

# An Investigation Into The Mediating Effect Of Affective Commitment Between Distributive Justice And Teachers' In-Role Performances

Professor Dr. Jamshed Adil Halepota<sup>1</sup>, Professor Dr Sajida Parveen<sup>2</sup>, Dr. Asghar Ali<sup>3</sup>, Nabeel Anjum<sup>4</sup>, Dr. Anjum Ihsan<sup>5</sup>, Dr. Nazim Ali<sup>6\*</sup>

<sup>1</sup>Dean, Faculty of Management, Business Administration & commerce and Faculty of Education Sindh, Madressatul Islam University Karachi, Email: [Jamshed@smiu.edu.pk](mailto:Jamshed@smiu.edu.pk)

<sup>2</sup>Karachi Institute of Economics and Technology, email: [drsajidaparveen90@gmail.com](mailto:drsajidaparveen90@gmail.com)

<sup>3</sup>Assistant Professor, Department of Education, University of Malakand

<sup>4</sup>Branch Manager, National Bank of Pakistan Aitemaad Timergara (AIBG KP)

<sup>5</sup>Assistant Professor, Department of Management Sciences, Islamia College, Peshawar

<sup>6</sup>Associate Professor, Department of Commerce and Management Sciences, University of Malakand

(\*Corresponding Author: [nazimali100@yahoo.com](mailto:nazimali100@yahoo.com))

## Abstract

The basic aim of this research is the investigation of affective commitment as a mediating role between distributive justice and teachers' in-role performance. Affective Commitment Scale (Meyer and Allen, 1991), Distributive Justice Scale (Niehoff and Moorman, 1993) and In-Role Performance Scale (Goodman & Srivastava, 1999) were used and collected data from three hundred and seventy six (N=376) teachers of Public Sector Universities of Pakistan. The principles proposed by Barron and Kenny (1986) to test the mediation were used in this study. SPSS and Amos were employed to analyze the data. The results of correlation showed a significant relationship between distributive justice and in-role performance ( $r=0.547$ ,  $p=0.000$ ), distributive justice and affective commitment ( $r=0.464$ ,  $p=0.000$ ) and affective commitment and in-role performance ( $r=0.395$ ,  $p=0.000$ ). Confirmatory factor analysis showed a significant relationship of distributive justice with affective commitment and in-role performance. The direct impact of distributive justice on in-role performance was partially mediated by affective commitment, results showed. Recommendations for future research have been given.

**Keywords:** Distributive Justice; Affective Commitment; In-Role Performance; Teachers; Universities; Pakistan.

## Introduction

Education sector is considered to be an important predictor for the growth and development of a country. Teachers, being an important asset of a country, play a pivotal role in educating people. Teachers become more motivated and committed to their profession if there is a fair and just system

in the organization. Injustice in organizations engenders many destructive consequences. For example, in absence of fair system in organization, employees' motivation goes down, they involve in counter-productive activities such as strikes and sabotage of equipment and machinery, turnover intention may increase that results in actual turnover, employees'

performance and productivity declines, they may not show organizational citizenship behavior and their commitment level declines. Organizational justice is composed of three dimensions which are distributive justice, procedural justice and interactional justice. "Distributive justice denotes the perceived fairness of the outcomes received by an employee (Moorman, 1991)". Organizational justice is a fair distribution of organization's benefits among its employees according to their inputs. It is fairness maintained in the organization to motivate its employees towards accomplishment of goals. Moorman (1991) defined justice as "Justice is the basis of all appropriate actions to maintain fairness in the organization among employees to be self-motivated and satisfied to produce better performance." keeping in view the importance, we have taken only distributive justice dimension of organizational justice in this study. Employee Performance is the attitude of employees to use the resources of organization effectively and efficiently to achieve its goals and objectives (Daft, 2001). Many researches done in different countries showed a significant association between OJ and job performance (Adnan and Qadar, 2017; Ahmad Zeb, 2022; Keyvanar et al., 2014 and Nastiezaie; Swalhi et al., 2017 and Jenaabadi, 2016).

Organizational commitment is said to be employees' feelings of strong attachment towards their organization with a view to attain the objectives and goals of the organization. According to Allen and Meyer (1990), OC is "the employee's feelings of obligation to stay with the organization: feelings resulting from the internalization of normative pressures exerted on an individual prior to entry or following entry". In this study we have taken only one dimension of organizational commitment keeping in view its importance in education sector of Pakistan.

Different studies have taken different mediators between organizational justice and job

performance. For example, Swalhi et al.'s (2017) took a sample of three hundred and forty three employees (N=343) serving in different French SMEs to test affective commitment as a mediator between organizational justice and job performance. They took three dimensions of organizational justice (DJ, PJ and IJ) and tested the impact of overall organizational justice on job performance. The results of their study showed that affective commitment played a significant role as a mediator (partial mediation) between OJ and JP. Furthermore, they proved empirically that overall organizational justice significantly affected the overall job performance. Another study conducted by Crow et al., (2012), who collected data from four hundred and eighteen (N=418) police officers serving in Korea (South) in order to empirically test the impact of organizational justice on organizational commitment through job satisfaction. They included all dimensions of organizational justice (DJ, IJ and PJ) and organizational commitment (AC, NC and CC) in their study. The results of their study revealed that OJ is positively related to OC and JS. The study further revealed that job satisfaction partially mediated the relationship of OJ and OC. Adil Tahir Pracha et al., (2017) took a random sample of three hundred and forty two (N=342) employees of three organizations, namely, OGDCL, SBP, and NADRA with a view to test emotional intelligence between the relationship of organizational justice and employees' performance. The results of their study revealed a positive relationship between OJ and employees' performance. The results also explored the emotional intelligence partially mediated the relationship between OJ and employees' performance. Adnan and Qadar (2017) did a study by collecting data from five hundred and fifty (N=550) employees of teaching and non-teaching staff of private and public sector universities of KP, Pakistan to test the mediating effect of Trust between organizational justice and job satisfaction. They included in this

study only two dimensions of organizational justice (DJ and PJ). The results of their research revealed that trust partially mediated the relationship between OJ and job performance. The above literature recommends us to develop the following hypotheses:

H1: Distributive justice is positively correlated with in-job performance of teachers of public sector universities of Pakistan.

H2: Distributive justice is positively correlated with affective commitment of teachers of public sector universities of Pakistan.

H3: Affective commitment is positively correlated with in-job performance of teachers of public sector universities of Pakistan.

H4: Affective commitment mediates the relationship between distributive justice and in-job performance of teachers of public sector universities of Pakistan.

## **Methodology**

### **Sample and Data Gathering Procedure**

Data were gathered from teachers of public sector universities of Pakistan. Prior to distributing the questionnaires physically to the faculty members of ten public sector universities operating in Sindh, Punjab and KP, Pakistan randomly, the purpose for which the questionnaires would be used were made clear. Almost four hundred (N=400) questionnaires were handed over to the teachers within two months. After one reminder, three hundred and seventy nine (N=379) filled questionnaires were returned. Only three questionnaires were discarded because of insufficient information and the remaining three hundred and seventy six (N=376) were included for research purpose. The participants comprises thirty (N=30) female and three hundred and forty six (N=346) male.

### **Measurement of In-Role Performance**

In-Role Performance Scale was adapted from Goodman and Srivastava (1999) to measure the overall In-Role Performance of teachers of public sector universities of Pakistan. This scale comprises 9 items but in this study we have taken only 6 items to measure their performance. The items included in this study are “I demonstrate expertise in all job-related tasks”, “I meet the criteria for performance”, “I fulfill all the requirements of the job”, “I can manage more responsibility than typically assigned”, “I achieve the objectives of the job” and “I am competent in all areas of the job, handle tasks with proficiency”. To extract the responses from the participant, 5 point likert scale was used. In-Role performance showed a good Cronbach Alfa, 0.88.

### **Measurement of Affective Commitment**

The questionnaire measuring affective commitment was adapted from Meyer and Allen (1991) Affective commitment scale comprises 6 items. Its Examples are “I would be very happy to spend the rest of my career in this organization”, “This organization has a great deal of personal meaning for me”, “I really feel as if this organization’s problems are my own” and “I do not feel like ‘part of my family’ at this organization”. To extract the responses from the participant, 5 point likert scale was used. Affective commitment showed a good Cronbach Alfa, 0.79.

### **Measurement of Distributive Justice**

Distributive Justice Scale was adapted from Niehoff and Moorman (1993) to measure the overall level of distributive justice. This scale comprises five items. Its Examples are “My work schedule is fair.” and “I think that my level of pay is fair”. To extract the responses from the participant, 5 point likert scale was used in this study. Distributive justice showed a good Cronbach Alfa, 0.91.

**Table 1: Correlation among Distributive Justice, Affective Commitment and Job Performance**

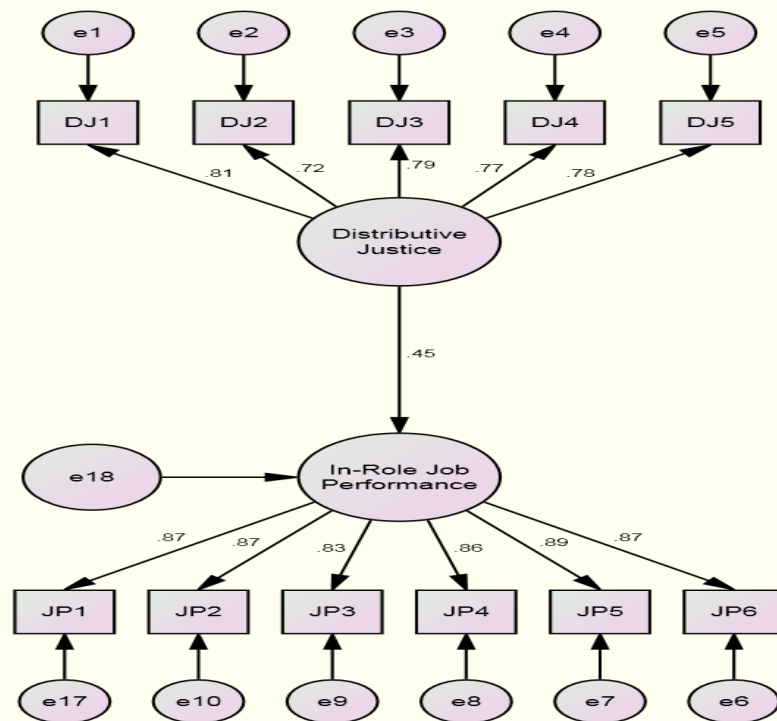
	In-Role Performance	DJ
In-Role Performance	1	
DJ	0.547**	1
AC	.395**	.464**

Table 1 shows the results of correlation among distributive justice, affective commitment and in-role performance of 376 teachers of public sector universities of Pakistan. The results showed a positive correlation between distributive justice and in-role performance ( $r=0.547$ ,  $p=0.000$ ), distributive justice and affective commitment ( $r=0.464$ ,  $p=0.000$ ) and affective commitment and in-role performance ( $r=0.395$ ,  $p=0.000$ ). Therefore, we accept the following hypotheses:

H1: Distributive justice is positively correlated with in-job performance of teachers of public sector universities of Pakistan.

H2: Distributive justice is positively correlated with affective commitment of teachers of public sector universities of Pakistan.

H3: Affective commitment is positively correlated with in-job performance of teachers of public sector universities of Pakistan.



**Model 1: Relationship between Distributive Justice and In-Job Performance**

The direct path from distributive justice to in-role performance is positively significant because the beta coefficient from distributive justice to in-role

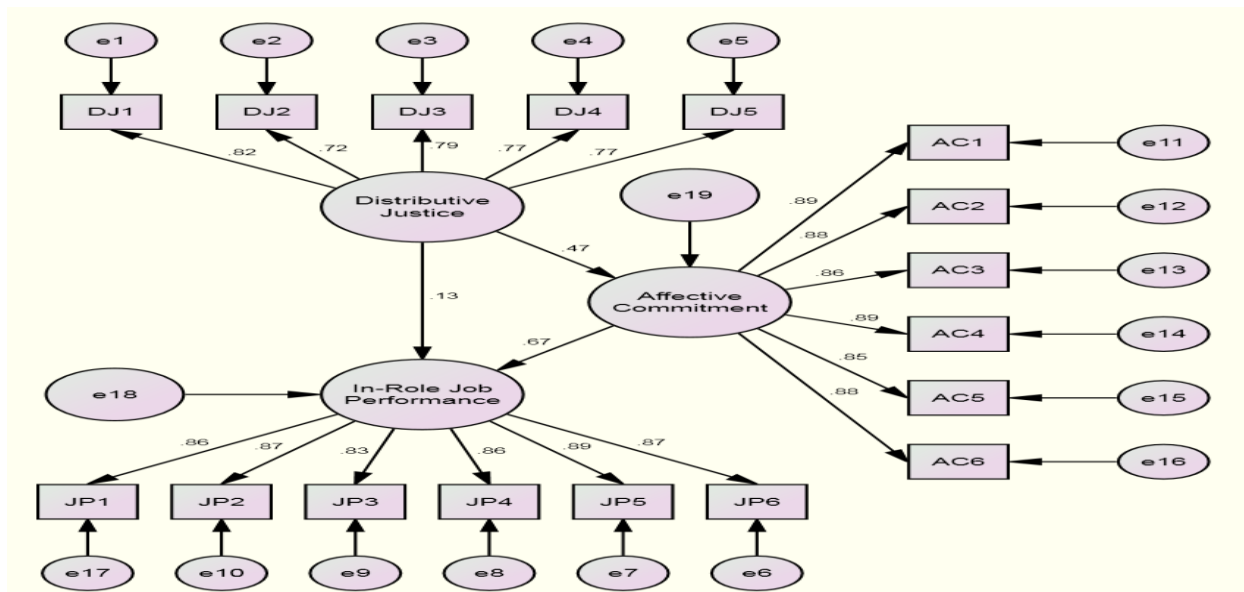
performance is .451 with all the accepted values of GFI (.90), CFI (.92), NFI (.91), RMR (.053), RMSEA (.037), Chi Square (94). The regression

weights or beta are given in the table. The standardized regression weights of all items of distributive justice and in-role performance are in

the range which is acceptable in all researches done before this study.

**Table 2: Standardized Regression Weights**

			Estimate
In-Role JP	<---	DJ	.451
DJ1	<---	DJ	.814
DJ2	<---	DJ	.720
DJ3	<---	DJ	.793
DJ4	<---	DJ	.772
DJ5	<---	DJ	.775
JP6	<---	In-Role JP	.867
JP5	<---	In-Role JP	.886
JP4	<---	In-Role JP	.859
JP3	<---	In-Role JP	.833
JP2	<---	In-Role JP	.870
JP1	<---	In-Role JP	.866



**Model 2: Relationship between Distributive Justice and In-Job Performance through Affective Commitment**

The indirect path from distributive justice to in-role performance through affective commitment is significant because the beta coefficient from

distributive justice to in-role performance through affective commitment is .133 with all the accepted values of GFI (.86), CFI (.90), NFI

(.89), RMR (.065), RMSEA (.053), Chi Square (234). The beta value of the direct relationship of distributive justice and in-role performance (.451) reduced to .133. In simple words, affective commitment mediated the beta value of the direct path of distributive justice and in-role performance. The regression weights or beta are given in the table. The standardized regression weights of all items of distributive justice,

affective commitment and in-role performance are in the range which is acceptable in all researches done before this study. Therefore, we accept the following hypothesis:

H4: affective commitment mediates the relationship between distributive justice and in-job performance of teachers of public sector universities of Pakistan.

**Table 3: Standardized Regression Weights**

			Estimate
AC	<---	DJ	.471
In-Role JP	<---	AC	.673
In-Role JP	<---	DJ	.133
DJ1	<---	DJ	.815
DJ2	<---	DJ	.718
DJ3	<---	DJ	.794
DJ4	<---	DJ	.774
DJ5	<---	DJ	.773
JP6	<---	In-Role JP	.871
JP5	<---	In-Role JP	.888
JP4	<---	In-Role JP	.856
JP3	<---	In-Role JP	.833
JP2	<---	In-Role JP	.871
AC1	<---	AC	.888
AC2	<---	AC	.884
AC3	<---	AC	.858
AC4	<---	AC	.890
AC5	<---	AC	.854
AC6	<---	AC	.881
JP1	<---	In-Role JP	.864

## Conclusion

The basic aim of this research is the investigation of affective commitment as a mediating role between distributive justice and teachers' in-role performance. Affective Commitment Scale (Meyer and Allen, 1991), Distributive Justice

Scale (Niehoff and Moorman, 1993) and In-Role Performance Scale (Goodman & Srivastava, 1999) were used and collected data from three hundred and seventy six (N=376) teachers of Public Sector Universities of Pakistan. The principles proposed by Barron and Kenny (1986) to test the mediation were used in this study.

SPSS and Amos were employed to analyze the data. The results of correlation showed a significant relationship between distributive justice and in-role performance ( $r=0.547$ ,  $p=0.000$ ), distributive justice and affective commitment ( $r=0.464$ ,  $p=0.000$ ) and affective commitment and in-role performance ( $r=0.395$ ,  $p=0.000$ ). Confirmatory factor analysis showed a significant relationship of distributive justice with affective commitment and in-role performance. The direct impact of distributive justice on in-role performance was partially mediated by affective commitment, results showed. Recommendations for future research have been given.

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