell and Finch (2004)

have found a significant relationship between the helping dimension of work performance and procedural justice. Saari and Judge (2004) pointed out that a low level of organizational employees' perceptions of procedural justice and distributive justice will result in increased absenteeism rate, low performance and low loyalty. When people perceive that they are treated based on fair procedures in determining employee outcome, employee may tend to show better performance. Greenberg and Colquitt (2005) noted that with this situation the employee may feel they are rewarded fairly based on their actual performance. Therefore, it makes sense that procedural justice has positive relationship with work performance (Saari and Judge, 2004).

Interactional justice explains the unfair and fair treatment in the relationship (Greenberg, 2007). Therefore, it is considered as a key aspect in workplace settings (Arif, 2002). Greenberg (2007) defined interactional justice as the interpersonal treatment employees receive from decision makers and the adequacy with which the formal decision-making procedures are explained. Balci (2003) found a positive relationship between interactional justice perception and work performance. Individual's quality of interpersonal relations decides on the level of perceptions of interactional justice. Therefore, the employees who have good interpersonal relations perform effectively by obeying rules and regulations even at the absent of supervisors (Greenberg, 2007).

The existence of such relationship is based on the view that when employees regard their working environment based on justice and fairness, they will naturally behave in a friendly and politely manner with conscientiousness toward colleagues (Greenberg, 2007). The school comprises of people with different background, their own needs, their own dispositions, their own desires, and aspirations. If the school heads exhibit justices in the

dealing with teachers equally, harmonize their roles, there is the tendency to have good job performance among teachers.

1.2. Statement of the Problem

According to Beugre (2008) organizational justice is considered as a fundamental requirement for an effective functioning of organizations. The core issue to be addressed with the study is to fill the gap of the relationship between the three dimensions of Organizational Justice and the teachers' job performance in Prempeh junior high schools in Kwadaso Municipality. Dramatic change in the perception of school heads for teachers have been changed because of competitive work environment. Due to unfair of organization justice many institutions were failed.

The core issue to be addressed with the study is to bridge the gap of impact of organizational justice on the teachers job performance in Ghanaian educational environment, specifically to consider the three main organizational justice dimensions of mentioned. With reference to several researchers such as Guo (2009), Iyer (2011) and Zhang (2006) whom mentioned that organizational justice study related to job satisfaction and work commitment. Besides that, there are other researchers in Ghana such as Agyeman and Asumeng (2013) whom specifically studied organizational justice in Ghanaian context, although their focus area was varied. Nevertheless, all of their work did not address the impact of the three organizational justice dimensions on Ghanaian teachers' job performance.

This study is to gain an understanding on how organizational justice goes about in Ghana educational sector, particularly from the view point of teachers towards the school they are serving at. Therefore, the study would attempt to fill the gap by investigating the

relationship between the three dimensions of organizational justice (i.e. distributive justice, procedural justice and interactional justice) and teachers' job performance.

1.3. Purpose of the Study

The main purpose of this study was to determine the influence of head masters organizational justice on teachers' job performance in Prempeh College Junior High schools in Kwadaso Municipality

1.4. Objectives of the Study

The study will seek to:

1. Determine the perception level of the primary school teachers with regard to teachers' job performance
2. Assess the joint effect of distributive justice, procedural justice and interactional justice on teachers work performance
3. Find out the type of organizational justice (distributive, procedural or interactional) has the strongest relationships with teachers job performance

1.5. Research Questions

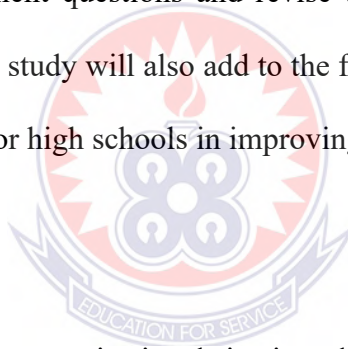
The study will address the following questions:

1. What is the perception level of the primary school teachers with regard to teachers' job performance?
2. What is the joint effect of distributive justice, procedural justice and interactional justice on teachers work performance?
3. What type of organizational justice (distributive, procedural or interactional) has the strongest relationships with teachers job performance?

1.6. The Significance of the Study

The finding of this study will enable the management of schools to establish the effects of organizational justice on teachers work performance, hence identify the areas where improvements can be done. It will also help the management in planning for the development and implementation of effective and efficient human resource strategies that will lead to improved teacher performance in the schools. This will in turn help in ensuring academic improvement and economic growth and stability of the country.

Other researchers who may need reference to information on role of organizational justice on teacher performance will also benefit by being able to assess previous approaches used to solve similar management questions and revise their research on human resources planning and development. The study will also add to the frontiers of knowledge and will also help in the management of junior high schools in improving teacher work performance.



1.7. Delimitation of the Study

The study focused on organisational justice dimensions in senior high school institutions and how it predicts teachers' job performance. Furthermore, the unit of analysis is Prempeh junior high schools in Kwadaso Municipality.

1.8 Limitations of the Study

The study was limited to headmasters organizational justice as a nexus to job performance of teachers in Prempeh College Junior High Schools in Kwadaso Municipality. The researcher used questionnaire and interview to gather data for the study. Some of the respondents delayed in filling the research questionnaires and the researcher had to give them

constant reminders before they were completed. Despite these limitations, the researcher was able to collect the necessary data for the study.

1.9. Organization of the Study

The research was organized under five major chapters. The first chapter is comprised of the background of study, statement of problem, objectives of the study, research questions, significance of the study, delimitation of the study and the organization of study. Chapter two discusses the review of relevant literature. It contains theoretical framework, literature on organisational justice and teachers work performance. It as well provided empirical relationship between the organizational justice and teacher work performance and concluded with a conceptual framework. The third chapter contains the methodological approaches which highlights on research philosophy, design, study population, sampling techniques and sample size, data collection instrument and method, data collection and analysis procedure and ethical consideration. In chapter four, the results and discussions of the findings are presented. Finally, the fifth chapter contains the summary of the findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter describes available literature in the topic. It also offers a critical analysis of previous studies that have been done by other scholars in the study area. It presents the research gap which the research intends to explore. It finally presents the conceptual framework of the study.

2.2 Theoretical Framework

This study was based on Homans (1961) social exchange theory. Social exchange theory posits that all human relationships are formed by the use of a subjective cost-benefit analysis and the comparison of alternatives (Homans, 1961, cited by Gould-Wiliams, 2007). It views social relations as an exchange process involving two steps. First, the actor's behaviour is contingent upon the reward from the environment; and second, the environmental reward is contingent upon the actor's behaviour (Blau, 2004).

Based on this theory, it is contended that, positive organizational action (stimulus) that is perceived to be „fair“ is the starting point for the proposed model. Consequently, an employee would judge this action of “perceived fairness” by comparing the received output with comparable others (Gould-Wiliams, 2007). The theory views interpersonal interactions from a cost–benefit perspective, just like an economic exchange, except that a social exchange deals with the exchange of intangible social costs and benefits like respect, honor, friendship, and caring and is not governed by explicit rules or agreements (Kelley & Thibaut, 2008).

According to this theory, individuals regulate their interactions with other individuals based on a self-interest analysis of the costs and benefits of such an interaction (Blau, 2004). Social exchange theory argues that when workplace relationships are effective, then the organization benefits. The theory explains social change and stability as a process of negotiated exchanges between parties. Thus people calculate the overall worth of a particular relationship by subtracting its costs from the rewards it provides. Outcome is defined to be the difference between the benefits and the costs (Blau, 2004).

Early conceptualizations of social exchange theory can be traced to Gouldner (1960) cited by Blau(2004) who maintained that to maximize one's own outcomes, individuals engage in helping behaviors to generate feelings of reciprocity. Blau (2004) expanded on the notion of reciprocity and suggested that over time these mutual exchanges serve as the basis of social exchange relationships. When applied to organizations, the essential tenet of social exchange theory is that individuals and organizations enter into reciprocal relationships in which the organization provides a supportive, fair, and just environment in exchange for loyalty and commitment on the part of the employee (Rupp & Cropanzano, 2002).

Social exchange theory in the context of the workplace often has been used as an underlying framework for explaining attitudes and behaviors in response to organizational and managerial actions (Masterson, Lewis-McClear, Goldman, & Taylor, 2000; Scott Colquitt, & Paddock, 2009). Rhoades, Eisenberger, and Armeli (2001) on the other hand found that feelings of commitment are positively related to employee perceptions of organizational rewards, including recognition for good work and opportunity for advancement and high earnings as well as feelings of supervisor support.

Based on social exchange theory, employees who feel they are appreciated by their organization may perceive high status in the organization (Fuller, Barnett, Hester, & Relyea, 2003). Employees who experience mutual reciprocity of resources, information, respect and power with management experience high perceptions of autonomy hence, they would be satisfied with the resources, information and support offered by the supervisor, as well as their job. As a result, they would be committed to staying in the organization and also perform well. Empirical evidence shows that high levels of employee involvement and job security have contributed to increased employee commitment (Gould-Williams, 2007).

2.3. Organizational Justice

The study of justice or fairness has been a topic of philosophical interest that can be traced back to Plato and Socrates (Ambrose, 2002). Though justice has been man's objective since ancient times, discussion of its nature, as a basic question in political philosophy, still continues (Banerjee & Banerjee, 2013). It can be said that justice really matters. This is in the sense that even the 21st century people understand something of justice which is mostly recognized in statements like "That's not fair" (Bayles, 2005). Folger (2007) designates justice to be the first virtue of social institutions, as truth is of systems of thought and lies at the root of every aspect of human life. It is therefore clear that justice is of fundamental importance to human beings (Folger, 2007).

According to Folger and Konovsky (2009) justice is an ethical and legal principle. Throughout human race the term justice has been acknowledged as one of the individual and social virtues which have been studied due to its importance in social life. The term "getting what you deserve" and "equality" are included in the definition and underlines the concept of

justice. The concept justice is of importance for both organizations and societies at large (Folger, 2007). The principles of justice in a society help people identify their mutual and social responsibilities and rights and define who and why their society will reward (Cropanzana & Bowen, 2007). The term justice generally includes treating the equal equally. It must be noted that the concept of justice is a significant issue to the nation Ghana. The coat of arms design in the year 1957 shows a motto “freedom and justice”. This shows that justice matters to the people of Ghana (MMM, 2002).

At the organizational level the concept justice is employees’ beliefs and perception about a fair treatment in their workplace (Al-Zu“bi, 2010). In other words organizational justice is rules and social norms depending on distribution of acquisitions, processes used in making decisions about distribution and interpersonal exercises (Folger & Konovsky, 2009). Also, justice means giving employees their rights to the extent they contribute to their organisations and punishments to the extent they act contrary to rules (Folger, 2007). The term organizational justice was coined by French (1984) cited by Al-Zu“bi (2010) to describe individuals’ perceptions of fairness in organizations (Colquitt & Ng, 2001). Organizational justice is the term used to describe the role of fairness as it directly relates to the workplace. Specifically, organizational justice is concerned with the ways in which employees determine if they have been treated fairly in their jobs and the ways in which those determinations influence other work related variables (Greenberg, 2007). Campbell and Finch (2004) described the concept of organizational justice as employees’ perception of how an organisation treats them with fairness. In the words of Greenberg (2010), organisational justice refers to employees perceptions about the extent to which they are treated fairly by their organization and how these perceptions affect organisational behaviour outcomes

variables (Goncalo, & Kim, 2010). In the understanding of the organizational justice concept a highly leveraged approach was recommended by Greenberg (2007). Moorman observed that organizational justice is involved with how employees determine their feel of being treated fairly on the job and the manner in which such determination affect work related outcomes.

The term organizational justice is not new in the administrative literature (Doulati & Pour, 2013; Folger & Cropanzano, 2008; Greenberg, 2010), but it is a neglected concept in educational administration. Hoy and Tarter (2004) have argued that issues concerning justice and fairness in schools should not be taken lightly or for granted. Anyone who doubts the validity of this statement simply needs to visit a school and to question teachers about how fairly they are treated on the job; then stand back and listen to the lively discussion that ensues (Greenberg, 2007).

2.4. The dimensions of Organizational Justice

According to Greenberg (2007), the earlier justice research focused primarily on distributive justice that involved the perceptions of the fairness of the distribution and allocation of outcomes. Further studies have led to the investigation of other forms of justice such as procedural and interactional justice. A study by Bies and Shapiro (2007), established that individuals do not base their judgments of fairness only on the outcomes (distributive justice) they receive. They also evaluate the process (procedural justice) by which these are received as well as the interpersonal treatment they experience in the process (interactional justice) (Bies and Shapiro, 2007).

Colquitt (2001) advocates the distinction of the various forms of justice rather than viewing justice as a single variable, while Dailey and Kirk (2002) confirm the interaction

between the different forms of justice. The key advantage of representing justice in this manner is that identifying specific forms of justice makes it easier to identify the elements that might be lacking and to recommend changes to enhance fairness perceptions (Colquitt & Chertkoff, 2002).

2.4.1. Distributive Justice

Greenberg and Baron (2008) described distributive justice as the kind of justice that looks at the distribution of organisational gains to deserving staff. Greenberg (2007) defined distributive justice as employee perceptions about fair distribution of organisational resources and benefits. The origins of distributive justice may be traced to Adams's (1965, cited by Gould-Williams, 2007) equity theory which claims that people compare the ratios of their own perceived work outcomes to their own perceived work inputs with the corresponding ratios of co-workers. In assessing distributive justice, individuals evaluate their work inputs (e.g., skills and motivation) relative to the outcomes received from the organisation (e.g., pay and promotions). Research has shown that perceptions of distributive justice are linked to a number of employee related outcomes such as: pay satisfaction, satisfaction with leaders and employee turnover intentions (Buchanan, 2002; Folger & Konovsky, 2009).

According to Folger and Konovsky (2009) distributive justice focuses on the employee's belief and feelings of satisfaction with their work outcomes such as pay and job assignments. Distributive justice refers to the perceived fairness of the outcomes that an individual receives from organisation. Outcomes may be distributed on the basis of equality, need or contribution and individuals determine the fairness of distribution through comparison with others (Deutsch, 2005). Choi (2011) on the other hand argued in their studies that

distributive justice is influenced by distribution rules which consist of equality, need and equity.

According to Folger and Cropanzano (2008) distributive justice is the individuals' perception on whether the gains they earned are distributed fairly. Individuals make judgments on the appropriateness of justice distribution by comparing their outcomes to their previous outcomes or to the outcomes of others (Choi, 2011). Distributive justice aims to identify and regulate the principles of distribution of rights, benefits and responsibilities to persons (Buchanan, 2002). Deutsch (2005) added that distributive justice is the extent to which rewards are allocated in an equitable way. It relates to the justice of results and is related to employees' perceptions of justice while sharing organisational sources, expenses, promotions, or shares (Greenberg & Colquitt, (2005). Distributive justice is arguments on status, seniority, production, effort, needs, and the determination of payment. It is suggested by Greenberg & Colquitt (2005) that there are three rules of distribution including justice, equity and needs which seen as the dimensions of distributive justice.

In the field of education, perception of distributive inequality among teachers is disturbing and result to negative feelings of anger in individuals (Greenberg & Colquitt, 2005). Inequality could be seen from staff promotions, high grade delegations and other awarding systems. This inequality causes feeling of guilt and dissatisfaction in employees. Employees who receive unexpected increment in their salary or benefits or unexpectedly been entrusted to boards and commissions (Greenberg & Colquitt, 2005). Those who have received unexpected pay rise or who have unexpectedly been delegate to boards and commissions, in distribution of activities and in service trainings on demand may work longer hours to get rid of such a feeling of guilt and have a feeling of equality or make extra efforts exceeding job

definition (Johns & Alan, 2001). In the workplace, employees generally consider distribution of work related rewards and resources to be fair when they are consistent with expected norms of allocation such as equity, equality and need (Colquitt, 2001). Forsyth (2006) has defined five types of distributive norm which include:

1. **Equity:** This term of used for distributive norm explains that employees' outcomes should be based on their inputs. The inputs of employees consist of the skills, time, money and energy that are invested by individuals in performance of their duty. Employees who therefore invest much input are required to receive more outcomes than those who invest less. Individuals that invest high level of input are therefore to receive more outcomes than others who invest little.
2. **Equality:** This term explains that despite the inputs that employees invest, members within a group are entitled to receive equal share of the rewards/costs. This term supports that an employee who contributes 30% of the group's resources should receive as much as the one who contributes 70 % (Forsyth, 2006).
3. **Power:** This aspect of distributive norm speaks to that fact that those who have much authority, status or control over the group should receive more than those in less position, with less authority, status or control over the group.
4. **Need:** Those in greatest needs should be provided with resources needed to meet those needs. These individuals should be given more resources than those who already possess them, regardless of their input.
5. **Responsibility:** This norm under the distributive justice is based on resource sharing. In other words, individual group members who have the most resource available to them should share their resources with those who have less.

Distributive justice is often considered important because an unfair distribution of outcomes and resources could have dismal consequences. Unfair distribution could therefore result to distrust, disputes, disrespect and other social problems among employees and their managers (Greenberg & Cropanzano, 2001). A look at the educational institutions, the introduction of distributive justice is critical and significant. This is in the sense that employees productivity are likely to increase when they are rewarded accordingly but when employees outcomes expectations are not met, a decrease in productivity, organisational dissatisfaction and distrust may occur. It is therefore reasonable for educational institutions to distribute awards, remunerations, benefits, job assignment and delegations fairly among employees or academic staffs as it may affect staff performance positively. Dailey and Kirk (2002) affirms that distributive justice does affect performance when efficiency and productivity are involved. An improvement in the perception of justice therefore increases performance Cropanzano, Byrne & Rupp, 2001). On the other hand, an unfair treatment may lead to job negligence, organisational incompatibility and staff resistance to decisions and applications. Such behaviors depend on the degree to which an organisation is perceived to be distributive fair or just (Greenberg, 2007; Hoy and Tarter, 2004).

2.4.1.1 Deutsch's Theory of Distributive Justice.

According to this theory, distributive justice is concerned with the distribution of the conditions and goods that affect individual well-being, broadly defined to include its psychological and physiological, economic and social aspects (Greenberg, 2000). Deutsch (2005) suggests that distribution should be based on equality, equity and needs. Equality consists of all employees receiving the same reward or equal allocation, equity means their rewards are directly related to their input, whereas needs are provided according to each

individual's specific needs (Cropanzano, Byrne & Rupp, 2001). In general, equity is conducive to productivity, equality to interpersonal harmony, and need to individual well-being (Colquitt & Zapata-Phelan, 2005). Deutsch (1985) suggests that the distribution of positive and negative outcomes depends on seven elements: the nature of the outcomes (positive or negative) being distributed; the roles involved in the distribution process; the styling and timing of the distribution; the value underlying the distribution; the criteria applied to represent the value; the measurement procedures used to implement the criteria; and the decision-making procedure. Despite the importance of outcomes individuals receive in forming perceptions of fairness, individuals are also concerned with how outcomes are determined, procedural justice (Colquitt & Zapata-Phelan, 2005).

2.4.2. Procedural Justice

Folger and Cropanzano (2008) introduced the role of procedural justice as the amount of process control provided to people affected by the procedures and their outcomes. Though the concept of procedural justice originates from legal research, it has become one of the most researched topics in organisational psychology and human resource management (Colquitt, 2001) and is receiving increased attention among strategy researchers (Buchanan, 2002). According to Buchanan (2002) procedural justice not only affects employee outcome satisfaction, but also higher-order attitudes of trust and commitment. These higher-order attitudes can be critical for the success of implementing strategies that require the mobilization of workforces (Guerrero & Afifi, 2007).

Folger and Cropanzano (2008) introduced the concept of procedural justice, which addresses the processes through which outcome distributions are made. Procedural justice has been widely recognized as an important matter in every organisational setting (Cropanzano &

Ambrose, 2001). When employees feel that their views and concerns are heard in the decision making process, they are most often likely to support rather than to deny the decision or cope with the decisions, their leaders and the organization as a whole (Folger, 2008). Cohen-Charash and Spector (2001) suggested procedural justice as positive individual perception on the processes and procedures involved in determining outcomes associated with higher levels of trust in the organization and its managers. In the words of Buchanan (2002), procedural justice is influenced by both structural rules and social rules. Structural rules represent the policies and practices that decision makers should follow; the most frequently identified is giving employees a voice in the decision process. The structural rules also consist of important variables such as bias-free, knowledgeable, consistent, listens to all and appealable. Social rules refer to standards of interpersonal conduct between employees and decision makers; they are best observed by showing respect and providing accountability for decisions (Buchanan, 2002).

Folger and Cropanzano (2008) emphasized that there are several views that explain why fairness of processes and procedures has such powerful effects on individuals. It has been emphasized by Folger and Cropanzano (2008) that procedural justice matters because process control functions as a guard to individual personal interest. By controlling the process is by having a voice through which individuals can protect their interests. Folger and Cropanzano (2008) further demonstrated that when individuals received unfavorable outcomes, they were more satisfied with the outcomes if they believed the procedures that produced them were fair. Folger & Bies (2009) has also argued out that group perception of fairness of processes matters because people want to be treated with respect and dignity and as valued members of enduring groups. In a strategic decision-making context, Folger and Cropanzano (2008) stress

how procedural justice promotes intellectual and emotional recognition. They argue that fair processes provide a sense of respect for intellectual value and emotional well-being of organization members, which make them more willing to take on new challenges and cooperate with others in ways that enhance firm-level value creation (Folger and Cropanzano, 2008).

Procedural justice refers to participants' perceptions about the fairness of the rules and procedures that regulate a process (Chan, 2006). Among the traditional principles of procedural justice are impartiality, voice or opportunity to be heard, and grounds for decisions (Chan, 2006). Procedural justice is also referred to as the degree of fairness during the process of making decisions or creating procedures. Thus, procedural justice, as defined in organisational justice literature examines the perception of fairness about the process, procedures, and decisions that affect the outcomes (Greenberg & Baron, 2008). Procedural justice entails employee perception of motives, methods, mechanism and processes used in determining outcomes or more precisely fairness of the procedure involved in making decisions (Folger and Cropanzano, 2008). It is the extent to which those affected by allocation decisions perceive them to have been made according to fair methods and guidelines (Greenberg, 2009). In other words, procedural justice implies the perceived fairness of the means and procedures used in making decisions that concerns the allocation of resources, working conditions and punishment decisions (Colquitt, 2001; Greenberg, 2009). The aspect of individual perception of unbiased or objectiveness and involvement in decision making process cannot be overlooked under this concept (Folger and Cropanzano, 2008).

Leventhal (2006) outlined six major components or elements of procedural justice. Among such elements are: ground rules for determining potential rewards and behaviors to

attain them; defining the decision structure, such as order, timing, and methods of arriving at the final decision; selection of agents, or who makes the allocation decision and the persons involved; safeguards to ensure against abuse of power for the following of rules; information gathering and obtaining procedures; procedures for appealing unsatisfactory decisions; and change mechanisms to alter processes when outcomes are unfair. These components he summarized as; consistency, bias suppression, accuracy, correctability, representativeness and ethicality which are believed to be associated with fair procedures (Leventhal, 2006).

Leventhal (2006) predicted that gathered information regarding the six procedural justice components is used to evaluate the fairness of the procedure itself. For instance, the guideline of accuracy necessitates that decisions arrived at must be based on accurate and valid information. Bias suppression prevents personal self-interest and the lack of all views receiving equal consideration. Consistency requires that procedures must be the same across individuals and over time. Ethicality calls for procedures to be based on prevailing moral and ethical standards and seeks to avoid deceptions, bribery, and invasion of privacy. Correctability allows for decisions to be modified or reversed. Ensuring that important sub-groups of the populations affected are involved requires representativeness. Choi (2011) put forward that individuals use one or more of the procedural guidelines to evaluate if procedures are fair, and often finds guidelines complimenting versus competing against one another.

It is therefore of importance to involve staff of educational institutions in decision making process by asking their views and taking suggestions. With this kind of organisational attitude employee feel that their institutions have them at heart and encourage staff of schools to work with more energy and commitment (Choi, 2011).

2.4.2.1. The Self-interest Model

Folger and Cropanzano (2008) investigate disputants' reactions to dispute resolution procedures and introduce the construct of procedural justice. This model proposes that individuals perceive decisions as fair when they have control over those decisions. Folger and Cropanzano (2008) differentiate between two forms of control: process control which refers to the participant's control over the presentation of the information and evidence used to resolve a dispute, the second is decision control where disputants have control over the outcome of the dispute. Disputants may perceive procedures as fair if the procedures allow them to participate in making decisions that affect them and if they have control over the outcomes (Buchanan, 2002; Colquitt, 2009).

Folger and Cropanzano (2008) model has been criticized on several counts. Firstly, this model is only appropriate in a dispute resolution setting (Buchanan, 2002). In addition, the participants in the study were college students, who may not be concerned about long-term relationships and are members of an artificially created group (Fraser, 2005). Moreover, the model also supposes that the judge in a legal situation has no bias toward the disputants which differs from managers who often act with accordance to their organization interests (Greenberg, 2009). Another criticism is that this model emphasizes the structural aspects of making decisions and ignores the human side such as social and personal interaction during the implementation of these procedures (Lilly & Virick, 2006).

2.4.2.2. The Procedural Preferences Model

Leventhal (2006) argues that equity theory does not recognize the issues related to procedural justice. He defines procedural justice as an individual's perception of the fairness of the procedural components of the social system that regulate the allocative procedures.

Leventhal (2006) model of procedural justice judgments focuses on six criteria that a procedure should meet if it is to be perceived as fair. The procedures are more likely to be perceived as fair when they: (1) incorporate the use of accurate data (accuracy); (2) allow input from representatives of the potential resource recipients (representativeness); (3) are consistently applied across people and over time (consistency); (4) suppress any potential bias of decision makers (bias suppression); (5) allow for questionable allocative decisions to be reviewed (correctability); and (6) adhere to current ethical standards (ethicality). These criteria can be used as a guide for decision-making. These procedural criteria are the most significant contribution of Leventhal (2006) which inspired organizational justice research (Colquitt, 2001).

Leventhal (2006) investigations of procedural justice focus more on the quality of formal procedures and less on the quality of the social structure of justice in work settings. Scholars point out that even with fair procedures, interpersonal relationships in exchange situations may play a critical role in perceptions of fairness (Ambrose, Seabright & Schminke 2002). Procedures might be recognized as fair if they stress respect, solidarity and unity. By the end of the 1980s, researchers began to conceptualize and investigate interactional justice (Bies and Shapiro, 2007).

2.4.3. Interactional Justice

The third dimension is interactional justice (Bies and Shapiro, 2007) which concerns the fairness of the interpersonal treatment individuals are given during the implementation of procedures. Cropanzana and Bowen (2007) simply refer to interactional justice as “usually operationalized as one-to-one transactions between individuals. According to Balci (2003) interactional justice focuses on employees' perceptions of the interpersonal behaviour

exercised during the representation of decisions and procedures. Interactional justice is related to the quality of relationships between individuals within organizations (Folger and Cropanzano, 2008). Although some scholars view interactional justice as a single construct, others have proposed two dimensions of interactional justice (Balci, 2003; Colquitt & Ng, 2001). The two dimensions of interactional justice proposed are interpersonal and informational justice. These two dimensions of interactional justice are related to each other. Blodgett and Tax (2007) added that these two forms focus more on the behaviour of the decision makers than on the structural aspects of procedures or the specific outcomes.

2.4.4. Interpersonal justice

Interpersonal justice refers to the sensitivity, politeness and respect people receive from their superiors during procedures. This serves primarily to alter reactions to outcomes, because sensitivity can make people feel better even if the outcome is unfavourable (Colquitt, 2001). The interpersonal aspects of justice are generally sensitive to differences in culture (Greenberg, 2001).

2.4.5. Informational justice

Informational justice refers to the explanation, justification or information provided by decision makers as to why outcomes were distributed in a certain way. Information should be comprehensive, reasonable, truthful, timely and candid. This information helps people to evaluate the structural aspects of the process (Colquitt, 2001).

2.5. Importance of organizational justice

There are multiple accounts for why justice at work matters to individuals (Ambrose, 2002; Greenberg, 2010). The literature distinguishes between three aspects concerning justice motives: instrumental and relational (Colquitt & Ng, 2001; Cropanzana and Bowen, 2007).

These three aspects (also called content theories, Cropanzano, 2001) are not exclusive of one another; some argue, in fact, that individuals are interested in receiving justice from instrumental and relational, considerations (Cropanzana and Bowen, 2007).

Instrumental models propose that individuals care about fairness for reasons of self-interest. Fairness is considered to be a means to an end, an end in the form of personal, economic gains or losses (Colquitt, Greenberg & Zapata-Phelan, 2005). Folger and Cropanzano (2008) suggest that controlling part of the process creates the perception of a fair process, which is valued because it increases the likelihood of attaining desired outcomes. Accordingly, employees may, for example, prefer organizations that fairly distribute promotions, pay, and resources – since they would want to receive these benefits in the future (Folger & Cropanzano, 2008).

Relational models postulate that individuals are interested in fairness because of identity concerns. Individuals derive dignity and self-esteem from receiving fairness from a group of colleagues or an organization, which satisfies their need for inclusion and belonging (Cropanzano, Byrne & Rupp, 2001). Relational models emphasize that individuals want to be appreciated, respected, and included in valued social groups. Fairness perceptions, and procedural justice in particular, help individuals interpret their standing and respect in a group (Folger & Cropanzano, 2008).

Deontic models propose that justice is a fundamental need and drive of people to respect human worth and dignity. Deontic models suggest that individuals have an intrinsic desire to live in an ethical social system. The moral virtues model of Folger (2008) suggests that individuals care about fairness because it is the right thing to do. When confronted with injustice, individuals are not only motivated to act out of instrumental and relational concerns

but also out of deontic concerns (Folger, 2008). For instance, deontic models suggest that experiencing an injustice, such as witnessing a colleague getting harassed, would trigger strongly felt emotions such as moral outrage, or “deontic anger,” that would in turn prompt behaviors such as retaliating against the organization (Folger, 2008).

Although each of these justice motives emphasizes a different aspect of justice, they all presume that justice is important to individuals in general and at work. Justice matters to individuals because it fulfills some kind of need that is explicated in these motives (Lind and Tyler, 2008). Most likely, several of these explanations add important information on why justice matters, but their relative importance may depend on the person and context (Folger and Cropanzano, 2008). Justice theories that explain how individuals form justice perceptions and how justice affects individuals’ subsequent attitudes and behavior can pertain to more than one of these aspects. Today, these three aspects of why justice matters to individuals are mainly used in order to describe into what category a specific justice theory falls. Lately, these aspects have also been used to derive predictions of the moderators of justice effects and the antecedents of justice enactment (Folger and Cropanzano, 2008).

2.6. The Impact of injustice on organizational outcomes

When someone experiences a specific event in the workplace that person forms a justice perception, whether fair or unfair, about the event (Hassan, 2002). Greenberg (2009) noted that injustice at work determine employees work performance. In other words, when employees perceive that the outcomes, processes, information or interpersonal treatment are unfair at work (Greenberg, 2009). Perceived injustice is followed by moral outrage and victims as well as observers feel anger and resentment as a natural reaction to experiencing

unfairness (Greenberg, 2009). This may lead to the display of aggressive behaviour such as talking back to superiors, verbal abuse (e.g. swearing and name calling) and even acts of physical violence towards others (Greenberg, 2009).

Aggression is not the only outcome of justice violations. Colquitt (2001) focus on nine different outcomes that are most commonly researched in the organisational justice field. These outcomes include: outcome satisfaction; job satisfaction; organisational commitment; trust; evaluation of authority; organisational citizenship behaviours; withdrawal; negative reactions; and performance (Colquitt, 2001).

2.7. Concept of Job Performance

Perceptions of distributive and interactional justice have a strong relationship with performance. However, perceptions of procedural justice have a strong relationship with performance (Colquitt, 2001). In other words, perceived procedural justice may affect performance positively (Folger & Konovsky, 2009).

Moreover, Greenberg (2006) indicated that job performance is a commonly used, yet poorly defined concept and further emphasized that it is the branch of psychology that deals with the workplace. It most commonly refers to whether a person performs his job well (Greenberg, 2006). Performance is an extremely important criterion that relates to organizational outcomes and success. Mohanty (2008) describes job performance as an individual level variable. That is, performance is something a single person does. Mohanty (2008) defines performance as behaviour and is something done by the employee and concluded that performance is different from outcomes. Outcomes are the result of an individual's performance, but they are the result of other influences According to Gillet and

Gobance (2009), performance does not have to be directly observable actions of an individual. It can consist of mental productions such as answers or decisions. However, performance needs to be under the individual's control regardless of whether the performance of interest is mental or behavioural. The key feature of job performance is that it has to be goal relevant. Performance must be directed towards organizational goals that are relevant to the job performance standard. Belling and Lounsbury (2010) proposed an eight factor model of performance based on factor analytic research that attempt to capture dimensions of job performance. They are:

- i. Task specific behaviours which include those behaviours that an individual undertakes as part of a job.
- ii. Non-task behaviours are behaviours which an individual is required to undertake which do not pertain only to a particular job.
- iii. Written and oral communication tasks refer to activities where the incumbent is evaluated, not on the content of a message necessarily but on the adeptness with which they deliver the communication.
- iv. An individual's performance can also be assessed in terms of efforts either day to day, or when there are extraordinary circumstances. This factor reflects the degree to which people commit themselves to job task.
- v. The performance domain might also include an aspect of personal discipline. Individuals would be expected to be in good standing with the law.
- vi. In jobs where people work closely or are highly interdependent, performance may include acting as a good role model, coaching, giving advice or helping maintain group goals.

vii. Many jobs also have a supervisory or leadership component like teaching.

2.8. Understanding of teacher performance.

Job performance is the product of a combination of an individual's motivation and ability (Bridges, 2008). According to Aguinis (2009) teacher performance refers to duties performed by teachers at a particular period in the school system. It is also the ability of teachers to combine relevant input for the enhancement of teaching and learning process (Aguinis, 2009). Adair (2012) states the notion of performance nearly equal to job performance is a comparison between the results of actual work with labor standards set. In this case the performance is more focused on the work. This shows that the performance is the result of work that can be achieved by a person or group of people in an organization, in accordance with the authority and responsibilities of each, in an effort to achieve the goals of the organization concerned legally, does not violate the law and in accordance with moral or ethics (Aguinis, 2009). Clark, (2006) stated that there are three performance perspective, namely (1) the performance of the individual, in the form of employee contributions in accordance status and role in the organization (2) teamwork, in the form of contributions made by the employees as a whole; and (3) the performance of the organization is the real contribution of the performance of the individual and the team as a whole. Armstrong (2009) states that a teacher performance can be measured by its ability to: (1) Skills planning: a) assess and set priorities from the field results, b) realistic designing long and short term plans, c) anticipate the problems that might be and constraints barriers towards achieving the required results; (2). Organizational skills: a). classifying activities for the optimal use of the sources of personnel in order to achieve objectives, b). clearly define responsibilities and

limits of authority for subordinates, c) minimize confusion and inefficiency in work operations; (3) Skills directs: a) the ability to guide and supervise b) emphasizes the process of motivation, communication, and leadership; (4) Skill controls: a) Setting a proper procedure for informed on the progress of the work of subordinates, b) identify deviations in the progress of work purposes, c) adapt the job to be able to ensure that the goals set have been achieved.

Teaching effectiveness has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation (Armstrong & Baron, 2008). The influence of teachers' teaching effectiveness on the learning outcome of students as measured by students' academic performance has been the subject of several studies (Alvesson, 2012).

The performance is not defined by the action itself but by judgmental and evaluative processes (Alvesson, 2012). Thus the actions, which can be scaled, or measured, are considered to constitute performance (Aluko, 2013). Job performance, which refers to the degree to which an individual executes his roles with reference to certain specified standards set by the organization, is central to any organization (Armstrong, 2009).

The term teaching performance refers to the conduct of instruction: posing questions, providing explanations, giving directions, showing approval, engaging in the myriad instructional acts that a teacher performs in the classroom (Ahmad, 2014). The definition of teaching performance has not been attained universally. Within this context, opinions of students are being recognized as most important in determination of teaching excellence (Ahmad, 2014). Nadler (2014) arranged a model of job performance stressing on characteristics of the individuals' outcomes and immediate work environment.

2.9. Distributive Justice and Employee Performance

In distributive justice, which can be briefly defined as sharing organizational outcomes equally among employees, it is essential that employees feel that they are being given equal shares of distributed organizational resources (Greenberg, 2009; Lambert, 2003). In other words, distributive justice, without regarding the decision process behind the distribution of organizational outcomes, focuses on the equity regarding the economic and social outcomes of the decision making process (Borman & Motowidlo, 2004). The fundamentals of distributive justice and the idea that indicates distributive justice may impact employee performance are based on Adams' (1965) cited by Gould-Wiliams(2007), equity theory. According to that theory, employees acquire a sense of distributive justice by comparing the organizational outcomes they gain from their job inputs with the outcomes gained by referent others (Greenberg, 2009; Dailey & Kirk, 2002). Employees' job inputs consist of such factors as education, knowledge, skills, effort, time, cognitive resources and performance. Organizational outcomes include wages, promotions, social rights, awards, punishments, leave time, tasks, responsibilities, physical resources, and facilities for development.

The perception of unfair distribution may cause employees to exhibit low job performance, to withdraw, to reduce the amount of input for the task they fulfill, to decrease their collaboration with their colleagues and to experience stress (Greenberg, 2009). Because distributive justice focuses on outcomes, it will trigger cognitive, affective and behavioral reactions and evaluations of employees towards results (Folger & Bies, 2005). Therefore, when any evaluation of distributive justice suggests it is unfair, it will affect the individual's emotions (inducing anger, unhappiness, rage or guilt), cognition (for example, distorting

inputs and outcomes cognitively) and ultimately behavior (for example, decreased performance or withdrawal) (Folger & Bies, 2005).

2.10. Procedural Justice and Employee Performance

Procedural justice is defined as the justice perception of employees related to the methods and processes used during the distribution of organizational outcomes among employees (Greenberg, 2009). In other words, employees' perception of procedural justice is related to the hierarchical level at which organizational outcomes are distributed in accordance with formal organizational procedures, and during the distribution, equitable communication to employees by managers or managers' representatives (Greenberg, 2009; Lind & Tyler, 2008). Colquitt (2001) conceptualized the perception of procedural justice as having two parts: formal procedures and fair outcomes. The justice of formal procedures concerns employees' perceptions of the fairness of procedures used in the distribution of outcomes. Fair outcomes refer to the level of employees' perceptions of the pre-defined procedures used fair in the distribution of results. According to Folger & Konovsky (2009), procedural justice has two sub-dimensions. The first of these concerns the structural aspects of methods used in the process of making distributive decisions and practices. This aspect, which is termed legal transactions, includes giving employees the right to speak and utilize their own ideas and approaches during decision making processes (Folger & Konovsky, 2009). The second aspect of the issue relates to whether decision-makers fairly apply the policy and practices during the decision making process. In the case of procedural justice, because it relates to the fairness of the decision-making process surrounding organizational outcomes, how the outcomes are defined is usually more important than the outcomes

themselves (Folger & Konovsky, 2009). According to Bakhshi, Kumar and Rani (2009), when employees feel that there has been an unjust distribution of organizational outcomes, they first question the procedures which produce these outcomes, and after concluding that the procedures are not fair, they seek to change their performance in order to restore justice in the organization. In this context, procedural justice, similar to distributive justice, affects the emotions, attitudes and behaviors of employees in an organization (Cropanzana, & Bowen, 2007; Ambrose, 2002). On the one hand, procedural justice perception affects the attitude and behaviors of employees in the organization regarding decisions made by managers, but on the other hand, it carries a symbolic function, such as strengthening the relationship between employees and managers. Therefore, procedural justice, by increasing employees' trust in the manager, organization and organizational commitment, can produce positive organizational results (Greenberg, 2009; Cropanzana, & Bowen, 2007). Some scholars (Folger & Bies, 2009; Folger & Cropanzano, 2008) explain the impact of procedural justice on employee performance with social exchange theory (Blau, 2004). Social exchange theory sees the organization as an arena in which long term and reciprocal social interactions take place between employees and the organization (Doulati & Pour, 2013). Scholars who use social exchange theory explain employee performance through employees' relationships with both the organization and with the manager (Cropanzano & Folger, 2001). According to Cropanzano & Folger (2001), the factor in employee performance that will be affected by the relationship between employees and organization is procedural justice. Johns & Alan (2001) stated that perceptions of procedural justice can convert employees' relationships with organizations from relationships of economic exchange to those of social exchange. Economic exchange relationships are transactional by nature, based on short term interactions

and are quid pro quo exchanges (Johns & Alan, 2001). In contrast, social exchange relationships are mostly characterized by such conceptions as identifications shared among employees, loyalty, emotional ties, continuity and mutual support (Hoy & Tarter, 2004). In that case, compared to economic exchange relationships, when social exchange relationships occur employees will display more effective job behaviors (Hoy & Tarter, 2004).

2.11. Interactional Justice and Employee Performance

Employees seek justice when communicating with their managers (Greenberg & Colquitt, 2005). Interactional justice, based on peer to peer relationships, is the perception of justice among employees that is concerned with informing employees of the subjects of organizational decisions, as well as about attitudes and behaviors to which employees are exposed to during the application of organizational decisions (Greenberg & Colquitt, 2005). In other words, it expresses the quality of attitude and behaviors to which employees are exposed during the practice of (distributive and procedural) operations by managers (Lilly & Virick, 2006). It is stated that interactional justice is composed of two sub-dimensions, interpersonal justice and informational justice (Hopkins & Weathington, 2006). Interpersonal justice points at the importance of kindness, respect and esteem in interpersonal relations, particularly in the relationships between employees and managers. Informational justice, on the other hand, is about informing employees properly and correctly in matters of organizational decision making. According to Gabarro and Athos (2006), employees focus on job results when they consider justice in the workplace, and they are likely to focus on the methods of communication and reciprocal relationships within the organization when they consider injustice. If the interactions of managers or manager representatives with employees

occur in a just way, employees will respond with higher job performance (Folger & Konovsky, 2009). Interactional justice can lead to strong interpersonal interactions and communication over time (Ambrose & Arnaud, 2005). According to social exchange theory, the positive or negative effect of employee-administration relationships on job performance stems from interactional justice (Ambrose & Arnaud, 2005; Samad, 2006). According to this theory, if employees are satisfied with their relationships with the administration, apart from their formalized roles, they will volunteer to acquire additional roles, which will increase their contextual performance (Samad, 2006). Greenberg & Baron (2008) argue that it is expensive and time-consuming to motivate employees with financial incentives alone, highlight interactional justice as another way to increase employee productivity. According to Leventhal (2006), employees have concerns about their relationships with management on the basis of interactional justice. Relational concerns stem from the fairness of the relationships that occur between employees and administrators during distribution of organizational outcomes. A fair relationship between managers and employees and themselves will give the employee the sense of being an esteemed and recognized part of the organization. These positive feelings can stimulate employees to reciprocate by engaging in extra role behaviors beyond their official job roles (Folger & Cropanzano, 2008).

2.12. Conceptual Framework

A conceptual framework is a theoretical structure of assumptions, principles, and rules that holds together the ideas comprising a broad concept (Bakker & Demerouti, 2007). The study conceptualized that organizational justice variables (independent variables) influences job performance (dependent variables) employee. The conceptual model describes the

potential relationship between these independent and dependent variables as depicted in figure 2.1.

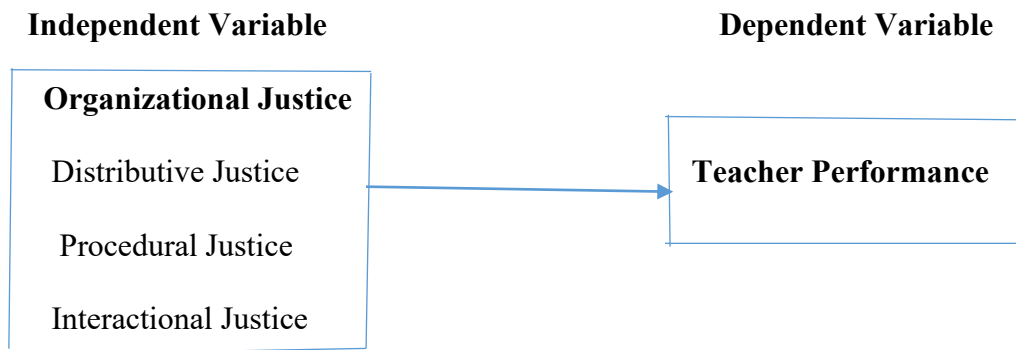


Figure 2.1: Conceptual Framework



CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter presents a description of the research design and methodology used in this study. Also it provides an overview of the research study, a description of the instrument selected for data gathering, the population and sample and the survey procedure used.

3.2. Research Design

The study was a cross-sectional descriptive research designed to determine the influence of head masters organizational justice on teachers' job performance in Prempeh college junior high schools in Kwadaso Municipality. To be able to gather the necessary data, the researcher utilized both quantitative and qualitative research approaches. A cross-sectional design was chosen because the data was collected on a 'snap-shot basis and also aimed to investigate the subject under investigation.

As widely accepted, the descriptive method of research is a fact-finding study that involves adequate and accurate interpretation of findings. Descriptive research describes a certain present condition (Robson, 2011). Relatively, the method is appropriate to this study since it aims to determine the influence of head masters organizational justice on teachers' job performance in Prempeh college junior high schools in Kwadaso Municipality. The survey is appropriate in this study because it enables the researcher in formulation of generalizations. The purpose of employing the descriptive method is to describe the nature of a condition, as it takes place during the time of the study and to explore the cause or causes of a particular condition (Robson, 2011). The researcher opted to use this kind of research considering the

desire to acquire first hand data from the respondents to formulate rational and sound conclusions and recommendations for the study. According to Creswell (2009), the descriptive method of research is to gather information about the present existing condition. Since this study is focused on the influence of head masters organizational justice on teachers' job performance in Prempeh junior high schools in Kwadaso Municipality.

This study applied descriptive triangulation design. According to Bryman (2015), a descriptive design can be used to obtain desired information about the incidence, distribution and interrelationships of educational variables among a given population at a given time. This study determine the influence of head masters organizational justice on teachers' job performance in Prempeh junior high schools in Kwadaso Municipality

To address the research objectives, the study adopted a mixed methods approach, specifically, descriptive triangulation design. According to Creswell and Plano - Clark (2007) descriptive design can be used to obtain desired information about the incidence, distribution and interrelationships of educational variables among a given population at a given time. This study assesses the influence of teachers' attitude to work on students' academic performance therefore descriptive was an appropriate design for the study.

The rationale behind this design is that the researcher values equally the two forms of data and treats them as such. Data is thereby merged, and the results of analyses are used simultaneously to understand the research questions through the comparison of findings from the quantitative and qualitative analysis. Johnson and Onwuegbuzie (2004) stated that during interpretation, this design helps the researcher to directly compare and contrast quantitative statistical results with qualitative findings in order to elaborate valid and well-substantiated

conclusions about the problem under study. Figure 8 shows the data transformation model of the triangulation design used in this study.

This study was sequential in nature as the study is being conducted in two phases. The sequential mixed methods design is of two phases; employing both quantitative and qualitative - both approaches in a single study, but not wanting to get into difficulty of using the two approaches simultaneously (Teddlie & Yu, 2007). The first part of the study was a quantitative phase involving the use of questionnaire and the second phase was qualitative in nature as it utilized interview with some selected teachers.

3.3. Population of the Study

Target population refers to all members of area or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the study (Creswell, 2009). The targeted population was derived from all of the teachers in the in Prempeh junior high schools in Kwadaso Municipality that comprised on 115 teachers.

3.4. Sample and Sampling Techniques

A census sampling technique was employed. This involves collecting data from all individuals in the target population due to the small nature of the population. It is called a census sample because data is gathered on every member of the population. To Crotty (2008), there are advantages to using a census or sample to study a population: provides a true measure of the population (no sampling error); benchmark data may be obtained for future studies; detailed information about small sub-groups within the population is more likely to be available

A sample size of 105 teachers was used to collect the quantitative data, while 10 teachers were used to collect the qualitative data.

3.5. Data Collection Tools

In line with the research approach, the study employed questionnaire administration and interview to elicit data for the study.

3.5.1 Questionnaire

In the view of Neuman (2011), questionnaires offer participants the advantage of answering questions with the assurance of anonymity for their responses. Questionnaires are fast and convenient and given the level of education of the teachers in the schools, it was not likely for them to misinterpret the questions and give misleading answers. The use of questionnaires ensured that quantifiable responses were obtained for the purpose of establishing relationships between the identified variables and the responses. The questionnaire consisted of 3 sections. Section A dealt with demographic characteristics of the respondents. Section B dealt with the organizational justice questionnaire. This section had 18 items of which items 1 to 6 measures Distributive Justice, items 7 to 12 measures Procedural justice while items 13 to 18 also measures Interactional Justice. Section C also dealt with the teachers job performance that had 6 items. The questionnaire had the overall reliability of 0.88.

3.5.2 Interviews

Sarantakos (2005) points out that the purpose of interviewing is to find out what is in someone else's mind and since this cannot be directly observed or measured, the researcher has to ask questions in such a way as to obtain meaningful information. According to

Sarantakos (2005), the purpose of interviewing is to understand the experience of other people and the meaning they make of that experience. The primary way a researcher can investigate an educational institution, or process, through the experience of individual people, is to interview the “others” who make up the organization or carry out the projects (Sarantakos, 2005). Social abstractions like education are best understood through the experiences of the individuals whose work and lives contribute to the formation of the abstraction. According to Bryman (2008), interviews are similar to questionnaires in that they are organized around a series of questions and rely on interviewees being able to answer and tell the “truth” as they see it. Individual interviews were conducted with teachers in order to establish the relationship between heads masters leadership styles and teachers work engagement.

The focus was on describing and understanding experiences as lived by the teachers (Creswell, 2009). The teachers of the sampled schools were interviewed in order to discuss their heads leadership styles and the teachers work engagement managed at school.

3.6. Validity and Reliability of the Quantitative Instruments

Validity is the extent to which an instrument measures what is supposed to measure. That is asking the right question and framed accordingly. For the instrument to be valid the content selected and included in the questionnaire must be relevant to the variable being investigated. For this study, validity refers to the content validity. Validity also refers to the extent to which differences found with a measuring instrument reflects a true difference among those being tested (Creswell, 2011). According to Bryman (2012), content validity is a measure of the degree to which data collected using a particular instrument presents a specific content of a particular concept; whereas construct validity is a measure of the degree to which

data obtained from an instrument accurately and meaningfully reflects a theoretical framework (concept). To validate the test items, the questionnaires were submitted to my supervisor for verification.

Reliability of the instrument refers to the degree to which the instrument consistently measures whatever it is measuring (Bryman & Bell, 2011). To establish the reliability coefficient, cronbach alpha was calculated with the help of SPSS version 20.0 to reach the cronbach alpha of reliabilities 0.88.

3.7. Validity and Reliability of the Qualitative Data

According to Creswell (2009) the validity of qualitative data can be reduced to a question of whether the researchers see what they think they see and hear what they think they hear; so that there could be evidence in the data which describes clearly how the data was interpreted. Consequently, Bryman (2008) states that validity in qualitative research refers to the extent to which interpretations of data have shared or mutual meanings between the participants and the researcher. For Robson (2011), validity is the degree to which qualitative researchers can demonstrate that their data is accurate and appropriate. Nevertheless, Creswell (2009) contends that the concept of validity may be described by a wide range of terms in qualitative research. These include trustworthiness, credibility, dependability, transferability and confirmability. However, for the purpose of this study, validity will be used interchangeably with trustworthiness and credibility, with the latter more relevant to internal validity.

Reliability is the ability of the tools to return same responses after repeated administration. In this study, the researcher employed strategies suggested by Sarantakos (2005) to enhance

both the internal and external validity of the qualitative data. Beginning with internal validity, the following measures were taken to ensure credibility of results: Transcriptions from the data were taken back to participants to verify whether what the researcher constructed from his data was actually what they said; the researcher used teachers that were able and willing to provide relevant information.

Creswell (2011) states that the challenge in interviewing lies in extracting information as directly as possible without contaminating it. In order to limit random errors and ensure the reliability of the findings, the researcher used triangulation. According to Creswell (2011) triangulation is the use of multiple methods of data collection that is likely to enhance the reliability of the study. In this study, the researcher used method triangulation to gather information through questionnaire and conducting semi-structured interviews.

3.8. Pre - Test

A pilot study was conducted at KKK junior high school at HHH Municipality with 30 teachers. The pre-test helped me to remove ambiguities, and unnecessary items in the questionnaire. Pilot testing of the questionnaire helped to unearth the content validity and reliability of the questions in measuring what it was intended to measure. The questionnaire was then amended accordingly for use in the field. The refining of the items in the questionnaire was intended to make the items very simple for the respondents to understand so that they could provide the appropriate response to the items. The pre-test also gave a fair idea of the responses to be obtained from the field. The responses were fed into the SPSS version 20.0 to obtain the overall reliability of 0.88 cronbach alpha.

3.9. Data Collection Procedure

Structured questionnaires containing close ended questions were administered to respondents. This was done during school days between 10am – 2:00pm. The researcher visited selected school and interacted with the head teacher and with the heads assistance, the researcher personally administered the questionnaires to the teachers and collected the questionnaire later when she was informed about the completion of the instrument.

In addition, the researcher used interview guide to measure the opinion of 6 teachers on their perception on the heads leadership styles and teachers work engagement. It was a face – to – face interview. This was useful for gathering in-depth information on the subject under investigation.

3.10. Data Analysis Procedure

After sorting out the questionnaires, the data were computed and analyzed using the Statistical Package of Social Sciences (SPSS) version 20.0. The statistical analysis such as, frequencies and percentages, linear regression and Pearson Correlation were used in the quantitative data. Thematic analysis was used to analyze and interpret the interviews.

3.11. Ethical consideration

Ethical issues arise from the kind of problems that social scientists investigate and the methods used to obtain valid and reliable data. Ethical considerations were pertinent to this study because of the nature of the problem, the methods of data collection and the kind of persons serving as research participants. While carrying out this study, cognizance was taken of the fact that this study would be investigating very sensitive issue and as such followed ethical procedures suggested by Bryman (2008).

Bryman (2008), advised that researchers should ensure that participants are protected from any physical or psychological harm that may arise from research procedures. In line with international best practices in education, I revealed the intentions of the study to the participants and sought informed consent for their participation. I verbally assured the participants of anonymity of their identities and confidentiality of the data I got from them. I also promised to assign them pseudonyms during the writing of the report. In addition, with regard to the ethical issue of confidentiality, I stored all information from the study safely. Hard copies were locked in a cabinet and soft copies stored in files protected with a password which was only accessible to me.



CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction.

This chapter is divided into two major sections. The first section provides the demographic characteristics of the respondents. The second section presents the answers and discussions to the study research questions.

4.2. Response Rate

The researcher administered 105 questionnaire that represented 100% to the teachers, but 75 questionnaires were returned that also represented 71.4%. This implied that the analysis was based on 75 teachers that represented 100% in the study.

4.3. SECTION A – Demographic Characteristics of Teachers

Table 4.1 below shows the age group of the teachers. The dominant age group of them ranged between 41 – 50 years representing 27 (36.0%), followed by age group between 31 – 40 years representing 25(33.3%) whereas less that 51 group made up the smallest group, representing 8(10.7%) of the teachers.

Table 4.1: Age Distribution of Teachers

Age Group	Frequency	Percentage
Less than 31	15	20.0
31 – 40	25	33.3
41 – 50	27	36.0
51+	8	10.7
Total	75	100.0

The sex distribution of the teachers indicated differences with 55 male teachers representing 73.3% and 20 female teachers representing 26.7%. This implies male teachers who participants were more than female participants. Table 4.2 below illustrate this relationship

Table 4.2: Sex Distribution of Teachers

Sex	Frequency	Percentage
Male	55	73.3
Female	20	26.7
Total	75	100.0

In terms of the respondents' education status, Table 4.3 below indicates that 50 of the teachers representing 66.7% were holding first degree holders, while 25 of them representing 33.3% were second degree holders.

Table 4.3: Educational Status Distribution of Teachers

Educational Level	Frequency	Percentage
First Degree	50	66.7
Second Degree	25	33.3
Total	75	100.0

With regard to teachers working experience, Table 4.4 below indicates that 12 of the teachers representing 16.0% reported that they have worked between the years 1 to 5, 15(20.0%) indicated that they have worked for the years between 6 to 10 years, 20(26.7%) also reported that they have worked between the years of 11 to 15 years, while 28 of them representing 37.3% indicated that they have worked for 16 years and above.

Table 4.4: Teachers Work Experience

	Frequency	Percentage
1 – 5 yrs	12	16.0
6 – 10yrs	15	20.0
11 – 15yrs	20	26.7
16+	28	37.3
Total	75	100.0

4.4. SECTION B – ANALYSIS AND DISCUSSIONS OF RESEARCH QUESTIONS

Research Question One – What is the perception level of the primary school teachers with regard to teachers’ job performance?

The scale developed by the researcher that was in line with the literature was used to measure the level of teachers job performance. It consisted of 6 statements and had a five-point scale such as “Strongly Agree”, “Agree”, “Not Sure”, “Disagree” and “Strongly Disagree” with scoring as 5, 4, 3, 2 and 1 respectively. The range of the scores was 1.0 to

5.0. Using the value of strongly agree (5), to be the highest mean score, it was divided by 3(that is 3 categories = low, moderate and high). This implies that $5/3 = 1.67$, $5/2 = 2.50$. Based on the total scores, the level of teacher work commitment was quantified as follows.

Table 4.5: Categories of Level of Teacher job performance

Category	Mean Range
Low job Performance	1.00 - 1.67
Moderate job Performance	1.68 - 2.50
High job Performance	2.51 - 5.00

Mean of the teachers' job performance was found and categorized base on the categories of the levels of work engagement as presented in Table 4.7 below.

Table 4.6: Level of Teachers Job Performance

Levels of Job Performance	Frequency	Percentage
Low Level	15	20.0
Moderate Level	35	46.7
High Level	25	33.3
Total	75	100.0

In response to the question on the level of job performance of the teachers, Table 4.6 above illustrates that 15 out of the 75 teachers who participated in the study representing 20.0% indicated that of low level of job performance, 35(46.7%) indicated that their level of job performance was at moderate level, while 25 of them representing 33.3% showed that their level of job performance was at high level. The data was graphed and presented in the figure 1 below

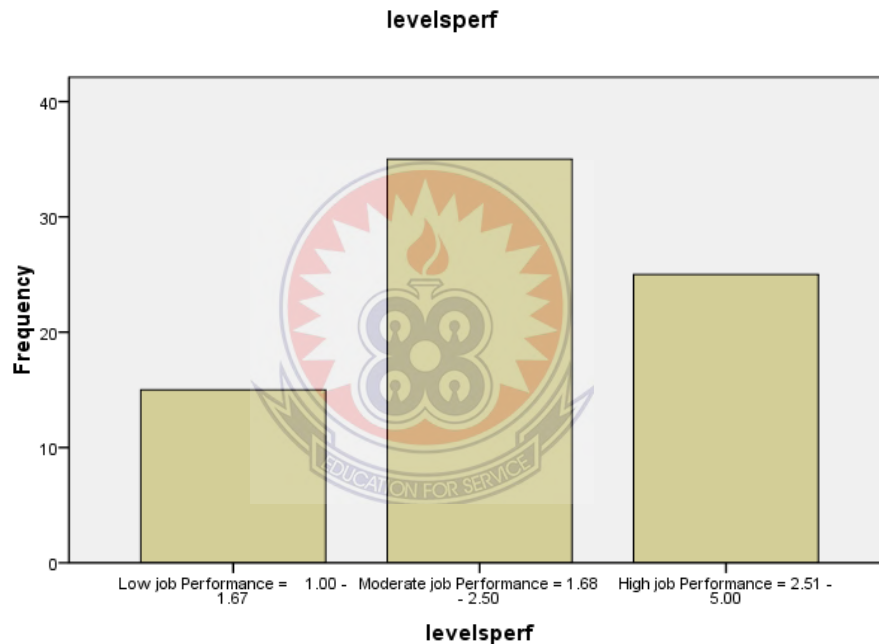


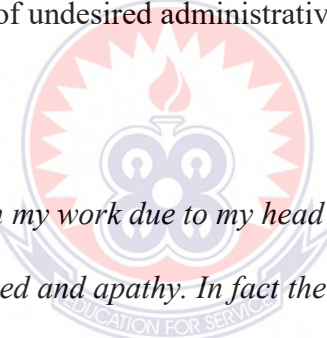
Figure 4.1: Level of Teachers job performance

This finding collaborates with that of Greenberg & Cropanzano (2001) who noted that teachers exhibit moderate level of job performance when the teachers experiences unfair in the heads administration. The finding was also in line with Greenberg & Colquitt (2005) who found out that head teachers favouratisms in the school administration breeds low or moderate level of job performance. This finding supports that of Greenberg & Leventhal (2016) found

that ineffective performance appraisal and planning systems contributed to unfair perceptions of justice, which was significantly related to poor work performance. This finding concurred with that of Hall & Schneider (2012) who noted that the processes of justice play a significant role in an organization, but the unfair treatment toward others may influence employee's beliefs, emotion, attitudes and behavior in an organization that led to poor work performance.

Qualitatively, ten teachers were interviewed to determine the level of teachers work performance. With this question, all of the interviewees indicated that they were experiencing moderate work performance. Relating their moderate work performance to their heads administrative fairness, all of the interviewees emphasized that their moderate level of their work performance was as result of undesired administrative fairness of their heads.

One of the teachers stated that:



‘I am less performed in my work due to my head unfair administrative fairness. This always made me tired and apathy. In fact the head unfair administrative often creates a reign of shock, and also demean me’’

Another interviewee stated that:

‘‘Teachers who favoured their heads leadership style also favoured the organization more’’

One of the interviewees stated that:

‘‘I see that the head teacher workplace procedure, interaction and outcomes to be unfair and this had decline my work commitment’’

One interviewees stated that:

‘‘Oh, the head teacher unfairness had influence my work attitudes and behaviour for bad which in turn had impacted on my work performance negatively’’.

Another interviewee reported that:

‘‘I am naturally attentive to the justice of events and situations in my everyday lives and if I am denied, it makes me less committed to work’’

This finding was in line with Ambrose and Schminke (2009) who noted that the overall fairness of head teachers strongly related to the degree of employee performance and concluded that these correlations bring to light the importance of having strong head teachers and their fairness in the overall school. The finding also support that of Haghigi and Raminmehr (2009) who indicated that teachers who feel that they are cared and treated fairly for by their head teachers also have not only higher levels of performance, but that they are more conscious about their responsibilities, have greater involvement in the school, and are more innovative. This finding corroborated with that of Nasurdin (2007) who noted that the organizational justice considered as a social value and pattern socially, its absence leads to the risk of the institution and its staff threaten together, the perception of employees to lack of access to justice leads them multiple negative behavioral practices, such as lack of loyalty, increasing the rate of leaving work, and affect the motivation of workers and their work performance.

Research Question Two – What is the joint effect of distributive justice, procedural justice and interactional justice on teachers work performance?

This research question was to determine the combined contribution of distributive justice, procedural justice and interactional justice to teachers work performance. In answering this research question, linear regression was used. With this, simple linear regression was utilized with a model containing the independent variable of organizational justice yielded a significant relationship with teachers job performance ($R = 0.676$, $R^2 = 0.457$, $t = 11.669$, $p = 0.000$).

Table 4.7: Forced entry regression of teachers job performance on organizational justice

- Full Model

Model	b	Beta	R	R ²	t	Sig.
Constant	0.454				11.669	0.000
Organizational Justice	0.942	0.676			7.843	0.000
			0.676	0.457		

Source: Fieldwork, 2020

Note. b=Regression coefficient, Beta= Standardized regression coefficient, R =Multiple Correlation Coefficient, R² = Adjusted R Square.

Linear regression was conducted to determine the best linear combination of organizational justice predicting teachers job performance. The organizational justice significantly predict teachers job performance, $t = 11.669$, and $p = 0.000$ with predictor variable of organizational justice significantly contributing to the prediction. The beta weight

of the predictor (organizational justice) suggests that it contributes to teachers' job performance. The adjusted R Square value was 0.457. This indicates that 45.7% of the variance in teachers' job performance was explained by the model. This implies that 54.3% was the other variables other than organizational justice.

In linear regression, the model takes a form of equation that contains a coefficient (b) for the predictor. This b-value indicates the individual contribution of the predictor to the model. The b-value tells us the relationship between the outcomes (teachers' job performance). If the value is positive we can say that there is a positive relationship between the predictor and outcome, whereas a negative coefficient represents a negative relationship. According to the Table 4.10 above, all the b-values of the predictor were positive, meaning that as the organizational justice improves, teachers' job performance also increases.

The Standardized regression coefficient (beta) which gives a measure of the contribution of the variable to the model also indicates that organizational justice (beta = 0.676, $t = 7.743$, $p = 0.000$). The large value of beta indicates that a unit change in this predictor variable has a large effect on the criterion variable. The t-value and significant values give a rough indication of the impact of predictor variable – a large absolute t-value and small p-value suggests that a predictor variable is having a large impact on the criterion variable. The t-values above also show significant at 0.05 levels meaning that organizational justice significantly predicts teachers' job performance. The finding was in line with Greenberg & Baron (2003) noted that organizational justice is a relative concept for the workers and the organizations, because the impact of justice can cause improve performance of the employees. The finding also supported that of Saunders and Thornhill (2003) who noted that

organizational justice leads to increased employees confidence in the organization management, increase their conviction access to their rights, and improve the performance. Moreover, this finding corroborated with that of Lambert (2013) who noted that organizational justice is an important variable and influential in the administration, operations, and it is considered as a potential variable to affected on the efficiency of employees job performance in organizations and concluded that employees experience of organizational justice generates a feeling with loyalty to the organization.

Qualitatively, the interviewees were asked if distributive justice, procedural justice and interactional justice jointly influence teachers work performance. With this question, all of the interviewees responded positive, meaning that the head teacher distributive justice, procedural justice and interactional justice jointly influence teachers work performance. As to how does distributive justice, procedural justice and interactional justice jointly influence teachers work performance, the interviewees emphasized that there is exhaustive role of institutions in the human's social life, the role of justice in the institutions should be feasible. They further claimed that institutions play as a mirror in society, and justice establishment in them is as the establishment of justice in the society. The following emerged:

- **Treated fairly**
- **Conclusive environment**

Theme 1: Treated fairly

The section of the interviewees asserted that organizational justice has been seen as an important variable that plays major role in improving their work. They further stressed that if they are not treated fairly it results in reduced their work performance as a natural response to the unfair treatment.

One of them indicated that:

‘‘I think leadership fairness is a key determinant of my work performance. This is because unfairness on the part of heads will usually make me feel cheated and uncomfortable that will decline my work performance’’

Another respondent claimed that:

‘‘I can boldly say that The quality of the head teacher fairness has a great influence on my performance. If the administer is fairly, it will reflect on my work performance’’

One of the interviewees reported that:

‘‘I think the existence of organizational justice has bearing on my work performance, because the unfair treatment will definitely put down my work performance’’

One interviewee stated that:

‘‘I will perform better if head teachers exhibit fairness in his administration. Oh, the head indifferent behavior towards me will demean my work performance’’

The finding was in line with Cropanzano and Randall (2015) noted that headmasters fairly treatment of teachers positively affect the teachers work commitment and performance levels . The finding also supported that of Colquitt (2011) who noted that leaders organizational characteristics such as diversity management goal ambiguity, work collaboration and organizational justice influence organizational performance. The finding also concurred with that of Cropanzano and Benson (2011) who noted that the role of the individual worker’s contribution to the workforce has become more critical and the object of scrutiny and that leaders fairness bring about positive behaviors in terms of employee workload, job duties, and

responsibilities that serve to enhance the employees work performance. The finding corroborated with that of Cropanzano and Greenberg (2007) who noted that leaders administrative fairness is a key factor of many organizational outcome variables, such as trust, commitment, job satisfaction and job performance. This finding supported that of Lewicki and Sheppard (2012) who noted that leaders fairness had a significant effect on interpersonal helping behavior that have been one of the more popular factors examined in the predicting job performance. This finding was in line with Greenberg (2006) who indicated that that employee perceptions about leaders fairness may influence employees work-related attitudes and behaviors, and how the employees react to the performance of organizational activities.

Theme 2: Inclusive environment

The section of the interviewees indicated that fairness administration breeds **inclusive work environment** that makes them feel valued that in turn contribute to effective school **culture** and outcomes. They further emphasized that organizational fairness influence teachers work performance via inclusive leadership practices. One of the interviewees indicated that:

“Institutional fairness enhance inclusive culture that provides equal access to growth opportunities that in turn enhance my work performance”

Another interviewee stated that:

“Oh, head teacher fairness make me feel welcome and valued that serve to boost my work performance”

One of the interviewees reported that:

‘‘Head teacher fairness breeds inclusive workplace makes me feel valued, welcome, integrated and included in the workforce that improves my work performance’’

One of the interviewees stated that:

‘‘I think head fairness help for attracting and retaining the best workers, no matter what their backgrounds are that I think had improved my well-being and productivity’’

Another interviewees reported that:

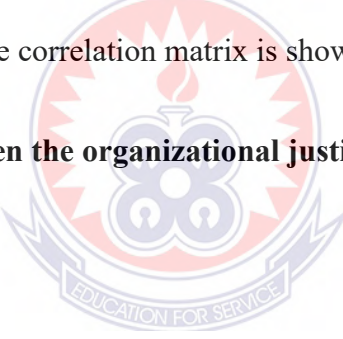
‘‘I see that administrative fairness in the school had improved cooperation and collaboration between the teachers that had improve my work performance’’

The finding was in line with Armağan and Erzen (2015) noted that, heads fairness modes tend to enhances inclusive work environment that in effect improve teachers performance level of work engagement. The finding also supported that of Greenberg (2011) who noted that, heads leadership fairness positive influence teachers work performance and dedication. The finding also concurred with that of Cropanzano and Stein (2015) who noted that, teachers who feel that they are treated fairly by their headmasters are also more conscious about their work roles and highly involvement in the school. Again, the finding was in line with that of Ivancevich and Matteson, (2012)who noted that employees’ who perceive that their heads treated them fairly and honestly motivate employees to act inclusively that improves employee work performance.

4.4.2. Research Question Three – What type of organizational justice (distributive, procedural or interactional) has the strongest relationships with teachers job performance?

To answer this research question Pearson product moment correlation analysis was conducted to investigate the relationship between heads leadership styles and teachers work engagement. The strength of the relationship is indicated by the correlation coefficient: r and is measured by the coefficient of determination: r^2 the significance of the relationship is expressed in probability levels: p (e.g., significant at $p = .05$). This tells how unlikely a given correlation coefficient, r , will occur given that no relationship exist in the population. Note that the smaller the p -level, the more significant the relationship but the larger the correlation, the stronger the relationship. The correlation matrix is shown in Table 4.9 below.

Table 4.8: Correlations between the organizational justice and Teachers job performance



Organizational Justice

	1	2	3	4
1. Distributive Justice	--	--	--	--
2. Interactional Justice	0.131	--	--	--
3. Procedural Justice	0.170	0.361	--	--
4. Job Performance	0.318**	0.402**	0.537*	--

** = $p < .01$.

As the Table 4.8 shows, there are positive significant correlations between distributive justice and teachers job performance($r = 0.318$, $p < 0.01$) meaning that as teachers experience distributive justice, their teachers job performance improves. Though the types of the organizational justice positively related to job performance, procedural justice($r = 0.537$, $p < 0.01$) highly relate to teachers job performance than the distributive and procedural justices. The finding was in line with Alexander and Ruderman (2007) noted that employees desire to participate in the decision-making processes in organizations and assume control. The finding also supported that of Robbins (2005) who noted that teachers justice perceptions on their involvement in the process in school decision-making improve the teachers job performance. The finding also concurred with that of Daft (2015) who noted that teachers are not only interested in fair outcomes but also interested in fair process for the determination of their outcomes. This finding support that of Cohen (2015) who noted that when employees feel that there has been an unjust distribution of organizational outcomes, they first question the procedures which produce these outcomes, and after concluding that the procedures are not fair, they seek to change their performance in order to restore justice in the organization.

Qualitatively, the interviewees were asked which of three fairness(distributive justice, procedural justice and interactional justice) influence teachers work performance. With this question all of the interviewees indicated that of procedural justice. The interviewees further asked of the reasons the procedural justice has the strongest relationships with teachers job performance. With this question, the interviewees emphasized that procedural justice refers is the fairness of the means used to determine the outcomes also the fairness of interpersonal treatment and that the following themes emerged:

- Trust
- Respect

Theme 1: Trust

The section of the interviewees emphasized that degree to which employees are treated with politeness, dignity, and respect by their leaders determines work performance. They further emphasized that the procedures or processes by which decisions are made in an organization is vital to their work trust and work performance.

One of the interviewees stated that:

“I am more sensitive about processes and behind the seen prevailing rules that are controlling whole processes and that the fair procedure did only owe me on my work performance enhance my trust in the school”

Another interviewee stated that:

“I think fair procedures are consistent, unbiased and impartial that interests my trust in the leadership”

One interviewee stated that:

“I believe that my intention to leave this school is the lack of fairness of the means through which heads make decisions related to allocation of resources”

One of the interviewees stated that:

“If I consider that decisions made by the heads are fair, the positive affective, cognitive and behavioural reactions will occur to me that in turn maximize my work trust”

Another interviewee reported that:

‘‘I think, I will experience satisfied and probably will improve the level of work performance if I experience trust in the leader practices’’

The finding was in line with Cohen (2015) who noted that employees who experience procedural fairness build work trust that boost the organization performance. The finding was in line with Greenberg (2007) who noted that trust between people and groups within organizations has been highlighted as a very important ingredient for being able to achieve long-term stability in the organization and the welfare of its members via the fairness of the process of how outcomes are decided. The finding also concurred with that of Folger and Cropanzano (2008) who noted that employees who were interested in fair the fairness of the means through which leaders and their representatives in organization make decisions related to allocation of resources have trust in the leaders.

Theme 2: Respect

Section of the interviewees indicated that respect in working settings has many positive influences upon school management and working relationship. They further emphasized that

In the working environment respect in the staff members is regarded as an important as it improve working relationships for improve performance

One interviewee pointed that:

‘‘Interpersonal respect is essential for the success of the school teaching and learning that serve to improve students academic performance’’

Another interviewee stated that:

‘‘I think the head who respect his or teachers will increase the teachers job’’

performance, because leadership that enhances the level of respect for employees, which will eventually increase their job performance level''

One of the interviewees stated that:

''I believe that heads who have respect in their teachers have good intentions and think positively of teachers that I think will improve my work performance''

Another interviewee stated that:

''I think one of the heads' roles in the school is to create a climate of respect in the school and lack of this will decline my respect for the school and my work performance''

One of the interviewees asserted that:

''I think both individual respect and institutional respect will make the staff members be confident, open, concerned, and reliable that will improve the school performance''

The finding was in line with Mabey and Salaman (2015) who noted that leaders procedural fairness makes them exhibit respect for their employees that in turn improve the employees work performance. The finding support that of Barrett-Howard and Tyler (2016) who noted that fairness on institutional procedures experience by staff members relate with leaders respect that is essential for organizational success and effectiveness. The finding also concurred with that of Folger and Konovsky (2015) who noted that leaders procedural fairness were correlated positively with both individual respect and organizational respect that result to organizational performance and further concluded that leaders procedural fairness positively correlated to organizational respect to improve organizational performance.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents a summary of the major findings that emerged from the study and the conclusion drawn from it. This chapter includes the summary of the research findings, and conclusion from the results and finally the recommendations for further studies.

5.2. Summary of Findings

The study attempted to determine the influence of headmaster's organizational justice on teachers' job performance in Prempeh junior high schools in Kwadaso Municipality. The following research questions guided the study:

1. What is the perception level of the primary school teachers with regard to teachers' job performance?
2. What is the joint effect of distributive justice, procedural justice and interactional justice on teachers work performance?
3. What type of organizational justice (distributive, procedural or interactional) has the strongest relationships with teachers job performance?

The following findings were arrived at in the present study:

1. The research question one that sought to find out the perception level of the primary school teachers with regard to teachers' job performance revealed that majority of the teachers indicated that they experience moderate level of job performance
2. Moreover, the second research question which sought to find out if the joint effect of distributive justice, procedural justice and interactional justice on teachers work

performance revealed that majority of the teachers indicated that the combined effect of organizational justice contributed to teachers work performance due to treated fairly and conclusive environment constituent of organizational justice.

3. The third research question that sought to find out the type of organizational justice (distributive, procedural or interactional) has the strongest relationships with teachers job performance revealed that procedural justice highly and positively relates to teachers job performance.

5.3. Conclusion

Based on the findings the research seeks to reflect what has invested in the school and the work load in the school should shared quite fairly.

Again the headteacher collects accurate and complete information to make job decision and also liable to explain the procedures he or she adopts.

Also the school headteacher promotes good interpersonal relationships in the school and communicate the information in a specific time period. He/she should also encourage parental involvement in student learning, teacher's classroom management and stimulate the thoughts of the students.

5.4. Recommendations

In light of the research findings, it is recommended that:

1. Based on the results indicating the moderate level of teachers job performance, it is therefore recommended that head teachers should be fair in dealing with teachers to enhance teachers job performance.

2. The study revealed that combined effect of organizational justice contributed to teachers work performance due to treated fairly and conclusive environment constituent of organizational justice. It is therefore recommended that head teachers should always ensure the presence of organizational justice in the workplace so as to create conclusive work environment to improve job performance from the teachers
3. From the study's findings, procedural justice highly relate to teachers job performance. It is therefore recommended that head teachers should ensure fairness in the decision making process and also to apply rules consistently and safeguard against any form of bias while dealing with teachers.

5.5 Suggestions for Further Research

The findings of the study suggest that further studies should investigate the following issues such as antecedents of teachers' sense of organizational justice and the influence of procedural justice on work commitment of senior high school teachers.

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APPENDIX A

SELF ADMINISTERED QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

I am carrying out a study on the topic ‘ ‘ *Headmaster Organizational Justice as a nexus to job performance of teachers in Prempeh Junior high school in Kwadaso Municipality* ’ ’. You have been there been randomly selected to participate in the research by completing the questionnaire. It would thus be very helpful if you assist by answering the questionnaire as per instructions at the beginning of each section. You are required to provide the most appropriate answer in your opinion. Your responses will be kept confidential. In any case the questionnaire is anonymous. Thank you.

Yours faithfully,

.....

Belinda

Researcher



SECTION A

TEACHERS BACKGROUND INFORMATION

Please help us classify your response by supplying the following facts about yourself and your opinion on the raised issues by ticking an appropriate box. There is no right wrong answer therefore no particular response is targeted.

1. Age Group: Less than 31 years 31 – 40 years 41 – 50years 51+ years
2. Sex: Male . Female .
3. Educational Status: First Degree Second Degree Others, Specify.....
4. Teaching Experience: 1 – 5 yrs 6 – 10yrs 11 – 15yrs 16+yrs



SECTION B**ORGANIZATIONAL JUSTICE QUESTIONNAIRE**

Instruction: Please, respond to the statements by ticking the number of the 4-point scale using the following keys: 5=Strongly Agree (SA), 4=Agree (A), 3 = Not Sure(NS), 2=Disagree (D), 1=Strongly Disagree (SD) as sincerely as possibly.

Statements	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Distributive Justice					
1.I receive appreciation, commensurate with services I render.					
2.I have been positioned accordingly to what I have accomplished					
3.The competency and skill of me takes me to higher status					
4.The output reflects what I have invested in the school					
5.I consider my work load in this school to be quite fair.					
6.I feel that my responsibilities in this school are fair					
Procedural justice					
7.My head teacher makes sure that all teacher concerns are heard before Job decisions are made					
8.To make job decisions, my head teacher collects accurate and complete information					

9. My head teacher clarifies decisions and provides additional information when requested by teachers.					
10. All job decisions are applied consistently to all affected teachers					
11. Teachers are allowed to challenge or appeal job decisions made by the head					
12. The head is liable to explain the procedures he or she adopts					
Interactional Justice					
13. The information is communicated in a specific time period					
14. The school head transforms the information pertaining with me as an individual					
15. The school head promotes the interpersonal relationships in the school					
16. The school head tries to create trust and commitment among teachers					
17. My head master treats me with dignity in this school					
18. I receive cordial working relationship from my head master					

SECTION C

TEACHERS WORK PERFORMANCE QUESTIONNAIRE

Instruction: Please, respond to the statements by ticking the number of the 4-point scale using the following keys: 5=Strongly Agree (SA), 4=Agree (A), 3 = Not Sure(NS), 2=Disagree (D), 1=Strongly Disagree (SD) as sincerely as possibly

Statements	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1.I see that the students are satisfied after my teaching in class					
2.I have control in the classroom management when teaching					
3.I mostly encourage parental involvement in student learning					
4.I have no problem on my lesson preparation and presentation					
5.I am competent in the teaching areas required of me.					
6.I am able to stimulate the thoughts of my students.					

APPENDIX B

INTERVIEW GUIDE FOR SELECTED TEACHERS

Dear respondents,

This interview is part of the study design to collect relevant data about the topic “*The Headmasters Organizational Justice as a nexus to Job Performance of teachers in Prempeh Senior High School in Kwadaso Municipality*”. You are kindly assured that your responses would be kept confidential.

Direction: Kindly answer the questions in short and make it precise.

1. Considering your work performance in this school, what is the average level of your performance? Is it poor, moderate or high?
2. Do you think of distributive justice, procedural justice and interactional justice jointly influence teachers work performance?
3. How does distributive justice, procedural justice and interactional justice jointly influence teachers work performance?
4. Which of the organizational justice of distributive, procedural and interactional has the strongest relationships with teachers job performance?
5. What do you think you selected organizational justice has the strongest relationships with teachers job performance?