Effect of Organizational Justice on Workplace Spirituality of Teachers at Secondary School Level in Punjab

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Abstract

Organizational justice is essential for nurturing and building of workplace spirituality. The aim of this study was to explore the effect of organizational justice on workplace spirituality of teachers. The current study was a quantitative research and causal-comparative research design was applied. The participants for study were 3050 secondary school teachers. Proportionate random sampling technique was applied for selection of respondents of study. Organizational Justice Scale (OJS) with 20 items and Workplace Spirituality Scale (WPS) with 22 items were used in this study for data collection. The statistical technique multiple regression analysis was applied in data analysis. The results indicated that organizational justice and their factors (interactional, procedural and distributive justice) have positive and significant effect on workplace spirituality of teachers. It is recommended that administration of secondary schools ensured availability of organizational justice in schools for promoting workplace spirituality among teachers.

Keywords: Organizational justice; secondary school; teachers; workplace spirituality

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Introduction

Justice is a primary need of individuals in society. Some researchers considered that fairness, equity and justice have similar meaning. Most of scholars are used the term organizational justice in the research of fairness and justice in organizational setting. The scholars of organizational justice indicated the different factors of organizational justice. This dimensional domain of research is still under investigation, however mostly researchers admit three factors of organizational justice namely: interactional, procedural and distributive justice. Fairness and justice lead to increase kindness, satisfaction, motivation, commitment, trust, mindfulness, self-control and decrease disarray, stress, conflict and confusion among workers at workplace. Therefore, organizational justice is very necessary for individual performance and organizational success and has significant and positive effect on individuals' feelings and their inner state, and also effect organizational outcome variables significantly (Folger & Cropanzano, 1998; Tahseen & Akhtar, 2015).

The very basic factor in organization for performance and success of organization is human factor. Therefore, every organization needs to committed, motivated, trained and educated workers. Consequently, every organization intended to increase satisfaction, motivation, commitment, trust, kindness, mindfulness and self-control among their workers through fair treatment, continuous development and training (Geijsel, Sleegers, Leithwood, & Jantzi 2003).

The concepts of positive psychology and humanism approach, such as integrity, belief in super force, truthfulness, mindfulness, confidence, compassion, self-esteem, teamwork, peace, motivation, kindness, meaningful work and transcendence are constructing a new term which called workplace spirituality. Spirituality in the workplace is recognized as aspect of individual's working life, which is inner state of individuals, and further nurture and build by educating and performing meaningful work at workplace (Ashmos & Duchon, 2000; Petchsawang & Duchon, 2009).

The emerging notion of workplace spirituality is stating vital place in contemporary organizations. The term spirituality was prohibited in organizations previously but now gradually researchable and acceptable in contemporary organizations. Therefore, this progressive movement of workplace spirituality in management and social sciences becoming an important aspect for enhance success and performance of organizations. Moreover, it's significance and effective role in organizations is gradually increased regardless of prevailing criticism and uncertainties (Azadmarzabadi, Hoshmandja, & Poorkhalil, 2012). Furthermore, some scholars found that improving workplace spirituality leads to many benefits in workplace including improve creativity, enhance integrity, happiness, confidence and trust, creates sense of self evolution and motivation, develop organizational commitment, and affiliation with workplace, job

performance, satisfaction, participation, and decreasing, conflict, stress and turnover intentions among workers at workplace (Burack, 1999; Freshman, 1999; Marques, Dhiman, & King, 2005; Milliman, Czaplewski, & Ferguson, 2003; Wanger-Marsh & Conley, 1999).

In recent times, the place of workplace spirituality in organizations have been considered as emergent approach and vital element of organization by supervisors, workers, and researchers in organization for interactions with workforces, businesses community, and society (Rastgar, Jangholi, Heidari, & Heidari, 2012). The development of workplace spirituality and paying self-respect and worth to employees within organization leads to enhance performance and success of organization, and increase commitment, satisfaction and performance of employees. Furthermore, it activates the spiritual practices, efficiency and imagination among employees (Karkas, 2010). Mitroff (2003) described workplace spirituality as the feeling and conscious of individual to follow the absolute aim of life and alive and practicing for accomplishment of that aim. Petchsawang and Duchon (2009) indicated the four dimensions of workplace spirituality namely: meaningful work, mindfulness, compassion and transcendence for further better understating of this concept.

Radmanesh (2015) indicated that organizational justice is endogenous variable and workplace spirituality is exogenous variable and the correlation between organizational justice and workplace spirituality is attributable and valid. Further he investigated that organizational justice has meaningful and positive effect on workplace spirituality. Furthermore, he found that higher status of organizational justice in organization leads to building and nurturing of workplace spirituality among workers. Therefore, the increase of organizational justice enhances workplace spirituality of employees that attracts the workers and encourages them to improve efficiency and effectiveness at workplace. Same as Golestanipour (2016) also found positive and meaningful effect of organizational justice on individual and organizational spirituality. Furthermore, Minon (2017) investigated that there were strong positive association between organizational justice and workplace spirituality of teachers.

The constructs of organizational justice (procedural, interactional and distributive justice) and workplace spirituality are very critical and unique in the sense that they provide the society or societal institutions that foundation to be thrived upon. These constructs are the backbone of any social institution as they represent higher human ethical values and the climax of human desirability. This state of organizational justice and consequently workplace spirituality may lead to ideal environment for organizations in terms of effort, productivity, creativity, honesty, trust, satisfaction and commitment on the part of the employees.

Social exchange theory predicts that, in response to the initiating action, the target (subordinate) may then choose to reciprocate this treatment with good or bad behaviour. As result, in reaction to positive initiating actions (organizational support and justice), subordinate will tend to reply in kind by engaging in more positive reciprocating responses (Cropanzano, Anthony, Daniels & Hall, 2017).

Therefore, there is need to conduct research study on organizational justice and workplace spirituality in secondary schools of Punjab, Pakistan. However, organizational justice is essential for nurturing workplace spirituality in teachers of secondary schools of Punjab because teachers in the public sector more caring about justice and fairness within their organizations. Considering this importance there is no any study who has investigated the combine and diverse effects of all dimensions of organizational justice on workplace spirituality. To fill these gaps, this study explored the effect of organizational justice and their dimensions (procedural, distributive and interactional justice) on workplace spirituality of teachers at secondary schools in Punjab, Pakistan (see figure 1).
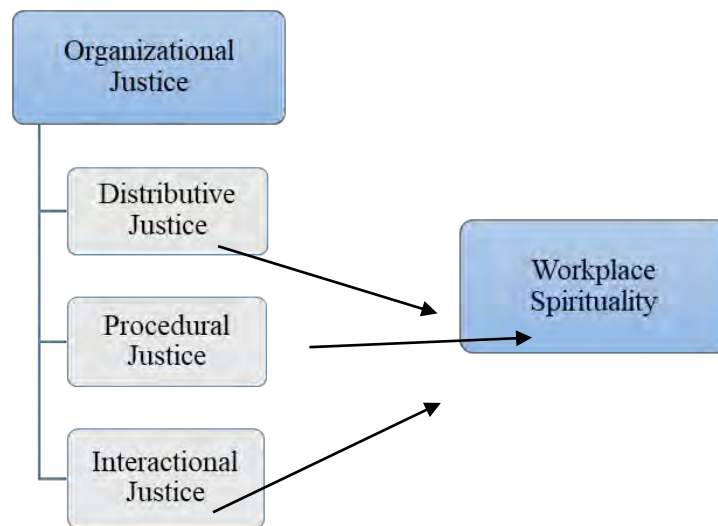

Figure 1. *Conceptual framework for effect of organizational justice on workplace spirituality*

Figure 1 illustrated the conceptual framework of the study where organizational justice was an independent variable which has three dimensions, namely: distributive, interactional and procedural justice and having significant effect on dependent variable workplace spirituality. Measuring these independent variables would reveal whether the said variables would have effect on dependent variable. This conceptual framework is served as graphical illustration about this study. It was developed and designed based on the past researches and findings such as Rajablou, Sepasi and Nourbakhsh (2014) and Sima Radmanesh (2015) investigated that organizational justice has meaningful and

positive effect on workplace spirituality of workers. Moreover, organizational justice predicts workplace spirituality of the participants, and the higher level of organizational justice at workplace leads to enhance the level of workplace spirituality in organization.

Furthermore, Golestanipour (2016) indicated that organizational justice has meaningful impact ton individual and organizational spirituality of employees. Moreover, Minon (2017) recognized that there was positive correlation between organizational justice and workplace spirituality of teachers, and promoting organizational justice in educational institutions leads to enhanced workplace spirituality of teachers. Therefore, this study was aimed at investigating the effect of organizational justice and their all dimensions on workplace spirituality of teachers of secondary schools.

The primary purpose of the study was to investigate the effect of dimensions of organizational justice on workplace spirituality of secondary school level teachers. Empirical data on the role of organizational justice in promoting workplace spirituality in the work lives of secondary school level teachers which will provide guidelines for the all level management authorities of schools about nurturing workplace spirituality among teachers. The results of this study may be provides guidelines to administration of secondary schools in improving and nurturing the practices of workplace spirituality in schools.

Furthermore, the findings of study will provide the specific information regarding dimensions of organizational justice for promoting workplace spirituality to administration of school education department who manage teachers' well-being and improve workplace spirituality programs. Educational institutions that comprehend the effect of different dimensions of organizational justice on workplace spirituality may enhance their understanding to manage, monitor and design useful programs to support and nurture workplace spirituality among teachers.

The purpose of this study was aimed at investigating the effect of organizational justice and their factors (distributive, interactional and procedural justice) on workplace spirituality of teachers' at secondary schools in Pakistani context. The following research question was formulated to meet the purpose of current study:

1. Is there any effect of organizational justice (distributive, interactional and procedural justice) on workplace spirituality of teachers?

Methodology

Research Design

The current study was a quantitative research and as the main purpose of this was to investigate the effect of organizational justice (distributive, interactional and procedural justice) on workplace spirituality of secondary schools teachers. Therefore, causal-comparative research design was applied to explore the effect of organizational justice on workplace spirituality of teachers' at secondary school level.

Sample

The teachers of secondary schools of Punjab, Pakistan were the participants of the research. There are thirty-six districts in Punjab province. The sample of the study was 3860 (1880 male and 1980 female) teachers of secondary schools. This sample was selected from nine randomly selected districts. The researchers were selected 386 schools from nine districts and then select 10 teachers from each selected school. Proportionate random sampling technique was applied for selection of respondents of study. The researchers listed nine strata/subgroups on the bases of nine selected districts. Ten percent (10%) proportionate samples was randomly taken from each stratum.

Instrumentation

According to purpose of this study and review of related literature Organizational Justice Scale (OJS) developed by Neihoff and Moorman (1993) and Workplace Spirituality Scale (WPS) developed by Petchsawang and Duchon (2009) were used. The questionnaire consisted of demographic information of the respondents and 22 statements of Workplace Spirituality Scale (WPS) and 20 statements of Organizational Justice Scale (OJS). Participants answered to these statements on a 1 to 6 point Likert scale (strongly disagree to strongly agree).

Table 1

Variables of Study, Original Scales and Their Factors and Number of Statements

Variables of Study	Original Scale	Scale Dimensions	Numbers of Items
Organizational Justice (*Independent*)	20-items Organizational Justice Scale (OJS) by Niehoff and Moorman (1993)	Distributive Justice Procedural Justice Interactional justice	20
Workplace Spirituality (*Dependent*)	22-items Workplace Spirituality Scale (WPS) by Petchsawang and Duchon (2009)	Compassion Mindfulness Meaningful work Transcendence	22

A pilot study on 400 samples was conducted to validate the both scales. Factor analysis was applied to validate and modify the both scales in Pakistani context. Validated and modified instruments were administered for data collection of this study.

Table 2
Convergent Validity of Factors of Organizational Justice Scale

Name of constructs	Values of AVE	Values of α	Values of CR
Distributive Justice	0.741	0.843	0.859
Procedural Justice	0.866	0.894	0.900
Interactional Justice	0.869	0.909	0.914

Table 3
Convergent Validity and Reliability of Factors of Workplace Spirituality Scale

Name of factors	Values of AVE	Values of α	Values of CR
Compassion	0.651	0.928	0.931
Mindfulness	0.627	0.930	0.954
Meaningful Work	0.643	0.912	0.926
Transcendence	0.640	0.939	0.927

Data Collection

Data collection was done personally and along with the help of administration of school education department of concern district to get maximum response rate. The response rate of questionnaires receiving back was 79% (3050).

Data Analysis

This section includes analysis and interpretation of collected data. The data was analyzed using SPSS 22 version software. The statistical technique multiple regression analysis was applied in data analysis to explore the effect of organizational justice and their dimensions on workplace spirituality of teachers at secondary school level.

Table 4
Demographic Information of Participants

Variable	Category	Frequency	Percent
Gender	Male	1495	49.0
	Female	1555	51.0
Nature of Job	Contract	940	30.8
	Permanent	2110	69.2
Qualification	Matric / F.A	12	.4
	B.A	248	8.1
	M.A / M.Sc	2215	72.6
	MPhil/PhD	575	18.9

Designation	ESE / PST	514	16.9
	SESE / EST	1412	46.3
	SSE / SST	1124	36.9
Experience	0-5 years	920	30.2
	5-10 years	614	20.1
	10-20 years	781	25.6
	above 20 years	735	24.1
District	Okara	339	11.1
	T.T Singh	289	9.5
	Pakpattan	152	5.0
	Bahawal Nagar	280	9.2
	Rawalpindi	500	16.4
	Vehari	256	8.4
	Sheikhpura	248	8.1
	BahawalPur	264	8.7
	Lahore	722	23.7
	Total	3050	100.0

This table represents the demographic distribution of sample. The total sample of respondents consisted of 3050 teachers. There were 1495 males and 1555 females' teachers, 30.8% contract and 69.2% permanent teachers, 8.1% respondents having B.A, 72.6% respondents having M.A/MSc, and 18.9% respondents having MPhil/PhD qualification, 16.9% respondents' ESE/PST, 46.3% respondents SESE/EST, and 36.9% respondents' SSE/SST teachers, 30.2% respondents having less than 5 years, 20.1% respondents having 5-10 years, 25.6% respondents having 10-20 years, and 24.1% respondents having above 20 years teaching experience. There were 339 respondents from district Okara, 289 respondents from district Toba Tek Singh, 152 respondents from district Pakpattan, 280 respondents from district Bahawalnagar, 500 respondents from district Rawalpindi, 256 respondents from district Vehari, 248 respondents from district Sheikhopura, 264 respondents from district Bahawalpur, and 722 respondents from district Lahore were the sample of this study.

Results

Research Question 1: Is there any effect of organizational justice (distributive, interactional and procedural justice) on workplace spirituality of teachers?

Table 5

Model Summary of Multiple Regression Applied on Dimensions of Organizational Justice and Workplace Spirituality

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.535[a]	.287	.286	11.57487	.287	408.031	3	3046	.000

a. Predictors: (Constant), IJ, DJ, PJ

b. Dependent Variable: Workplace spirituality

Note: DJ=Distributive justice, IJ=Interactional justice, PJ=Procedural justice

This table represents the application of multiple regression analysis. The dependent variable was workplace spirituality and the independent variables were distributive, interactional and procedural justice. The result with values of R Square=0.287 and Sig=.000shows that 28.7% variance in workplace spirituality of teachers is explained by dimensions of organizational justice at secondary school level. It means that organizational justice has positive and significant effect on workplace spirituality of teachers in Pakistani context.

Table 6

ANOVA Summary Table for Multiple Regression Analysis

Model		Sum of Squares	Df	Mean Square	F	Sig.
		ANOVA[a]				
1	Regression	164001.032	3	54667.011	408.031	.000[b]
	Residual	408095.870	3046	133.978		
	Total	572096.901	3049			

a. Dependent Variable: Workplace spirituality

b. Predictors: (Constant), (Interactional, Distributive, Procedural Justice)

The ANOVA table shows that there existed a significant effect of dimensions of organizational justice (distributive, interactional and procedural justice) on workplace spirituality of teachers with value of F=408.031 and Sig=0.000. It can be concluded that all these three dimensions of organizational justice contribute significantly and positively in building of workplace spirituality among teachers.

Table 7

Standardized and Unstandardized Coefficients Obtained from Multiple Regression Analysis

Coefficients[a]							
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	56.073	1.105		50.745	.000	53.906	58.239
DJ	.655	.055	.226	11.915	.000	.547	.762
PJ	.497	.055	.241	9.090	.000	.390	.605
IJ	.260	.047	.149	5.543	.000	.168	.351

a. Dependent Variable: Workplace spirituality

This table presents the unstandardized and standardized coefficients obtained through multiple regression analysis. The analysis revealed that distributive justice with values $\beta = 0.226$ and p =.000 has significant and positive effect on workplace spirituality. Similarly, procedural ($\beta = 0.241$ and p=.000) and interactional justice ($\beta = 0.149$ and p=.000) have also significant and positive effect on workplace spirituality of teachers. The results indicated that the all dimensions of organizational justice (distributive, interactional and procedural justice) had positive and significant effect on the workplace spirituality of teachers. The result showed that 22.6% variance in workplace spirituality of teachers is described by distributive justice, 24.1% variance in workplace spirituality is described by procedural justice and 14.9% variance in workplace spirituality is explicated by the interactional justice. It can be concluded that maximum variance in workplace spirituality is described by procedural justice and least variance in workplace spirituality is described by interactional justice.

Discussion

This study was aimed at investigating the effect of organizational justice on workplace spirituality of teachers at secondary school level. The result found that there was existed a significant correlation between organizational justice and workplace spirituality. These findings are comparable with findings of Rajablou, Sepasi and Nourbakhsh (2014) who investigated that there were found a significant correlation between organizational justice and workplace spirituality of employees. Likewise, Minon (2017) also investigated a significant correlation between workplace spirituality of workers and organizational justice. Furthermore, the significant relationship between organizational justice and workplace spirituality in this study paved the way for multiple regression.

Moreover, results of multiple regression indicated that 28.7% variance in workplace spirituality was explained by organizational justice. Therefore, it was found that organizational justice has meaningful effect on workplace spirituality of teachers. These findings are also comparable with findings of Radmanesh (2015) who found that organizational justice has meaningful effect on workplace spirituality of employees. Likewise, Golestanipour (2016) conducted a research in Iran with 400 sample and confirmed that the organizational justice has meaningful impact on nurturing organizational spirituality among workers. Likewise, Minon (2017) also investigated that the teachers perceived high level of organizational justice lead to increase in the level of workplace spirituality among workers.

Furthermore, it was found that all three dimensions of organizational justice namely: interactional, distributive and procedural Justice had significantly and positively effect on workplace spirituality of teachers. Therefore, it can be concluded that high level of perceived distributive, procedural and interactional justice lead to enhance and nurture workplace spirituality of school teachers. Moreover, it was found that all three factors of organizational justice had significant effect on workplace spirituality of teachers. These findings are similar with findings of Rajablou, Sepasi and Nourbakhsh (2014) who investigated that there were significant relationships between organizational justice and workplace spirituality and all their factors. Further, they found that all three factors of organizational justice (procedural, distributive and interactional justice) predicted workplace spirituality of participants.

Furthermore, it was found that maximum variance in workplace spirituality is estimated by procedural justice. It means that the teachers of Pakistani context gave more importance to procedural justice (fair procedures which are used for decision making) in promoting workplace spirituality. The least variance in workplace spirituality was predicted as interactional justice. It means that the teachers of Pakistani context gave less importance to interactional justice (fair treatment and communication of outcomes and procedures) in promoting workplace spirituality. Hence, it was found that in Pakistani context the fair procedures were the strong contributors in promoting workplace spirituality among teachers.

Conclusion

This study was aimed at investigating the effect of organizational justice on workplace spirituality of teachers. It was concluded that organizational justice had positive and meaningful effect on workplace spirituality of teachers. Furthermore, all dimensions of organizational justice (interactional, distributive and procedural justice) had positive effect on workplace spirituality of teachers. Moreover, it was concluded the teachers of Pakistani context gave more importance to procedural justice (fair processes which are used for decision making) then distributive and interactional justice in promoting workplace spirituality.

Recommendations

It was recommended on the basis of findings of study that the administration of schools in Punjab improve procedural justice among teachers because it was the higher predictor for promoting workplace spirituality among teachers then other dimensions of organizational justice. As all dimensions of organizational justice (interactional, distributive and procedural justice) had positive effect on workplace spirituality of teachers. Therefore, administration of schools must ensure fairness in all aspects of organizational justice.

Further studies can be conducted in different levels of educational institutions and with varieties of methodologies to confirm and validate the findings of this study.

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