

Effects of Distributive Justice on Positive Organizational Behavior among Private School Teachers

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Abstract

This quantitative study the 'effects of distributive justice on positive organizational behavior among private school teachers' was conducted in five different private schools in Timergara City district Dir Lower. Among the 29 private schools in Timergara city, five schools were selected randomly on the basis of maximum number of teachers. Primary information was collected from teachers through census method using structured questionnaire as tool of data collection. The collected data was put into computer-based software SPSS and Chi-Square test statistics were used to ascertain the association between dependent and independent variable. The study revealed a significant association ($P \leq 0.05$) of teachers' positive organizational behavior with the statements such as Fair outcomes to address the teachers' needs, unbiased academic policies, satisfaction with salaries, increase in salaries as per teachers' performance, fair workload's distribution, teachers' behavior dependent upon fair policies, equal distribution of rewards as a source of motivation, and unequal distribution of rewards leads towards turnover intention. The owners and administration of private schools should establish their trust by expanding cooperation towards teachers, strengthen employee relationships with each other, encourage positivity and efforts, create goals and use motivational strategies that stimulate employees were some of the recommendations that was presented in light of the study.

Keywords: Distributive justice, Positive organizational behavior, Private school teachers.

Introduction

Employee motivation and organizational efficiency are recurrent challenges of human resource development in firms. In an organization, resource management is involved with identifying techniques for promoting employees' motivation. As a result, research into employees' positive organizational behavior (POB) is receiving growing interest. Luthans (2002a,b) introduced personality reinforcement into the

organizational behavior literature, defining POB as "the research and application of positive personal resource strengths and emotional capabilities which can be evaluated, constructed, and managed effectively for improving performance in today's business environment". Pan (2008) and Pan and Qin (2009) defined POB as organizational behavior of employees that benefits the organization. It has the ability to boost organizational effectiveness and performance on an organizational and individual level. Additionally, they defined six aspects of POB behavior: devoted, accountable, energetic, innovative, helpful, and supporting.

Various researches have been conducted to determine the elements that influence employees' willingness to confess their POB. Several factors contribute to this, including personal traits (Youssef and Luthans, 2007; Uymaz, 2014; Leephaijaroen, 2016), job needs (Bakker and Schaufeli, 2008), job stress (Munir et al., 2013), and financial circumstances (Youssef et al., 2013). (Giorgi et al., 2015; Mucci et al., 2016; Lopez-Valcarcel and Barber, 2017). Giorgi et al. (2015) hypothesised that during economic recessions, employees are more likely to have an ambiguous view of their organizational roles or a sense that hard effort is more disagreeable since they are not receiving visible benefits. These views may have a negative impact on the emotional and behavioral consequences experienced by businesses, such as diminished cooperation. It is worth emphasizing, however, that the aforementioned criteria are not exhaustive of what influences workers' POB. Additional debate is required regarding POB studies, as there may be additional explanatory factors affecting employees' POB.

Distributive justice refers to an employee's perception of the justice about the outputs received (Moorman, 1991). According to Lawler, various benefits, including compensation, promotions, rank, performance appraisal, and job duration, have a positive impact on job satisfaction, work-life quality, and organizational success (Alexander and Ruderman, 1987). The outcome-oriented perspective is guided by equity theory. Adams theorized distributive justice (Tessema et al., 2014) and asserted that employees are more concerned with the fairness of results than with their minimum and maximum values (Colquitt et al., 2001). Whenever an output is seen to be unjust, it could have an effect on one's feelings (e.g., rage, pleasure, satisfaction, or shame), cognitions (e.g., mentally distorting inputs and outputs about himself or others), and conduct (e.g., performance and withdrawal; Cohen-Charash and Spector, 2001).

Campbell et al. (2013) argue that perceptions of distributive justice are related to resource allocation. In other words, a sense of justice is dependent on employees believing that assets were fairly distributed and replenished appropriately. Numerous studies have indicated that procedural and distributive justice have distinct effects on organizational success. For example, McFarlin and Sweeney (1992) examined the predictive effects of organizational justice using a main effect approach and discovered that the distributive aspect of justice is a strong determinant of life satisfaction (e.g., pay satisfaction, and job satisfaction). Fields et al. (2000) discovered that distributive justice had a greater impact on Bangkok workers' intention to stay

and job happiness, but procedural fairness does have a greater impact on how Bangkok workers evaluate supervisory performance. According to Cropanzano et al. (2002), distributive justice has a substantial correlation with reactions to individual results but a weak correlation with responses towards the organization or one's manager. Ghosh et al. (2017) discovered that distributive justice is a greater factor in organizational embeddedness's sacrifices aspect than perceived fairness.

Positive Organizational Behavior

POB is a subset of positive psychology that was pioneered by Seligman as well as other prominent positive psychologists (Wright, 2003). According to Seligman and Csikszentmihalyi (2014), the objective of positive psychology is to “start catalyzing a shift in emphasis of psychology away from fixing the very worst aspects of life and toward developing good qualities.” Thus, positive psychology is mainly concerned with the qualities and values of persons that contribute to their growth and development as individuals and societies (Bakker and Schaufeli, 2008).

Luthans (2002a) recognized a need for a theory building and research-based standpoint and strategy to organization studies, which he coined POB, which he defined as "the study and practice of programs that promote human capital abilities and mental capabilities which can be assessed, refined, and managed effectively for improving performance in the workplace (Youssef and Luthans, 2007). To be included in the POB paradigm, a positive mental ability must be positive and supported by theories and practice, and also valid assessments. Additionally, this skill should be able to adapt to changes and growth (i.e., state-like) and related to occupational improved performance (Luthans, 2002b). The six positive mental capabilities, i.e. confidence (or self-efficacy), keep hoping, enthusiasm, fortitude, subjective well-being (or pleasure), and emotional stability, all encounter the understanding of the term and inclusion criteria for POB. They are regarded as a charitable donation to understanding POB and also have a positive impact on organizational performance (Luthans, 2002b; Youssef and Luthans, 2007). However, Wright (2003) suggested that this pragmatic and governance perspective, and also the emphasis on the company rather than the worker, should be balanced by the goal of worker health and happiness as valid objectives or even of themselves. He proposed Fredrickson's broaden-and-build paradigm, which argues that pleasant emotions may be adaptable and participatory (Wright, 2003).

According to Fredrickson (2002), the adapting or regulating properties of positive feelings including pleasure and joy may be more substantial in people who may be more joyful than in those less joyful. He stated that such reinforcement can help people become more innovative, adaptable, socially adept, and physiologically and psychologically healthy (Wright, 2003). Bakker and Schaufeli (2008) advocated that the Luthans organizational-based and worker perspectives be combined; POB should place a premium on individual positive mental conditions and human resource capabilities that are beneficial to both performance enhancement and worker well-being.

Research on POB, however, tends to emphasize the psychological and implicit aspects of POB rather than the explicit abilities and behavioral capabilities of the personal resources that make up POB. Accordingly, Pan (2008) provided a fresh perspective on POB, which might be described as employees' good behavior in the firm, depending on the Chinese ethnic background. According to the researchers, employees' POB is constituted primarily of dedicated, accountable, energetic, creative, assisting, and harmonious conduct (Pan and Qin, 2009). There are numerous ways in which POBs can benefit both individual and organizational success. It was hypothesized that the dependent variable in this study would be employees' POB (performance on the job), while the independent variable would be the degree of fairness in the workplace.

Objectives of the Study

This study aims at investigating the effects of distributive aspect of justice on the positive organizational behavior among private school teachers. The study further explores how positive emotions relate to employee performance in the workplace.

Statement of the Problem

In Pakistan, low levels of Positive organizational behavior among teachers have become an alarming trend. This is demonstrated by teacher absenteeism and turnover in many institutions, teacher decreased motivation, and low performance of students on national examinations, as well as a decline in the attractiveness and prestige of the profession of teaching in general. Teachers have become increasingly the objects of criticism as a result of changes in education policies, the children's rights movement, and legislative reforms, which have resulted in high rates of burnout and overall dissatisfaction among teachers around the world, particularly in Pakistan. The development of delivering services, which would boost teacher organizational behavior and make teachers feel confident and comfortable in their schools, has received little attention. Organizational behavior is a measure of how motivated workers are to the company success, how much they value their membership, and how hard they are willing to work to attain those goals. Researchers have mostly ignored the idea that commitment of positive organizational behavior is critical for achieving organizational goals, particularly in schools. Therefore, this study is important to identify effects distributive justice on positive organizational behavior among private school teachers in Timergara City, Khyber Pakhtunkhwa Pakistan.

Theoretical Framework

According to justice theory, employees' perceptions of fairness influence their responses (positive or negative), which in turn influence their behaviors (positive or negative; Akram et al., 2016b). Specifically, perceived fairness can drive employees to engage in more useful and constructive behavior for the organization, whereas they may react negatively when confronted with injustice (Graso and Grover, 2017). A vast

amount of empirical study suggests that organizational justice has a major impact on employees' behavior, and that distributive justice can have a pronounced effect on employees' job behavior and attitudes (Cohen-Charash and Spector, 2001). In a situational study, organizational justice, including distributive justice is reflected in two dimensions (justice and injustice), and the outcome measures include employee Positive organizational behavior and negative organizational behavior. Therefore, the present will be based on the concept of justice theory to determine whether distributive aspect justice have a directly influence on employees' POB.

Methods and Procedures

This quantitative study was conducted in five different private schools of district Dir Lower. There are 29 private schools in Timergara city. However, five schools were selected randomly on the basis of maximum number of teachers. Teachers in these schools were the target population. Primary information was collected from teachers through census method using structured questionnaire as tool of data collection. The purpose of using census method was to collect information from the entire respondents in targeted school. The collected data was put into computer-based software SPSS and Chi-Square test statistics were used to ascertain the association between dependent (Positive Organizational Behavior) and independent variable (Distributive aspect of Justice).

Results and Discussions

Table 1. Showing the Demographic profile of the respondents

Characteristics of the sampled respondents	Frequency (%)	Measure of Central Tendency		
		<i>Mean</i>	<i>Median</i>	<i>Mode</i>
<u>Gender</u>		1.17	1.00	1
Male	42(84)			
Female	8(16)			
<u>Age</u>		2.08	2.00	2
Below 25	20(40)			
26-30	21(42)			
Above 30	9(8)			
<u>Marital status</u>		1.84	2.00	2
Married	17(34)			
Unmarried	33(66)			
Divorced	0(0.0)			
<u>Educational Qualification (year)</u>		2.22	2.00	2
BS	38(76)			
MS	8(16)			
PhD	3(6)			
<u>Overall job Experience (year)</u>		2.05	2.00	2

Below 2 years	36(72)
3--5	8(16)
Above 5	6(12)

Source: Author(s)

A total of 50 teachers responded to the survey. Based on the socioeconomic sketch of the sampled respondents (SR) as disclosed in table (1) highlighted 84% were male, and 16 % were female. Regarding the age distribution of the respondents, 40 % of the respondents were below 25 years, 42 % were of the age category of 26-30, and 8 % were above 30 years. In terms of marital status, 34% of the respondents were married while 66% were unmarried. Moreover, 76 % of the respondents’ qualification was 16 years (BS), 16% were having 18 years (MS) while the rest of 6 % were PhD. Likewise, in terms overall job experience in private sector, majority of 72% had below 2 years experience, 16 % had 3-5 years experience while 12 % of sampled respondents had above 5 years experience.

Table 2. Showing the Association between Distributive Aspect of Justice with Positive Organizational Behavior (POB) among Private School Teachers

Independent Variable Attributes	Indexed Dependent variable	Chi square, P value & Gama value
Outcomes are fair enough to address the teachers’ needs	POB	$\chi^2 = 227.637$ P= .000 $\Lambda = 0.857$
Unbiased academic policies	POB	$\chi^2 = 154.850$ P= .000 $\Lambda = 0.725$
Outcomes are according to teachers’ efforts	POB	$\chi^2 = 182.340$ P= .000 $\Lambda = 0.895$
Satisfaction with salaries	POB	$\chi^2 = 9.500$ P= .009 $\Lambda = 1.000$
Increase in salaries as per teachers’ performance	POB	$\chi^2 = 235.49$ P= .000 $\Lambda = 0.670$
Fair workload’s distribution	POB	$\chi^2 = 227.850$ P= .000 $\Lambda = 0.598$
Teachers’ behavior dependent upon fair policies	POB	$\chi^2 = 73.273$ P= 0.000

Equal distribution of rewards as a source of motivation	POB	$\Lambda = 0.233$ $\chi^2 = 87.320$ P = .000
Unequal distribution of rewards leads towards turnover intention	POB	$\Lambda = 0.392$ $\chi^2 = 235.083$ P = .000 $\Lambda = 1.000$

Source: Author(s)

Association between Distributive Justice and Positive Organizational Behavior (POB)

Table 2 depicted the chi square result of distributive justice at private schools with positive organizational behavior through indexation method. A highly significant association with moderate direction ($P = .000$; $\Lambda = 0.857$) was found between outcomes are fair enough to address the teachers' needs with positive organizational behavior. The findings indicated that fair outcomes if fulfill teachers needs can lead to positive organizational behavior. It could be the reason that most of university graduates upon join private schools right after graduation either to fulfill their economic needs or to find support for their higher studies. It can be deduced that fair outcomes lead to teachers' motivation and satisfaction. These results were in the line with the findings of Kynaston (2015) and McKnight (2015) that teacher compensation has become a key part of the public debate over private schools. Teachers with master's degrees were paid the same as unskilled employees at private schools because of a lack of sufficient law or norms and rules governing the remuneration of teachers.

Further, fair and unbiased policies regarding outcomes were also found significant along with moderate association ($P = .000$; $\Lambda = 0.725$) with positive organizational behavior. These results were in line with the findings of Lambert et al. (2020) and McFarlin and Sweeny (2001) who disclosed that fair and unbiased policies regarding outcomes and their involvement in such decisions and policy formulation adds to employee's positive organizational behavior. The employees said that only when they have been provided a honest and unbiased recognition and opportunity do they feel that the procedure is fair.

Likewise, outcomes are according to teachers' efforts were found significant and moderate association ($P = 0.000$; $\Lambda = 0.895$) with positive organizational behavior. It can be the reason that most of the teachers work hard in private schools and in turn, they expect the schools administration to reward them accordingly. Similarly, Murshed et al. (2021) and Elovainio and Steen (2004) concluded that faculty members in the educational institutions work hard particularly those in private schools. Their performance is evaluated by the school administration usually; however, very little is rewarded to them if even one's performance is enhanced.

Moreover, a significant and perfect positive association ($P = 0.001$; $\Lambda = 1.000$) was found between satisfaction with salaries and positive organizational behavior.

The findings indicated that teachers in private institutions are not satisfied with their salaries. However, to further support their higher studies, they work in private sector, as there is no other option. Goubin and Hooghe (2020) also highlighted that the salaries are not only less, it was also found that teachers are not given the salaries on time. Teachers are not always paid while schools are closed for vacation or long holidays, despite the fact that the owners collect the entire tuition from the children.

It was noted that increase in salaries as per teachers' performance was found significant along with weak correlational association ($P=0.000$; $\Lambda =0.670$) with positive organizational behavior. It has been mentioned earlier that the administration in private evaluates their faculty's performance regularly. However, their salaries are not increased according to their performance. Likewise, Ghimire (2017) stated that the directors of private institutions take advantage of teachers in the most awful ways. The average monthly salary for teachers ranged from Rs6,000 to Rs8,000. Moreover, regardless their efforts and performance, the owners of these schools do not increase their salaries as per their performance evaluation.

Regarding the fair workload's distribution, a highly significant and weak correlational relationship association ($P=0.000$; $\Lambda =0.598$) was found between the statement and positive organizational behavior. It can be deduced that workload distribution is unfair in private schools. It may be the reason that most of the teachers are assigned extra classes. Moreover, they take extra burden of managerial and administrative positions. Similarly, Gosepath (2004) found that beyond educating children, employees of private schools were always doing additional jobs including encouraging guardians to enroll their children into their private institutions.

Further, a significant and weak correlational relationship ($p = 0.000$; $\Lambda =0.233$) was found between teachers' behavior dependent upon fair policies and positive organizational behavior. It can be deduced that teacher's positive organizational behavior is dependent upon fair policies regarding their outcomes. If they are awarded accordingly, they show positive organizational behavior. In this regard, Moroni (2020) found that teachers' positive organizational behavior in private schools mostly depend upon the fair academic policies. Most of the teachers compare their efforts the policies regarding outcomes. If the are according to them are unfair, they explicate negative organizational behavior.

A highly significant and weak association ($P=0.001$; $\Lambda =0.392$) was witnessed between equal distribution of rewards as a source of motivation and positive organizational behavior. The findings divulged that employees consider fair distribution of outcomes as a source of motivation. It can be deduced that equal distribution of rewards enhances employees' motivation to work more hard for the success of organization. This is consonant with the finding of Galiatsatos et al (2020) that In terms of wage and pay-for-performance plans, schools must carefully assess whatever they want to recognize or how far there may be alternative approaches to inspire and engage employees. Motivation, satisfaction and performance mostly depend on equal distribution of rewards.

Similarly, a highly significant and perfect positive correlation relationship ($P=0.000$; $\Lambda =1.000$) was found unequal distribution of rewards leads towards

turnover intention and positive organizational behavior. The findings indicated that employees leave the school if they find the distribution of outcomes unfair. It can be deduced that the high ratio of turn over among private school teachers is due to the unfair and unjust distribution of rewards such as salaries and incentives. Similarly, AM Eisenberg (2020) found that job stress, less salaries; unfair workload and unequal distribution of rewards are the leading factors influencing turn over intention among private school teachers.

Conclusions and Recommendations

The present study concluded that the private school teachers are paid not enough to fulfill their needs. The schools devise unfair academic policies. In addition, teachers are not satisfied with their salaries. Their salaries are not according to their efforts and the schools do not increase their salaries according to teachers' performance. Moreover, the workload distribution in these schools is unjust and unfair; therefore, the organizational behaviors of teachers are dependent upon the policies of private schools. Likewise, teachers consider the fair distribution of rewards as a source of motivation. Moreover, the unequal distribution of rewards leads towards turnover intention among private schools' employees.

The owners and administration of private schools should establish their trust by expanding cooperation towards teachers, strengthen employee relationships with each other, encourage positivity and efforts, create goals and use motivational strategies that stimulate employees were some of the recommendations that was presented in light of the study.

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