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Organizational Justice Perceptions and the attributes development of Psychological Capital

[1]Inayat Ullah | *[2]Muhammad Siddique

[1]Elementary & Secondary Education, Government Khyber Pakhtunkhwa Pakistan
Email: inayatmalik770@gmail.com
[2]Department of Public Administration, Gomal University, Pakistan
Email: mpasiddique@gmail.com

Correspondence
Muhammad Siddique
Email: mpasiddique@gmail.com

ABSTRACT

The purpose of this study is to find potential effect of organizational justice (OJ) perceptions on the development of psychological capital (PsyCap) attributes, among school teachers. A stratified sample of 400 teachers (male and female) of primary, secondary, and higher secondary schools was extracted from the district of Dera Ismail Khan, Pakistan. To measure OJ perception and PsyCap, a structured questionnaire was adapted using two scales (OJ-18, and CPC-12), respectively. Results implied that teachers' perceptions of OJ and positive organizational behavior have significant positive relationship with PsyCap. More specifically, all the three sub-constructs of OJ i.e. Procedural Justice (PJ), Distributive Justice (DJ and Interactional Justice (IJ) have significant positive effect over PsyCap attributes among schoolteachers. It is concluded that developing justice perceptions; can aid in identification, measurement and subsequently development of PsyCap attributes among schoolteachers.

KEYWORDS

Psychological capital, Positive Organizational Behavior, organizational justice, Procedural Justice, Distributive Justice, Interactional Justice

1 | INTRODUCTION

Human resources, unlike other resources, are thought to be incapable of being copied or imitated (Alserhan & Al-Shbail, 2020; Yong et al., 2019; Craciun, 2015). In educational institutions, teachers are the most important human resources because they are responsible for the educational institution's goals, which include teaching, research, student counselling, and career development. The teaching profession, on the other hand, is linked to burnout and chronic stress at work (Maslach, et al., 1996). Organizational justice is a key concept that has a direct impact on the institutional commitment, empowerment, and turnover intentions of teaching faculty, which is a major concern for almost all employees in an organization (Tsai, 2012). Because it affects their promotion, pay, resources, voice, and treatment, organizational justice has several dimensions about which employees are eager to speak. Greenberg (1987) coined the term "organizational justice" to describe people's perceptions of fair treatment in the workplace. Procedural Justice (Thibaut & Walker, 1975; Leventhal, 1980); Distributive Justice (Adams, 1963; Deutsch, 1975; Leventhal, 1976); and Relational/Interactional Justice (Adams, 1963; Deutsch, 1975; Leventhal, 1976; Bies & Moag, 1986; Greenberg, 1987) are thought as different dimensions of OJ.

Psychological capital is another concept that aid in teacher's well-being, performance, and burnout prevention (Adil& Kamal, 2019). The concept of Psychological-Capital (PsyCap) is based on the social exchange theory, which states that when employees in any organization are treated fairly (perceive organizational-justice), PsyCap attributes

are developed in the workforce (Turgut & Agun, 2016). Employees perceive fair treatment when they enter into a contract with an organization, and PsyCap is built into employees in the form of interpersonal resources (Kapusuz & Avuş, 2019). PsyCap has been used in educational settings to collect data from teachers in some studies. According to the findings of studies, PsyCap may promote positive turnover intentions (Kesari, 2012); develop personal resources to cope with stress (Wen and Lin, 2014); and teacher's engagement in education workplace (Kesari, 2012).

Teachers have a variety of responsibilities in the classroom and are more susceptible to stress (Kyriacou, 2001; Herman, et al., 2017). Teachers in Pakistani educational institutions also require adequate resources, job satisfaction, and an equitable workload distribution (Abbas & Roger, 2013). Teachers' perceptions of organizational justice (PJ, DJ, IJ) can aid in the development of PsyCap, resulting in institutional commitment, job satisfaction, and high turnover intentions. This PsyCap can assist with the development of "voluntary helping behavior" in the workplace. This will aid in improving the quality of Pakistan's educational system by removing stressful conditions, increasing job satisfaction, and reducing teacher turnover. According to previous research, there is a strong link between organizational justice (X) and other workforce characteristics such as PsyCap (Y). This study used a sample of school teachers from District Dera Ismail Khan to test the role and weight of these variables. The literature on teachers from primary to secondary school is lacking, and this study aims to fill that gap.

The role of a teacher differs from that of other employees in an organization. A teacher's job is not only to make money, but also to prepare his or her students to live successful and peaceful lives in a civilized society. The studies conducted in the early literature in the educational context did not focus on primary, middle, and secondary school teachers. As a result of the differences between the roles of primary, middle, and secondary school teachers and those of higher education institutions and university academic faculties, this study opens new avenues for discussion. Teachers in early education focus on character development as well as knowledge foundations, whereas teachers in higher education institutions play a role in students' career development. Identifying the role of OJ over PsyCap can aid in the advancement of positive psychology in the educational sector. Teachers are the most important human resource in schools, and they can play an important role in the nation's development. Developing PsyCap attributes in teachers may help them be more satisfied in their jobs, reduce stress, and achieve better results. The research on OJ, and PsyCap contributes to the growing body of knowledge in the educational field.

It is obvious that school administrators can benefit by focusing on the development of PsyCap attributes among teachers to encourage them to engage in extra-curricular activities. Also, employee organizational behavior is regarded as a critical aspect in any organization. So, there is a critical need to assess and develop PsyCap and positive organizational behavior among teachers to meet organizational goals and provide high-quality education. Teachers, being the primary workforce in education department; can assist in the delivery of knowledge or the achievement of organizational goals. As a result, research in this field is extremely beneficial to all stakeholders. The main goal of our study is to determine whether there is any kind of link present between the OJ (and its sub-constructs PJ, DJ & IJ) with psychological capital (PsyCap) attributes among school teachers. The study aids us in determining the relationship between predictor (OJ) and outcome variables.

2 | LITERATURE REVIEW

2.1 | PsyCap in Organizational Settings

Positive organizational behavior is an emerging area of research in the field of positive psychology that has gained traction in the last decade. According to Peterson (2006), individual strengths and weaknesses are considered equally in positive psychology. And there is a growing trend to concentrate on identifying and developing an individual's strengths rather than their weaknesses (Luthans, 2004). The concept of positive organizational behavior emerged from positive psychology research (Luthans et al., 2007). Positive psychological behavior, according to Luthans (2002), is "the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement in today's workplace." Theorists than proposed psychological capital, or simply PsyCap, as a core construct its foundation based on positive psychology and positive organizational behavior (POB). Where PsyCap itself is composite of four levels (hope, efficacy, resilience and optimism).

Following its emergence, notable research (Yu, et al., 2019; Kong et al., 2019; Hussein & Amirudin, 2020; Wardani, et al., 2020) has been conducted on PsyCap to determine its relationship with a variety of outcomes. According to Avey et al. (2011), there is a significant positive relationship between PsyCap levels and outcomes, such as employee behavior, performance, and attitude. On the other hand, employees' unfavorable behavior and attitude, were found to have a negative relationship with PsyCap. Bergheim et al., (2013) and Joya & Edan (2016) found similar results and concluded that PsyCap has an impact on employee perceptions of safety, turnover intention, stress, and workplace deviance. PsyCap was studied by Kong, et al., (2018), using a meta-analysis to investigate key factors and their consequences. The inclusion of 77 quantitative studies was based on their greater authenticity and completeness of information. The findings revealed that organizational justice, organizational climate, authentic leadership, and the leader-member exchange relationship influenced PsyCap. Further, results revealed that PsyCap levels have an impact on outcomes, such as employee attitude, performance, and job satisfaction. PsyCap also resulted in organizational citizenship behavior and undesirable employee behavior. A noteworthy conclusion was reached regarding the employee-leader relationship, with the conclusion that authentic leadership skill can have a significant impact on employees' PsyCap. Yu, et al. (2019) conducted a study to determine the impact of PsyCap on employee creativity. Using a structural equation model, data from multiple manufacturing firms was collected and hypothesized. They concluded that PsyCap (as a core construct) has a positive relationship with employee creativity, while resilience mediated the relationship between hope and optimism and employee creativity. According to research, PsyCap can help with promoting positive turnover intentions (Kesari, 2012), developing personal resources to cope with stress (Wen and Lin, 2014), teachers' engagement at educational workplaces (Kesari, 2012), and reducing stress at work (Cheung, et al., 2011). Adil and Kamal (2019) looked at the case of Pakistani teachers and discovered that PsyCap and authentic leadership are linked to stress and motivation at the workplace.

2.2 | OJ Perceptions and Educational Institutions

The performance of employees in an organization is also influenced by organizational justice. Mehmood et al., (2016) investigated the relationship between organizational justice and employee performance in Pakistani educational institutions. Data was gathered from 309 teachers across Pakistan's universities. The findings revealed that all three dimensions of organizational justice (procedural, distributive, and interactional justice) have a significant relationship with academic staff performance. However, the relationship between procedural justice and employee performance was stronger than the other two dimensions. Aslam et al., (n.d.) presented the findings of a similar study at an international conference on business management and discussed a positive relationship between organizational justice and job performance of university teachers in Pakistan. Employees feel comfortable and satisfied with their jobs in organizations where they perceive a just environment. Employees' commitment to their job performance and organizational preferences may be boosted because of this satisfaction. Subsequently, within the organization, a culture of organizational citizenship behavior develops. A logical relationship was found in the literature between OJ perceptions, job satisfaction and PsyCap. Employees in organizations where they perceive distributive justice are more satisfied with their jobs, according to various studies (Saxen, et al., 2019). And because of this job satisfaction, employees develop PsyCap characteristics in them.

3 | RESEARCH METHODOLOGY

To investigate the population properties, a sample of 400 teachers was selected who possessed the most population characteristics, such as a wide range of educational qualifications and different educational backgrounds, gender perceptions, job postings, and experience. Primary, middle, high, and higher secondary school teachers are given equal opportunities in both male and female schools. Twenty-seven (27) schools were chosen at random from the District Dera Ismail Khan's 05 Tehsils (each). To obtain the most accurate data, male and female Higher Secondary Schools, Secondary Schools, Middle Schools, and Primary Schools were purposefully approached in both rural and urban areas of each Tehsil. A survey was conducted using a structured questionnaire to obtain firsthand information about the research problem. The questionnaire was distributed in English with an Urdu translation (line by line) so that respondents (teachers) can fully comprehend and respond to the statements. To avoid bias or replication of responses, 01 to 05 teachers were surveyed via questionnaire in a single school. The adapted questionnaire was distributed to teachers who were readily available and willing to help with data collection. The stratified sampling techniques are used to find separate samples for male and female teachers. Aim was to scientifically balance the role of the respondent in solving the problem at hand. In the study, data for OJ and PsyCap was collected using three reliable and validated instruments. The OJ-18 scale, developed by Niehoff and Moorman (1993), is used to collect data for organizational justice, while the CPC-12 scale, developed by Lorenz et al., (2016) is used to collect data for

PsyCap collect data for organizational justice, while the CPC-12 scale, developed by Lorenz et al., (2016) is used to collect data for PsyCap.

4 | DATA ANALYSIS AND INTERPRETATIONS

Table 1; shows descriptive statistics for study variables such as OJ (and its constructs PJ, DJ, and IJ) and PsyCap. Three dimensions of OJ, PJ, DJ, and IJ, are regressed separately over PsyCap and presented separately in this study. All of the study's variables are negatively skewed, but the values lies within acceptable ranges. And the kurtosis (flatness) is between +1 and -1, which is acceptable.

The Cronbach alpha values (in Table 2) for the variables in this study show that the PJ coefficient is good (0.807), the DJ is acceptable (0.779), and the IJ is also good (0.798), and the overall value of the OJ scale is good (0.894 PsyCap (0.867) also have good alpha value. In comparison, the alpha value of the CPC-12 was 0.82 according to Lorenz et al. (2016). According to the reliability statistics calculated in this study, both scales (OJ-18 and CPC-12) are reliable measures for study concepts, including OJ sub-constructs (PJ, DJ & IJ).

4.1 | Correlation Matrix

All variables were subjected to a correlation analysis to see if there was any correlation between them. Table 3 shows that the demographic variable 'designation' has a significant positive correlation with the independent variables (PJ, DJ, IJ, OJ) and a significant negative correlation with the study's dependent variable, PsyCap. Only one study variable, PsyCap, has a significant but negative correlation with another demographic variable, 'qualification.' The dependent variable (PsyCap) of the study have a significant positive correlation with the demographic variable "domicile." Similarly, only one variable, OJ, had a significant negative correlation with the 'gender' demographic. All other variables were not significant. The last demographic variable, 'age,' had no significant correlation with any of the study variables. At the 1% level of significance, all of the independent variables in this study (PJ, DJ, IJ) and dependent variable (PsyCap), have significant and positive correlations with one another. Using PJ, DJ, and IJ as X, and PsyCap as Y; we attempted to find relationship between independent variables (PJ, DJ, and IJ) and dependent variable (PsyCap).

4.2 | Relationship Between OJ And Psycap

In table 4, regression analysis shows that model is best fit and small variation (R-square = 0.078) has been explained by independent variable (OJ) in dependent variable (PsyCap). Durbin-Watson statistics (1.982) tells that there is no autocorrelation and Tolerance & variance inflation factors (VIF) value (1) show no collinearity issue among both variables (Henseler et al., 2015). In ANOVA statistics *p*-value (< 0.01) and *F*-statistics (13.2) shows that our model is best fit and we can easily reject null hypothesis and conclude that there is significant positive relationship between criterion (PsyCap) and predictor (OJ).

4.3 | Relationship Between PJ And PsyCap

First, the positive relationship between PJ and PsyCap is sought, as shown in table 5. Regression analysis carried out taking out PsyCap as dependent and PJ as independent variable to find linear relationship. Table 10 shows that a small variation occurred in PsyCap due to PJ but still significant relation exists between PJ and PsyCap. The individual effect of PJ dimension shows 6.6% variation in PsyCap. Durbin Watson statistics value of 1.963 in table 10, states that there is no autocorrelation among variables. Whereas VIF value (i.e VIF =1) shows no multicollinearity issue in variables (Henseler et al., 2015). ANOVA statistics in table 10, shows model is best fit (*p<0.005*) and *F* statistics (9.995) is significant at 1%, 5% and 10% level of significance. So, we can reject our null hypothesis and conclude that predicator (PJ) is significantly explaining variation in PsyCap

4.4 | Relationship Between DJ And PsyCap

The relationship between DJ is shown in table 6; which shows significant positive relationship between DJ and PsyCap. Durbin-Watson statistics of 1.974 states no autocorrelation issue whereas VIF value of 1 shows no multicollinearity among both DJ and PsyCap. ANOVA statistics shows that relationship is only significant at 10% confidence level. So, we reject of our null hypothesis and conclude that there is significant positive relationship

between variables. Which means perceptions of distributive justice helps in creating PsyCap attributes among teachers of district Dera Ismail Khan.

4.5 | Relationship Between IJ And PsyCap

Table 7 shows the relationship between IJ and PsyCap. And depicts that 9.7% variation has been explained by IJ in PsyCap. Durbin-Watson statistics of 2.004 shows no issue for autocorrelation, while VIF value (1) shows no issue for multicollinearity issue among both variables. Value of *F* statistics (18.632) help us to reject our null hypothesis at all levels (1%, 5% & 10%) of significant. The coefficients stats show statistical positive relationship among IJ and PsyCap. Hence it is concluded that we can accept our alternate hypothesis.

The studies conducted by Dora and Azim (2019); Kaur, (2016); Lupsa et al., (2019) and Ugur & Esen (2018) also stated in their results that all three dimensions of OJ (PJ, DJ, IJ) are significantly positively related with dimensions of PsyCap. All three dimensions of OJ help in creating PsyCap attributes among employees.

Table 1
Descriptive Statistics of Study Variables

	N	**Minimum**	**Maximum**	**Mean**	**S.D**	**Skewness**	**Kurtosis**
PJ	400	1	7	3.82	1.352	-0.142	-0.681
DJ	400	1	7	4.11	1.295	-0.140	-0.370
IJ	400	1	7	4.40	1.371	-0.287	-0.441
OJ	400	1	7	4.11	1.140	-0.137	0.231
PsyCap	400	2	7	5.48	.952	-0.826	0.635

Table 2
Reliability Statistics of Scales

Scale	**Subscale**	**Cronbach Alpha**	**Number of Items**
OJ-18	PJ	0.807	6
	DJ	0.779	6
	IJ	0.798	6
	OJ (collective)	0.894	18
CPC-12	PsyCap	0.867	12

Table 3
Correlation Matrix

Variables	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**
Designation	1										
Qualification	0.232**	1									
Domicile	-.105*	-.067	1								
Gender	-.114*	-.007	.035	1							
Experience	-.186*	.196**	-.008	.009	1						
Age	-.184*	.187**	-.013	.016	.929**	1					
PJ	.159**	.076	-.012	-.08	-.001	.070	1				
DJ	.161**	.031	-.011	-.09	.043	.087	.425**	1			
IJ	.157**	.065	.068	-.097	.002	.087	.499**	.469**	1		
OJ	.176**	.048	.001	-.105*	-.011	.078	.449**	.523**	.769**	1	
PsyCap	-.261**	-.116*	.123*	.009	-.030	-.081	.257**	.228**	.279**	.288**	1

Table 4

Regression Analysis of OJ &PsyCap

Model	R	R^2	Adjusted R^2	SE	Durbin-Watson
1	.279[a]	.078	.074	.937	1.982

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.599	1	11.599	13.200	.000[b]
	Residual	349.722	398	.879		
	Total	361.322	399			

Coefficients

Model		B	B	Std. Error	β Beta	t	Sig.	VIF
1	(Constant)		4.861	.176		27.688	.000	
	OJ		.150	.041	.179	3.633	.000	1

Table 5

Relationship between PJ &PsyCap

Model	R	R^2	Adjusted R^2	SE	Durbin-Watson
1	.257	.066	.062	.941	1.963

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.852	1	8.852	9.995	.002
	Residual	352.470	398	.886		
	Total	361.322	399			

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients			
		B	Std. Error	Beta	t	Sig.	VIF
1	(Constant)	5.055	.141		35.838	.000	
	PJ	.110	.035	.157	3.162	0.002	1

Table 6

Relationship between DJ &PsyCap

Model	R	R^2	Adjusted R^2	SE	Durbin-Watson
1	.186	.034	.031	.949	1.974

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.660	1	2.660	2.952	.087
	Residual	358.662	398	.901		
	Total	361.322	399			

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients			
		B	Std. Error	Beta	t	Sig.	VIF
1	(Constant)	5.217	.158		32.973	.000	
	DJ	.063	.037	.086	1.718	.087	1

Table 7
Relationship between IJ &PsyCap

Model	R	R^2	Adjusted R^2	SE	Durbin-Watson
1	.311	.097	.092	.931	2.004

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.159	1	16.159	18.632	.000
	Residual	345.162	398	.867		
	Total	361.322	399			

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients			
		B	Std. Error	Beta	t	Sig.	VIF
1	(Constant)	4.830	.157		30.827	.000	
	IJ	.147	.034	.211	4.317	.000	1

5 | DISCUSSION

The statistical results of the mediation analysis show that OJ and its constructs PJ, DJ, and IJ's perceptions are significantly related to teachers' PsyCap attributes. This means that teachers also perceive fair treatment at workplace, and this subsequently help in better educational outcomes. Research in this study also revealed that PsyCap is strengthened by all three dimensions of OJ (PJ, DJ, IJ) because all these dimensions have also significant positive relationship with PsyCap. The results are also validated by a study conducted by Kaur (2016) revealed that all three dimensions of OJ (PJ, DJ, IJ) significantly affect over job performance and PsyCap of employees. Distributive justice, which refers to individuals at workplace being rewarded on equal basis considering their work contribution and providing equal resources in working environment according to their work contribution (Greenberg, 1990). In this study, it is found that teachers may perceive equal distribution of resources. This can help in job satisfaction and development of PsyCap attributes among them (Dora & Azim, 2019).

Procedural justice, which talks about justice in processes related to decisions related to employees (Thibaut & Walker, 1975). Taking all stakeholders on board while making decisions, help in developing procedural justice perceptions among employees. From the results of this study, it is found that procedural justice significantly relates with PsyCap. This shows teachers are also very keen about the degree of fairness in decision making processes related to them. Having voice in decision making processes develop the feeling of value and respect among employees, which subsequently result in developing interpersonal relations (Tom et al., 1985). Degree of fairness in decision making processes can be achieved when decisions are consistent, unbiased, accurate, correct, representative and ethically acceptable. To get favorable outcomes from teachers, procedural justice perceptions can greatly help; this can also be persuaded from studies by Kaur (2016) and Mohammadi et al., (2017). According to findings of this study interactional justice is also related with PsyCap attributes of teachers. Teachers perceive IJ perceptions when they are fairly treated by their colleagues, subordinates and supervisors (Schermerhorn et al., 2003). According to Greenberg (1990) there are two aspects of IJ: interpersonal and informational justice. Not only treating teachers with dignity and respect; but providing accurate timely information by supervisors to their subordinates, is also necessary aspect of IJ.

6 | FUTURE PERSPECTIVES

Because only the main constructs OJ, and PsyCap were measured in this study using relatively small scales. Individually measuring the three dimensions of OJ (PJ, DJ, IJ) and four dimensions of PsyCap (self-efficacy, hope, optimism, and resilience) with a more detailed questionnaire can broaden the scope of the study. As a result, a more comprehensive study can be started by examining the effects of their individual dimensions on one another.

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