UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.17 (2); ***January-June, 2024*** https://unijerps.org
2023 Impact Factor: **6.834;** 2022 ***Impact Factor***: 5.156; ***2021 Impact Factor: 5.641;***
2020 Impact Factor: 5.355. *Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363*

RELATIONSHIP BETWEEN ORGANIZATIONAL JUSTICE AND TEAMWORK ON TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS IN ANAMBRA STATE

Forgive Nkiru Amaefule
Department of Education Management and Policy
Faculty of Education
Nnamdi Azikiwe University, Awka
fn.amaefule@unizik.edu.ng; 08179091444

Michael Kenechi Christiana
Department of Education Management and Policy
Faculty of Education
Nnamdi Azikiwe University, Awka
kc.michael@unizik.edu.ng; 08104876314

Nathaniel Umeh
Department of Education Management and Policy
Faculty of Education
Nnamdi Azikiwe University, Awka
nc.umeh@unizik.edu.ng; 08036764310

ABSTRACT
This study examined the relationship between organizational justice and teamwork on teachers' job performance in secondary schools in Anambra State, Nigeria. The study was guided by two research questions. This study adopted correlational research design. This was carried out in 263 public secondary schools in Anambra State. The population of this study comprised 5,396 teachers (263 principals and 5,133 teachers). Proportionate sampling technique was used to get a sample size of 263 principals and 513 teachers. Three structured questionnaires were used to collect data for analysis. Pearson product moment correlation coefficient was used to analyse the research questions and simple linear regression analysis was used to test the hypotheses at 0.05 level of significance. After analyzing the collected data and discussing the results, it was determined that there is a strong positive relationship between organizational justice and teachers' job performance. Additionally, there is a notable correlation between teamwork and teachers' job performance in secondary schools in Anambra State. The study recommended that school management should always apply justice when dealing with teachers as this encourages teachers to give their best in their jobs. Teachers should always consider teamwork as this makes their jobs easier.

Keywords: Organizational Justice, Teamwork, Teachers' Job Performance, Teachers

Introduction

One of the primary goals of every organization is to prioritize employee job performance. This is crucial not only in corporate settings but also in educational institutions such as schools, where teachers serve as the primary conduits of knowledge. According to Nkechi and Ebiem (2023), teachers across all educational levels form the cornerstone of quality education within society. They are essential figures in any educational system, as effective education relies heavily on well-trained and motivated teachers. Mwangi (2013) further emphasizes that teachers are the backbone of society, playing a pivotal role in nurturing students and carrying the responsibility of nation-building. Teachers go beyond the traditional role of delivering lessons; they also serve as mentors, motivators, and facilitators of learning, shaping the minds of the next generation. Given these multifaceted responsibilities, the importance of teachers' job performance cannot be overstated. Their performance is critical for the effective functioning of the education system and the overall development of students.

Job performance, as explained by Griffin (2012), refers to the execution and completion of tasks assigned to an individual. In the context of schools, a teacher's job performance encompasses the actions carried out in fulfilling responsibilities aligned with daily classroom objectives and broader educational goals. These responsibilities may include effectively covering the designated curriculum, regularly assessing and grading student work, managing classroom behavior, and preparing lesson plans, among other tasks. The evaluation of job performance hinges on its contribution to organizational effectiveness, as noted by Onukwube, Iyagba, and Fajana (2010). They suggest that job performance entails the behaviors and outcomes exhibited by employees that align with and support organizational objectives. Essentially, teachers' job performance reflects their ability to fulfill assigned duties and contribute meaningfully to achieving organizational goals.

The significant role that teachers hold in secondary schools highlights the critical necessity of organizational justice prevailing in various scenarios. This principle is crucial as it ensures fairness, transparency, and equity within the educational framework. Omenyi and Emengini (2021) emphasized the importance of treating teachers justly and fairly within school organizations to enable them to give their best effort towards achieving both school-specific and broader educational objectives. Dundar and Tabancali (2012) defined organizational justice as the fair application of rewards, punishments, rules, processes, communication, and interactions. Moreover, organizational justice extends to individuals' or groups' perceptions of the fairness of treatment, including resource allocations, received from an organization, and their subsequent reactions. Mohamed (2014) described organizational justice as employees' perception of fairness in workplace procedures, interactions, and outcomes, while Khan and Usman (2012) viewed it as people's perception of receiving equal treatment in their workplace.
Organizational justice ensures that teachers are treated equitably in terms of workload allocation, opportunities for advancement,

and access to professional development resources. This fosters trust, satisfaction, and motivation among educators, leading to enhanced job performance and better student outcomes. Dike, Anetoh, Obiezekwem, and Eboh (2021) argued that employees are motivated and committed when they feel their contributions are valued and fair rewards are given promptly. Akanbi and Ofoegbu (2013) suggested that fairness in organizational justice is crucial for ensuring employee commitment to tasks and responsibilities. Furthermore, organizational justice contributes to a positive school climate and culture by addressing grievances, resolving conflicts, and promoting inclusivity and diversity. This conducive environment inevitably fosters teamwork among teachers, creating a collaborative atmosphere that benefits both educators and students alike.

Teamwork, as described by Adisa, Suleiman, Ishola, and Muchilwa (2021), refers to the collaborative efforts of a group aimed at achieving a common goal or completing a task in the most effective and efficient manner possible. Sanyall and Hisam (2018) noted that teamwork contributes to the development of employees' skills and perspectives by facilitating the exchange of positive opinions, feedback, experiences, and viewpoints among members of an educational institution's team. This continuous exchange fosters ongoing improvement in individual employees' job performance. According to Phina, Arinze, Chidi, and Chukwuma (2018), teamwork involves individuals working cooperatively within a shared environment to achieve a common goal. This entails sharing knowledge, skills, and being adaptable enough to take on multiple roles as needed. Such collaboration optimizes manpower utilization and has the potential to enhance not only individual performance but also organizational effectiveness in the long run, as it amplifies output through collective effort. Essentially, teamwork cultivates a supportive and collaborative school environment characterized by continuous learning, mutual support, shared responsibility, and innovation. These elements work together synergistically to enhance teachers' job performance, leading to a more impactful educational experience for students.

In secondary schools in southeastern Nigeria, there appears to be a sense of organizational injustice among teachers. Omenyi and Emengini (2021) noted disparities in disciplinary actions taken against teachers for similar offenses in certain schools in the region. Additionally, there are perceptions of unfair treatment when comparing teachers' contributions to the outcomes they receive. This is exemplified by the comparatively low salaries and social status of teachers relative to the demands of their profession and other civil servants (Adesulu, Abayomi, Youdeowei, Ekwenuya, Iruoma & Enwere, 2015). As highlighted by Emenike and Nwogbo (2021), the perception of injustice among teachers can lead to distrust in school management, reduced productivity, inefficiency, and overall dissatisfaction. Furthermore, when teachers perceive injustice, it can impact their ability to collaborate effectively as a team, subsequently affecting their job performance in the long run. Given these circumstances, it becomes crucial to investigate the

relationship between principals' organizational justice, teamwork, and teachers' job performance in secondary schools in Anambra State. Understanding these dynamics can help address issues of fairness, trust, collaboration, and ultimately improve the overall educational environment and outcomes for both teachers and students.

Statement of the Problem

When teachers perceive unfair treatment regarding workload, resource allocation, promotions, or decision-making processes, their motivation and enthusiasm decline. This drop in morale can have adverse effects on their job performance, leading to disengagement, reduced productivity, and a lack of commitment to their duties. Perceived injustice also undermines trust among teachers and between teachers and school administration. This lack of trust impedes effective communication, collaboration, and teamwork among educators. Without a collaborative environment, teachers may struggle to work together cohesively, share best practices, or collectively address challenges, ultimately impacting school performance. Unfortunately, there is limited evidence to demonstrate the impact of the relationship between organizational justice and teamwork on teachers' job performance in schools, and this area has not received significant research attention. This is evident from the scarcity of empirical studies on the subject. Moreover, the commonly used independent variables in studies related to organizational justice or teamwork, such as job commitment and job satisfaction, have been limited in scope. These factors have prompted researchers to investigate the relationship between organizational justice and teamwork on teachers' job performance in secondary schools in Anambra State, Nigeria.

Research Questions

1. What is the relationship between organizational justice and teachers' job performance in secondary schools in Anambra State?
2. What is the relationship between organizational teamwork and teachers' job performance in secondary schools in Anambra State?

Hypotheses

1. There is no significant relationship between organizational justice and teachers' job performance in secondary schools in Anambra State
2. There is no significant relationship between organizational teamwork and teachers' job performance in secondary schools in Anambra State

Research Method

This study adopted correlational research design. This was carried out in 263 public secondary schools in Anambra State. The population of this study comprised 5,396 teachers (263 principals and 5,133 teachers) from the two hundred and sixty-three (263) public secondary schools in Anambra State. The sample size comprised 100% principals and 10% of teachers which is 263 principals and 513 teachers using proportionate sampling technique. The instruments used for the data collection were Organizational Justice Questionnaire (OJQ), Teamwork Questionnaire (TQ) and Teachers' Job Performance Questionnaire (TJPQ). The Organizational Justice Questionnaire (OJQ)

and Teamwork Questionnaire (TQ) had 10-tem statements each. Teachers' Job Performance Questionnaire had 18-item statements. All the questionnaires were structured on a four-point rating scale of Strongly Agree (SA) (4 points), Agree (A) (3 points), Disagree (D) (2 point) and Strongly Disagree (SD) (1 points). The reliability was determined by administering copies of the questionnaire to 20 teachers randomly selected from public secondary schools in Enugu State. Cronbach Alpha coefficient score was used to determine the reliability of the questionnaires. The organizational justice questionnaire yielded a Cronbach Alpha score of 0.81 while teamwork questionnaire yielded a Cronbach Alpha score of 0.83 and teachers' job performance yielded 0.87 score. These results indicated that the instruments were reliable and have high internal consistency. Direct method of data collection was used to collect data from the respondents. At the end, a total number of 257(97.7%) of principals and 409(79.7%) of teachers' copies of the questionnaire were returned. Pearson product moment correlation coefficient was used to analyse the research questions and simple linear regression analysis was used to test the hypotheses at 0.05 level of significance.

Presentation of Results

Research Question One: What is the relationship between organizational justice and teachers' job performance in secondary schools in Anambra State?

Table 1: Summary of Pearson product moment correlation on the relationship between organizational justice and teachers' job performance in secondary schools in Anambra State

Variables	N	Teachers' Job Performance	Organizational Justice	Remarks
Teachers' Job Performance	257	1.00	.888**	
				Very High Positive Relationship
Organizational Justice	409	.888**	1.00	

The summary result of the Pearson product-moment correlation coefficient on table 1 showed the relationship between organizational justice and teachers' job performance in secondary schools in Anambra State. The results indicated that the R-value was .888 which indicated that there is a very high positive relationship between organizational justice and teachers' job performance in secondary schools in Anambra State.

Research Question Two: What is the relationship between teamwork and teachers' job performance in secondary schools in Anambra State?

Table 2: Summary of Pearson product moment correlation on the relationship between teamwork and teachers' job performance in secondary schools in Anambra State

Variables	N	Teachers' Job Performance	Teamwork	Remarks
Teachers' Job Performance	257	1.00	.860**	
				Very High Positive Relationship
Teamwork	409	.860**	1.00	

The summary result of the Pearson product-moment correlation coefficient on table 2 showed the relationship between teamwork and teachers' job performance in secondary schools in Anambra State. The results indicated that the R-value was .860 which indicated that there is a very high positive relationship between teamwork and teachers' job performance in secondary schools in Anambra State.

Test of Hypothesis One: There is no significant relationship between organizational justice and teachers' job performance in secondary schools in Anambra State.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F-Value	Sign.
1	.888[a]	.789	.777	.41303	67.288	.000[b]

a. Predictors: (Constant), Organizational Justice

The analysis of test of hypothesis one showed that there is a significant relationship between organizational justice and teachers' job performance in secondary schools in Anambra State. The R-value is 0.888 and the p-value (0.00) is less than the 0.05 significant level. Thus, the null hypothesis was rejected and the alternative hypothesis was retained.

Test of Hypothesis Two: There is no significant relationship between teamwork and teachers' job performance in secondary schools in Anambra State.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F-Value	Sign.
1	.860[a]	.739	.725	.45926	50.984	.000[b]

a. Predictors: (Constant), Teamwork

The analysis of test of hypothesis one showed that there is significant relationship between teamwork and teachers' job performance in secondary schools in Anambra State. The R-value is 0.860 and the p-value (0.00) is less than the 0.05 significant level. Thus, the null hypothesis was rejected and the alternative hypothesis was retained.

Discussions of Findings

The study's results indicate a strong positive correlation between organizational justice and teachers' job performance, highlighting a significant relationship between the two factors. This finding aligns with previous research by Omenyi and Emengini (2021), who also noted a highly positive correlation between teachers' perceived organizational justice and their job performance in secondary schools. Additionally, the results are consistent with Piccolo, Greenbaum, Den Hartog, and Folger's (2010) findings, which suggest that leaders who value teachers highly positively influence their willingness to exert extra effort for the organization. Similarly, the study's findings are in agreement with Dike et al. (2021), who emphasized the significant impact of justice on employee performance.

Furthermore, the study reveals a strong positive relationship between teamwork and teachers' job performance, with the existing relationship being statistically significant. This finding is supported by Phina et al., (2018), who observed that high-performance teams thrive in organizations due to cooperation and unity among members. Akmalia, Siahaan, and Mesiono's (2020) research also underscores the importance of teamwork in achieving goals, leading to a more cohesive and effective team. Moreover, Johari, Abdul Wahat, and Zaremohzzabieh (2021) highlighted how teamwork enhances teachers' job performance by fostering collaborative innovation strategies, encouraging creativity, and implementing collaborative exercises in the classroom.

Conclusion

After analyzing the collected data and discussing the results, it was determined that there is a strong positive relationship between organizational justice and teachers' job performance. Additionally, there is a notable correlation between teamwork and teachers' job performance in secondary schools in Anambra State.

Recommendations

1. School management should always apply justice when dealing with teachers as this encourages teachers to give their best in their jobs.
2. Teachers should always consider teamwork as this makes their jobs easier.

REFERENCES

Adesulu, D., Abayomi, A., Youdeowei, T., Ekwenuya, G., Iruoma, K., & Enwere, C. (2015). Nigerian teacher: A poorly paid professional expected to deliver gold. *News comments Vanguard retrieved from http://www. Vanguardngr. com.*

Adisa, A. Y., Suleiman, Y., Ishola, M. A., & Muchilwa, E. H. (2021). Relationship between workplace behaviour and staff job performance in private secondary schools in Ilorin West local government, Kwara State, Nigeria. *Journal of Education in Black Sea Region*, *7*(1), 16-31.

Akanbi, P. A., & Ofoegbu, O. E. (2013). Influence of perception of organizational politics on job satisfaction among university

workers in Oyo Town, Nigeria. *European Journal of Business and Management*, *5*(2), 162-168.

Akmalia, R., Siahaan, A., & Mesiono, M. (2020). The Effect of Individual, Group and Team Work Behaviour toward Teacher Performance in Sman 3 Medan. *Journal Tarbiyah*, *27*(1).

Dike, G. N., Anetoh, J. C., Obiezekwem, C. J., & Eboh, S. O. (2021). Organisational Justice and Employee Performance of Government Owned Polytechnics in Anambra State of Nigeria. Journal of Business and African Economy, 7(1),

Dundar, T. and Tabancali, E. (2012). The relationship between organizational justice perceptions and job satisfaction levels, Procedia - *Social and Behavioral Sciences*, 46, 5777-5781.

Emenike, C. B., & Nwogbo, V. N. (2021). Teachers' perception of organizational justice as a correlate of their job commitment in secondary schools in Anambra State. *Unizik Journal of Educational Research and Policy Studies*, *3*, 89-100.

Griffin, R.W. (2012). Relationship between organizational climate and performance of teachers in public and private colleges of punjab. Unpublished Doctoral Dissertation. University institute of education and research, pirmehr Ali Shah, Arid Agriculture University Rawalpindi and University Rawalpindi.

Johari, A., Abdul Wahat, N. W., & Zaremohzzabieh, Z. (2021). Innovative work behavior among teachers in Malaysia: The effects of teamwork, principal support, and humor. *Asian Journal of University Education (AJUE)*, *7*(2), 72-84.

Khan, S. & Usman, H. (2012). Procedural justice and organizational performance. *Abasyn Journal of Social Science*, 4(1), 36-51.

Mohamed, S. A. (2014). The relationship between organizational justice and quality performance among healthcare workers: a pilot study. *The Scientific World Journal*, 2014:757425. Retrieved from https://www.hindawi.com/journals/tswj/2014/757425/

Mwangi, J.W. (2013). Effects of leadership styles on teachers' job performance and satisfaction: A case of public secondary school in Nakuru Country, Kenya, Unpublished M.Ed. thesis, Kenyatta University.

Nkechi, I., & Ebiem, P. O. (2023). Principals' Organizational Justice as Correlate of Teachers' Commitment in Public Secondary Schools in Anambra State. *Int'l Journal of Education Research and Scientific Development*, *2*(2), 14-14.

Omenyi, A. S., & Emengini, B. (2021). Teachers 'perceived organisational justice as a correlate of their job performance in secondary schools in South Eastern, Nigeria. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *4*(1), 83-92.

Onukwube, H. N., Iyabga, R., & Fajana, S. (2010). The influence of motivation on job performance of construction professionals in construction

companies in Nigeria, Construction, Building and Real Estate Research Conference of the Royal Institution of Chartered Surveyors, held at Dauphine University, Paris. (2-3 September, 2010).

Phina, O. N., Arinze, A. S., Chidi, F., & Chukwuma, D. (2018). The effect of teamwork on employee performance: A study of medium scale industries in Anambra State. *International Journal of Contemporary Applied Researches*, *5*(2), 174-194.

Sanyall, S. & Hisam, W.H. (2018). The impact of teamwork on work performance of employees: A study of faculty members in Dhofar University. *Journal of Business and Management*, 20(3), 15-22.