

Impact Of Organizational Justice On Job Performance: Psychological Empowerment As A Mediator

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Abstract

The primary objective of this research was to examine the correlation between organizational justice (OJ), psychological empowerment (PE), and job performance (JP). Additionally, the study aimed to explore the potential mediating role of PE in the link between OJ and JP. The data set was obtained from a sample of 316 educators employed in privately-owned institutions of higher education within the Khyber Pakhtunkhwa region of Pakistan through OJ scale (Niehoff & Moorman, 1993), PE scale Spreitzer (1995) and JP scale (Goodman & Svyantek, 1999). The data analysis was performed using SPSS and Amos. The assumptions and research model were tested using correlation and structural equation modelling techniques. The findings indicate a statistically significant positive correlation between OJ and both JP and PE. Additionally, it should be acknowledged that PE has a substantial and positive correlation with JP. Structure equation modeling confirmed that PE partially mediated the relationship between OJ and JP.

Keywords: Organizational Justice; Job Performance; Psychological Empowerment; Private Universities; Teachers; Pakistan.

Introduction

The attitudes and behavior of employees may have an effect not only on their own performance but also on the efficiency of the organisation as a whole. Workers are a priceless resource to any company. Individual competency, personal effort, and organisational support all have an impact on Employees' performance. Individual competence is the most important component.

Employees' performance is one of the essential concerns that are continually examined by scholars, practitioners, and researchers. This is due to the fact that worker efficiency has a significant role in determining the longevity of any organisation, particularly non-profit organisations such as colleges and universities. Teachers are one of the key components of the achievements of education programs. As a result,

efforts must be made to enhance the standard of schooling along with attempts to optimize teacher competency and effectiveness as the standard of education is additionally affected by teacher success. Educational organisations play an important part in the development of people and the government, and teachers are one of the determining elements of the success of education services (Duan, Du, & Yu, 2018). Consequently, making an attempt to enhance the competency of teachers is an important move towards attaining the achievement of university organisational objectives. This study aims to contribute to the current body of knowledge by providing a more comprehensive analysis of the impact of OJ on JP. Previous research has extensively investigated several elements that influence the work performance of employees. However, there is a dearth of studies that have specifically addressed the impact of OJ on the JP of educational staff. In the realm of higher education institutions, the concept of OJ has been mostly overlooked and disregarded in scholarly investigations. The exploration of the mediating role of PE on the link between OJ and JP in the Private Universities of Khyber Pakhtunkhwa, Pakistan (PUKPP) remains unexplored.

In the past few years, the field of social justice has garnered considerable attention from researchers. The exploration of justice within the field of psychology originated with Adams' seminal dissertation on equity theory (Adams, 1963), which posited the concept of fairness in relation to performance. The first framework of OJ had two fundamental characteristics, namely distributive justice and procedural justice (Leventhal, 1980). RJ (1986) introduced the concept of interactional justice as the third aspect of justice. According to Greenberg (1990), interactional justice may be divided into two distinct components: interpersonal justice and informational justice. The present research primarily examined three key aspects of justice,

namely distributive justice, procedural justice, and interactional justice. However, it is worth noting that interactional justice also encompasses the other two categories as described by Greenberg (1990). The practice of distribution justice encompasses the distribution of incentives in relation to the performance of tasks and the resulting outcomes. This concept is rooted in the notion of equity theory, which posits that when there is a perceived disparity between the distribution of employment incentives and individual labor contributions, it may lead to friction among workers. Distributive fairness refers to the extent to which people within an institution see the allocation of resources (Greenberg, 1990). The concept of procedural justice pertains to two key aspects: the extent to which a decision-making process maintains consistency, and the degree to which the individuals affected by these judgements get fair treatment (Karem, Mahmood, Jameel, & Ahmad, 2019). The concept of interactional justice refers to the level of respect and considerate treatment received by individuals inside an organisation when decision-makers carry out certain processes that have an impact on them (Jameel, Mahmood, & Jwmaa, 2020).

JP is the execution of one's assigned tasks and obligations in relation to a particular undertaking, considering established factors such as time management, swiftness, and effectiveness (Anwar & Shukur, 2015). The JP hypothesis, as posited by (Akram, Lei, Haider, & Hussain, 2020), asserts that performance refers to the observable behaviors shown by employees, which enable an organisation to successfully accomplish a certain task. According to Chegini, Janati, Asghari-Jafarabadi, and Khosravizadeh (2019), investigating the JP of workers is a valuable asset for every organisation, regardless of its industry or geographical location within the business sector.

Spreitzer (1995) provides a definition of PE as an inherent drive that encompasses people's inclination towards their professional responsibilities and their ability to align with employment demands. Furthermore, Spreitzer (1995) proposed a conceptualization of PE that encompasses four distinct aspects, namely "meaning, self-determination, impact, and competence". The meaning dimension pertains to the degree of congruence between an individual's job function and their own beliefs and ideals. The self-determination component pertains to the capacity to originate and govern activities. The impact dimension pertains to an individual's perception of their ability to exert influence on organisational activities and achieve desired job results. The competence component encompasses an individual's conviction in their capacity to effectively carry out job responsibilities, which may be interpreted as their perception of self-efficacy.

PE has been proved to be the strong predictor of JP (Kundu, Kumar, & Gahlawat, 2019; Ölçer & Florescu, 2015; Sun, 2016), job satisfaction (Chung & Kowalski, 2012; Mathew & Nair, 2022; Tetik, 2016; G. Wang & Lee, 2009), and organizational commitment (Ahadi & Suandi, 2014; Bani, Yasoureini, & Mesgarpour, 2014; Choong, Wong, & Lau, 2011; Ibrahim, 2020). OJ has also been studied in many researches and found to be the more significant predictor of JP (Anjum et al.; Elamin & Alomaim, 2011; Faeq & Ismael, 2022; Moazzezi, Sattari, & Bablan, 2014; H.-j. Wang, Lu, & Siu, 2015), job satisfaction (Al-Zu'bi, 2010; Haryono, Ambarwati, & Saad, 2019; Zaman, Ali, & Ali, 2010), turnover intention (Bakri & Ali, 2015a; Mengstie, 2020; Tourani et al., 2016), organizational commitment (Bakhshi, Kumar, & Rani, 2009; Bakri & Ali, 2015a; Halepota et al., 2022; Sjahruddin & Sudiro, 2013), and job burnout (Bakri & Ali, 2015b; Moliner, Martínez-Tur, Peiró, Ramos, &

Cropanzano, 2005). Keeping in view the above literature, we have the following hypotheses:

H1: OJ is significantly related to JP in Teachers of PUKPP.

H2: OJ is significantly related to PE in Teachers of PUKPP.

H3: PE is significantly related to JP in Teachers of PUKPP.

H4: PE mediates the relationship between OJ and JP in Teachers of PUKPP.

Procedure for Data Collection

The research included 316 teachers from privately-owned higher education institutions in the Khyber Pakhtunkhwa province of Pakistan. The research conducted in this study examined the gender distribution among the participants, revealing that 77% of the individuals were classified as male, while the remaining 23% were classified as female. The study revealed that 45% of the participants held the position of Lecturer, while 39% were Assistant Professors. Additionally, 11% of the participants were identified as Associate Professors, leaving the remaining 5% to be classified as Professors. The data was gathered from the participants via the use of a questionnaire as the main tool for data collection. The study used a convenience sampling approach to recruit participants. Four hundred and fifty questionnaires were handed out to the teachers who took part in the study. The distribution of the surveys was facilitated by the assistance of students and faculty. A total of 316 questionnaires were gathered from the participants and afterwards included for the purpose of data analysis.

Measurement

Job Performance Scale

The assessment of JP included two aspects, namely in-role and extra-role, which were evaluated using a JP scale derived from the work of Goodman and Svyantek (1999). The in-role component of work performance has

nine statements, such as "I achieve the objectives of my job", "I satisfy all job criteria," and "I am proficient in all areas of my job, manage duties with expertise." The extra-role component of work performance encompasses seven elements, which include examples such as "I help my teammates with their tasks when they are absent," "I help other employees with their job when they are not present", and "I come up with original ideas to boost the department's standards overall". This research used a 5-point Likert scale to assess JP.

Organizational Justice Scale

The assessment of OJ, which encompasses three aspects (distributive, interactional, procedural), was conducted using the OJ scale derived from the work of Niehoff and Moorman (1993). The distributive component of OJ has five things, two of which are exemplified by statements such as "My work schedule is fair." and "I think that my level of pay is fair". The procedural component of OJ encompasses six distinct items, as shown by statements such as "Job decisions are made by the general manager (GM) in an unbiased manner" and "To make job decisions, my GM

collects accurate and complete Information". The distributive component of OJ encompasses a set of eleven things, exemplified by statements such as "When decisions are made about my job, the GM treats me with kindness and consideration" and "When decisions are made about my job, the GM treats me with respect and dignity". In this study, the researchers used a 5-point Likert scale to measure the concept of OJ.

Psychological Empowerment Scale

The measurement of PE was conducted using the PE questionnaire, often referred to as PEQ, which was derived from the work of Spreitzer (1995). The questionnaire has four distinct dimensions: Competence, consisting of three questions; Meaning, consisting of three items; Impact, consisting of three items; and Self-determination, consisting of three questions. PE was assessed using a set of 12 items. In order to facilitate measurement, a Likert scale consisting of seven points was used, with response options ranging from "Very Strongly Disagree" to "Very Strongly Agree."

Table 1: Correlation among OJ, PE and JP

	OJ	PE	JP
OJ	1	.815**	.666**
PE	.815**	1	.398**
JP	.666**	.398**	1

"** . Correlation is significant at the 0.01 level (2-tailed)."

Table 1 presents the correlation coefficients pertaining to the variables of OJ, PE, and JP. The findings indicate a statistically significant positive correlation between OJ and both JP ($r = .666$, $p = 0.000$) and PE ($r = .815$ **, $p = 0.000$). Additionally, it should be acknowledged that PE has a substantial and positive correlation with JP

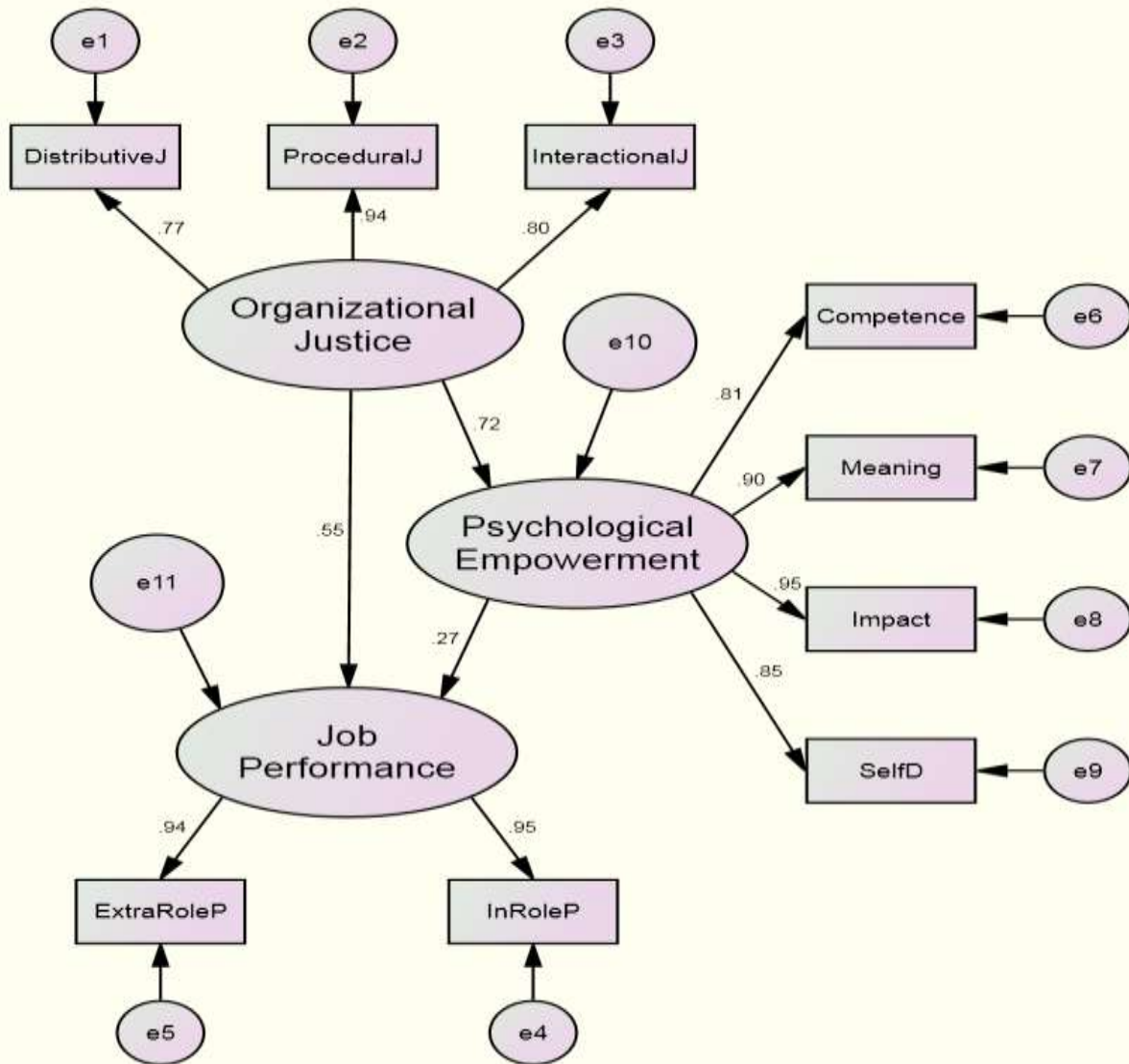
($r = .398$ **, $p = 0.000$). The following hypotheses are accepted:

H1: OJ is significantly related to JP in Teachers of PUKPP.

H2: OJ is significantly related to PE in Teachers of PUKPP.

H3: PE is significantly related to JP in Teachers of PUKPP.

Model: Impact of OJ on JP through PE



The aforementioned model demonstrates a noteworthy positive correlation between OJ and both JP and PE. There is evidence to suggest that PE is positively associated with JP. The regression weights exhibit values that fall within an acceptable range. The correlation coefficient (beta value) between OJ and JP decreased from .74 to .55 when the variable of PE was included as a mediator. Therefore, it may be argued that PE plays a mediating role in the relationship between

OJ and JP. All of the following Hypotheses are accepted in this study.

- H1: OJ is significantly related to JP in Teachers of PUKPP.
- H2: OJ is significantly related to PE in Teachers of PUKPP.
- H3: PE is significantly related to JP in Teachers of PUKPP.
- H4: PE mediates the relationship between OJ and JP in Teachers of PUKPP.

Table 2: Values of NFI, RMSEA, CFI, CMIN, RMR and DF

Indices	Values
Chi-square/CMIN	72.275
Degree of Freedom	24
CMIN/DF	3.011
Goodness of Fit Index	.954
Comparative Fit Index	.982
root mean square residual	.044
normed fit index	.973
Root mean square error of approximation	.078

The values for the comparative fit index, Chi-square/CMIN, normed fit index, goodness of fit index, root mean square error of approximation, and root mean square residual are shown in Table 2. The aforementioned indices all have values that fall within a range that is considered acceptable. Therefore, the three-factor model consisting of PE, OJ, and JP is recognized as valid.

Conclusion

The primary objective of this research was to examine the correlation between OJ, PE, and work performance. Additionally, the study aimed to explore the potential mediating role of PE in the link between OJ and JP. The data set was obtained from a sample of 316 educators employed in privately-owned institutions of higher education within the Khyber Pakhtunkhwa region of Pakistan through OJ scale (Niehoff & Moorman, 1993), PE scale Spreitzer (1995) and JP scale (Goodman & Svyantek, 1999). The data analysis was performed using SPSS and Amos. The assumptions and research model were tested using correlation and structural equation modelling techniques. The findings indicate a statistically significant positive correlation between OJ and both JP and PE. Additionally, it should be acknowledged that PE has a substantial and positive correlation with JP. Structure

equation modeling confirmed that PE partially mediated the relationship between OJ and JP.

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