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Exploring the Connection between Organizational Justice and Personnel Commitment among Teachers at the Postgraduate Level

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Abstract: *This study investigates the connection between organizational justice and personnel commitment among postgraduate-level teachers. The study adopted a correlational research design. A random sample of 255 teachers was selected from eleven universities in Lahore, and data was gathered using a structured questionnaire comprising two sections. Data analysis involved statistical calculations, including means, percentages, and correlation analysis, with SPSS version 18.0 utilized for this purpose. The findings of the study revealed that organizational justice significantly influenced teachers' personnel commitment. Distributive justice emerged as the most significant predictor of personnel commitment, while procedural and interactional justice moderately predicted teachers' commitment. The study recommends that management should prioritize fairness in reward distribution, involve employees in decision-making processes, and maintain a respectful and dignified approach when communicating decision outcomes to staff. Consistency in rule application, accuracy in information usage, and the prevention of bias in employee-related matters are also advised for effective management.*

Key Words: Distributive Justice, Organizational Justice, Interactional Justice, Personnel Commitment, Procedural Justice

Introduction

Organizational uprightness is a crucial factor for organizations to motivate employee commitment and performance (Akanbi & Ofoegbu, 2013). Employees' perceptions of organizational justice significantly influence their attitudes and behaviours. Those perceiving injustices tend to decrease effort and commitment, while those experiencing justice exhibit more positive behaviours (Cohen-

Charash & Spector, 2001). Thus, accurately understanding employees' justice perceptions is critical for managing morale and coordination.

Evidence over the past three decades demonstrates an increasing awareness of organizational fairness and its effect on outcomes like job satisfaction, performance, and citizenship behaviours (Colquitt et al., 2013). The concept of organizational justice reflects how employees apply fairness

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principles to organizational actions, shaping important attitudes and behaviours. Justice is vital for organizations because inequities can negatively affect job attitudes and practices (Greenberg, 1990). Fostering organizational justice can address grievances, open doors for growth, and inform employees' choice processes (Cropanzano et al., 2007).

Justice represents a fundamental standard for social life and righteous conduct. When justice is upheld, things go rightly, but its absence compels people to improperly pursue rights (Chegini, 2009). Organizational justice involves employee judgments of fairness in workplace processes and treatment, influencing other work variables (Moorman, 1991). Research shows justice perceptions are associated with numerous organizational outcomes, including satisfaction, commitment, performance, and turnover (Niehoff & Moorman, 1993).

There are three fundamental categories of organizational justice and distributive justice pertains to the observed fairness in the outcomes and distributions employees receive from the organization (Adams, 1963). Interactional justice centres on the justice of inter-person treatment within the organization (Bies and Moag, 1986). Embracing all three forms of justice is crucial for cultivating an engaged and productive workforce.

Justice has roots in diverse fields like law, ethics, and psychology. Legal research on procedural justice examines fair, unbiased dispute resolution procedures that uphold dignity and respect (Rawls, 1971). In organizations, justice perceptions are shaped by the fairness of processes and interpersonal treatment, which consequently inform employee attitudes and behaviours (Greenberg, 1987).

Commitment is a complex, multidimensional construct reflecting bonds between individuals and organizations (Meyer & Allen, 1991). Employee motivation and effort are connected to perceived alignment between individual and organizational values, goals, and priorities. Allen and Meyer (1990) introduced a threefold framework for

understanding commitment, comprising affective, normative, and continuance components. Normative commitment relates to a common sense of moral obligation toward the organization. The Continuance commitment is contingent on investments and ties associated with one's organizational affiliation (Meyer & Allen, 1997). Fostering these commitments entails aligning values, building loyalty, and incentivizing retention. Organizational justice is key for eliciting all three forms of commitment from employees

Literature Review

Justice is a fundamental human need for agreed norms within a community. While unfair perceptions can lead to disorder and turmoil in society, equitable views on social issues provide immediate gratification and courage. Thus, the concept of justice has a profound impact not just on individuals, but also on society as a whole. In this regard, social institutions can shape the environments in which individuals can live and cooperate in a positive manner (Rawls, 1971).

Research on organizational justice helps explain numerous behavioural and attitudinal factors. Organizational justice pertains to the degree to which employees perceive actions and behaviours within the workplace as aligning with principles of fairness and ethical standards (Greenberg, 1987). Specifically, organizational justice examines whether employees feel they are treated fairly in a way that influences others' work-related attitudes and behaviours (Moorman, 1991). Understanding organizational justice can elucidate why workers react negatively to unfair outcomes, processes, and interactions (Al-Esmael & Alhaitani, 2017).

Organizational justice theory elucidates how individuals "construct events of justice and injustice from the vantage point of an organization's employees as they make judgments about the actions of the organization" (Cropanzanu & Greenberg, 1997, p. 5). From this perspective, it is important to understand whether a supervisor's actions seem fair through the eyes of subordinates. Long-

standing, interrelated groups like work units often advance shared perceptions of what did you say about constitutes justice (Tyler & Lind, [1992](#)).

Organizations should foster three essential types of organizational justice to cultivate an engaged and productive workforce:

- Distributive justice,
- Procedural justice,
- Interactional justice.

Distributive Justice

Distributive encompasses the perception of fair-mindedness in the consequences a person receives from an organization. These consequences are distributed in accordance with principles of equity, need, or merit, and people often assess their fairness through comparisons. (Al-Esmael & Alhaitani, 2017). The presentation of unreasonable dispersion of job compensation relative to job inputs causes tension within the individual and eventually the single is compelled to relieve the tensions (Adams, [1963](#)) Distributive justice underlies the philosophy of allocating goods within a society. Assuming there is a large degree of equity in distributing goods, equal work would yield commensurate rewards. Distributive justice is lacking when there is inequality in the allocation of rewards for equivalent effort or when an individual or group obtains an excessive share of resources.

Procedural Justice

Procedural pertains to the perceived fair-mindedness of the rubrics and procedures utilized in making allocation decisions (Nabatchi et al., [2007](#)). It centres on the fair-mindedness of the procedure itself, while distributive justice, on the other hand, delves into the components of the final outcome. Classic criteria for assessing procedural justice encompass providing an impartial voice or an opportunity for individuals to express their views and furnishing clear explanations for decisions (Bayles, [1990](#)). Factors such as procedural fairness (Tyler & Lind, 1992), the treatment of members, and consistency in

decision-making (Tyler & Bies, [1990](#)) hold substantial importance in shaping perceptions of justice. When procedures and methodologies are retrospectively regarded as rational, members tend to exhibit higher levels of satisfaction, a greater willingness to embrace the organization's decisions, and a propensity to cultivate positive approaches toward their organization (Tyler & Lind, 1992; Bingham, [1997](#)).

Interactional Justice

Scholars in the field of organisation have introduced the concept of interactional fairness, which is well-defined as the value of interpersonal conduct an individual experiences during the execution of an organizational process (Bies & Mioag, [1986](#)). In essence, interactional justice focuses on the fair-mindedness of ad-hoc managerial actions. However, research further breaks down interactional justice into two subcategories: informational and interpersonal. These two dimensions, informational treatment and interpersonal treatment, encompass a wide spectrum of behaviours. Nevertheless, research indicates the importance of treating them as distinct factors because they have varying impacts on fostering positive perceptions. Interactional justice encompasses a range of behaviours aimed at demonstrating social sensitivity when interacting with employees in a respectful manner. (Colquitt, 2001; Colquitt et al., 2001)

Personnel Commitment

Commitment refers to a social actor's attachment and obligation to a social system, which can be successfully linked to an organization by strengthening allegiance and loyalty beyond the bare instrumental values of the correlation. It is widely acknowledged that commitment is formed through a recognizable process of internalization, wherein certain concepts become integrated as an extension of one's own identity (Iverson, [1996](#)). A frequently cited definition of commitment includes:

1. Embracing and endorsing the organization's objectives and principles.
2. Being ready to invest significant effort in support of the organization.
3. Holding a strong inclination to sustain one's affiliation with the organization (Porter et al., [1974](#)).

Allen 1990 considered two factors: the extent of investment and the importance of the investment. Employees remain because they recognize the costs of leaving are too high (Hadnlon, [2009](#)). Allen and Meyer ([1996](#)) proposed a 3 component model to capture different ways commitment can be experienced. Their commitment framework integrates diverse concepts. They posited three forms of commitment:

- Normative.
- Affective
- Continuance

Affective Commitment

It is marked by a profound emotional bond and a strong sense of association with an organization. (Aydin et al., [2011](#)). This represents a positive emotional bond employees feel toward their organization because their values and goals are aligned (Meyer & Allen, 1997). An employee who is affectively committed strongly aligns with the organization's goals and aspires to continue being a part of the organization. Such individuals commit to the organization out of their genuine desire to do so (Aydin et al., [2011](#)).

Continuance Commitment

Continuance commitment represents a tendency to stay with the organization due to investments the employee is unwilling to sacrifice. These non-transferable investments may include retirement plans, relationships with coworkers, and other factors unique to the organization (Obeng & Ugboro, [2003](#)). Continuance commitment also encompasses accrued benefits over time or special benefits for long-tenured employees (Reichers, 1985).

Normative Commitment

Normative commitment reflects a person's sense of responsibility to the organization. It signifies employees' moral conviction towards the organization, and a feeling of loyalty or allegiance (Wasti, [2003](#)). Such feelings can stem from many sources. For instance, an organization may have invested in training assets for employees who then felt "moral" obligations to exert effort at work and fulfill their "repayment obligations". (Aydin et al., [2011](#)).

General Objective

To examine the Connection between Organizational Justice and Personnel Commitment among Postgraduate Level Teachers.

Research Questions

1. Does distributive justice (perceptions of fair outcomes and resource allocation) positively relate to personnel commitment among postgraduate teachers?
2. Does procedural justice (perceptions of fair policies and processes) positively relate to personnel commitment among postgraduate teachers?
3. Does interactional justice (perceptions of dignity and respect in treatment) positively relate to personnel commitment among postgraduate teachers?
4. Is there a significant difference in the strength of the correlation between distributive justice, interactional justice, procedural justice, and personnel commitment among postgraduate teachers?

Method and Procedure

This section covers the methodology techniques. The paradigm of the study was quantitative. Data was collected via survey instrument. This study used a correlation study design. (Burns & Grove, [2003](#)), The aim of this research design is to effectively control research and analyze research issues to

advance the effectiveness of research. A correlation study design refers to a study whose purpose is to find relationships between variables using correlation statistics. This study used positivism as a philosophical basis.

The population of the study were the group of people with the same properties from which the sample was selected (Akhter et al., 2021; Akhter et al., 2021; Ali et al., 2021; Azeem et al., 2021; Faiz et al., 2021; Jabeen et al., 2022; Kanwal et al., 2022; Lakhan et al., 2020; Mah Jabeen et al., 2021; Munir et al., 2021). The sample was a subgroup of the population which were used to collect the data (Saeed et al., 2021; Sajjad et al., 2022; Shahzad et al., 2023a, 2023b; Siddique, 2020; Siddique et al., 2022; Siddique et al., 2021; Hassan, et al., 2023; Siddique, et al., 2023; Siddique et al., 2021). The review was restricted to Lahore City, where there are numerous public and private colleges. 13 public and 24 private universities located in Lahore City made up the study's sample. The poll had alternate things that searched for data. The survey has two segments. Segment a deliberate faculty responsibility and Area B estimated hierarchical equity.

To quantify authoritative equity this study changed and utilized (Niehoff and Moorman, 1993) hierarchical equity scale. Staff responsibility was controlled with the Responsibility Scale laid out by Meyer and Allen, 1997. Reactions individually to the things were evaluated utilizing a 5-point Likert Scale using moderators marked: strongly disagree=1; disagree=2; Undecided=3; agree=4; and strongly agree=5.

The actual examination gathered information through private visits from Lahore Colleges. The survey was disseminated to educators. The concentrate additionally

guaranteed the classification and secrecy of the information. The finished poll was gathered three days after conveyance. For fundamental data, 255 self-regulated surveys were conveyed, of which 215 were gotten 205 were useable.

Data Analysis

The study had a response rate of 80.39%, which is a good indicator that the outcomes were externally valid and can be generalized. However, it is important to note that the response ratio that each scholar would try to examine after would be nearer 100%. The data representing the dissemination of the contributors by gender shows that 58.5% of the participants were male, while 41.5% were female. The dissemination of the participants by age demonstrates that maximum teachers, 38.5%, are between the ages of 31-40 years, followed by 33.7% between 25-30 years, 13.7% between 41-50 years, 10.2% between 51-60 years, and 3.9% above 60 years. The dissemination of the participants by the education level indicates that most teachers, 54.6%, have an MPhil Degree, while 45.4% have a PhD degree. The dissemination of the respondents by job experience shows that most teachers, 34.6%, have 1 to 5 years' experience, followed by 29.3% with 6-10 years of experience, 21.0% with 10-15 years of experience, and 15.1% with more than 15 years of experience. Finally, the dissemination of the respondents by job position indicates that most of the teachers, 63.9%, have a permanent job at university, while 36.1% work as visiting teachers in universities.

H₀1: There is no correlation between distributive justice and positive relate to personnel commitment among postgraduate teachers; $\rho = 0$

Table 1

Relationship between OJ (Organizational justice) & PC (Personnel commitment) of university teachers

		OJ	PC
OJ	Pearson's Correlation sig.	1	.518**
			.000
		205	202

		OJ	PC
PC	Pearson's Correlation	.518**	1
	sig.	.000	
		202	205

** . 2-tailed association is significant at the 0.01 level.

Table 1 shows that it rejects the the hypothesis and that the *cf value* (correlation coefficient) is bigger than Zero. There was a positive association between 2 variables, ($r = 0.518$, $n = 202$, $p < 0.01$).

H₀2: There is no relationship between. Distributive justice and personnel commitment of post-graduate level teacher; $\rho = 0$

Table 2

Correlation between distributive justice and overall PC of universities teachers

		DJ	PC
DJ	Pearson's Correlation	1	.440**
			.000
		205	202
PC	Pearson's Correlation	.440**	1
		.000	
		202	202

** . 2-tailed association is significant at the 0.01 level

Table 2 states that it rejects the null hypothesis and that the *cf value* (correlation coefficient) is bigger than Zero. There was a Moderate positive association between 2 variables, ($r = 0.440$, $n = 202$, $p < 0.01$).

H₀3: There is no correlation between procedural justice and personnel commitment at post- graduate level; $\rho = 0$

Table 3

Correlation between Procedural Justice and Overall Personnel Commitment of University Teachers

		Procedural Justice	Personnel Commitment
Procedural Justice	Pearson's Correlation	1	.351**
	sig.(2-tailed)		.000
	N	205	202
Personnel Commitment	Pearson's Correlation	.351**	1
	sig.(2-tailed)	.000	
	N`	202 `	202

** . 2-tailed association is significant at the 0.01 Level

Table 4.13 says that it rejects the null hypothesis and that the *cf value* (correlation coefficient) is bigger than Zero. There was a Moderate positive association between 2 variables, ($r = 0.351$, $n = 202$, $p < 0.01$).

H₀4: There is no correlation between interactional justice and personnel commitment of post-graduate level teachers; $\rho =$

Table 4

Correlation between Interactional Justice and Overall Personnel Commitment of Universities Teachers

		Interactional Justice	Personnel Commitment
Interactional Justice	Pearson's Correlation	1	.455**
	sig.(2-tailed)		.000
	N	205	202
Personnel Commitment	Pearson's Correlation	.455**	1
	sig.(2-tailed)	.000	
	N	202	202

*** .2-tailed association is significant at the 0.01 Level*

Table 4.14 states that it rejects the null hypothesis and that the *cf value* (correlation coefficient) is bigger than Zero. There was a Moderate positive association between 2 variables, ($r = 0.455$, $n = 202$, $p < 0.01$).

Finding and Discussion

The results of this study demonstrated a positive association between personnel commitment and organizational justice among university teachers. Specifically, distributive justice was found to have the strongest correlation with commitment.

The perception that workloads and responsibilities were allocated fairly aligned with higher commitment levels. This corroborates previous research showing the importance of fair compensation on commitment (Singh, Fujita & Norton, 2004). When staff believe they are treated equitably, they are more likely to develop long-term bonds with the organization (Kim, 2009).

The significant positive relationship between distributive justice and commitment also concurs with past studies. Gayipov and Beduk (2014) found fairness in organizational justice positively predicted commitment. Employees who feel rewarded justly devote greater dedication (Janssen, Lam & Huang, 2009). These results are further supported by Bakhshi, Kumar and Rani (2009), where distributive justice positively correlated with commitment.

A moderate positive association was uncovered between procedural justice and commitment. The perceived fairness of organizational processes and policies also influences loyalty. This aligns with Gim and Desa (2014), where procedural justice predicted commitment and turnover intention. Procedural justice has similarly been linked to commitment in other contexts (Loi et al., 2006; Lambert et al., 2007).

Finally, a small but significant correlation was studied between interactional justice and commitment. The side by side of dignity and respect shown to staff shaped their attachment to the university. Prior research on interactional justice supports its minor influence on commitment relative to other justice facets (Cohen-Charash & Spector, 2001; Colquitt et al., 2013).

Overall, the study emphasizes organizational justice as an antecedent of commitment among university teachers. Leadership should be cognizant of equity in compensation, transparency in processes, and interpersonal treatment to develop fidelity. Policies enhancing distributive justice may have the strongest effects, though procedural and interactional fairness also contribute.

Recommendations

By the examination of this research study, the following recommendations are made to improve organizational justice and increase personnel commitment among university teachers:

- The Ministry of Education should develop policies and standards to promote fair compensation, transparent promotion criteria, and opportunities for staff participation in decision-making across universities. Adherence to these policies can enhance perceptions of fairness and boost commitment.
- University management should take steps to improve organizational justice on their campuses. This includes ensuring pay equity, involving faculty in promotion decisions, clearly communicating promotion requirements, and treating staff with respect. Appointing equity officers to address grievances can also strengthen perceptions of justice.
- Both the Ministry and universities should provide training to administrators on mitigating bias in performance evaluations and compensation decisions. Regular audits of organizational justice metrics can identify areas for improvement.
- To increase commitment, universities should give teachers a greater voice through committees, surveys and focus groups. Leadership should emphasize collaboration and explain decisions transparently.
- The Ministry can require universities to conduct annual organizational justice audits. Results can be used to guide policies and interventions at both the Ministry and institutional levels.
- Ensuring fair practices and Treatment fosters trust between the administration and teachers. By making organizational justice central to human resource policies, universities can increase commitment among faculty and staff.

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