



# PREDICTING TEACHERS' PERFORMANCE BY ASSESSING ORGANIZATIONAL JUSTICE AND CULTURE: EVIDENCE FROM HIGHER EDUCATION INSTITUTIONS

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**ABSTRACT**, Teachers' performance is a significant phenomenon for developing the conducive environment for effective teaching and learning practices. However, this role may be performed more effectively when teachers feel honored through fair treatment in institutions along with strong culture by assuring the norms and values of concerned institution. In this connection, the fairness and cultural values have been considered significant contributors towards performance of teachers in higher education context. To investigate detailed assumptions, data were collected from faculty members in two leading universities of the KP province, Pakistan and analyzed through statistical tools to determine the nature of assumptions and relationships. The results offered significant information about the association and influence of organizational justice and culture on teachers' performance. Likewise, from conclusion, some recommendations are extracted and offered to the policy makers and management of higher education institutions for revisiting their related to the issues investigated in this study.

**Keywords:** Organizational Justice, Organizational Culture, Teachers' Performance, HEIs

## I. INTRODUCTION

The credibility and success of higher education institutions depends on effectiveness of leadership and management in institutions. Effective leadership is expected to provide strong support to institutions that results in quality education at all the levels in the institutions which ultimately put vast influence on the entire social networks leading to the socio-economic development (Martin, Prosser & Ramsden, 2005). Since the inception, in developing countries, the educational sector has been sidelined consistently about infra-structural up-gradation, financial input, restructuring statutory bodies, reviewing policies (long-term & short term) that leads the situation to favoritism, nepotism, injustice and cultural diversities. The above-mentioned parameters were ignored which ultimately brings the credibility of higher institutions to brink of academic disaster which results in socio-economic failure (Haider & Sultan, 2008). In this connection, the eventual responsibility falls on the shoulders of leadership. Though, the complications have become long-lasting, however can be accordingly treated and diagnosed over effective and committed leadership (Hoodbhoy, 2009) by utilizing effectively the in-hand resources and to assure strong culture of trust and commitment in the institutions.

In higher education institutions, leadership has been measured as inspiration for hopes, strategy, motivation, planning, performance, commitment, through administrative influence for teachers, employees, and institutions (Bodla & Nawaz, 2010). The academic leader, in this regard, should be socially diverse, academically well-off, possess idealized influence with requisite characteristics and must be physically sound to manage the institutional affairs. The entire phenomenon departs from leadership and employees' hierarchies and marks success of educational institution (Elham, Silong, Ismail & Othman, 2011). The leaders' main responsibility is to ensure the effective teaching and learning activities to impart quality education to students. In this linking, leadership role towards inspiration and motivation of teachers is highly desired to grasp the situation and make it at par with the desired standards to attain tasks of rehabilitation (Bakar & Mahmood, 2013). In this connection, for commitment, motivation and performance of the employees especially teachers, transformation of conducive environment, eliminating of favoritism and nepotism and assurance of strong culture values aligned with institutional norms and standards are critical aspects for the attainment of desired tasks (Amaral, Martins & Gouveia, 2015) in efficient and effective manners in the institutions.

The effective leadership has the capability to reform potential vision and employ this vision to up-bring the working capacity and develop conducive environment towards learning and teaching in institution, thereby employing all the resources in-hand (Chandra & Priyono, 2016). For this task, the performance of teachers

and leadership is highly required to manage and maintain the strong position of institutions in competitive environment. Consequently, too much research is pursued to examine the impact of predicting factors towards performance in higher education institutions (Maryam, Bade & Faisal, 2017). The innovation and creativity for leadership is therefore required to augment teachers' efforts and institution development. Still, there exists some parameters that are complicated in gauging performance in which organizational justice and culture are foremost (Ismail, Iqbal & Adeel, 2018). These parameters can elevate the commitment, working capacity, will power, tolerance, ownership and eventually performance (Yousaf, Ahmed & Mahmood, 2019). The relationship between teachers and institutional management and leadership may be more supported when fairness succeeds on part of institutions in forming the just culture (Irfan, Ahmad, Muhammad & Khalil, 2020). The just culture is overall based on institutional justice that must be pragmatic by leaders while exercising their authority and control in context of higher institutions for particular purposes.

### **Problem Statement**

The present study aims at examining to predict the teachers' performance in higher education institutions' setting by assessing the organizational justice and culture. The organizational justice and culture are the effective constituent for various outcomes including commitment, motivation and performance of workforces including teachers. This study is this an effort to examine the associations between organizational justice, culture and performance in higher education thereby examining association and influence between predicting and criterion variables. Keeping in view the hints from existing research studies, this study is also likely to produce the suitable information about relationships among research variables.

### **Objectives & Hypotheses**

1. To examine association between independent variables (justice & culture) and dependent variable (teachers' performance) (hypothesis # 1).
2. To examine impact of predicting variables (organizational justice & culture) on the criterion variables (teachers' performance) (hypothesis # 2).

## **II. LITERATURE REVIEW**

Certain hidden interests are at stake due to many factors concerning higher education worldwide and are concerned with institutional practices and functioning in managing the human resources (Bartram & Casimir, 2006). The higher institutions, in developing countries, are confronting many challenges linking to their survival and development. The human resource is main challenging factor that is measured as backbone social coherence as well as credibility of institutions (Bolden, Petrov & Gosling, 2008). Likewise, towards the effective performances, there exists certain factors that are accountable for managing human resources (employees), in which organizational justice is foremost (Hassan & Hashim, 2011). The dynamics of justice, in this regard, can donate toward working better environment and healthy relationship between employees and institutions (Mahajan & Benson, 2013). In same line, justice is indispensable need of employees in shaping the attitude and behavior positively that results in social wisdom and higher performance (Otto & Mamatoglu, 2015). Employees' positive perception about justice and just culture may lead towards satisfaction and tolerance while adverse insight leads toward the misunderstanding and forms psychological chaos that results in lower performance on the part of employees (teachers) in concerned institution.

The organizational culture for all organizations is critical success factor including higher institutions in relation to performance. The strong emphasis on culture is dynamic apparatus of institutional development (Rahmana, Voon & Firdaus, 2016). In this drive, the higher institutions are required to ensure just culture and fair environment in institutions wherein each individual feel respected, accepted and valued (Thokozani & Maseko, 2017). In this connection, culture of higher institutions is different from other organizations concerning basic assumptions and beliefs that is shared for higher institutions. Individuals cannot shape the universities' culture alone rather it should be grounded in shared performance and efforts of leadership, management, and employees/ teachers (Adams, Martin & Boom, 2018). The culture of university is shared equally influential assumptions patterns, practices, beliefs, values and norms that guided group behavior and individuals' attitude (Trudel, 2019). The weak culture is measured by nonconformity about core values, ethics, and standards are lacking that destructs written and unwritten rules and regulation/ conduct along with minimal presentation of efforts and performance towards

assigned tasks (Caliskan & Chang, 2020). Both justice and culture are critical for shaping the employees (teachers) behavior toward the assigned tasks and responsibilities.

### **Organizational Justice**

For the organizations, justice is important factor that is directly associated with the development and success including the higher institutions. The strong culture is vital for employees wherein the needs and values respected, accepted, and cherished (Gendy & Banna, 2007). Previous research demonstrates that justice is sturdily associated with the outcomes of employees and institutions. Likewise, it also affects and strengthens interpersonal relationships structure between the management and employees in institutions (Hassan & Hashim, 2011). The concept of organizational justice is determined from diverse views of diverse researchers as it defined as employee perception about fairness practices in institutions and contains situational reactions which is apparent that impartiality is not achieved (Tahseen & Akhtar, 2015). The individuals' fairness perception is about procedures, processes, and practices, that are expected to have affectionate impact on behavior, attitude and work outcome (Benson & Martin, 2017). The professional development opportunities and organizational justice are now getting better inspiration in academic circles since it has competence to manage behavior and attitude of institutional employees (Mursalim & Fauziah, 2020). Literature shows that positive insight about justice is measured as dynamic tool for augmented performances that helps in producing desired outcomes.

### **Organizational Culture**

The cultural issues and higher education have abiding history and many studies overwhelmed with unpredictable and varied inferences. The basis toward feasible culture is foremost characteristic that includes philosophical considerations, mission, organizational norms, facets of pedagogies, inherent complexity and personal values which are usually absent in agendas of higher education (Balthazard, Cooke & Potter, 2006). Organizational and academic researchers, during past decade, recognized importance of the culture due to erroneous linkages between organizational cultures attributes and its influence upon institutional and employees' performance (Ehtesham & Shakil, 2011). Researchers' curiosity in organizational culture has shaped valuable retrieving predictions that might have curtailed efforts in the academic pitch to nurture an all-inclusive, precise, and a strong organizational culture notion (Jackie & Kelly, 2015). The debates about how to define and study culture have concluded to be generative and instead, are forcing the ability to develop and collect an integrative and comprehensive definition of culture (Ibrahim, Ali & Kazeem, 2017). The higher education institutions, during the past decades, have practiced the growing densities to adapt fast growing technological, economic, cultural and social changes instigating from outside and inside environment (Mursalim & Fauziah, 2020). Thus, culture is vital for shaping the teachers' behavior as per institutional norms and values.

### **Teachers' Performance**

The teachers' attributed performance and capabilities and success are essential factors not only for the survival but also for crucial development of educational institutions. Institutions' effectiveness relies upon abilities, potentials, competencies, skills, performances, and the head of departments and teachers' ultimate commitment (Armstrong & Baron, 2005). In fact, work ethics and inspiring attitudes on employees' part are vital to understand the way toward success (Thomas & Feldman, 2009). The human resource department, for this drive, in every higher institution should be more focused on expertise, qualifications, competences while recruiting and selecting new personnel (Asif & Searcy, 2013). All these imitates the institution in attaining future desired outcomes, thus making measurement mechanisms for teachers' performance (Elina & Elita, 2017). This in turn, may confirms that teachers show their efforts toward shared goals and objectives, therefore with the aim to improve teachers' performance which in turn leads to institutional performance. This study emphasizes on some qualities considered as vital to assess teachers' performance (Markos, Guoyuan, Muthanna, 2019). In higher educational institutions, teachers' performance, is affected by many factors includes the opportunities to work, leadership, personal traits of individuals and external factors that eventually have significant influence upon task and contextual performance of teachers.

## **III. RESEARCH METHODOLOGY**

In research methodology, research design planned the necessities of this research, about research procedures and methods along with instrumentation used for data collection and manipulation. It embodies complete process together with survey (research approach), data collection methods (secondary & primary), population and sample, questionnaire for data collection (primary), data analysis (testing of

hypotheses & descriptive analysis) and ethical consideration. Thus, based upon behaviorism philosophy (positivism), survey approach was used by collecting data over structured questionnaire extracted from existing literature (Creswell & Clark, 2011). Population includes 994 members of faculty from two leading universities of KP, from which a sample of 285 was selected (Yamani, 1967). Therefore, the questionnaires (adopted from literature) were distributed among which 260 were recollected. The scale was adopted from previous studies like organizational justice (Greenberg, 1990), organizational culture (Denison, 1997) and performance (Uphoff & Muharir, 1994). In research process, data collection is vital phase, therefore, by recognizing data sources, systematic data collection should be in adequate quantity and quality in order to perform data analysis. Ethical guidelines for conducting this study to achieve desired objectives have been ensured.

#### IV. RESULTS & DISCUSSION

The outcomes as consequence of assumptions that were built in finding the relationships among the research variables like predictors (justice & culture) and criterion (teachers' performance). In this connection, the statistical outcomes about the created assumptions (hypotheses) have been presented in this section which might help the readers in understanding the basic objectives and the main outcomes of research.

Table 1 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Organizational Culture	260	1.76	6.69	4.4119	1.00900
Organizational Justice	260	2.03	6.89	4.0142	.98547
Teachers' Performance	260	1.80	7.00	4.3707	1.22782

The descriptive statistics presents information about outlining and elucidating the research issues through sampling information, "minimum and maximum response rate of the respondents concerning the research variables" examined through different research statement. Similarly, the descriptive data also provide information about mean and standards deviation about the research variables under considerations.

Table 2 Reliability Statistics

Variables	N	Items	Cronbach's Alpha
Organizational Culture	260	12	0.836
Organizational Justice	260	12	0.845
Teachers' Performance	260	16	0.952

The reliability analysis offered the information about the internal consistency between research variables (justice, culture & performance). Similarly, the validity is used to validate the instrument in particular context. The results show that all the research variables are internally consistent and interlinked which have been confirmed by Cronbach's alpha values as outcomes of the reliability statistics.

Table 3 Correlation Analysis

		Organizational Justice	Organizational Culture
Organizational Culture	Pearson Correlation	.428**	
	Sig. (2-tailed)	.000	
	N	260	
Teachers' Performance	Pearson Correlation	.515**	.449**
	Sig. (2-tailed)	.000	.000
	N	260	260

\*\* . Correlation is significant at 0.01 level (2-tailed).

The association between independent (justice & culture) and dependent (performance) has been examined through correlation. The assumption was about the association through strength and direction between the research variables. The results conformed significant association between criterion and predictors variables like the teachers' performance has significant association with both predictors like organizational justice (P = .515 & P-values = .000) and organizational culture (P = .449 & P-values = .000). The results also confirmed significant association between predicting variables themselves (P = .428 & P-values = .000).

Consequently, from association results, the first hypothesis is accepted. The consequences of study have been confirmed through previous results theoretical and empirical studies (Amran & Kusbramayanti, 2007; Burton, Sablynski & Sekiguchi, 2008; Devonish & Greenidge, 2010; Ali & Musah, 2012; Boyce, Nieminen, Gillespie, Ryan & Denison, 2015; Ismail, Iqbal & Adeel, 2018). These studies hence facilitated in making the position of this study clearer in the existing reservoirs of knowledge about the research problem this study addresses.

Table 4 Model Summary

Model	R	R Square	Adjusted R Sq	SEE	F	Sig.
1	.539a	.582	.580	.34218	422.218	.000b

Table 5 Coefficients of Regression

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	SE	Beta		
1	(Constant)	1.342	.198		8.997	.000
	Organizational Justice	.276	.042	.219	6.636	.000
	Organizational Culture	.164	.051	.128	3.243	.011

- a. Predictors: Organizational Justice & Culture  
 b. Dependent Variable: Teachers' Performance

The impact of predicting variables (justice & culture) has been examine by predicting the teachers' performance in higher educational context. The results from regression confirmed the significant impact of both predictors (culture & justice) on teachers' performance. The summary results show 58.2% variance in teachers' performance through organizational justice and culture. Similarly, the coefficient of regression confirmed the significant influence of both predictor on criterion variable. The results show that organizational justice has significant influence upon the performance of the teachers (B = .276 & P-values = .000). Likewise, organizational culture has also significant influence on the teachers' performance (B = .164 & P-values = .000). Consequently, from regression results about the influence of predictors on criterion, the hypothesis second is accepted. The results of study have been supported through findings of previous studies which are to some extent similar empirically and theoretically with the previous studies (Osman, Munever, Dogan & Nermin, 2010; Mohamed & Abukar, 2013; Khan, Shukor & Ismail, 2016; Ibrahim, Ali & Kazeem, 2017; Yousaf, Ahmed & Mahmood, 2019; Markos, Guoyuan & Muthanna, 2019). Therefore, the studies offer a noteworthy support to mark the point and focus of this study clearer in the existing reservoirs of knowledge about the research problem this study addresses.

## V. CONCLUSION

The present study highlights the most significant and leading issues like the organizational culture and justice, and performance in the higher education setting. The prevailing studies offered enough support and information about associations among variables of research that have been further confirmed in this study. In this drive, assumptions were developed about possible "relationships among research variables which have been sustained through statistical procedures" to validate these assumptions. The correlation results confirmed the association between independent and dependent variable where organizational justice was highly linked with teachers' performance as compared to organizational culture. Similarly, the regression results also confirmed the significant impact of predictors on criterion variable however, the results again validated the organizational justice as stronger predictor in determining the teachers' performance. The conclusion is that the teachers are more concerned with the fair treatment in procedures and processes along with fair distribution in institutional resources supported by just interaction. Similarly, institutional norms and p-values are critical also in determining the behavior and attitude of the teachers in higher educational institutions. Consequently, outcomes of this study significantly confirmed the desired associations among variables of research. Some recommendations have been offered extracted from the conclusion.

## VI. RECOMMENDATIONS

- ✓ The organizational justice is important for shaping the behavior and attitude of workforces in the institutions as confirmed in this study. The institutions are needed to guarantee the fair procedures,

interactions and distributions in resources in institutions to sustain the teachers' trust on institutions. This may inspire the teachers to performance their duties with utmost dedication, motivation and performance.

✓ The organizational culture is critical in determining and formative the behavior of teachers as per values and norms of concerned institutions. The durable culture may help the teachers in inducing sense of responsibility and affiliation thereby inspiring them to show their efforts and potential towards the attainment of desired tasks in efficient and effective manners to produce better performance and outcomes.

✓ The teachers are the most phenomenal asset of the higher institutions wherein reliability and development of teaching and learning activities depends upon the effectiveness of teachers towards their assigned responsibilities. The teachers' performance can be augmented thereby considering the basic and genuine needs by the leadership concerned in the concerned higher education institution.

✓ The organizational justice and culture are significant for the teachers' performance therefore, the institutions are required to put their efforts more on providing and ensuring the fairness in the institutions supported by strong values and standards. These may help the concerned institutions in developing the teachers' positive perceptions about the institutional processes and cultural values.

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