



Moderating role of gender in the correlation existing between teachers' perceived organisational justice and their job performance in secondary schools

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Abstract

The study investigated the moderating role of gender on the correlation existing between teachers perceived organizational justice and teachers' job performance in Secondary Schools in South East, Nigeria. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study 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 was 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) and Teachers' Job Performance Questionnaire (TJPO). The instruments 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 which yielded reliability coefficient of .92 and .76 respectively. The reliability indices were considered high enough thus, the instruments were deemed reliable. Data collection was done by the researchers with the help of seven research assistants. Pearson Product Moment Correlation Coefficient was used to answer the research questions and the test of null hypothesis with P. value being used to take decision on the null hypotheses at 0.05 level of significance. The results show that there is a very high positive correlation existing between male teachers perceived organizational justice and their job performance in secondary schools in South-East, Nigeria. Also, there is a significant correlation between male teachers perceived organizational justice and their job performance in secondary schools in South-East, Nigeria. It was also shown that there is a significant correlation existing between female teachers perceived organizational justice and their job performance in secondary schools in South-East, Nigeria among others. At the end it was recommended that the management of secondary schools and authorities of post primary school services in the five south eastern states of Nigeria, should sustain the organisational fairness and just ways of treating their teachers in order for them to continue performing their job well irrespective of their gender since the study found that gender does not moderate the correlation existing between teachers' perceived organisational justice and their job performance. Implication of the findings of the study was stated at the end.

Keywords: Moderating role, gender, correlation, organisational justice, and job performance

Introduction

Studies in organisational behaviour have consistently pointed out a link between how organizations handled their employees and the resultant behaviours and attitudes of such employees in the organization. One of such things that can cause employees' behaviours to change either positively or negatively towards their job is employees' perceived organisational justice or injustice. Organisational justice is employees' perceived fairness and equity in what they get from their organizations including treatments received from their organizations compared to their efforts and contributions to their organizations. It is in line with the above that Pan, Chen, Hao and Bi (2018) ^[15] opined that people compare the ratios of their own perceived work outcomes to their own perceived work inputs with the corresponding ratios of their counterparts. According to the authors this will prompt them to adjust accordingly in their organizational contributions. Spector cited in Kalay (2016) ^[9] asserted that organisational justice has three dimensions of distributive justice, procedural justice and interactional justice. For the purpose of this study the researchers will be looking at organisational justice in these dimensions. According to Omenyi and Emengini (2021) ^[13] distributive justice refers to teachers' perception of fairness in the

distribution of school organizational outcomes or benefits such as salaries, promotion, rewards and other incentives and the fairness in implementing disciplinary actions in school organizations. In line with the above, Castillo and Fernandez (2017) ^[5] opined that there are three levels of comparisons 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. According to Timinepere (*et al*, 2018) ^[18] procedural justice is the perception of fairness in the methods or processes which are used to determine the outcomes or organizational decisions. To Pryce, Johnson and Maguire (2017) ^[16] 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. Thus, procedural justice could be referring to the fairness of the rules and policies guiding organisational actions in dealing with their employees as well as level of involvement of same in decision making. It includes consistency and lack of

bias in observing procedures in the organisation. In other words, procedural justice could mean teachers' perceived fairness and equity in the processes or criteria used in determining school organizational outcomes such as salary, promotion and other incentives.

Ozer, Urgurluoglu, and Saygili. (2017) ^[14] noted that perception of interactional injustice is geared towards the administrator or supervisor while that of perception of injustice concerning procedural and distributive justice are geared toward the organization. In other words, interactional justice is obtained when the employee's dignity of person is being preserved in the organization as well as being addressed politely with respect. This includes the employees being provided with the necessary information in the organization. Beuren, Dsantos, Marques and Resendes (2017) ^[4] corroborated as they opined that interactional justice refers to the interpersonal treatment or the level of perceived equity in the way employees are treated in the organization. Interactional justice is subdivided into two which include interpersonal justice and informational justice. While interpersonal justice is the perceived fair treatment of employees from both the management and the coworkers, informational justice is the perceived fairness of the employees on the provisions of the necessary information by either the management or colleagues.

Many studies have established relationship between organisational justice and organisational outcome of which job performance is one of. Afshar and Doosti (2016) ^[1] opined that job performance is employee's proficiency in generating services such as scalable actions, behaviours or outcomes that contribute directly or indirectly in achieving organizational goals. Afandi cited in Maskurochman, Nugroho and Riyadi (2020) ^[10] defined job performance as the work that can be achieved by an individual or group of individuals in an organization in accordance with their respective authorities and responsibilities in an effort to achieve organisational goals. Job performance of an employee can be grouped in two places which include contextual and task performances. While contextual performances are extra mile behaviours which are not specified in the job descriptions of the employees but are highly necessary for the employees to put up for the achievements of their organisations' goals. According to Emengini, Omenyi and Nwankwo (2020) ^[6] such behaviours could include teachers working overtime and fixing of lessons on the Saturdays or Sundays without demanding extra pays. These behaviours are also called organisational citizenship behaviours. On the other side, task performance of an employee is the actual performance of the tasks given to the employees as specified by the job descriptions. For teachers this includes lesson preparation, actual teaching, administering of continuous assessments and marking same, discipline of the students, keeping of statutory records and being punctual to school and class. It is in line with the above that Omenyi and Emengini (2021) ^[13] posited teachers' job performance to be teachers' application of relevant knowledge and skills as specified in their job description and exhibition of extra-behaviours not necessarily indicated in their job description but are relevant or good toward achievement of school organizational goals. According to Wanakacha, Aloka and Nyaswa (2018) ^[19], teachers' job performance is a national concern in Nigeria. The researchers corroborated to this idea because according to UNESCO, every developing nation should allocate at

least 26% of their annual budget to their education sectors. To the observations of the researchers, while some of the Nigerian counterparts in Africa have scaled up their allocations to their education sectors up to 15-17%, Nigeria remained behind with less than 10% allocation to the sector annually. This is indeed despicable. As a consequence, this has led to inadequate funding of Nigerian education sector on annual basis, a situation that has led to teachers not being well remunerated with poor office accommodations as well as no or little sponsored professional development programmes.

Moreover, in our secondary schools today, there is evidence of in-group and out-group where principals classified members of the staff on the basis of their relationship with them in the organization. This the principals allow to influence how staff members are being treated with some being favoured with recognitions, recommendations and early information while others don't have such favours. In corroborating this position Omenyi and Emengini (2021) ^[13] observed that in some secondary schools in the area under study, teachers are punished with different disciplinary measures for same offences. The researchers are of the opinion that teachers bedeviled with all these unfair treatments would perceive organisational injustice. It is good to note that positive or negative perceptions of teachers about their organizations have the attendant influence on their job performance.

Omenyi and Emengini (2021) ^[13] carried out a study on teachers' perceived organisational justice as a correlate of their job performance in secondary schools in south eastern, Nigeria and they found significance relationship between the two variables. However, researchers have been contradicting each other if gender moderates the relationship between organisational justice and organisational outcomes like job performance.

While some researchers like Greenberg and McCarty cited in Ansari, Moazzani, Jabeen and Salman (2016) ^[2] found that gender moderates the relationship between organizational justice and organizational outcomes, with Memphis (2018) ^[11] who posited that the impact of gender in the relationship between organizational justice and organizational outcomes is significant. Contrarily, Yilmaz and Tasdan (2009) ^[20] noted that gender did not moderate the relationship between organizational justice and organizational outcomes. There seems to be disagreement over gender's moderating role on these variables and as such, this study will examine if gender moderates the relationship between organizational justice and teachers' job performance. Moreover, after an extensive review by the researchers, it was observed that there is no existing study on the moderating role of gender in the relationship between organisational justice and teachers' job performance in the area under study, the gap the study was set to fill.

Purpose of the Study

The following specific purposes were formulated for the study. Thus, the study determined:

1. The correlation existing between male teachers perceived organizational justice and their job performance in secondary schools in South-East, Nigeria.
2. The correlation existing between female teachers perceived organizational justice and their job performance in secondary schools in South-East, Nigeria.

Research questions

The following research questions guided the study.

1. What is the correlation existing between male teachers perceived organizational justice and their job performance in secondary schools in South-East, Nigeria?
2. What is the correlation existing between female teachers perceived organizational justice and their job performance in secondary schools in South-East, Nigeria?

Hypothesis

The following hypotheses were formulated and tested at 0.05 level of significance. They are:

1. There is no significant correlation existing between male teachers' perceived organizational justice scores and their job performance scores.
2. There is no significant correlation existing between female teachers' perceived organizational justice scores and their job performance scores.

Methods

Research Design

The study adopted correlational survey research design. According to Nworgu (2015) ^[12], a correlational study is one which seeks to establish the relationship that exists between or among variables. Therefore the design was used in order to determine the moderating role of gender in the relationship between teachers' perceived organisational justice and teachers' job performance in secondary schools in south east, Nigeria.

Area of the Study

The study was done in South Eastern Nigeria. The South Eastern Nigeria has five states which include: Abia, Anambra, Ebonyi, Enugu and Imo states. These states have common boundaries with each other and are together bounded in the East by Benue State, Delta State in the West, Kogi and Benue States in the North and Rivers and Akwa Ibom States in the South. The people of the South East, Nigeria, are predominantly Igbo speaking ethnic group. The researcher chose South Eastern Nigeria for the study because of their similarities in educational development, social development and general customs and culture. Also in the area there are constant cases of examination malpractices among secondary school students and their teachers being accused of aiding and abating same more especially during external examinations like WASCE and UTME (Ibezim, 2021) ^[7]. These informed the choice of the area for the study.

Population of the Study

The population for this study consists of all the 29,231 (9,319 male & 19,912 female) teachers who are teaching in all the 1,248 State government owned secondary schools in the area.

Sample and Sampling Technique

The sample 1,462 respondents were drawn for the study. In doing this the researchers adopted proportionate stratified random sampling technique. This is to ensure that the sub-groups (strata) in the original population participate in the study in the same proportion as they exist in the population. For the purpose of this study, the strata considered are:

gender, states of the teachers and education zones of the teachers. Using approximately 5% each from the population of the teachers in the five states and considering teachers' gender, the total of 1,462 (466 male and 996 female) teachers that were selected for the study. The choice of using 5% of the population followed Nworgu (2015) ^[12] who opined that sample size of five percent (5%) is ideal sample size and good for generalization for studies involving large population that runs into thousands.

Instruments for Data Collection

Two researcher constructed instruments named:

Teacher's Perceived Organizational Justice Questionnaire (TPOJQ); and Teachers' Job Performance Questionnaire (TJPQ) were used for data collection. The construction of these instruments was guided by a collection of views and findings from literature in relation to the variables of this study. These instruments have two parts each (parts A and B) with part A meant to get personal data of the respondents like gender and the state of employment. On the other hand, part B of the instruments sought for teachers' rating on the two variables of this study. Thus, Part B of TPOJQ had 18 items measuring Teachers' Perceived Organizational Justice. The instrument was structured on a four points rating scale ranging from Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). Finally, part B of the second instrument (TJPQ) measures Teachers' Job Performance. It comprised 20 items structured on a four point rating scales and options ranging from Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD). The respondents were instructed on how they will respond to items of the various instruments without making mistakes. These were accompanied by letter of introduction.

Validation of the Instruments

The instruments were validated by three experts, two in the Department of Educational Management and Policy and one expert in the Department of Educational Foundations (Measurement and Evaluation) all from Faculty of Education Nnamdi Azikiwe University, Awka. Their corrections were effected and incorporated in producing the final copies of the questionnaires.

Reliability of the Instruments

Cronbach Alpha method of reliability was used to ascertain the reliability of the instruments. Cronbach Alpha method of reliability was used to establish the reliability because; according to Chamundeswari cited in Emengini, Omenyi and Nwankwo (2020) ^[6] it is a more robust test of reliability and a measure of internal consistency of instruments. Thus, in doing this 38 copies of the questionnaires were administered to a sample of 38 teachers from government owned secondary schools in Delta state of South-Southern Nigeria. Government owned secondary school teachers in Delta state were used for the reliability because they are not part of the sample of the present study but have the same characteristics. After the data collected for the reliability was analyzed results showed that Teachers' Perceived Organizational Justice Questionnaire (TPOJQ) yielded Cronbach Alpha of 0.92 while Teachers' Job Performance Questionnaire (TJPQ) yielded Cronbach Alpha of 0.76. These results are indications that the instruments all have internal consistency. Moreover, Suwannoppharat and

Kaewa-ard (2015) opined that reliability co-efficient of 0.69 and above is acceptable for any research instrument. Therefore, the reliability coefficients of these instruments were considered satisfactory for this study.

Method of Data Collection

The researchers adopted direct method of data collection in the distribution of the copies of the questionnaires to ensure maximum recovery of the copies of the questionnaires administered. This was done with the help of 7 research assistants making it at least two individuals that administered and collected the questionnaires in each of the five South Eastern State. A total of 1,462 copies of the questionnaires were distributed and 1,428 were recovered showing a very high percentage recovery rate. The recovered questionnaires were used for analysis in this study.

Method of Data Analysis

To analyze the data collected, the researchers used

Pearson's Product Moment Correlation. Pearson's Product Moment Correlation Coefficient was used to answer research questions 1-2 and the test of null hypotheses number 1-2. According to Muij cited in Cohen, Manion and Morrison (2007) where R^2 : 0–0.1 =weak; 0.2–0.3 =modest; 0.4–0.5 =moderate; $R^2 >0.5$ =strong. For the two null hypotheses, p-value was used to determine the significance of the correlation. 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 accepted where the calculated p-value is greater than or equal to the stipulated level of significance (0.05). All analysis was done using Statistical Package for Social Sciences (SPSS) version 20.

Results

Research Question 1: What is the correlation existing between male teachers perceived organizational justice and their job performance in secondary schools in South-East, Nigeria?

Table 1: Pearson r on the Correlation between Male Teachers' Perceived Organizational Justice and Their Job Performance

Source of Variation N		R	Remark
Organizational Justice Job Performance	455	0.800	Very High Positive Relationship

Table 1 shows that there is a very high positive correlation existing between male teachers perceived organizational justice and their job performance in secondary schools in South-East, Nigeria. This is indicated by the size of Pearson's Correlation Coefficient r, which is 0.800.

Research Question 2: What is the correlation existing between female teachers perceived organizational justice and their job performance in secondary schools in South-East, Nigeria?

Table 2: Pearson r on the Correlation between Female Teachers' Perceived Organizational Justice and Their Job Performance

Source of Variation N		R	Remark
Organizational Justice Job Performance	937	0.850	Very High Positive Relationship

On the above Table, the analysis shows that there is a very high positive correlation existing between female teachers perceived organizational justice and their job performance in secondary schools in South-East, Nigeria. This is shown by the size of Pearson's Correlation

Coefficient r, which is 0.850.

Hypothesis 1: There is no significant correlation between male teachers perceived organizational justice and their job performance in secondary schools in South-East, Nigeria.

Table 3: Test of Significance of Pearson Correlation between Male Teachers' Perceived Organizational Justice and their Job Performance

Source of Variation N		R	p-value	Remark
Organizational Justice Job Performance	445	0.800	0.00	Sig

Analysis in Table 3 shows that there is a significant correlation between male teachers perceived organizational justice and their job performance in secondary schools in South-East, Nigeria. The calculated r (0.800) had P .value <0.05 .

The 1st null hypothesis was therefore rejected.

Hypothesis 2: There is no significant correlation between female teachers perceived organizational justice and their job performance in secondary schools in South-East, Nigeria.

Table 4: Test of Significance of Pearson Correlation between Female Teachers' Perceived Organizational Justice and their Job Performance

Source of Variation N		R	p-value	Remark
Organizational Justice Job Performance	973	0.850	0.00	Sig

Table 4 shows that there is a significant correlation between female teachers perceived organizational justice and their job performance in secondary schools in South-East, Nigeria. The calculated r (0.850) had P .value <0.05 . The 2nd null hypothesis was therefore rejected.

Discussion

The Correlation Existing Between Male Teachers' Perceived Organizational Justice and their Job Performance in Secondary Schools Finding of the study on the above revealed that there is a very high positive correlation existing between male teachers perceived organizational

justice and their job performance. It was further revealed that there is a significant correlation existing between male teachers perceived organizational justice and their job performance in secondary schools in south east, Nigeria. These findings agreed with the finding of Memphis (2018)^[11] whose study revealed that the relationship between male employees perceived organizational justice and their job performance is significant. However, these findings contradict the findings of Justin (2020)^[8] and Arogundade, Arogundade and Oyebanji (2015)^[3] who found that the relationship between male employees perceived organizational justice and their job performance is not significant. The disagreement in the findings of the present study and the studies of Justin (2020)^[8] and Arogundade *et al* (2015)^[3] could be because there was different in the method of data analysis of the studies. Thus, while the present study used Pearson product moment correction and regression analysis for data analysis the study of Justin (2020)^[8] used descriptive statistics and Pearson product moment correlation, while the study of Aroyundade *et al* (2015) used independent t-test and regression analysis. Moreover, the studies differ in their respondents, thus, accounting for the differences in findings

The Correlation Existing Between Female Teachers' Perceived Organizational Justice and their Job Performance in Secondary Schools

Finding from the study revealed that there is a very high positive correlation existing between female teachers perceived organizational justice and their job performance in secondary schools in South East, Nigeria. Further finding also revealed that there is a positive and significant correlation existing between female teachers perceived organizational justice and their job performance in secondary schools in South East, Nigeria. The above findings are in line with the findings of Memphis (2018)^[11] whose study found that the relationship between female teachers perceived organizational justice and their work outcome is significant. However, these findings of the study are not in line with the finding of Justin (2020)^[8] who found that there is no significant relationship between female employees perceived organizational justice and their job performance. The contradiction in the findings of the present study and that of Justin could be because of the respondents of the two studies that differ thus, while the present study used secondary school teachers as respondents, the work of Justin used employees in plastic companies as respondents. Therefore, this could account for the differences in the findings

Conclusion

It was concluded in the study that teachers' gender does not moderate the correlation existing between teachers' perceived organisational justice and their job performance in secondary schools in south Eastern, Nigeria. This is because the findings of this study do not differ according to gender as there is significant correlation existing between both male and female teachers' perceived organization justice and their job performance in secondary schools in South East, Nigeria.

Implications of the Study

The implication of this study is that there is already positive school organizational practices promoting fair and just ways

of treating teachers in secondary schools in South East, Nigeria. Moreover, there is indication that this is already having impact on teachers' job performance in their schools as shown in the study.

Recommendation

The management of secondary schools and authorities of post primary school services in the five south eastern states of Nigeria, should maintain the tempo of the organisational fairness and just ways of treating their teachers in order for them to continue performing their job well irrespective of their gender since the study found that gender does not moderate the correlation existing between organisational justice and their job performance.

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