

ORGANIZATIONAL JUSTICE AND JOB PERFORMANCE AMONG TEACHERS IN SOUTHERN DISTRICT OF TAMILNADU

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Abstract

The intention of the study is to examine the Organizational justice and Job performance among teachers in Southern District of Tamil Nādu Descriptive research is particularly suited to explore questions, regarding the teachers. The respondents have considered 386 sample teachers. It is found that they spend time at work on work-related activities, spend maintain a positive attitude towards their work, they get along well with their supervisor, they rarely absent from work, fast worker, they always finish their work on time, they punctual about coming to work are having high level opinion towards the job performance. Then, they get along well with their co-workers, they reliable and dependable at work, they do not get defensive or upset when criticized, they careful not to make errors, work is of high quality, and they keep updated on new equipment's and procedures, and knowledgeable about their job are having medium level opinion towards the job performance.

Keywords: *organizational justice, job performance, morally right, school teachers*

INTRODUCTION

Organizational justice refers to the idea that an action or decision is morally right, which may be defined according to ethics, religion, fairness, equity, or law, (Greenberg 1987). Colquitt et al., (2001), Categorizing justice helps us understand the origins of fairness perceptions but has left room for broader research of the essential components of fairness. John Jacob M (2018), The role of accountability, or who is responsible for the harm done, is largely absent in the models detailed above. Folger and Cropanzano's (2011) Fairness Theory posed that responsibility attributions play a vital role in justice perceptions. When an individual perceives an injustice, they will attempt to make sense of what happened, in part by considering who is responsible. Greenberg (1987) introduced organizational justice with regard to how an employee judges the behaviour of the organization and their resulting attitude and behaviour that come from this. Organizational justice is generally considered to consist of four sub dimensions: (i) procedural justice, (ii) distributive (iii) interactional justice and (iv) informational justice. Meyer and Allen, (1996). People are naturally attentive to the justice of events and situations in their everyday lives, across a variety of contexts, (Buchanan 1974, Balram 2005), Floder and Gopanzano 2009). Colquitt et al., (2001) An organization justice refers to sense is employee's beliefs about a fair environment in their workplace, Ermine (2011) and George et al., (1993).

OBJECTIVE OF THIS STUDY

- To analyze the level of job performance among private school teachers.

- To examine the relationship between organizational justices and job performance
- To determine the organizational justices and job performance.

HYPOTHESES OF THE STUDY

- Ho: There is no relationship between an organizational justices and job performance
- Ho: There is no influence the organizational justices and job performance

Research Methodology

The aim of the study is organisational justice on career satisfaction of private school teachers in southern district of Tamilnadu. The area of the research is the southern districts of Tamilnadu such as Tirunelveli, Tuticorin, Tenkasi, and Kanyakumari. The researcher has taken southern districts such as Tirunelveli, Tuticorin, Tenkasi, and Kanyakumari as their research sample districts. The researcher chosen only private school from Tirunelveli, Tuticorin, Tenkasi, and Kanyakumari districts. 360 Private Schools in Tirunelveli, 279 Private Schools in Tenkasi, 315 Private Schools in Tuticorin, and 315 Private Schools in Kanyakumari district. The sampling area is very large so researcher has selected only 10 private school from each district. Totally, 40 private school teachers were considered as a sample respondent. This study has collected 640 samples from private school from the Tirunelveli, Tuticorin, Tenkasi, and Kanyakumari districts. The researcher has collected 16 sample from 40 private schools. For this study, the researcher has determined a sample is 640 but the researcher has collected 640. Finally, 594 responses are fit for further analysis. Hence, the sample of this study consist 594 respondents. Nunnally (1979) Descriptive research, as a methodology, is particularly suited to explore questions, regarding the teachers. The researcher has applied Convenience sampling method to collect the questionnaire.

Analysis and discussion

Table 1 Job Performance

	Mean	Std. Deviation
I am punctual about coming to work.	3.60	1.38
I am reliable and dependable at work.	3.49	1.51
I always finish my work on time.	3.67	1.28
My work is of high quality.	3.48	1.41
I am very knowledgeable about my job.	3.22	1.48
I do not get defensive or upset when criticized.	3.49	1.45
I am careful not to make errors.	3.49	1.21
I keep updated on new equipment's and procedures.	3.43	1.24
I get along well with my co-workers.	3.53	1.49
I get along well with my supervisor.;	4.12	0.98
I maintain a positive attitude towards my work.	4.21	1.03
I am rarely absent from work.	4.07	0.96
I am a fast worker	3.83	0.93
I spend my time at work on work-related activities.	4.13	1.03

Table 1 shows that teachers' opinion towards Job Performance in southern district. The researcher has identified the fourteen items such as punctual about coming to work, reliable and dependable at work, always finish my work on time, work is of high quality, very knowledgeable about my job, do not get defensive or upset when criticized, careful not to make errors, keep updated on new equipment's and procedures, get along well with my co-workers, get along well with my

supervisor, maintain a positive attitude towards my work, rarely absent from work, fast worker, spend my time at work on work-related activities,

The respondents are asked to rate their opinion in the five-point scale. Mean and standard deviation values are calculated based on the collected data. The mean score is ranged between 3.22 and 4.21. Standard Deviation values are ranged between 0.93 to 1.51.

The Mean values are observed that they spend time at work on work-related activities (4.13), spend maintain a positive attitude towards their work (4.21), they get along well with their supervisor (4.12), they rarely absent from work (4.07), fast worker (3.83), they always finish their work on time (3.67), they punctual about coming to work (3.60), they get along well with their co-workers (3.53), they reliable and dependable at work (3.49), they do not get defensive or upset when criticized (3.49), they careful not to make errors (3.49), work is of high quality (3.48), and they keep updated on new equipment's and procedures (3.43), and knowledgeable about their job (3.22). It is found that they spend time at work on work-related activities, spend maintain a positive attitude towards their work, they get along well with their supervisor, they rarely absent from work, fast worker, they always finish their work on time, they punctual about coming to work are having high level opinion towards the job performance. Then, they get along well with their co-workers, they reliable and dependable at work, they do not get defensive or upset when criticized, they careful not to make errors, work is of high quality, and they keep updated on new equipment's and procedures, and knowledgeable about their job are having medium level opinion towards the job performance.

Table 2 Relationship between organisational justice and job performance

	job performance	Procedural justice	Distributive justice	Interactional justice	Informational justice
job performance	1				
Procedural justice	0.636**	1			
Distributive justice	0.649**	0.757**	1		
Interactional justice	0.678**	0.746**	0.671**	1	
Informational justice	0.731**	0.714**	0.636**	0.701**	1

Source: Primary data computed; * Significant level; (NS) Non-significant

Ho: There is no relationship between organisational justice and job performance

Table 2 discusses the relationship between the organisational justice and job performance. Pearson correlation analysis is executed to examine the hypothesis. Here, organisational justice consists four dimensions like procedural justice, distributive justice, interactional justice and informational justice, it is considered as independent variable. Job performance is considered as dependent variable.

From the Pearson correlation value, it is observed that the procedural justice (0.636), distributive justice (0.649), interactional justice (0.678), and informational justice (0.678) are positively correlated with job performance.

It is inferred that the procedural justice, distributive justice, interactional justice and informational justice are positively correlated with job performance.

Table 3 Factors influence the organisational justice and job performance

R	R Square	Adjusted Square	R	F	Sig.
0.783 ^a	0.613	0.611		233.728	0.001* ^a

Coefficients ^a				
	Unstandardized Coefficients	Standardized Coefficients	t	Sig.

	B	Std. Error	Beta		
(Constant)	0.247	0.122		2.022	0.044
procedural justice	-0.035	0.052	-0.032	-0.687	0.492
distributive justice	0.222	0.038	0.236	5.791	0.001*
interactional justice	0.250	0.044	0.237	5.642	0.001*
informational justice	0.423	0.038	0.438	11.060	0.001*

Source: Primary data computed; * Significant level; (NS) Non-significant

Table 3 discusses the factors influence the organisational justice and job performance. Here, the organisational justice consists four dimensions like procedural justice, distributive justice, interactional justice and informational justice, it is considered as independent variable. Job performance is considered as dependent variable.

Ho: There is no factors influence the organisational justice and job performance

Regression analysis is applied to know the effect of exploratory variables on the dependent variable. The adjusted r-square value is found to be 0.611. It is inferred that the independent variable is influenced at 0.611 levels. It is found that the exploratory variables such as procedural justice, distributive justice, interactional justice and informational justice are influenced at 611 per cent towards the job performance. The p-value is 0.001. Hence, the hypothesis is rejected.

The unstandardized co-efficient beta value indicates the strength of relationship between dependent and exploratory variables. It is expressed by the equation as follows;

Job performance = 0.247 + 0.423 (informational justice) + 0.250 (interactional justice) + 0.193 (interactional justice)

The equation indicates informational justice influence by the 0.423 levels, interactional justice influence by the 0.250 level, distributive justice influenced by 0.222 levels on job performance.

The results that the informational justice, interactional justice and distributive justice are positively influence on job performance.

Conclusion

Justice is important to people especially when there is not enough of it. Everyone can relate this, either by having experienced it first-hand or through knowing somebody who was treated unfairly at their job. Going to a workplace every day where injustice rules are difficult. In fact, many people who experience unfairness at the workplace are demotivated, dissatisfied, unhappy, sick, ready to leave, and even ready to take revenge. When employees feel unfairly treated by their organization and its representatives, their mental preoccupation with work may increase. Educational institutions should prioritize fair compensation, transparent evaluation processes, and equitable workload distribution. In addition, involving teachers in decision-making, providing professional development opportunities, and recognizing their contributions are key elements in promoting organizational justice. Effective conflict resolution procedures, supportive leadership, and a positive school culture further reinforce the importance of fairness in the educational setting.

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