



Dimensions of organisational justice as predictors of teachers' job performance in secondary schools in South-East, Nigeria

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Abstract

The study determined dimensions of organisational justice as predictors of teachers' job performance in Secondary Schools in South Eastern, Nigeria. Three research questions guided the study and three null hypotheses were tested at 0.05 level of significance. It adopted correlational survey research design. The population of the study is comprised of all the 29,231 teachers in public secondary schools in South Eastern, Nigeria. Out of the population a sample of 1,462 teachers were drawn by cluster sampling using proportionate stratified random sampling technique. The data for the study were collected using two different questionnaires developed by the researchers. The questionnaires include: Teachers' Perceived Organizational Justice Questionnaire (TPOJQ) which had parts A and B with part B having three clusters and Teachers' Job Performance Questionnaire (TJPQ) which had part A and B. The questionnaires were validated by three experts from faculty of education, Nnamdi Azikiwe University, Awka. Cronbach Alpha method of reliability was used to determine the reliability of the instruments with the two instruments yielding reliability coefficient of 0.96 and 0.88 respectively. The reliability indices were considered high enough thus, the instruments were deemed reliable. Data collected for the study were analyzed using simple regression analysis with P. value being used to take decision on the null hypothesis at 0.05 level of significance. The findings of the study revealed that: teachers' perceived procedural justice is a modest predictor of their job performance in secondary schools in south eastern, Nigeria; teachers' perceived distributive justice is a weak predictor of their job performance in secondary schools in south eastern, Nigeria; both dimensions of procedural justice, distributive justice and interactional justice are significant predictors of teachers' job performance in secondary schools in south eastern, Nigeria among others. Based on the findings of the study, it was recommended that the state governments of the five eastern states of Nigeria as well as the management of the secondary schools in the area should take all dimensions of organisational justice serious without exception of any since it has been shown that all the dimensions of organisational justice significantly predict their teachers' job performance. Implications of the findings of the study were stated at the end.

Keywords: Dimensions, organisational justice, predictors and job performance

Introduction

Teachers' are widely acclaimed to be the nation builders; a position they have taken with every sense of responsibility, dedication, commitment and humility for centuries. In today's changing and demanding world, these teachers' selfless efforts need to be compensated with societal goodwill. However, in recent years teachers have been treated with disdain in the society a sin the schools have also committed against their teachers. This either come inform of meager salaries teachers receive, poor social value placed on the teachers, withholding teachers' entitlements and using different disciplinary measures for same offence on different teachers. The researchers are of the opinions that these have implications on teachers' perceived organisational justice. According to Alqhiwi (2015) ^[1] organisational justice is the degree of equality and fairness in rights and obligations that reveal relationship of the employee with the organization. Omenyi and Emengini (2021) ^[11] assert that organisational justice to mean employees' perceived efforts-benefits' ratio fairness, the fairness of the reason that led to these efforts-benefits' ratio and the quality of relationship among the staffers and with their management. In the words of Mohamed (2014) ^[9] organizational justice refers to the extent to which employees perceive workplace procedures, interactions and outcomes to be fair in nature. There are three dimensions of organisational justice which include

distributive justice, procedural justice and interactional justice.

Procedural justice can be refers to the degree of the employees' feeling towards justice or fairness of the procedures used to determine the organizational outcomes. According to Sudin (2011) ^[15] procedural justice is referred to as certain principles specifying the responsibilities of those within the process of decision making. To Pryce, Johnson and Maguire (2017) procedural justice implies that the organization has integrity and is honest in its practice and that it provides a normative basis for understanding obligation and cooperation. Procedural justice is employees' perceived fairness in the procedures, benchmark and standard that led to organisational outcomes such as pay, disciplinary measures, promotion and distribution of job resources.

Distributive justice according to Alqhiwi (2015) ^[1] is the degree of the employees' feeling toward justice of material and immaterial values offered to them by the organization. It is employees' perceived fairness on the received organisational outcomes either tangible or intangible. Tangible when is inform of pay, rewards, suspension, promotion, dismissal or intangible when is in form of verbal praise, public acknowledgement. According to Castillo and Fernandez (2017) ^[3] there are three levels of comparison when assessing the justice of an organization which include

the perception of justice, the excessive reward perceptions and the little reward perceptions. To them, employees reach an equal state when they receive the proportional to their contributions in relation to other employees; whilst, they will feel equity or inequity tension when their contributions are not offset in the organization.

On the other hand, as opined by Beuren *et al* (2017) ^[2] interactional justice refers to the interpersonal treatment or the level of perceived equity in the way employees are treated in the organization. According to Pilvinyte (2013) interactional justice is characterized by the sensitivity, politeness and respect employees receive from their superiors during procedures; this serves primarily to alter reactions to outcomes because sensitivity can make employees feel better even if the outcome is unfavourable. Interactional justice is subdivided into two which include interpersonal justice and informational justice. Interpersonal justice reflects the degree to which people are treated with dignity, politeness and respect by authorities. According to Ozer *et al* (2017) ^[12], interpersonal justice refers to interpersonal behaviour quality attained when the procedures are implemented while informational justice refers to adequacy of the information conveyed about the reason why procedures are implemented. Operationally, the researcher define interactional justice as teachers' perceived fairness and equity in the quality of relationship among colleague, and with principals and the fairness in explaining and giving information that leads to school organizational outcomes.

According to Pan *et al* (2018) ^[13] people compare the ratios of their own perceived work outcomes to their own perceived work inputs with the corresponding ratios of their counterparts. The authors assert that this will enable them to adjust accordingly in their organizational participation. In other words, teachers as employees in school organizations may feel organisational justice when they perceive fair treatment in their schools looking at their commitments, experiences, adaptability, skills, supports for colleagues, competences, qualifications and efforts towards their school goal achievement (inputs) and that these are well compensated. According to Omenyi and Emengini (2021) ^[11] for teachers to perceive organisational justice these input variables need to be well compensated with output variables such as job security, salaries, recognition, participative decision making, promotion, praises, welfare benefits, timely and adequate information and comparing that to the ratio of their relevant others. It is good to note that these relevant others could be teachers comparing their input-output ratio with the input-output ratio of their co-teachers in the same schools or teachers in other schools. More so, when there is fairness between teacher's input-output ratios as compared to the other teachers' input-output ratios, there will be assurance of strong and productive relationship with the teachers with overall result being motivated and productive teachers. On the other hand, teachers would become demotivated, both in relation to their job and their employers if they perceive imbalance in their output-input ratios as compared to the output-input ratios of other teachers in their school and that of other schools. This will also lead to reducing efforts by the teacher involved, becoming disgruntled, demotivated with poor relationship with colleagues and management, consequently leading to poor job performance. Therefore operationally, organizational justice is the fairness and equity perception

of teachers on their schools' distribution of organizational outcomes such as salaries, promotion, office allocation and other incentives; the criteria used in determining the outcome and the beneficiary (ies) and the nature of interactions among teachers and with principals or supervisors in their school organizations.

Esam and Iman (2014) ^[7] noted that impact of distributive justice is more than procedural justice while impact of interactional justice is not significant on job outcome. Also Alqhiwi (2015) ^[1] opined that distributive justice and procedural justice have more impact on employee performance efficiency than interactional justice. While other researchers like Igbal (2013) ^[8] found low relationship between distributive justice and job outcome while interactional justice and procedural justice have significant relationship with job outcome. Similarly Castillo and Fernandez (2017) ^[3] opined that informational justice and interpersonal justice which are sub dimensions of interactional justice have positive relationship with student's satisfaction. However, they noted that procedural justice do not influence students' satisfaction in the university. Also, Mohamed (2011) noted that interactional justice was perceived highest to have relationship with quality performance among healthcare workers more than every other dimensions of organizational justice.

According to Nyakongo (2015) ^[10] teachers' job performance refers to teachers' response to duties in terms of punctuality in attending lessons, giving and marking assignments, syllabus coverage, preparation of professional documents, supervising school activities and being regular in school. In the words of Ozdemir and Goren (2017) teachers' job performance are teachers' contributions to the attainment of educational broad goals. In other words teachers' job performance includes all the duties and behaviours teachers put up towards the achievement of educational goals. Researchers have asserted that teachers' job performance can be divided into two dimensions of task performance and contextual performance (Omenyi & Emengini, 2021^[11]; Yusoff, Ali & Khan, 2014). Teachers' task performance involved all the duties carried out by the teachers as stipulated by their job description. In other words, teachers' task performance include lesson preparation, lesson delivery, mastery of subject, classroom management, giving continues assessments and recording same, keeping of statutory records like diary, grade books, attendance register. Others but not limited to are teachers keeping of punishment book, movement book and visitors' book. On the other hand teachers' contextual job performance involve teachers going extra mile to put up behaviours that are necessary but not compulsory in order to achieve school and educational goals at large. Such behaviours include but not limited to having good relationship with both students and parents, helping colleagues to complete task, fixing lessons for students on Saturdays and Sundays if need be without collecting money from them (Omenyi & Emengini, 2021) ^[11], and involving in other organisational citizenship behaviours. In a related manner, other researchers like Bhat and Beri (2016) proposed that teachers' job performance can be divided into three dimensions of task performance, contextual performance and adaptive performance. Where adaptive performance is teachers' ability to adapt to daily innovation and changes in teaching ranging from curriculum change, educational policy change, teaching subject change and

school transfer. According to Limon and Sezgin-Nartgun (2020) most schools change timetable most often without notice. In some other schools subject teachers are changed each session in secondary schools. Therefore teachers need adaptive skills to perform well in the face of such change. For the purpose of this study, teachers' job performance was measured with items from the three dimensions of teachers' job performance proposed by the later authors.

In the area under study teachers have been accused of poor job performance. This partly is as a result of teachers' poor relationship with students, colleagues and school management. Meanwhile, as parts of teachers' job performance are keeping of statutory records such as record of work, grade book, attendance register, movement book as well as punishment book which some teachers in the area of study have failed to judiciously kept. Moreover, in the area of this study, lesson plan which is supposed to be prepared on weekly basis for proper execution of lessons are poorly kept as teachers wait for when supervisors are coming to their schools before they will be forced to prepare lesson plan of a whole term within a week or less (Omenyi & Emengini, 2021) ^[11]. In the same area some of the teachers have also been caught to intentionally delay completion of their scheme of work only to organize private lessons to their students to teach the remaining parts of the scheme and collect money for the service. Also, in the area some teachers have been found to resist transfer or change of classes to teach. Obviously these are against teachers' task, contextual and adaptive performance (teachers' job performance). In what seems to be the consequences of all these in the area are students' poor academic performance, involvement in cyber crimes, cultism and poor value orientation of which something needs to be done to avert the impending danger that accompany these consequences. However, the researchers are of the opinion that if the teachers perceive fairness in the way they are remunerated, promoted, rewarded and adequately informed on the criteria that led to these organisational outcomes with respect and dignity, they will have no option than to have good job performance and vice visa. Though studies have been carried out in the past on perceived organisational justice and employees' job performance each studied as a single construct in manufacturing and private organizations with very few in educational organizations as observed from extensive literatures reviewed by the researchers. However, none of these studies was carried out using multidimensional approach in secondary schools in south-East, Nigeria; a position from which this study was set out to empirically investigate dimensions of organisational justice as predictors of teachers' job performance in secondary schools in south east, Nigeria.

Purpose of the study

The main purpose of the study was to determine the dimensions of organisational justice as predictors of teachers' job performance in secondary schools in south east, Nigeria. Specifically, the study determined;

1. The predictive power of teachers' perceived procedural justice and their job performance in secondary schools in south eastern, Nigeria.
2. The predictive power of teachers' perceived distributive justice and their job performance in secondary schools in south eastern, Nigeria
3. The predictive power of teachers' perceived interactional justice and their job performance in secondary schools in south eastern, Nigeria

Research Question

The following research questions guided the study. They are:

1. What is the predictive power of teachers' perceived procedural justice and their job performance in secondary schools in south eastern, Nigeria?
2. What is the predictive power of teachers' perceived distributive justice and their job performance in secondary schools in south eastern, Nigeria?
3. What is the predictive power of teachers' perceived interactional justice and their job performance in secondary schools in south eastern, Nigeria?

Hypothesis

The following research hypotheses were tested at 0.05 alpha level of significance. They are:

1. The predictive power of teachers' perceived procedural justice and their job performance in secondary schools in south eastern, Nigeria is not significant
2. The predictive power of teachers' perceived distributive justice and their job performance in secondary schools in south eastern, Nigeria is not significant
3. The predictive power of teachers' perceived interactional justice and their job performance in secondary schools in south eastern, Nigeria is not significant

Methods

Research Design

The study adopted correlational survey research design. According to Nworgu (2015), a correlational study establishes the relationship that exists between two or more variables. Thus, the design was adopted to examine dimensions of organizational justice as predictors of teachers' job performance in secondary schools in South Eastern Nigeria.

Area of the Study

The area of the study was South Eastern geopolitical zone of Nigeria. The geopolitical zone has five states of Abia, Anambra, Ebonyi, Enugu and Imo. The people of the South East, Nigeria, are predominantly Igbo speaking ethnic group. They are mostly known for their commercial activities. Moreover, there are many civil servants, farmers in the rural areas and politicians in the various parts of the states. The researchers choose South Eastern Nigeria for the study because of their schools' common way of managing their teachers and the general work environment under which teachers work.

Population of the Study

The population of the study consists of all the 29,231 teachers who are teaching in all the 1,248 government owned secondary schools in South Eastern States of Nigeria. Specifically, Abia State has 4,258 teachers while Anambra state has 5,150 teachers. Ebonyi state teachers' population is 4,360 with Enugu state having a total of 8,603 teachers. Imo state teachers' population is 6,860 teachers. The population of teachers in south eastern, Nigeria was arrived at through the data collected from the various states' post primary schools service authorities

Sample and Sampling Technique

The sample of 1,462 respondents was selected for the study using cluster sampling with proportionate stratified random sampling technique. This is to ensure that the various clusters in the population are proportionately represented. Thus, in doing this, the teachers in the secondary schools in the various states under study were randomly choose on the basis of their state of employment, education zones and gender. Using approximately 5% each from the population of the teachers in the five states the total of 213 teachers were selected from Abia state. In Anambra state, 258 teachers were selected while in Ebonyi State, 218 teachers were selected. In Enugu state, 430 teachers were selected and in Imo State 343 teachers were selected making it a total of 1,462 teachers that are selected for the study. The choice of using 5% of the population followed Nworgu (2015) who asserted that sample size of five percent (5%) is ideal sample size that can be used to generalize for studies involving large population that runs into thousands.

Instruments for Data Collection

The researchers drafted two questionnaires named: Teacher’s Perceived Organizational Justice Questionnaire (TPOJQ); and Teachers’ Job Performance Questionnaire (TJPQ). The construction of these questionnaires was guided by collections of views and findings on the two major variables of this study as observed in the related literature and survey instruments. These questionnaires have two parts each (parts A and B) with part “A” meant to get personal data of the respondents like the state of employment. On the other hand, part B of (TPOJQ) comes in three clusters each which sort teachers’ rating on their perceived distributive justice, procedural justice and interactional justice on a four point rating scale with 15 items in all while Part B of Teachers’ Job Performance Questionnaire (TJPQ) is comprised of 20 items with four point rating scales. The options of the two instruments ranged from Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD).

Validation of the Instruments

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

Reliability of the Instruments

To ascertain the reliability of the instruments, Cronbach Alpha method of reliability was applied. Cronbach Alpha method of reliability was used to establish the reliability because; according to Chamundeswari (2013) it is a more robust test of reliability and a measure of internal consistency of questionnaire instruments. Thus, in doing this 50 copies of the questionnaires were administered to a sample of 50 teachers from government owned secondary schools in Delta state of South-Southern Nigeria because they are not parts of the actual study. Thereafter, set of scores for each respondent were coded into the SPSS batch system for computer analysis and the results of the analysis show that part B of Teachers’ Perceived Organizational Justice Questionnaire (TPOJQ) yielded reliability index of .96 while part B of Teachers’ Job Performance Questionnaire (TJPQ) yielded reliability index of .88. These results are indications that the instruments both have internal consistency and were therefore used for the study.

Method of Data Collection

The researchers adopted direct delivery method of data collection in the distribution of the copies of the questionnaires. This is to ensure maximum recovery of the copies of the questionnaires administered. This was done with the help of seven research assistants. These research assistants were briefed by the researchers on how to approach and administer the questionnaires. The briefing involved explaining properly to the research assistants the number of teachers selected in each state considering their numbers in each education zone.

Method of Data Analysis

In analyzing the data collected for this study, the researchers used simple regression analysis. Thus, regression analysis was used to answer research questions 1-3 and the test of null hypotheses number 1-3. In doing these, Muij cited in Cohen, Manion and Morrison (2007, p. 523) goodness of fit of regression model using squared regression coefficient (R^2) was adopted, where: R^2 : 0–0.1 =weak; 0.1–0.3 =modest; 0.3–0.5 =moderate; >0.5 =strong. Additionally, in the three null hypotheses, p-value was used to determine the significance of the predictive power. Where the calculated p-value is less than the stipulated level of significance (0.05), the null hypothesis was rejected whereas the null hypothesis was not rejected where the calculated p-value is greater than the stipulated level of significance (0.05). All analysis were done using Statistical Package for Social Sciences (SPSS).

Results

Research Question 1: What is the predictive power of teachers’ perceived procedural justice and their job performance in secondary schools in south eastern Nigeria?

Table 1: Summary of Simple Regression Analysis with Teachers’ Perceived Procedural Justice as Predictor of Their Job Performance

Model	N	R	R ²	Adj.R ²	Std. Error of the Estimate	Remarks
Perceived Procedural Justice	1343	.47	.22	.22	2.28	Modest

The summary of the simple regression analysis as shown in Table 1 indicates that teachers’ perceived procedural justice is a modest predictor of their job performance in secondary schools in south eastern, Nigeria. This is shown by the regression coefficient (R =.47) and the coefficient of determination ($R^2 = .22$) which indicates that teachers’

perceived procedural justice accounted for 22% of the variance in teachers’ job performance.

Research Question 2: What is the predictive power of teachers’ perceived distributive justice and their job performance in secondary schools in south eastern Nigeria?

Table 2: Summary of Simple Regression Analysis with Teachers' Perceived Distributive Justice as Predictor of Their Job Performance

Model	N	R	R ²	Adj.R ²	Std. Error of the Estimate	Remarks
Teachers' Perceived Distributive Justice	1343	.30	.09	.09	2.26	Weak

Table 2 indicates that teachers' perceived distributive justice is a weak predictor of their job performance in secondary schools in south eastern, Nigeria. This is shown by the regression coefficient (R = .30) and the coefficient of determination (R² = .09) which indicates that teachers'

perceived distributive justice accounted for 9% of the variance in teachers' job performance.

Research Question 3: What is the predictive power of teachers' perceived interactional justice and their job performance in secondary schools in south eastern Nigeria?

Table 3: Summary of Simple Regression Analysis with Teachers' Perceived Interactional Justice as Predictor of Their Job Performance

Model	N	R	R ²	Adj.R ²	Std. Error of the Estimate	Remarks
Teachers' Perceived Interactional Justice	1343	.18	.03	.03	2.54	Weak

As shown in Table 3, teachers' perceived interactional justice is a weak predictor of their job performance in secondary schools in south eastern, Nigeria. This is shown by the regression coefficient (R = .18) and the coefficient of determination (R² = .03) which indicates that teachers' perceived interactional justice accounted for just 3% of the variance in teachers' job performance.

Hypothesis One: The predicative power of teachers' procedural justice and their job performance in secondary schools in south eastern Nigeria is not significant.

Table 4: Test of Significance of Simple Regression Analysis with Teachers' Perceived Procedural Justice as Predictor of Their Job Performance

Predictor	N	R	R ²	F	P-value	Remark
Teachers' Perceived Procedural Justice.	1343	.47	.22	380.26	.000	*S

As shown in Table 4, the simple regression coefficient (R) is .47 while the R² is .22. The F-ratio (1/1343) =380.26 and P-value = .00. Since the P-value is less than the stipulated 0.05 level of significance, it was decided that teachers' procedural justice is a significant predictor of their job performance in secondary schools in south eastern Nigeria. The 1st null hypothesis was therefore rejected.

Hypothesis Two: The predicative power of teachers' distributive justice and their job performance in secondary schools in south eastern Nigeria is not significant.

Table 5: Test of Significance of Simple Regression Analysis with Teachers' Perceived Distributive Justice as Predictor of Their Job Performance

Predictor	N	R	R ²	F	P-value	Remark
Teachers' Perceived Distributive Justice.	1343	.30	.09	136.50	.000	*S

As shown in Table 5, the simple regression coefficient (R) is .30 while the R² is .09. The F-ratio (1/1343) =136.50 and P-value = .00. Since the P-value is less than the stipulated 0.05 level of significance, it was decided that teachers' distributive justice is a significant predictor of their job performance in secondary schools in south eastern Nigeria. The 2nd null hypothesis was therefore rejected.

Hypothesis Three: The predicative power of teachers' interactional justice and their job performance in secondary schools in south eastern Nigeria is not significant.

Table 6: Summary of Simple Regression Analysis with Teachers' Interactional Justice as Predictor of Their Job Performance

Predictor	N	R	R ²	F	P-value	Remark
Teachers' Perceived Interactional Justice.	1343	.18	.03	46.74	.000	*S

As shown in Table 6, the simple regression coefficient (R) is .18 while the R² is .03. The F-ratio (1/1343) =46.74 and P-value = .00. Since the P-value is less than the stipulated 0.05 level of significance, it was decided that teachers' interactional justice is a significant predictor of their job performance in secondary schools in south eastern Nigeria. The 3rd null hypothesis was therefore rejected.

Output of Analyses

Discussion of Findings

The predictive power of teachers' perceived procedural justice and their job performance in secondary schools in south eastern, Nigeria

The result of the study on the above shows that teachers' perceived procedural justice is a modest predictor of their job performance in secondary schools in south eastern, Nigeria. Also it was found in the study that teachers' procedural justice is a significant predictor of their job performance in secondary schools in south eastern, Nigeria. These findings are in line with the finding of Alqhiwi (2015) ^[1] who opined that procedural justice had more impact on employee performance efficiency than interactional justice and that the impact of procedural justice is significance on employee performance efficiency. Also the findings of this study on the above corroborate with the findings of Igbal (2013) ^[8] who found that procedural justice have significant relationship with job outcome. However, these findings differ with the findings of Castillo and Fernandez (2017) ^[3] who found that procedural justice do not influence students' performance outcome in schools. The similarity in the findings of this study and that of Alqhiwi (2015) and Igbal (2013) ^[1, 8] could be as a result of the fact that every organization sets standard and procedure of operations of which once foul play is sensed inform of double standard the staffers react in the way they carry out their job and vice versa. On the other hand, the disagreement of the findings of this study with that of Castillo and Fernandez (2017) ^[3] could be as a result of the fact that the two studies were not carried out in the same area. Moreover, while the present study was carried out on secondary school teachers as the respondents, the study of Castillo and Fernandez (2017) ^[3] was carried out on the students as the respondents thus, could account for the differences in the findings.

The predictive power of teachers' perceived distributive justice and their job performance in secondary schools in south eastern, Nigeria

On the above, the findings of the study showed that teachers' perceived distributive justice is a weak predictor of their job performance in secondary schools in south eastern, Nigeria. Also it was found that teachers' perceived distributive justice is a significant predictor of their job performance in secondary schools in south eastern, Nigeria. These findings corroborate with that of Alqhiwi (2015) ^[1] who also found that distributive justice had more impact on employee performance efficiency than interactional justice. It also corroborate with that of Esam and Iman (2014) ^[7] who noted that impact of distributive justice is more than procedural justice. Moreover, Igbal (2013) ^[8] found low relationship between distributive justice and job outcome. The similarities in the findings of this study and that of Alqhiwi (2015), Esam and Iman (2014) and that of Igbal (2013) ^[1, 7, 8] could be as a result of the fact that employees in an organization know their qualifications and those at the same levels, steps and as such expects equal treatments as well as rewards haven brought in similar qualifications, experience and put in same efforts and once these are perceived to be fair, they will put in more efforts in performing their job and vice versa.

The predictive power of teachers' perceived interactional justice and their job performance in secondary schools in south eastern, Nigeria

On this, the findings of the study showed that teachers' perceived interactional justice is a weak predictor of their job performance in secondary schools in south eastern, Nigeria. It was also found that teachers' perceived interactional justice is a significant predictor of their job performance in secondary schools in south eastern, Nigeria. These findings corroborate with the findings of Castillo and Fernandez (2017) ^[3] who found that informational justice and interpersonal justice which are sub dimensions of interactional justice have positive relationship with student's performance outcome and that of Igbal (2013) ^[8] who opined that interactional justice has significant relationship with job outcome and the work of Mohamed (2011) who found that interactional justice was perceived highest to have relationship with quality performance among healthcare workers more than every other dimensions of organizational justice. The similarities in the findings of this study with the findings of Castillo and Fernandez (2017), Igbal (2013) ^[3, 8] and Mohamed (2011) could be as a result of the fact that these studies were carried out in organizations where human interactions and information are held at a very high esteem and as such once workers and individuals in the organization perceive fairness, politeness as well as dignity of persons and information available to all, they will be happier and put more efforts to perform better and vice versa.

Conclusion

Based on the findings of the study, it is concluded that the three dimensions of organisational justice are predictors of teachers' job performance in South eastern, Nigeria with procedural justice having more predictive power. It was also concluded that the predictive powers of the three dimensions of organisational justice and job performance as perceived by the teachers are significant.

Implication of the findings

The study showed that teachers' perceived procedural justice, distributive justice and interactional justice significantly predict their job performance in secondary schools in South Eastern, Nigeria. The implication of this is that both dimensions of organisational justice are very important predictors of job performance and as such should be taken serious in school organizations.

Recommendation

The following recommendation was made:

Based on the findings of the study, it was recommended that the state governments of the five eastern states of Nigeria as well as the management of the secondary schools in the area should take all dimensions of organisational justice serious without exception of any since it has been shown that all the dimensions of organisational justice significantly predict their teachers' job performance.

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