Impact of Perceived Sense of Fairness on Teachers' Work Performance in Large Government Schools in the City of Male'

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1.1 BACKGROUND

<u>The Maldives:</u> The Maldive Islands, officially the Republic of Maldives, is an island nation consisting of a group of atolls in the Indian Ocean. The Maldives is located south of India's Lakshadweep islands, and about 700 kilometres south-west of Sri Lanka. Geographically, there are 22 natural atolls; a few islands each representing an atoll. For administrative purposes, it is distributed as 20 atolls. The Maldives has a flat territory of 1,192 islands out of which two hundred islands are inhabited. Maldives has a population of 298,968 (Population & Housing Census, 2006) and the projected population at the end of 2007 is 300,000. It is the smallest Asian country in population which is the smallest predominantly Muslim nation in the world.

<u>Male':</u> is a single island which is the capital city of the Republic of Maldives. This has a very high density as one-third of the total population lives in this island. In city of Male', there are four large government secondary schools that people consider the best secondary education providers in the Maldives.

<u>History</u>: Early history has enough evidence that children aged three and above in the Maldives were educated in "Makthab Classes[1]". During which the children learn simple arithmetic, Dhivehi (the Maldivian Language) and little Arabic, and learnt to recite the *Qur'an*. These classes merely exist today. The modern education has established and has

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[1] Wikipedia: "Makthab" class generally means single large room or the shelter of tree used in teaching children during ancient time.

become more pervasive for the people due to expanding interactions with the rest of the world.

Secondary Education: There was a population explosion during 80's and early 90's which created an alarming demand for expansion of the secondary education across the nation (*Developing Education Master Plan 2006 - 2015*). The first modern educational school developed in the Maldives is Majeediyya School which is a public secondary school established in year 1927. Initially, it was co-educational but later formed a school for girls named Ameeniya School in 1944.

The formal schooling was concentrated in the city of Male' until 1978, but later the government put up a primary school in every Maldive island with the international financial assistance. On achievement of primary education targets, expansion of secondary and higher secondary education were paid more importance from the year 2000 onwards. Secondary education is a rapidly growing sector in the Maldives now. There are secondary schools in every atoll and are equipped with modern educational technologies.

1.2 ORGANISATIONAL JUSTICE BACKGROUND

Organisational justice is a multidimensional construct. Theorists have argued that justice is anything from a single dimension to four dimensions (Colquitt, Greenberg & Zapata-Phelan, 2005). The concept "justice" came into existence in the human resources management due to increasing concerns about the fairness of resource distributions such as pay, rewards, promotions and the outcome related dispute resolutions. The distributive justice theory grew and focused on the subjective aspect involved in equity and other allocation norms, from 1949 to 1976 (Colquitt, et al., 2005). This was the era in which Adams (1963) introduced equity theory. Later in 1976, Leventhal introduced distributive justice not just in terms of equity, but including equality and need. The issue of organisational justice expanded after

1975 due to the invention of procedural justice by Thibaut and Walker. In the late 1970s, procedural justice had the momentum in the research spectrum.

Distributive Justice: The employees' perception of the reward experience refers to distributive justice. The fairness perceptions of human resources management practices are considered in this dimension of organisational justice. This concept of distributive justice is originally derived from (Adams, 1963) equity theory reporting that individuals compare their own rewards to their own output and with the output and rewards of similar others.

Procedural Justice: This is employees' perceptions of formal procedures used to determine employee rewards. Leventhal (1976; 1980), explains this as consistency, bias suppression, accuracy, correctability and ethicality. When making decisions the managers must know their personal biases that could impact the end results. Procedures should be perceived as accurate. In this dimension of justice perception, correctability means the existence of an appealing mechanism to challenge alleged mistakes in the procedural decisions. Ethicality is the prevalence of the ethical norms to which decisions are based upon.

1.3 STATEMENT OF THE PROBLEM

Teaching performance or the teacher performance is among the most important issues in the education sector. Performance is also a common concern by all organisations in various sectors. There are several factors that may affect the performance. Organisational justice is among one of them. Identifying the factors contributing to justice perceptions in an organisational context could provide additional insight into the issue of fairness and its implications on performance. A large amount of efforts has been put in search of finding out the causes by the researchers around the world. Although a great deal of research has addressed the issue of fairness, a little or no empirical research has been conducted to examine the impact of fairness, organisational commitment, and employee competence on

individual's performance especially in government schools in the Maldives. When employees react to the way they are treated at work, their intentions and motivation cannot be understood by the administrators. Therefore, there are many "could be" questions with regard to human resources management in most of the schools.

Supervisory-type surveys namely the "whole school supervision programmes" conducted by the Supervision and Quality Improvement Section of Ministry of Education shows an issue of sense of fairness as an element to be addressed at policy level. In these supervisions, much of the attention is paid on the availability and utilisation of physical resources. In addition, these observations are reported in aggregates of the whole school. The element of equity or inequity concerning the teachers is not identified separately. Therefore, the impact of justice implications on their work performance needs to be studied.

There has been an observable degree of unhappiness among the teachers with regard to their pay, *Haveeru Online News[2]*. In order to understand the issue more fully, the researcher conducted an in-depth interview with one supervisor from each of the three schools under consideration for this study. The common grievances discovered are dissatisfaction with work distribution, professional development opportunities, and administration of monetary benefits, resource allocation and the authority given to teachers in classroom management matters.

A random sample of seven teachers from the largest three schools interviewed has revealed that the management takes some of their valuable suggestions just for grant. As according to the interviewees, favouritism takes place quite often in providing printing facilities and in the work distribution among the same level teachers. This kind of exercises can be attributed to organisational injustice. Therefore, this research attempts to measure the impact of perceived

[2] Haveeru Online (2008): The teachers strike. The strike was organised on the 1st July 2008 by the Teachers Association having reported that a large number of teachers was absent for their sessions. Due to this, many schools were out of session. Retrieved 5 July, 2008 from http://www.haveeru.com.mv

sense of fairness on teachers' work performance in large government schools in the city of Male'.

1.4 JUSTIFICATION OF THE STUDY

Public secondary schools are simply organisations and they are education providers who make large contributions to the nation. The country largely relies on the output of such education providers. In schools, teachers educate children; build next generation and develop future workforce. Therefore, teachers' commitment to work performance is so vital that it has an impact on the national economic framework, social harmony and development. Schooling at different levels is crucial that it moulds our children into potentially competent workers prepared to face the diverse challenges of the fast moving world. The teachers train the children, widen their knowledge, expand their thinking paradigms, inculcate disciplines in them, and develop those needed competencies.

When teachers perceive they are treated unfairly they may reduce the amount of efforts they deploy. For instance, their superiors exercising favouritism or two teachers doing the same amount of work but rewarded differently. When they perceive unfairness like this they get frustrated to work in that school. They tempt to worry about why the school is treating them that way. Finally, these teachers tend to reduce their commitment to the school. Those teachers who are committed to their school demonstrate acceptance of values, tasks, and working manners. Hence, these teachers know the values when preparing their lessons and when doing all their works.

If there is a fairness issue among teachers it should not be left for further deteriorations. The authorities should attempt to resolve them as soon as possible. Quality education means building people for the nation. Potentially skilled workers are vital to the nation as well as

individual organisations. This motivated the researcher to study the impact of perceived sense of fairness on work performance.

1.5 RESEARCH OBJECTIVES

1. To understand the secondary level teachers' perceived sense of fairness in large government secondary schools in the city of Male'.

2. To assess the impact of perceived sense of fairness on the current behaviour of secondary level teachers in the city of Male'.

3. To make recommendations to improve sense of perceived fairness among the secondary level teachers in large government secondary schools in the city of Male'.

1.6 SIGNIFICANCE OF THE PROBLEM

Research on the role of fairness in organisations has the potentiality to broaden the existing knowledge of the actors involved. These main actors are employees and in schools, they are mainly teachers. Jones and Moore (1995) reveal that traditional research methodologies are inadequate when applied to a social practice such as teaching.

There has been very little or no research conducted yet in the Maldivian context on fairness measures, especially in the education sector. This study could be very useful for educational administrative authorities, policy makers, administrators, employees and other organisations in improving human resources management. Those basic fairness measures namely, distributive justice and procedural justice findings could bring out to understand the causal relationship between the people and the organisation. This could contribute to improve the whole school system, the organisational culture, human resources environment and therefore

employee commitment. This research work could be useful particularly for the Ministry of Education of Maldives in developing plans for improving educational outcomes through fair ways and means.

This study could also provide good insights to other organisations in terms of human resources management and organisational behaviour especially in terms of justice measures and its impact on employee work performance. Today, large organisations are in realisation of the criticality of people in their organisations. This type of empirical study could provide contextual evidences for the degree of impact of sense of fairness on organisations and on its employees. Therefore, human resource managers may broaden their understanding about implementing the newest human resources management practices effectively in their respective organizations.

1.7 RESEARCH SCOPE

This study focuses on the largest three government secondary schools in the city of Male' in terms of employment and student enrolment.

Table 1: *Employment and Enrolment Statistics[3]*

	Name of the School	Employment (Teachers)	Enrolment
1	Ameeniya School	180	2603
2	Majeedhiyya School	122	1228
3	Dharumavantha School	97	1285

Source: Educational Statistics 2006 & 2007.

The research was carried out in these three schools using a predesigned questionnaire filled by the secondary level teachers working for these schools. Apart from teachers, school heads

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[3] Educational Statistics 2007/MOE provides a full range of statistics on both government and private schools in the Maldives. The Statistics Department of the Ministry of Education publishes Statistical Year Book updated annually. The employment, student enrolment and availability of physical facilities are provided in details with analysis.

and selective number of officials from the Ministry of Education were interviewed for triangulation of information that was gathered for this study. The research, therefore, covers perceived fairness impact on teachers' work performance.

1.7 THE ORGANISATION OF THE DISSERTATION

Chapter 1

This is an introductory chapter which presents the background discussions on the study. This chapter provides an overview on the place where the research was carried out. The research objectives, problem statement, justification and significance, background to distributive and procedural justice, and the research scope are presented in this chapter.

Chapter 2

This chapter presents the literature survey carried out on the previous research works done on perceived sense of fairness, employee commitment and competence, and work performance. Related theories and models have been identified and critically evaluated in order to conceptualise the variables concerning this study.

Chapter 3

This chapter presents the research design developed for this study. Subsequently, this unit provides the research question, the conceptual model, operationalisation of variables and hypotheses. This section also covers survey sample, sources of data, research instruments and statistical methods used for analysing data.

Chapter 4

This chapter presents analyses of the data collected. This includes the presentation of demographic information as well as hypotheses testing.

Chapter 5

This chapter presents conclusions and discussions of the results of the data analysed. Conclusions are discussed comprehensively. Subsequently, recommendations are provided that could fix the problem.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

In today's context of organisational behaviour and human resources management, fairness or justice has become extremely important in motivating people for better work performance. The story of perceived sense of fairness had come into management literature a long time ago and the importance is on the increase. As a result, there are several literatures available on perceived sense of equity especially researches carried out over the last few years. This shows how human resource management has been evolved over the time. Today, human resources management function is considered to be a strategic partner especially in large organisations.

This chapter reviews the literature relevant to the development of the conceptual model to be tested in the study. This literature review in the field of organizational justice provides an explanation of the different dimensions of the concept. This chapter not only provides the theoretical and empirical background of this study, but also offers a framework that explains the impact of employee's perceived sense of fairness of performance at workplace. In addition, this review describes the relationships between justice and attitudes to work, and the moderating influence on the level of competence. Further emphasis is given on the impact of organizational justice perceptions on employees' attitudinal and behavioural outcomes.

2.2 PERCEIVED SENSE OF FAIRNESS (PSF)

Justice as a fundamental social value motivates people. The terms "justice", "fairness", and "equity" are used interchangeably in the literature (Adams, 1963 & Leventhal, 1980).

(1) Mikula[4] (cited in Tata, 2000, p.262);

"Justice has been defined in terms of conceptions of what ought to be, actions that correspond to standards, and outcomes that match entitlements".

(2) Tang & Sarsfield-Baldwin[5] (1996, p.25);

"Fairness refers to the degree to which procedures and outcomes are perceived as just, consistent, or appropriate".

This research supports the second way of defining fairness after adding the interactional dimension of fairness like this;

Fairness is the degree to which procedures, outcomes and interactions are perceived as just, consistent, meaningful or appropriate.

Over the years, organizational justice has been researched extensively in social psychology (Blakely, Andrews & Moorman, 2005; Trevino & Weaver, 2001). According to (Cohen-Charash & Spector, 2001), perceptions justice constitute an important heuristic in the organizational decision-making, as job satisfaction, turnover, leadership, organizational citizenship, organizational commitment, trust, customer satisfaction, job performance, employee theft, role breadth, alienation, and leader-member exchange are closely related to

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[4] Mikula, G. (1986). The experience of injustice: toward a better understanding of its phenomenology. In H.W. Bierhoff, R.L. Cohen, & J. Greenberg, (Eds.), Justice in social relations, New York, Plenum Press. The author describes injustice in terms of the experiences on this paper.

[5] Tang, T.L.P., & Sarsfield-Baldwin, L.J. (1996). Distributive and Procedural Justice as related to satisfaction and commitment. S.A.M. Advanced Management Journal, 61, 25-31.

these researches. Organizational justice attempts to describe people's experiences in organizations in terms of fairness. The issue of fairness has been a significant theme of study from ancient times until the present. Fairness is by far the most challenging aspect in the organisational procedures. Therefore, it has been always difficult to define the concept of fairness as it is not a psychometric property and cannot be statistically or objectively determined (Cascio, 1998). People's perceptions of fairness and justice are largely based on their norms and values (Cascio, 1998; Greenberg, 2001; Hyusamen, 1995; Potgieter & Van der Merwe, 2002). On the other hand, what people believe to be fair depends on their repeated exposure to specific standards plus the instilled expectations to form the basis of fairness measurements. If their attitudes comply with these specific expectations it is considered fair and just, despite, if it was violated it is considered unfairness and injustice (Beugre, 2005; Greenberg, 2001). According to (Cropanzano et al., 2005), the perception of a fair outcome should not be confused with a favourable outcome. Because a favourable outcome is in the individual's best interests and a fair outcome is also consistent with their moral standards and norms. Many previous researches done on this issue were done from a narrow focus of how to realize justice in the overall society. Recently, the issue of fairness in human resource management in industrial fields has become controversial. There do not seem to have plenty of systematic studies on the matters concerning what is fair. However, the literature on organisational justice often focuses on perceived sense of fairness of the employees in organisations as according to Greenberg, 1987. There are several seminal works that had been done on organisational justice and fairness in organisations. Over the period of time, some useful theories have been developed to understand different aspects of fairness.

Greenberg (1990) reported that unlike in recent context of organisational justice studies early social justice theories were derived to test principles of justice in general social interactions. Therefore, these theories have experienced partial success when it is used to explain various

forms of organizational behaviours. Over the time, conceptual models have been developed including variables and issues that are relevant to organisational functions. However, researchers have conducted researches to explain and to describe the significance of fairness in the workplace (Greenberg, 1987). Fairness in most cases is taken into account and is judged by the people in a quite simple manner. Sheppard, Lewicki, and Minton (1992) presented two general principles to judge the justice of a decision, procedure, or action. Firstly, justice requires a judgment of balance, which requires one to compare a given decision against other similar decisions in similar situations. These comparisons of balance are made by evaluation of outcomes of two or more people. This also equates those outcomes to the value of the inputs they provide to their organizations. Secondly, decisions, procedures or actions should be evaluated on the basis of the principle of correctness. Correctness is defined in terms of the quality which makes the decision relevant & accurate in context.

Herzberg's model explains independent consequences as procedural justice in relation to system satisfaction and distributive justice in relation to outcome satisfaction. McFarlin and Sweeney (1992) also have expressed the same argument in a different form. Distributive justice focuses on personal outcomes; on the other hand, procedural justice is explained in relation to organisational outcomes. In terms of HR practices, procedural justice is a better predictor than distributive justice. There have been some research papers on this matter emphasizing on the significance of the fact that procedural equity needs to be maintained to make people satisfied with the organisation. For example, Fryxell and Gorden (1989) had researched grievance systems in organisations and they found that procedural justice as a better predictor of employees' satisfaction than distributive justice.

Generally, organizational justice focuses on two main issues: employees' responses to the outcomes and how they obtain these outcomes (Cropanzano & Greenberg, 1997). In other words, organizational justice advocates have identified different conceptualizations of justice that deal with the content of fairness, which is distributive justice, and those that focus on the process of fairness, which is procedural justice (Greenberg, 1990). Several researches have historically emphasized on the distribution of monetary benefits and other work-related rewards as according to equity theory (Greenberg, 1987). This explains how employees react to the nature of distribution of organizational rewards in which the procedure is ignored. Due to the fact that the research focus has recently shifted from distributive justice to procedural justice (Greenberg, 1990). Indeed, procedures used to determine outcomes can be more important than an actual outcome itself (Folger & Greenberg, 1985; Folger & Martin, 1986; Martin & Bennett, 1996; Martin & Nagao, 1989). Reactions to injustice are categorized as person- or system-referenced (e.g., Colquitt et al., 2001; Greenberg 1990; Lind & Tyler, 1988). In fact, recent justice conceptualizations treat outcomes as person-referenced and procedures as system-referenced (Greenberg, 1990). There have been several empirical studies conducted to investigate the predictive roles of justice on organizational outcomes. These results suggest that justice may be predictive of different attitudes (Greenberg, 1990). Although individuals' reactions may differ depending on the extent to which they focus on outcomes to individuals' perceived organizational fairness (Schminke, Ambrose, & Noel, 1997).

Johansson et al. (2007) two experiments on resource allocation decision suggest that fairness impacts negatively on the efficient outcomes of resource allocation decisions, counteracting preservation of the resource. This study proves that a higher use of resource is found when fairness is low than when it is high. Evelien's (2007) study on trust and fairness found that trust and fairness become important when a drastic change in the context of relationship

occurs. When we cannot foresee the future in a relationship, an important element of trust is the expectation held by one partner that the other will treat justly and fairly.

2.3 TAXONOMY OF JUSTICE CLASSES

People's evaluation of fairness appears to be subject to two distinct determinants as structural determinants and social determinants. The difference between structural and social determinants is based on their immediate emphasis on just action.

In case of structural determinants, justice focuses on the patterns of resource allocation and procedures to be fair under organizational concerns such as performance (Greenberg, 1986), employee compensation (Miceli & Lane, 1991), and managerial conflict resolution (Karambayya & Brett, 1989). On the other hand, the social determinant of justice focuses on individual's treatment. Greenberg (1993) proposed a taxonomy that categorizes to clarify the role of social factors in the conceptualization of justice. This taxonomy is proposed to highlight the difference between the structural and social determinants of justice by placing these determinants as either distributive or procedural justice. These are classes created combining categories of justice with focal determinants of justice and fairness.

Table 2: *Taxonomy of Justice Classes[6]*

Focal Determinant	Procedural Justice	Distributive Justice
Structural	Systematic Justice	Configural Justice
Social	Informational Justice	Interpersonal Justice

Source: *Greenberg (1993).*

Here, as according to Greenberg (1993), configural justice refers to the type of distributive justice that is obtained through structural ways and means. For example, reward allocations

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[6] Classes were originally developed and presented by Greenberg, J. (1987) on "taxonomy of organizational justice theories". *Academy of Management Review*, 12(1), 9-22.

and distributions may be structured in such a way to match with the influences of equity and equality (Leventhal, 1976; Deutsch, 1975). In the same line, Greenberg and Cohen (1982) stated that the distribution should match to have a desire to achieve some instrumental goals such as conflict resolution and productivity. In contrast, interpersonal justice is about the social aspects of distributive justice. Systematic and informational justice is procedural measures in the distribution systems. Systematic justice is its structural aspect where informational justice is its social aspect. There is another way of looking at perceived fairness proposed by Gilliland et al. (1998) that categorises fairness in terms of procedural, interpersonal and outcome fairness.

- Procedural fairness described as the appropriateness of decision process. The determinants identified are for example, the opportunity to participate, consistency of treatment and consideration, job relevance and lack of bias.

- Interpersonal fairness described as the effectiveness of interpersonal treatment and communication, for example, honest and ethical statement, timely and thorough communication and feedback.

- Outcome fairness described as the appropriateness of the decision and outcomes associated with the decision, for example, outcomes that are anticipated or consistent with the expectations.

2.4 DISTRIBUTIVE JUSTICE (DJ) THEORIES

This section presents the theories reviewed in this research to understand distributive justice dimension of organisational justice.

2.4.1 EQUITY THEORY

Adam's (1965) Equity Theory[7] is a widely used theory on organisational distributive justice in very practical contexts. The key preposition of the theory states that when individuals work for an organisation, they present some inputs such as ability, effort and performance. Therefore, Adam has expressed it as a ratio of outcomes to inputs. In order to see the fairness, individuals compare their ratio with similar other such as co-workers. The major two components of the theory are the determinants of perceived equity and the methods to restore inequity.

Equity Theory focuses on the outcome of a decision. This means that it is based on the fairness of ends to be achieved. Therefore, the theory mainly makes predictions on how people react to outcomes and resource allocation decisions.

Greenberg (2001) had found out a criterion on outcome distribution as an important perspective to look into when it comes to fairness in organisational distributive measures. The Equity theory advocates use equity rules especially in relation to reward allocation and distribution decisions. On the other hand, the principle of equality suggests ways to distribute outcomes equally among individuals. Therefore, equity and equality are different in its meaning. The next criterion is the need which will vary widely among individuals. The same idea was explained by Deutsch back in 1975.

Equity Theory advocates claim that the people are motivated to avoid tension while comparing the individual's outcome with similar other. Also, equity theory apparently shows that equity among individuals matters in employee motivation for work. Nevertheless, it does not describe the other three components of perceived fairness as highlighted above. This is the dimension of equity theory that explains fairness perceptions in the workplace.

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[7] Equity Theory was a good attempt in the research history on justice matters. In this, distributed justice was measured from the workplace. This is limited to just one aspect of fairness. **Source**: Adams, J. (1963). Toward an understanding of inequity. *Journal of Abnormal and Social Psychology*, 67, 422-436.

2.4.2 RELATIVE DEPRIVATION THEORY

Crosby et al., (1986, p. 268) described it as "the Theory of Relative Deprivation[8] states that deprivations are experienced relative to a social standard rather than simply as a function of a person's objective conditions". This view describes the impact of social standards to the justice perceptions of the people. In this way, there are several factors that make the issue of fairness more complex. In support of the view expressed by Crospy et al., Reis (1986) added value to this as "relative deprivation may or may not be justified" and further insisted that it "supports the contention that the desire for justice and the desire for specific outcomes are conceptually distinct". The relative deprivation theory states that the feelings of injustice prevail when the rewards distribution induces unfavourable comparisons. In this regard, Martin (1986) argues that feelings of deprivation are generally caused by unexpected injustice. People feel deprived when they are treated unfairly. Finally, they tempt to withdraw themselves from their work.

2.4.3 JUSTICE JUDGMENT MODEL

Distributive justice focuses on individual's outcomes. Initially, Adam (1965) came up with this argument in his equity theory. Later, another body of research emerged that focuses on the allocation of outcomes among different recipients. Leventhal (1976) considered distributive justice from the perspective of individual's making allocation decisions. Leventhal (1976) came up with a critique of equity theory and developed Justice Judgment Model[9] to explain perceptions of justice. In equity theory, fairness is measured only in the rewards contributions. This means that equity theory recognizes the relevance of only one

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[8] Crosby, F., Burris, L., Censor, C., & Mackethan, E.R. (1986.). Two rotten apples spoil the justice barrel. In H.W. Bierhoff, R.L. Cohen, & J. Greenberg (Eds.), Justice in Social Relations (pp.267-281). New York: Plenum Press.
[9] Leventhal, G. (1976). The distribution of rewards and resources in groups and organizations. In L. Berkowitz & E. Walster (Eds.), Advances in experimental social psychology (Vol. 9, pp. 91-131). New York: Academic Press.

justice rule, which is the contributions rule. In contrast, Leventhal (1976) pointed the importance of various allocation norms that identify the criteria by which the distribution of outcomes are defined in terms of justice. In this, a justice rule is the belief that outcomes distributions should be in accordance with certain criteria. Leventhal's (1976) justice judgement model delivers a more proactive approach than does equity theory.

Primarily, three distributive justice rules are there that delivers a multi perspective approach. The rules are; the contribution rule, the equality rule, and the needs rule. Over the time, distributive justice research has provided potential insights into the organizational processes derived from reactive and proactive approaches. But still there are gaps to answer the questions raised about justice regarding organizational environment in which concerns about fairness are more process-oriented, today. According to Greenberg (1987), the result is that questions still remain about the way organizational rewards influence reactions to them. However, decisions are made as opposed to what those decisions are primary concern in organizational justice studies (Folger & Greenberg, 1983; Greenberg & Folger, 1985). As a result, research focus has moved to pay more attention on procedural justice measures.

2.4.4 REFERENT COGENT THEORY

Folger's (1986) Referent Cognitions Theory[10] is an expansion upon equity theory's attempts to evaluate reactions to inequitable work outcomes. The theory distinguishes between high and low referent outcomes and high and low likelihood subjects. Referent cognitions might include internal, non-social standards of comparison that was previously experienced and the expectations, and the imagined alternatives. It focuses on two types of reactions: resentment reactions and reactions to dissatisfaction or satisfaction (Greenberg, 1990). According to Folger, people perform three mental simulations involving referent cognitions; referent

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[10] Folger, R. (1986). Re-thinking equity theory: A referent cognitions mode. In H. W. Bierhoff, R. L. Cohen & J. Greenberg (Eds.), Justice in social relations. (p.145-162). New York: Plenum.

cognitions are alternative and imaginable circumstances that differ from one's actual circumstances.

2.5 PROCEDURAL JUSTICE (PJ) THEORIES

The issue of organizational justice expanded after 1975 due to the invention of procedural justice by Thibaut and Walker which took root in the late 1970s. Apart from distributive justice, employees pay a lot more attention to the equity and fairness of procedures - distributed outcomes which means employees attempt to evaluate why and how regarding outcome decisions. Procedures have been defined as a series of ordered steps that are carried out to allocate a resource (Cropanzano & Byrne, 2001). On the basis of this, procedural justice can be defined as the fairness of the procedures used to implement an outcome. Procedural justice focuses on the decision-maker and how he or she implements a procedure. For example, if an organization uses a pay-for-performance reward system, procedural justice would relate to whether they perceived that managers allocated rewards appropriately in consistent with this system.

Procedural justice matters as it shows to be a consistent predictor of employees' reactions to their organization and to their managers – both in a positive and a negative sense. There are several studies on procedural justice, and more specifically interactional justice as a predictor of a wide range of organizational citizenship behaviours. These behaviours are important at service counters to respond to unpredictable customer requests. There is enough research evidence that fair treatment of employees has a direct impact on customer satisfaction level. Procedural justice is an event-based measure, which focuses on the fairness of the procedures in specific situations. This provides to suggest that perceptions of procedural justice are subject to individuals' experience of the procedure during the process of implementation, and these perceptions may change depending on the circumstances. Skarliki and Folger (1997)

had investigated the interactions between different components of perceived fairness in organisations. The impact of inequity had shown a high degree of retaliations in organisations. Some of the unproductive behaviours identified include, taking supplies home, wasting out company resources, calling in sick when not ill, failing to provide information, and taking extended break time, dealing with too many personal matters while at work, disobeying the immediate superiors and so forth. This study had highlighted the importance of maintaining equity in relation to procedures in the process of decision making. It had also found that the relationship between unfair outcomes and retaliation is significant when people perceive there to be low level of procedural and interactional justice.

Folger and Cropanzano (1998) had identified several adverse consequences of perceived unfairness in relation to selection procedures. So, unfair selection has a lot of negative impacts such as poorer attitudes towards organisation, declined likelihood of a job offer plus poor subsequent job performance. Similarly, Grover (1991) had studied a primary consideration in evaluating fairness in the distribution of resources as a relationship between employees with those resources. However, this does not discuss about interpersonal and informational equity in the distribution of resource materials in a school situation. Also, Maldivian context of resource allocation and distribution in public secondary schools is very different when it is compared with several other countries as according to many of the research papers being reviewed in this section.

2.5.1 UNCERNTAINTY MANAGEMENT THEORY AND RELATIONAL THEORY

Uncertainty Management Theory[11] (Van den Bos, 2001) indicates that people prefer high procedural fairness because it addresses their concerns about being exploited by decision

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[11] Van den Bos, K. (2001). Uncertainty Management: The influence of uncertainty salience on reactions to perceived procedural fairness. Journal of Personality and Social Psychology, p. 931-941.

making authorities. Similarly, relational theory (Lind & Tyler, 1988; Tyler et al., 1996) argues that people react more favourably to higher procedural fairness as fair treatment leads them highly regarded by enacting parties. In addition, relational theory (Lind & Tyler, 1992) indicates that procedural fairness could impact more or less positively based on their level of self-esteem and other self-related motives for work. On the other hand, they have also found that people may not respond to procedural fairness in the same way they may respond to self-evaluative implications due to instrumental reasons which was also suggested by Thibaut and Walker back in 1975.

2.5.2 THE SELF-INTEREST MODEL

Lind and Tyler (1988) have brought two models into literature that describes how procedural justice effects occur. These models are classified based on whether antecedents of justice appeal to the personal interests of the individuals or it appeals to aspects of the interactional interest of individuals. The interactional aspect focuses on the group values, which is Thibaut and Walker's Self-interest Model[12]. Leventhal (1980) also explained this model in their proposed theories of procedural justice. The other model is about group identification processes that procedural justice is the central cognition in the group perceptions (Lind & Tyler, 1988). Researchers have deployed immense efforts to explain the effects of procedural justice rather than just the applicability of these models and theories. These works have provided important reasons for justice perceptions of employees in the organisational context in the available literature on organisational justice.

2.5.3 THE GROUP-VALUE MODEL

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[12] Thibat, J. W. & Walker, L.(1975). Procedural Justice: A Psychological Analysis. Mahwah: Erlbaum.

Lind and Tyler (1988; Lind, 1995) supplement the self-interest model with the model known as Group-Value Model[13]. In support this argument, Brewer and Kramer (1986) insisted that people are strongly affected by identification with groups although this identification is commonly circumstantial (Kramer & Brewer, 1984). Lind and Tyler in 1988, further enhanced this argument stating that people in groups are more likely to put aside their own self-interest to act in a way that helps all group members. The group-value model assumes that people are concerned about their long-term sociability with third parties and view their relationship to be long-term. Thus, the group-value model proposes three non-control issues that affect procedural justice judgments: (a) the neutrality, (b) trust, and (c) sociability.

2.6 BACKGROUND ON ATTITUDE TO WORK

Most commonly, work is a context to which people devote most of their identity as according to Hulin(2002). Therefore, a workplace could be a forum for expression of different behaviours that have an impact on individuals, organisations as well as the society. Different people have different set of attitudes towards different works at different times. Encarta (2006) Dictionary Tool interprets attitude as a personal view of something: an opinion or general feeling about something. Fishbein and Ajzen(1980) defined it as the position on a bipolar affective or evaluative dimension. Rasinksi, 1988 (cited in Fishbein & Ajzen, 1980) defined attitudes as networks of interrelated beliefs that reside in long-term memory and are activated when the attitude object or issue is encountered. Baron and Byrne (1984) define attitudes as relatively lasting clusters of feelings, beliefs, and behaviour tendencies directed towards specific persons, ideas, objects or groups. Spooncer (1992) has graphically shown attitude components and it is generally accepted that attitudes are composed of three components. They are affective (feelings) component, cognitive (beliefs) component and the behavioural (actual actions) component.

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[13] Lind, E. & Tyler, T. (1988). The social psychology of procedural justice. New York: Plenum Press.

Byrne and Cropanzano (2000) had found out that procedural justice and interactional justice predict attitudes and behaviour of the employees towards the organisation. The level of commitment to the organisation; organisational citizenship largely varies as according to the sense of equity and fairness among the people. However, the dynamic within individual nature of interpersonal justice and work satisfaction need more explanations through research. Because, for example, work events itself are in association with attitudes to work such as job satisfaction, and they change over time. Similarly, it is often noticed that the daily occurrences of injustice measures will impact on individual's satisfaction from their work. Therefore, it is obviously important that future researches should capitalize on the opportunities for integrating theory on personality traits with situational explanations in measuring individual variability in relation to perceptions, attitudes, and behaviour at works. An examination of the relative effects of perceived sense of fairness, employee level of competence, and other justice related factors on employee attitudes and behaviour is needed. However, some very useful researches have also been carried out in relation to these areas.

According to (Colquitt et al., 2001), in a meta-analysis summarizing 25 years of organisational justice research have revealed that employee justice perceptions were related to different work attitudes and behaviours. On the other hand, when considering the research that has been done in this area, it is striking that the potential effects of justice measures on employee work attitudes and behaviour have received a limited attention, despite the fact that many employers try out for a very individualized means to achieve productive employees who are willing to exert themselves for the benefit of their respective organisations (Pfeffer, 1997). This research would focus on available recent researches in this area considering all possible means and limitations.

With reference to a research carried out by Dae-hyok Youn (2007), justice perception of employees has discovered a close relationship with employee attitudes to work. The research was based on two prominent theoretical models, the self-interests model and the group value model. Factors under consideration were neutrality, consistency, accuracy, ethicality, credibility, and reciprocity in the processes of making HRM decisions. All nine factors suggested by the two models were adopted for this study as major determinants of both distributive and procedural justice. The second part of the study was related to the moderating effects of individual differences on the relationship between the SIM and GVM variables and perceived distributive and procedural justice in organisational contexts. The final part dealt with the consequences of perceived organisational justice, specifically job-related attitudes and organisational climate. Job-related attitudes identified were job satisfaction, job motivation, and organisational climate, i.e., the willingness to make contributions, identification with organisation. This research work contributed a good means to literature regarding attitudinal behaviours at work.

There are lot of factors influencing the fairness cognition of individual job attitudes. The level of motivation, job satisfaction and job commitment are identified as the major factors that increase or decrease desire to work better. Faith is another important factor as it has a role to play in individual internal control (Rotter, 1996). It was categorized that one who lack control as externalist and those who have faith in believing that life is controllable as internalist.

There are ways to measure attitudes such as conducting surveys on focus groups, interviewing employees, or carrying out employee surveys. It is generally accepted that employee attitude survey as the most effective method to measure employee attitudes. In order to influence employee attitudes, understanding of some of the research already

discussed is important. Similarly, knowledge of key conditions or considerations for analyzing employee survey results is essential for taking appropriate measures to improve employee attitudes.

In the research literature, the two most widely accepted employee attitude survey measures are the Job Descriptive Index (Smith, Kendall, & Hulin, 1969) and the Minnesota Satisfaction Questionnaire (Weiss, Dawis, England, & Lofquist, 1967). This assesses satisfaction with five different job areas: pay, promotion, co-workers, supervision, and the work itself. It is very reliable and has impressive research evidence. MSQ has the advantage of versatility in which long and short forms are available, as well as faceted and overall measures. Research on employee attitude measurement is a key contribution of the field of psychology. Today, organizations need more from HR than someone to administer the tactical aspects of an employee survey and to check that managers are holding feedback discussions to develop action plans.

2.7 COMMITMENT

Commitment has been a research focus for quite long period of time. When the human factor was introduced in the management literature, researchers put a lot of efforts to study the impact of commitment on organisational competitiveness. There are different targets that individuals may get committed as to the organization, top management, supervisors, or the work group. In the history, (Porter et al., 1974) studied employees' commitment to their own employers, which is referred to as organizational commitment. There are two different approaches to define Organizational commitment (Steers, 1977). Firstly, commitment is referred to as behaviour; the individual's view as committed to an organization if he/she is bound by past actions of "sunk costs" as a function of age or tenure (Rotter, 1967). Therefore, an individual becomes "committed" as it has become too costly for him/her to leave.

Secondly, organizational commitment is referred to as an attitude. Meyer & Allen (1991) described three forms of organizational commitment. In the model developed by Meryer and Allen (1987) these three approaches are labelled as *affective commitment*, *continuance commitment* and *normative commitment*. Similarly, Kanter (1968) also suggested three types of commitment and labelled them as *continuance commitment*, *cohesion commitment* and *control commitment*.

Meyer and Herscovitch (2001) argue that employees have an organisational commitment profile at any given time on their job, with high or low values on each of the three types of commitment. From the literature survey, it is well understood that there are several reasons for organisations to seek ways to enhance employee level of commitment. High commitment contributes immensely to the organisational outcomes. This would increase attendance, reduce grievance filings, enrich profit margins, improve satisfactions level (Thompson, 1996), and enhance organisational effectiveness (Leung, 1997; Ostroff, 1992). Further, (Batia, M. W. at el., 2007) insisted that employees are more committed when they are treated fairly. It was found that there is a positive relationship between procedural justice and employee commitment to organisations. Nick Oliver (1990) drew a proposition that commitment could be explained as an additive function of rewards, investments and alternatives were explored using a range of attitudinal and behavioural indices of commitment. It was identified that exchange theory is also very relevant to the attitudinal approach to commitment. This notes that employees offer commitment to their organisations in return for the receipt of rewards from the organisation. Angle and Perry (1983) argued in the same line that commitment is best understood as an exchange and as an accrual phenomenon. It was also discovered that highly educated people have expectations that the organisation cannot meet, therefore, decreases their commitment to the organisation (Angle & Perry, 1981; Steers, 1977; Morris & Steers, 1980; Morris & Sherman, 1981). Grusky

(1966); Hrebiniak & Alutto (1972) discovered that women are more committed to the workplace than men, in their several studies conducted to understand different relationships of organisational commitment. According to Thompson and Heron (2005), high levels of distributive and procedural justice moderates the relationship between breaching of psychological contract and commitment of knowledge workers. They further argued that commitment brought by fairness and the importance placed on knowledge creation, which depends on another set of internal relationships. Mowday, et al.(1980) insisted that the work experience is related to organisational commitment and tested several work experience related variables. Similarly, Rhodes and Steers (1990) stated that the degree of perceived social involvement is related to organisational commitment. This clearly shows the extent to which researchers have evaluated commitment variables to see variety of relationships of organisational commitment.

2.7.1 AFFECTIVE COMMITMENT

Meyer and Allen (1991) defined affective commitment as employee emotional attachment to the organization that makes the employee want to stay in the organization. This was the first approach to organisational commitment originally proposed by Meyer and Allen (1984). Affective commitment can be achieved through identification, involvement and job enjoyment as a member of the team. Early researchers who worked on this subject include Porter, Steer, Mowday, and Boulian (1974), Wiener and Vardi (1980), Becker (1960) and so forth. When people are extremely happy with the management they are well committed to the organisation. Such organisations make a difference in the outcome they produce. Schools are expected to practise good human resource management disciplines because education is a merit service. Allen and Meyer in 1990 suggested that affective commitment and continuance commitment are empirically distinguishable with different correlates. However, the relationship between affective commitment and normative commitment are

distinguishable but found to be very much similar. Porter, Crampon, and Smith (1976) stated two major aspects to affective commitment: as "global and stable alternative linkage" and as representativeness of individual's feelings by their commitment.

2.7.2 NORMATIVE COMMITMENT

Normative commitment is based on feelings of obligation. According to Meyer & Allen (1990), this type of commitment comprises of the responsibilities to the organisation. Therefore, it is regarded as an internalised moral obligation. Wiener (1982) stated it as a "normative pressure" to perform an act for which people become committed to their organisations. However, this could be very contradictory to what was suggested by Allen and Meyer. Further, Wiener and Vardi (1980) stated that this type of commitment is individual's felt loyalty and sacrifices to the organisation. Subsequently, Wiener (1982) stated that organisational commitment should be defined in terms of subjective norms.

2.7.3 CONTINUANCE COMMITMENT

This commitment happens when an employee remains with a company because of the high cost of losing the organisation. According to Allen & Meyer (1990), this places only a minor role in their conceptualisation of commitment. This is just the availability of alternatives for someone to decide to leave or stay with the organisation. Becker (1960) stated it as perceived cost approach to organisational commitment. Kanter's (1968) continuous commitment was referred as a "cognitive orientation". In this approach, the costs of leaving the organisation were considered, highly. Farrel (1981) also found that continuance commitment results due to the perceived lack of alternatives that compels someone to stay with the organisation.

2.8 EMPLOYEE COMPETENCE

In the process of literature survey, some useful definitions have been discovered, which provided an understanding of how different authors define employee competence. However, ability and accountability have been considered as the key elements in this regard. In the early twentieth century, factory owners attempted to improve productivity through the results of investigative studies of worker competence (Sandberg, 1991). This research employed a narrow scientific definition of competence by reducing it to rules, formulas and laws. Therefore, it is considered important to see different views regarding the subject that has been addressed here. The following list has three definitions of competence presented by different authors.

1. Competence is "effective performance within a domain/context at different levels of proficiency", as given in (Cheetam and Chivers, 2005).

2. Competency for a job can be defined as a set of human attributes that enable an employee to meet and exceed expectations of his internal as well as external customers and stakeholders (Milind Kotwal, 2007).

3. Observable tasks were delimited in terms of the knowledge, skills and attributes required for efficient performance of set tasks (Dall'Alba & Sandberg, 1996).

In a dynamic way, the following definition has been formulated for this dissertation.

Competence is a pattern of knowledge, skills and characteristics that is observable and measurable through defined behaviours related to effective performance in a specific job, organisation or culture.

It has now been the trend that most of the governments are paying a lot of emphasis on throughput or process, output and outcomes. On the other hand, some schools still have outcome focus approach to emphasise student achievement rather than the end result of

schooling and lifelong learning. As a part of operations management, throughput or process, and competencies can be examined and measured. Some minimal level of standards can be established. For example, professional developments of teachers in countries like UK, USA and Australia have reformed extensively to suit learning to the context. According to Shulman (1987)[14], the teachers' competence can be benchmarked considering the following key competencies.

1. Content knowledge.

2. General pedagogical knowledge including principles and strategies for classroom management and organisation.

3. Curriculum knowledge including materials and programs used as the tools of trade.

4. Pedagogical content knowledge - an amalgamation of content and pedagogy that is a teacher special form of professional understanding.

5. Knowledge of the learners and their characteristics.

6. Knowledge of educational contexts, including the characteristics of classrooms, schools, communities and cultures.

7. Knowledge of educational ends, purposes and values, and their philosophical and historical grounds.

Source: *Harvard Educational Review*

Dunlop (1992) proposed that "process-product" aspect of competent performance which was introduced to education via industry and training sector that formed as the basis of teachers' performance appraisal in the Western world. These standards or programmes define desirable teacher attributes to which they were judged against. The competent teaching facilitates

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[14] Shulman L (1987) Knowledge and Teaching: Foundations of the New Reform. Harvard Educational Review, Volume 57, No 1.

positive student outcomes that will result in an efficient, productive future workforce. Sandberg (1994) reported that competence is a concept only recently introduced by those responsible for training and development within human resource management. Sandberg, further, noted that "human competence at work is not primarily constituted by a list of attributes that is possessed by the worker and externally related to the work, as stipulated by the dominant rationalistic approaches within human resource management".

Competence is often misinterpreted by many people. Sometimes, competence is mistakenly regarded as performance. Obviously, there is a difference between the two. The early factory orientation of competence has a little relevance to the complex process of teaching-learning. However, competence and performance can be distinguished this way. Messick (1984, p. 227) noted the difference between competence and performance as follows. "Competence refers to what a person knows and can do under ideal circumstances, whereas performance refers to what is actually done under existing circumstances. Competence embraces the structure of knowledge and abilities, whereas performance subsumes as well, the processes of accessing and utilising those structures and a host of affective, motivational, attentional and stylistic factors that influence the ultimate responses". This way of differentiation of competence from performance shows various dimensions. Competence is not only the knowledge one might possess but also the ability to apply knowledge in context. Norris (1991) argues that competence is associated with a drive towards practicality in education, placing significant emphasis on the assessment of performance, rather than knowledge. Taylor (1967) also came up with this notion on advising the industry managers in order to define competence and to ensure competence in the workforce, the relationship between the worker and the work that needs to be accredited.

Sandberg (1994, p. 38) attempted to justify his belief giving a suggestion with regard to this subject. "In order to provide more accurate descriptions of human action in organizations, we should investigate the internal logic of human activity. That is, the individuals' ways of making sense of their work situations". He also believes that competence will be fully understood if workers' own experiences are made available. Bennett (1992) contends that a thorough understanding of human competence cannot be accumulated only through observations of worker performance. Dall'Alba and Sandberg (1996) suggest ways in which the work is to be experienced that constitutes the foundation of human competence. It is often considered that professional standards are prerequisites for any system of education where practitioners need recognition to possess the necessary attributes, skills and knowledge required for the profession.

Thompson (1998) suggests that in the absence of any formal tools for measuring teacher competence, administrators revert to a series of conceptions of competence that are personally and professionally conceived. This study identified and discussed seven conceptions of competence held by the twenty-seven principals that were interviewed. On the flip side, Velde (1997) proposed a narrow, scientific approach to the subject of competence which does not uncover the spectrum of teachers' work in full. Jones and Moore (1995) states that competence is tacit knowledge, informally acquired, culturally embedded and contextually located in practice.

2.9 PERFORMANCE

In the history, the Hawthorne studies conducted in 1930s are often credited with making researchers aware of the impact of employee attitudes on performance. Shortly after the Hawthorne studies, researchers began taking a critical look at the notion that a "happy worker

is a productive worker". Dae-hyok Youn (2007) research on procedural justice stated that performance is estimated differently in different organisations.

Messick (1984) stated "performance refers to what is actually done under existing circumstances". Abramis (1994) defines work performance as workers' effective execution of tasks or job and useful contribution to the social work environment. There are three basic theories on things that may affect job performance. They are motivator theory, interference theory, and combination theory as according to Abramis, 1994.

Performance can be estimated differently in considering different indexes. It can be categorize into indexes of human aspect and level of social trust, expressing socio-economic indexes and morale of organization members in numbers, openness, job satisfaction, and organisational commitment, and indexes of social aspects. Greenberg (1986), employees may base perceptions of fairness of performance on the procedures used to determine ratings rather than the actual rating received. Kroksmark (1995) argues that to adequately appraise teachers on a broad range of performance areas, what is really required is a concrete and everyday related theory which is multifaceted activities of a didactic.

In consideration of the teacher performance, it is important to identify some ways to look for their level of performance as teachers. There are several good ways that have been identified by researchers in the recent past. With reference to several literatures, there has been on particular common thing that we can understand. Teaching is a very professional profession so that teachers must possess the required competence to perform all tasks associated with teaching-learning process. Effectively, good quality teaching develops the future potential workforce which is directly linked with the nation's economy. In 1994, OECD[15] published a

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[15] Organisation for Economic Cooperation and Development (1994). Quality in Teaching. Centre for Educational Research and Innovation, Paris, OECD.

survey on this subject having reported the following points as good qualities that can be observed from teachers. These factors can be used as benchmarks for performance measurements. This study contends that good teachers;

1. demonstrate commitment,

2. have subject specific knowledge and know their craft,

3. love children,

4. set an example of moral conduct,

5. manage groups effectively,

6. incorporate new technology,

7. master multiple models of teaching and learning,

8. adjust and improvise their practice,

9. know their students as individuals,

10. exchange ideas with other teachers,

11. reflect on their practice,

12. collaborate with other teachers,

13. advance the profession of teaching, and

14. contribute to society at large.

Basically, these 14-items are performance areas. Some of these key areas were included for this research in the performance measurements. All in all, the management of the schools has a greater role in these performance related concerns and issues. There are several important things that the management could do to improve performance as a whole.

2.10 CONCLUSION

Sense of fairness and commitment are both multidimensional. Sustenance of equity in the outcome distribution and in the organisational procedures is crucial as it has an impact on the organizational performance; this connection has been assumed by many authors. However,

additional research in this area may help in understanding the benefits of organizational justice in the workplace. The relationships discovered previously on areas of human resources management have shown several contextual differences. The subject of fairness is very broad to be understood fully in a focussed research. It needs to be studied more comprehensively in the future.

2.11 CHAPTER SUMMARY

In summation, there are several ways that fairness is defined. Therefore, fairness or justice is considered a very broad concept. However, it has become significantly vital for the organisations in terms of human resources management and administration. Organisations put a lot of importance on fairness issues in the current context. Mikula (2000) defines justice in terms of conceptions of what ought to be, actions that correspond to standards, and outcomes that match entitlements. At the same time, Tang & Sarsfield-Baldwin (1996) defines fairness as the degree to which procedures and outcomes are perceived as just, consistent, or appropriate. In support of the second definition of fairness, the researcher added interactional dimension of fairness to restate the definition as the degree to which procedures, outcomes and interactions are perceived as just, consistent, meaningful or appropriate.

Fairness of outcome distribution, fairness of procedures and fairness of interactions among all employees working for an organisation has an immense impact on the overall organisations performance. However, the issue of fairness exists in almost all the organisations. The problem is that in real life, and despite knowing what constitutes fair process, executives have to undergo several difficulties in order to be behaved according to fairness principles. In fact,

the problem is not cognitive and people know what is fair. Therefore, the problem is more behavioural. Managers sometimes find it difficult to produce this in reality in a sustained way with everybody especially under pressures.

The systematic justice class is also represented by Leventhal (1980). He proposed that fair process is affected by other factors beyond process and decision. The fair outcome distribution is explained as distributive justice. Informational justice is the social determinants of procedural justice (Greenberg, 1993). Justice components impact on the attitudes of the employees. This is linked with their work performance level. At the same time, competence is a mediator as it was presented in the key conceptual model. The commitment has three main dimensions as affective, normative and continuance commitments. Researchers have examined the difference between level of competence and the work performance. In most cases, performance is measured against the competence position. Messick (1984) stated "performance refers to what is actually done under existing circumstances" and competence as what a person knows and can do under ideal circumstances. Abramis (1994) defines work performance as workers' effective execution of tasks or job and useful contribution to the social work environment.

Chapter 3

RESEARCH DESIGN

3.1 INTRODUCTION

This chapter presents the research design used to investigate the relationships among organizational justice, attitude to work i.e. commitment, level of competence and the impact of their variables on employee work performance. Attitude to work is limited to commitment alone; therefore, already tested measuring scales have been customised to the context and were used for measuring the significance of the impact on this relationship.

This chapter is designed to provide an overview of the methods that were used for this study. The main independent variable conceptualised is perceived sense of fairness which is also linked with attitude to work, i.e. commitment. The impact of this on employee work performance was tested and presented in this chapter. The level of competence was tested to see the moderating impact on performance. Based on the conceptual model and its operationalisation of variables, the research hypotheses were developed and tested statistically.

The Pearson's correlation coefficient was the main statistical method used hypotheses testing. In addition, the sample characteristics, data collection procedures, the survey instruments and measurements are provided in this chapter.

3.2 RESEARCH QUESTIONS

1. To what extent, does perceived sense of fairness exist in large government secondary schools in the city of Male?
2. Do employees perceive the sense of fairness having an impact on their performance?
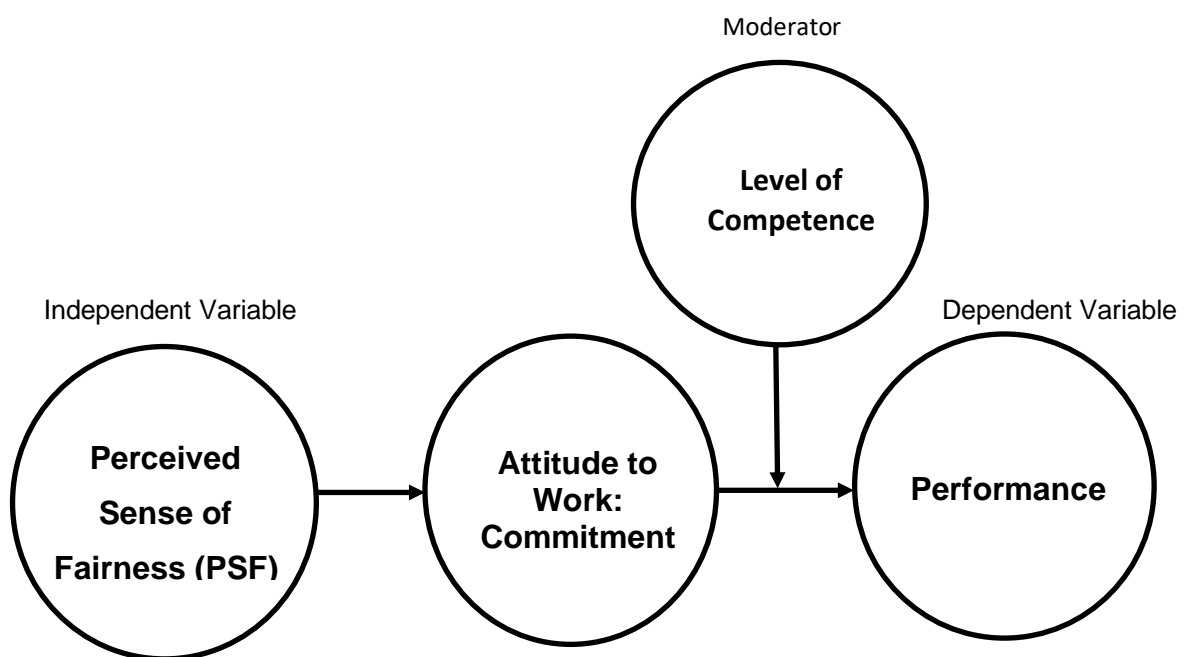3. If so, what is the nature of the impact?

3.3 CONCEPTUALISATION

Figure.1: *The Conceptual Model*

Organisational justice researchers have focussed on different aspects of fairness during different era. For example, Adam's Equity Theory (1965) focussed on outcome distribution, i.e. distributive justice. The research focus later changed, due to the invention of procedural justice by Thibaut and Walker in 1975. Greenberg's taxonomy of justice classes contributed some important insights into organisational justice. In the light of those seminal works and other related literatures, the researcher conceptualised the variables as it is given in the model above in Figure.1.

3.4 OPERATIONALISATION

This section presents the major variables considered in the development of the research instrument. The variables, indicators and measures are mapped out as shown in the operationalisation.

3.4.1 JUSTICE VARIABLES

The perceived fairness of the organisational policies and practices has been labelled as organisational justice. The researchers have put a lot of efforts to study various possible factors affecting organisational justice. Turnley and Feldman (2000) insist that the role of procedural justice did not impact on the relationship between psychological contract and range of services. Similarly, Coyle (2002) also reports that procedural justice or interactional justice did not impact the relationship between psychological contract and organisational citizenship behaviours. There are several other ways to look into these relationships within and outside the organisations such as management commitment in creating a felt fair working environment for co-workers. This would create ways effective for sharing information among workers and accumulate more and more intellectual capital. This brings forth informational justice into organisations. On quite similar line of thought, social capital (relationships) creates interactional justice.

Lind and Tyler (1988) insist that everybody would benefit if fair procedure is applied to decision making. People would give impartial decisions, in other words, neutrality in certain situations (Tyler in 1989). Leventhal (1990) indicates this as a bias suppression, and suggested it as an explanatory factor to fairness in procedure. People expect fair treatment to be applied consistently to achieve procedure equality. Leventhal (1990) later had explained this as the first standard to fairness in procedure. He also emphasises on the fact that procedure feels unfair when the decisions are taken on inaccurate information. Tyler (1988) states that fairness of procedure will improve even more when the distribution is based on accurate records of contributions to the organisation. Leventhal (1990) also insists that procedures are considered fair when individual standards are ethical and moral. In connection to this idea, Tyler (1989) also insists that people often prioritise their stand within the organisation and the differences in treatment within the organisation and individuals who provide relevant information on reasons wanting to stay in their organisations. Some researchers have explored what justice perceptions contribute to the quality of the employment relationship and the impacts on the level of employee commitment. This relationship and accumulated commitment are very important for knowledge; knowledge creation_ the key to achieve organizational goals successfully. The following figure presents the variables, indicators and measures for organisational fairness to be measured in this study.
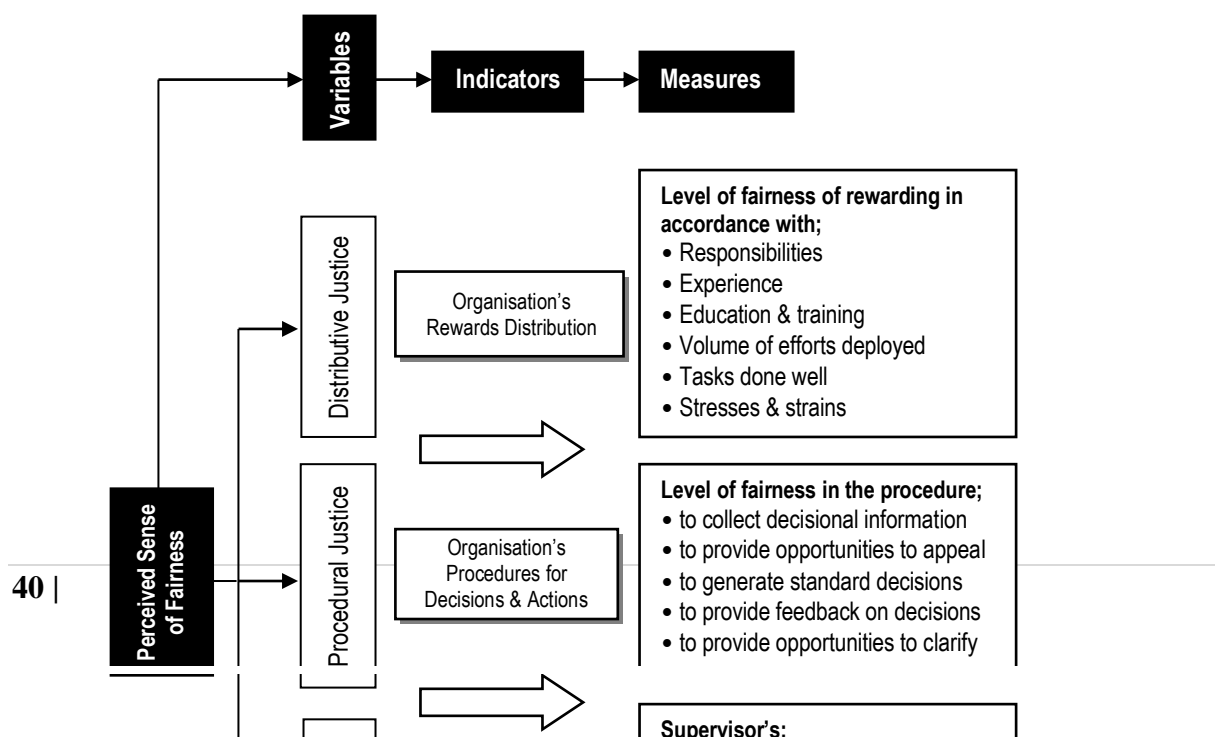
3.4.2 COMMITMENT VARIABLES

Figure 3: *Commitment Variables*

The figure contents:

Variables → Indicators → Measures

Commitment:

Affective Commitment
Indicator: Personal Characteristics and the Job itself

Measures — Extent of employee's;
- willingness to spend entire career with the organization.
- willingness to promote organisation with others.
- willingness to own organisation's problems.
- willingness to move out to join other organisation.
- Emotional attached to the organisation.
- consideration of organisation as a part of life
- personal meaning of the organisation

Continuance Commitment
Indicator: Magnitude of the investments individuals make & the perceived lack of alternatives to leave the organisation

Measures — Extent to which employees;
- hesitate to quit in the absence of an alternative
- willing to quit when happy with the organisation
- think to leave now
- worry about the cost to leave the organisation
- want to stay for now
- find alternatives to leave soon
- believe to leave would be a personal sacrifice.

Normative Commitment
Indicator: Socialisation to the organisation & the culture

Measures — Degree to which;
- people move from one organisation to another
- employees are loyal to the organisation
- employees think about ethics to quick move out
- employees value loyalty to organisation
- people seek for better alternatives to leave
- people believe to stay with the organisation is better
- people enjoy to be belonged to the organisation
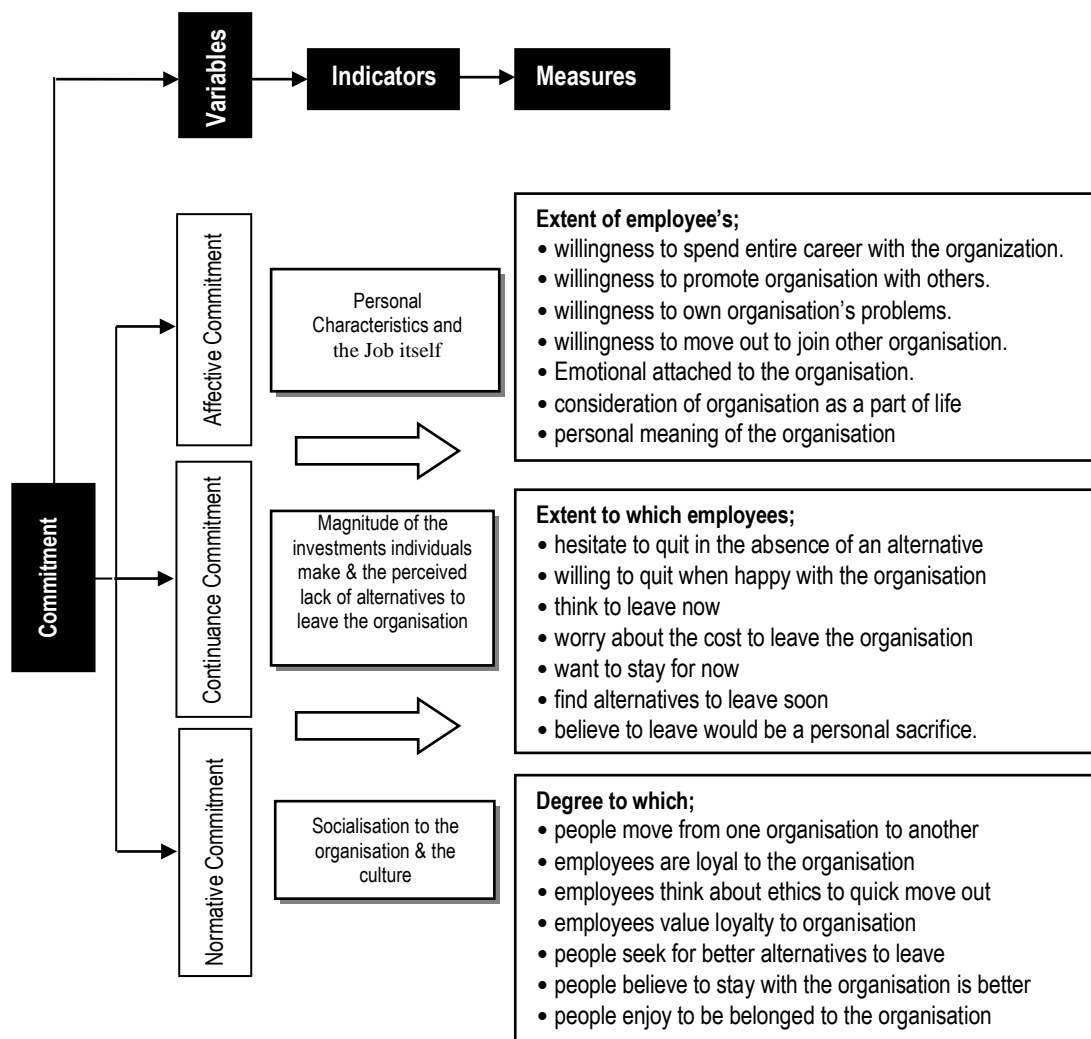
The commitment variables have been operationalised based on the instruments developed by Meryer and Allen in 1990. Therefore, all the indicators and measures are in alliance with these instruments. A little modification was done in order to fit into the context in which the research was carried out. The major variables; affective commitment, continuance commitment and normative commitment are mapped out in the figure. 3.

3.4.3 COMPETENCE VARIABLES

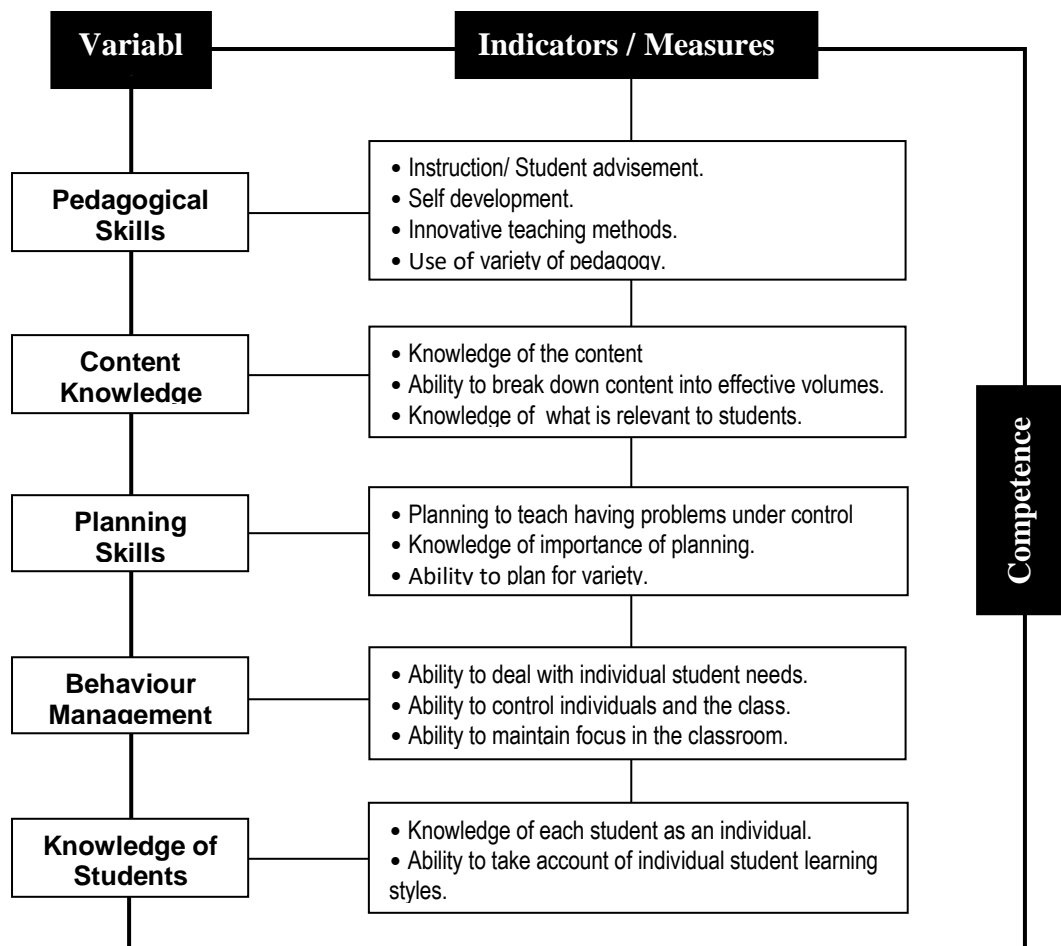| Variabl	Indicators / Measures	
Pedagogical Skills	• Instruction/ Student advisement. • Self development. • Innovative teaching methods. • Use of variety of pedagogy.	**Competence**
Content Knowledge	• Knowledge of the content • Ability to break down content into effective volumes. • Knowledge of what is relevant to students.	
Planning Skills	• Planning to teach having problems under control • Knowledge of importance of planning. • Ability to plan for variety.	
Behaviour Management	• Ability to deal with individual student needs. • Ability to control individuals and the class. • Ability to maintain focus in the classroom.	
Knowledge of Students	• Knowledge of each student as an individual. • Ability to take account of individual student learning styles.	

Figure 4: *Competence Variables*

Teachers should possess competencies required to perform the teaching job. Teaching is a very professional profession for which substitution is so difficult. Therefore, teachers should

be well trained to do their job. The management should also have the right strategies at the right time to be implemented for the performance improvements. Five competence areas have been identified given as variables in the figure. 4.

Pedagogical Skills: These are teaching skills required to teach children. These include ability to use innovative teaching methods, varieties, student advisement and the general skills to harmonise the learning process.

Content Knowledge: This is the amount of knowledge that a teacher owns regarding his or her teaching subject(s). This also covers the extent to which the teacher does research on the subject.

Planning Skills: It is very essential for effective teaching. This includes planning for whole class and individual students, planning for variety of pedagogies and planning for conflict resolution.

Behaviour Management: This is the ability to manage everyone and the whole class. This also includes the management of discipline in the class, keeping class in order and sustaining the focus in the class.

Knowledge of Students: This is teachers' knowledge of each student as a different individual. This also includes knowledge of individual's learning style.

3.4.4 PERFORMANCE VARIABLES

Figure 5: *Performance Variables*
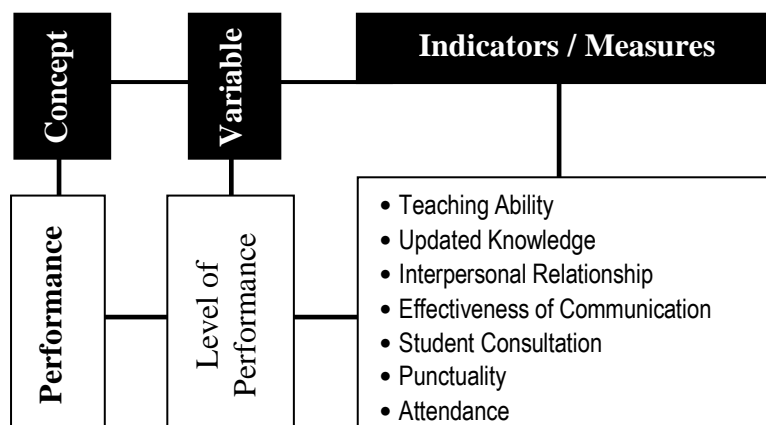
The researcher identified the following eight areas to measure teachers work performance. These dimensions are teaching ability, updating knowledge, interpersonal skills, and communication skills, building rapport with students, initiative, punctuality and attendance

3.5 HYPOTHESES

H1a: High perceived equity leads to high commitment and low perceived equity leads to low commitment.

H0a: There is no relationship between perceived equity and commitment.

H1b: The relationship between commitment and performance is moderated positively by employee competence.

H0b: There is no relationship between commitment and employee competence having an impact on performance.

3.6 POPULATION AND SAMPLE

The employment records were collected from each of the three schools under consideration. The secondary level teachers are the focussed group in this study. The following table shows employment details and the number of questionnaires filled.

Table 3[16]: *Basic Sample Details.*

	School	Total Teachers	Questionnaires Filled	
			Number	**%**
1	Aminiya School	180	50	27.8
2	Majeedhiya School	122	30	24.6
3	Dharumavantha School	97	28	28.9

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[16] The researcher obtained permission to use this data from the Ministry of Education of Maldives.

Total	**399**	**108**	**27.1**

There was a total of 399 secondary level teachers in the three schools under consideration and the sample was (n=108) i.e. 27.1%. This sample was decided based on the guide for sampling proposed by De Vos, et. al.,(2002)[17].

3.7 PROCEDURE

The researcher decided the sample with reference to the De Vos, et. al.,(2002); guide for sampling. Subsequently, the researcher visited the schools to collect responses required for the present study. The researcher approached to the Principal of each school having discussed the needful arrangements. In most cases, a supervisor was assigned to work with the researcher. Therefore, the environment was very convenient that enabled the researcher to observe every department including Supervisor's Room, HOD's Room, Staffroom as well as the Administrative Office. The required number of questionnaires was distributed to the teachers through the supervisor having formulated the list of teachers to be submitted for admin office in obtaining their attendance. All the schools provided attendance but requested to maintain its confidentiality.

3.8 THE RESEARCH INSTRUMENTS

This section presents the research instruments that were used to collect data for this study. The researcher chose already tested instruments for organisational justice and employee commitment. The competence measuring instrument and the performance measuring instrument are original tools developed for the purpose of this research.

3.8.1 DEMOGRAPHIC INFORMATION

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[17] **Source**: De Vos, A.S., Strydom, H., Fouché, C.B., & Delport, (2002). Research at grass roots for the social sciences and human service professions (2nd Ed.). Pretoria: Van Schaik Publishers.

The research developed the questionnaire in such a way to collect demographic data. The section-E of the questionnaire was designed for the purpose of collecting biographic information. The items are E1 – E5 at the end of the questionnaire.

3.8.2 PERCEIVED SENSE OF FAIRNESS (PSF)

In this research, three major dimensions of justice under consideration are distributive justice, procedural justice and interactional justice. Three instruments used to explore **PSF** were widely tested measures. These instruments were chosen because of their high level of validity and reliability. All of the three justice measures are designed to use a 7-point Likert scale from (1) strongly disagree to (7) strongly agree.

3.8.2.1 Distributive Justice Scale (DJS)

This is a six-item justice scale developed by Price and Mueller in 1986[18] to measure fairness in the rewards distribution. Price and Mueller (1986) used this index in three different studies and reported alpha scores of 0.94, 0.94 and 0.95. Therefore, the reliability and validity were assured through effective use of this measure. The **DJS** items are questions A1-A6 on the questionnaire annexed.

3.8.2.2 Procedural Justice Scale (PJS)

PJS[19] is a six-item procedural justice scale developed by Moorman (1991) having reported an alpha score of 0.94. This scale was used in this study in its absolute form for its reliability and validity. The **PJS** items are questions A7-A12 on the questionnaire annexed.

3.8.2.3 Interactional Justice Scale (IJS)

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[18] **Source**: Price, J. & Mueller, C. (1986). Handbook of organizational measurement. Marshfield MA: Pittman.

[19] **Source**: Moorman, R. (1991). Relationship between organizational justice and organizational citizenship behaviours: Do fairness perceptions influence employee citizenship? *Journal of Applied Psychology*, 76, 845-855.

IJS is also a six-item interactional justice scale developed by Moorman (1991) having reported a Cronbach's alpha score of 0.93. The **IJS** items are questions A13-A18 on the master questionnaire annexed. Interpersonal justice scale developed by Colquitt (2001) also reported an alpha of α = 0.93, which is a four-item, 5-point Likert scale, therefore, Moorman's (1991) **IJS** was chosen for this research.

3.8.3 COMMITMENT SCALES[20]

The employee commitment is the attitude under consideration in this study. However, the three commitment dimensions of Meryer and Allen (1990) were explored. They are affective, continuance and normative commitments. Originally, total 24-items comprising of these three commitment scales were run on a factor analysis having reported total variance of 58.8, 25.8 and 15.4 percent respectively. All of the three commitment measures are designed to use a 7-point Likert scale from (1) strongly disagree to (7) strongly agree.

3.8.3.1 Affective Commitment Scale (ACS)

Meryer and Allen's (1990) **ACS** is an eight-item scale having reported a coefficient alpha of 0.87 for its reliability. In this research context, this scale was narrowed down to seven items. The items were chosen based on the operationalisaton of affective commitment. **ACS** items are questions B1-B7 on the questionnaire annexed.

3.8.3.2 Continuance Commitment Scale (CCS)

Meryer and Allen's (1990) **CCS** is an eight-item scale having reported a coefficient alpha of 0.75 for its reliability. This has been modified into seven items to fit contextually. **CCS** items are questions B8-B14 on the questionnaire annexed.

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[20] **Source**: Meyer, J.P. & Allen, N.J.(1990). The Measurements and antecedents of affective, continuance and normative commitment to the organisation. *Journal of Occupational Psychology*, 63, 1- 18.

3.8.3.3 Normative Commitment Scale (NCS)

Meryer and Allen's (1990) NCS is an eight-item scale having reported a coefficient alpha of 0.79 for its reliability. This scale was also modified to a 7-item scale for this research. NCS items are questions B16-B21 on the questionnaire annexed.

3.9 COMPETENCE SCALE

The researcher developed a new instrument to measure the level of competence of secondary teachers working in large government schools in the city of Male'. It is a 15-item Likert scale from (1) low to (7) high. The competence measure items are questions C1-C15 on the questionnaire annexed.

3.10 PERFORMANCE SCALE

The researcher developed a new instrument to capture teachers work performance. It is a 5-item, 7-point Likert scale from (1) strongly disagree to (7) strongly agree. Each item is coupled with another question, i.e. for the respondents to state evidences in support of their answers. Performance scale questions are D1, D3, D5, D7 and D9 on the questionnaire annexed.

3.11 PRIMARY DATA

The secondary level teachers' responses to fairness perceptions were collected through the research instrument (the questionnaire) that was the main source of primary data. For triangulation purpose, in-depth interviews were conducted with educational policy makers chosen from Policy and Research Section of the Ministry of Education of Maldives. These interviews contributed good insights into this subject at policy level.

3.12 SECONDARY DATA

Educational Master Plan of Maldives and the Educational Policy Plan are referred as secondary sources of information. Academic Performance Score (APS) of for the last 6 years (2002 - 2007) was collected from Statistics Department of the Ministry of Education. APS provided a true and organisation wide academic performance. This was the main indicator identified and used in understanding the academic performance level. Attendance for the last 3 months (May - July 2008) was also collected from the schools and examined.

3.13 DATA ANALYSIS

This section presents the methods and the statistical tools and techniques used for analysis of the data collected by the questionnaire. The Microsoft Excel and the Statistical Package for Social Sciences (SPSS) 11.5 were used for statistical analyses. These analyses involved descriptive as well as inferential statistics.

3.13.1 Descriptive Statistics

According to Brace et al.,(2000)[21], descriptive statistics are statistical procedures used to describe data through summary or display. In this study, frequency, percentage, mean and standard deviation were used to analyse the data including biographic information. For further clearance, results were graphically presented for better understanding of the impact, nature and the patterns emerged from the data analysis.

3.13.2 Inferential Statistics

Inferential statistics are techniques that researchers use to analyse the "sample data to make statements about the population that the sample came from" (Fife-Shaw, 2001)[22]. This helps

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[21] Brace, N., Kemp, R., & Snelgar, R. (2000). SPSS for psychologists: a guide to data analysis using SPSS for Windows. New York: Palgrave Publishers.

[22] Fife-Shaw, C. (2001). Bi-variate statistical analysis. In G.M. Breakwell, S. Hammond, & C. Fife-Shaw (Eds.), Research methods in psychology (pp. 350-371). London: Sage Publications.

to justify the conclusions drawn about the population based on the sample. Pearson's Correlation regression is the major inferential statistics used in testing the research hypotheses.

3.14 CHAPTER SUMMARY

This chapter outlined the research design, sample and procedure employed to collect data. The chapter presented the details of the research instruments comprising previously tested instruments and original tools developed for this study. The chapter also described the statistical packages and techniques used in testing the research hypotheses. The researcher deployed both descriptive statistics and inferential statistics.

Chapter 4

DATA ANALYSIS AND PRESENTATION

4.1 INTRODUCTION

This chapter presents the empirical analysis of the data collected from the respondents $(n=108)$[23] for this research. Empirical analysis begins with the presentation of biographical background of the research sample. The data was obtained through the predesigned questionnaire. The presentation of analyses proceeds with the descriptive statistics on the variables operationalised for this study. This is followed by the presentation of inferential statistics on the hypotheses formulated for this research. All the tests are 2-tailed and these tests are done at 1% or 5% significance level.

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[23] The sample size was determined based on the guideline that was proposed by De Vos, A.S., Strydom, H., Fouché, C.B., & Delport, (2002). The total population comprises of three schools in which there were 399 secondary level teachers. The sample chosen (n=108) represents 27.1% of the population.

The Statistical Package for the Social Sciences (SPSS) for Windows was used for data processing in this research. The main analysis includes summary statistics. The means, standard deviation, frequency, minimum and maximum values also were calculated.

4.2 RELIABILITY TESTING

To test the internal consistency of the questionnaire, the reliability analysis was done for collected data. The Table 4 shows the Cronbach alpha scores for the major areas of operationalization.

Table 4: *Cronbach's alpha scores for the major areas of Operationalization.*

Factors	Cronbach's Alpha
Perceived Sense of Fairness (PSF);	
Distributive Justice Scale (**DJS**)	0.91
Procedural Justice Scale (**PJS**)	0.94
Interactional Justice Scale (**IJS**)	0.72
Commitment;	
Affective Commitment Scale (**ACS**)	0.87
Continuance Commitment Scale (**CCS**)	0.59
Normative Commitment Scale (**NCS**)	0.22
Competence Scale	0.89
Performance Scale	0.59

4.3 DEMOGRAPHIC INFORMATION

The total of participants (n=108) in this study were the secondary level teachers working in government secondary schools. The study focused on the largest three government schools in the city of Male'.
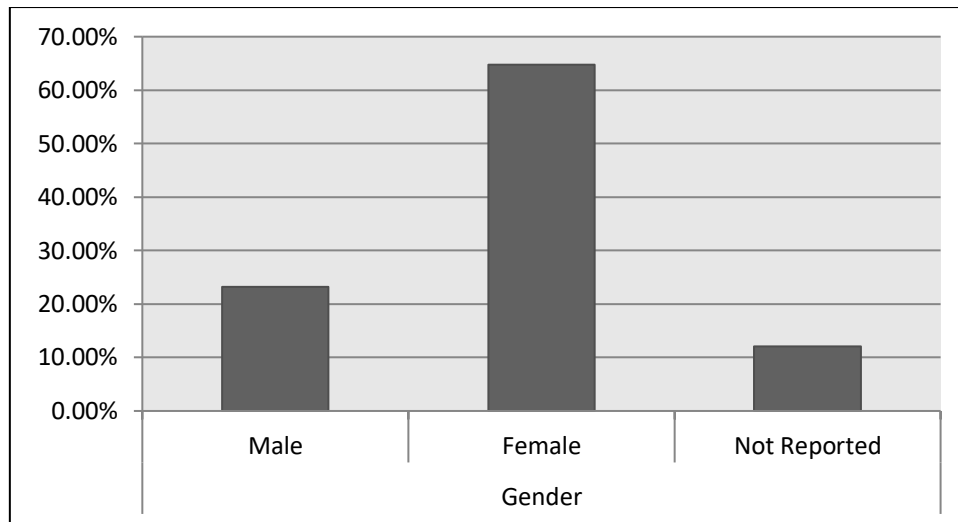
Figure 6: *Gender Distribution of Participants*

The sample constituted 64.81% female teachers (n=70) and 21.15% Male teachers (n=25), whilst 12.04% of the respondents (n=13) had not reported their gender category. In Male' schools, female teachers are far more than male teachers at secondary level.

The length of the employment ranged from 6 months to 17 years. The average length of employment was 4 years, whilst 18.5% of the participants (n=20) had not reported this information for the research.

The age categorisation formulated for this study is given below;

- below 25 years old
- 26 to 35 years
- 36 to 45 years
- Above 45 years old

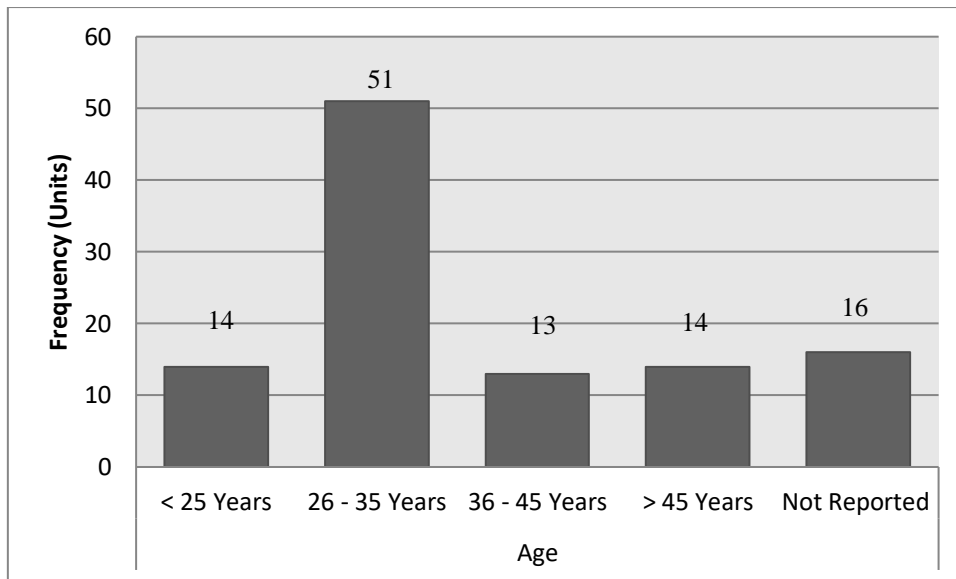The age distribution of the respondents is given in the figure 7.

Figure 7: *Age Distribution of Respondents*

The responses obtained in relation to their ages are illustrated in the Figure 8. It shows that the majority of respondents, i.e. 47.2% (n=51) are in the category of age between 26 to 35 years old. The category of age below 25 years accounted for 12.96% (n=14), whilst 12.04% (n=13) of respondents are age between 36 to 45 years. The category of age above 45 years old constituted 12.96% (n=14). The respondents not reported the age constituted 14.8% (n=16). The respondents' age varied from 22 years old to greater than 45 years old.

The status of employment that was considered for this study comprises of two aspects; full-time or part-time and permanent or temporary as illustrated in the figure 8.
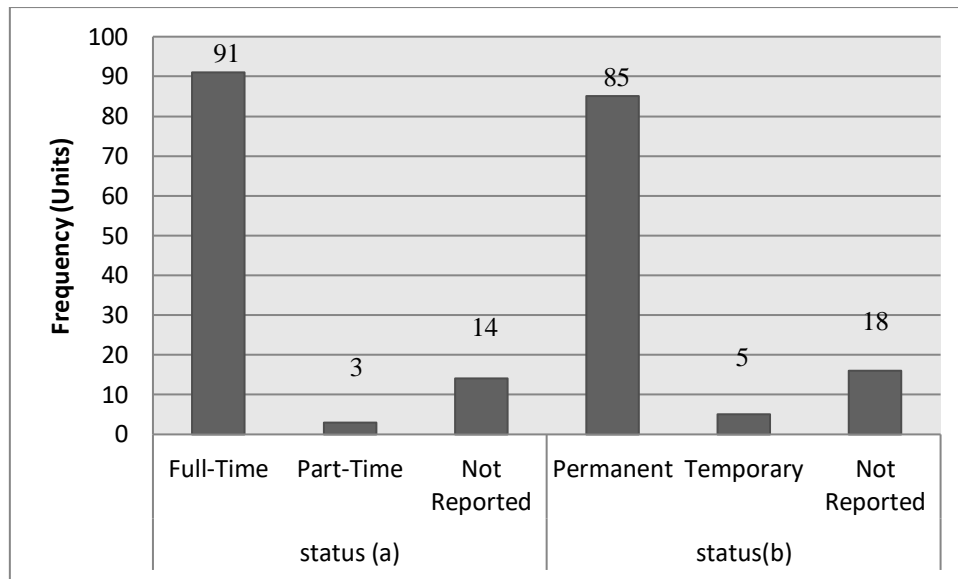
Figure 8: *Status of Employment*

The sample constitutes a majority of the respondents are full-time employees (i.e. 84.3%, n=91) and just a minority of respondents (i.e. 2.8%, n=3) are part-time employees. For status category (a), 12.96% (n=14) of the respondents had not reported their status if they are full-time or part-time. At the same time, 78.7% of the respondents (n=85) are permanent employees, whilst 4.6% of the respondents (n=5) are temporary employees. For status category (b), 16.7% of the respondents (n=18) had not reported this information for the present research.

4.4 DATA ANALYSIS

This section presents analyses of the data processed by SPSS 11.5 for Windows. Descriptive statistics such as mean, standard deviation, maximum and minimum values have been calculated for analysis. All the measures are designed to use a 7-point Likert scale from (1)

strongly disagree to (7) **strongly agree**. The means for each section was calculated first in order to arrive at the grand mean as the variable.

4.4.1 Perceived Sense of Fairness (PSF)

PSF is measured using descriptive statistics. Each of the three dimensions of PSF was clearly identified and labelled. Descriptive statistics for this part includes means, standard deviation, and maximum and minimum values of each item on the justice scale.

Table; *Mean and Standard deviation of Attitude to Work.*

Items	N	Minimum	Maximum	Mean	Std. Deviation
Q1	108	1	7	2.21	1.565
Q2	108	1	6	2.23	1.438
Q3	108	1	6	2.94	1.823
Q4	108	1	7	2.07	1.667
Q5	108	1	6	1.98	1.407
Q7	108	1	7	1.89	1.410
	108	1	7	1.89	1.410
Attitude				**2.22**	**1.55**

Table 5 shows distributive justice scales. All the mean values for DJ items are below [3.00], whilst the average mean for six items together is [2.22] and the standard deviation is [1.55]. This means that the teachers' perception of distributive justice is very unfavourable to their schools. They are very dissatisfied with their schools in terms of perceived distributive justice.

Table 6: *Mean and Standard deviation of Procedural Justice (PJ) Items*

Items	N	Minimum	Maximum	Mean	Std. Deviation
A7	108	1	7	2.20	1.656
A8	108	1	6	2.43	1.448
A9	108	1	7	2.35	1.493
A10	108	1	6	2.35	1.442
A11	108	1	6	2.21	1.421
A12	108	1	6	2.31	1.265
PJ				**2.31**	**1.45**

Table 6 shows the descriptive statistics for procedural justice scale. The mean value is less than just [3.00] for all the procedural justice items which is very low. The average mean for PJ was [2.31] and [1.45] was the standard deviation. This indicates that the teachers are very dissatisfied with their schools in relation to procedural justice.

Table 7: *Mean and Standard deviation of Interactional Justice (IJ) Items*

Items	N	Minimum	Maximum	Mean	Std. Deviation
A13	108	1	7	2.90	1.707
A14	108	1	6	2.73	1.412
A15	108	1	7	3.33	1.669
A16	108	1	6	4.17	1.424
A17	108	1	6	3.02	1.434
A18	108	1	6	3.74	1.688
IJ				**3.32**	**1.56**

Table 7 shows the mean value and the standard deviation of responses for the interactional justice scale. The maximum rank placed by the respondents was [7], whilst the minimum rank was [1]. The average means are low for IJ items, i.e. [3.31] with a standard deviation of [1.56]. This shows that the teachers are not satisfied with their schools in terms of interactional justice. The means are less than four except for A16 which has a mean score of 4.17. Having reported a high mean score for the item A16 indicates that the teachers perceive their immediate superiors are kind and considerate. This is in favour of the management.

Perceived Sense of Fairness (PSF) comprises of distributive justice (DJ), procedural justice (PJ) and interactional justice (IJ). The researcher use mean values of each of the three justice scales to get the grand mean for the variable of PSF. The mean value for the overall PSF is [2.62] with a standard deviation of [1.56]. This is a very low mean value having reported for the variable. Therefore, perceived sense of fairness is in very low level and it is highly unfavourable for the schools.

4.4.2 Attitude to Work: Commitment

In the present study, the attitude to work is considered as commitment to work. The descriptive statistics of the basic commitment components were presented separately in the Table 8. comprise of mean, standard deviation, and maximum and minimum value ranked by the respondents.

Table 8: *Mean and Standard deviation of Affective Commitment Items*

Items	N	Minimum	Maximum	Mean	Std. Deviation
B1	108	1	7	3.05	1.816
B2	108	1	7	3.75	2.179
B3	108	1	7	3.50	2.076
recB4[24]	108	1	7	4.82	2.064
B5	108	1	7	3.33	2.196
B6	108	1	7	3.33	2.280
B7	108	1	7	3.86	2.211
Affective Commitment				3.66	1.595

Table 8 shows descriptive statistics for Affective Commitment (AC). The mean values vary between [3.05] and [4.82]. All the items except B4 have reported a mean score below four. The item B4 has reported a mean score of [4.82]. Scores below four is considered low commitment. The average mean and the standard deviation for Affective Commitment are [3.66] and [1.595] respectively. Therefore, the teachers' commitment in this area is low and it is very adverse for the schools.

Table 9: *Mean and Standard deviation of Continuance Commitment Items*

Items	N	Minimum	Maximum	Mean	Std. Deviation
recB8[25]	108	1	7	4.09	2.278
recB9	108	1	7	4.97	2.393
recB10	108	1	7	3.94	2.106
recB11	108	1	7	4.29	2.446
recB12	108	1	7	4.74	2.066
recB13	108	1	7	4.25	1.885
recB14	108	1	7	4.46	2.124

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[24] ACS item B4 is recoded in alliance with the other six items in the scale.
[25] All items of continuance commitment scale i.e. B8-B14 given in the Table 9 are recoded items.

				4.39	1.182
Continuance Commitment					

Table 9 shows descriptive statistics calculated for Continuance Commitment (**CC**). This includes maximum rank of [7] and minimum rank of [1]. The mean scores are greater than [4] except for item B10 which has a mean score of [3.94]. This means that it is not very costly for a teacher to quit his or her current workplace and it is a highly unsatisfactory result. The 7-item average mean is [4.39] with a standard deviation of [1.182]. This also shows that the teachers' commitment level is neither low nor high in this area and this could be due to the neutral group of teachers in the sample.

Table 10: *Mean and Standard deviation of Normative Commitment Items*

Items	N	Minimum	Maximum	Mean	Std. Deviation
B15	108	1	7	3.77	2.125
rec**B16**[26]	108	1	7	5.17	2.020
rec**B17**	108	1	7	3.83	1.988
B18	108	1	7	3.78	2.150
rec**B19**	108	1	7	3.71	2.472
B20	108	1	7	3.37	2.444
B21	108	1	7	4.69	2.202
Normative Commitment				4.05	.927

Table 10 shows descriptive statistics available regarding Normative Commitment (**NC**). The mean scores are just below four except for items B16 (mean=5.17) and B21 (mean=4.69). The high mean score for B16 indicates that the teachers believe that a person must always be loyal to his or her organisation, which has positive influence on the quality and image of the organisation. At the same time, B21 explains that teachers do not think that wanting to stay in one school for the entire career is sensible anymore. This is also something that is not in favour of the organisations. The average mean for the 7 items is [4.05] with a standard deviation [.927]. This explains that teachers are having relatively low normative commitment to their schools.

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[26] Normative commitment items **B16, B17** and **B19** in the Table 10 are also recoded items.

The mean and the standard deviation for the variable (commitment) are [4.03] and [.829] respectively. Therefore, the teachers are found to be dissatisfied with their current workplace having reported a relatively low commitment.

4.4.3 Competence

Table 11: *Mean and Standard deviation of Competence Measuring Items*

Items	N	Minimum	Maximum	Mean	Std. Deviation
C1	108	1	7	4.43	1.619
C2	108	1	7	4.81	1.368
C3	108	1	7	4.74	1.901
C4	108	1	7	5.34	1.422
C5	108	1	7	5.39	1.497
C6	108	1	7	5.05	1.436
C7	108	1	7	5.77	1.165
C8	108	1	7	4.62	1.273
C9	108	1	7	4.68	1.690
C10	108	1	7	4.93	1.722
C11	108	1	7	5.52	1.597
C12	108	1	7	4.99	1.926
C13	108	1	7	5.38	1.581
C14	108	1	7	5.03	1.507
C15	108	1	7	4.85	1.558
Competence				**5.03**	**1.55**

Table 11 shows the descriptive statistics for employee measuring items. The rank of response varied between [1] and [7]. This is also a 7-point Likert Scale measurement. The average mean score for the variable competence is [5.03] with a standard deviation [1.55]. This shows that the teachers are highly competent in their teaching profession. This is a very good contributing factor for the schools towards improved performance.

The researcher examined the educational qualifications of the participants obtained through the questionnaire in relation to their competence.
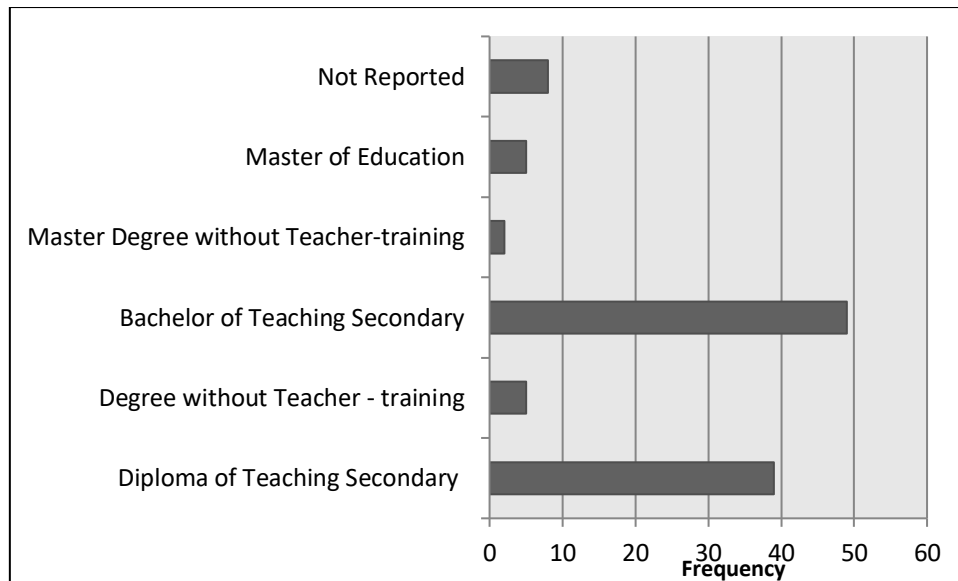
Figure 9: *Qualification Level of the Participants*

Figure 9 shows the level of education and training of the participating teachers for the present study. This data was collected with regard to their competence. It shows that 81% (n=88) of the participating teachers are trained teachers. Particularly, 45% (n=49) of the participants are trained graduates, whilst 36% (n=39) of the participants have Diploma of Teaching Secondary qualification. This also shows that the teachers have high competence. Very few participants (n=8) had not reported their qualification level for the present study.

4.4.4 Performance

Table 12: *Mean and Standard deviation of Performance Measuring Items*

Items	N	Minimum	Maximum	Mean	Std. Deviation
D1	108	1	7	5.32	1.175
D3	108	1	7	5.44	1.155
D5	108	1	7	4.78	1.363
D7	108	1	7	5.07	1.744

D9	108	1	7	3.50	1.699
Performance				4.84	1.02

Table 12 shows descriptive statistics on performance measuring scale. The mean scores are more than four except for the item D9 which has a mean score [3.5]. This means that the teachers believe that their immediate superiors do not reward them for their best performances. However, the average mean for the variable (performance) is [4.82] which imply that the performance is good.

Teachers' attendance is considered one of the indicators for work performance. Therefore, the available last three months (May – July 2008) attendance was collected for the sample of teachers (n=108). This data was successfully collected from the school offices using the list created by the supervisors. This is analysed against the total number of school days for the three months (n=59).
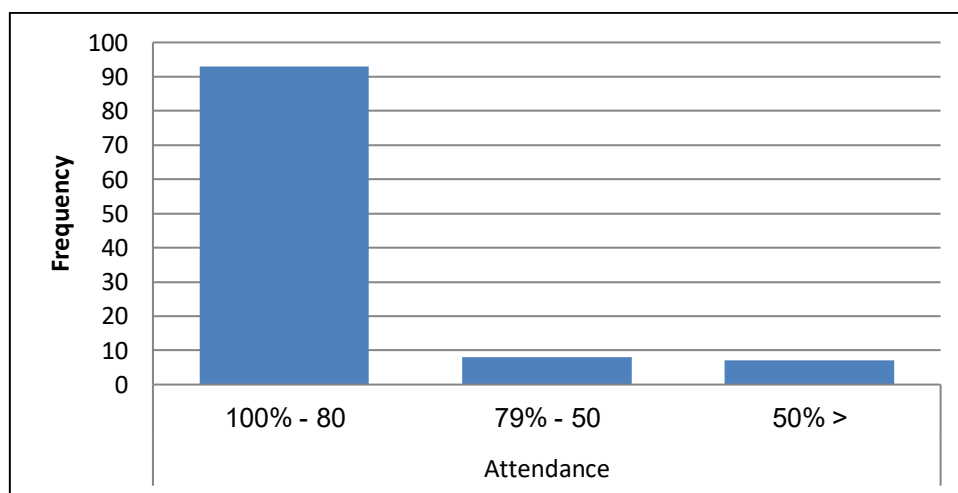

Figure 10: *Analysis of Teachers Attendance (May – July 2008)*

Figure 10 shows the attendance of the participating teachers in this research study. The analysis shows that over 86% of the participants (n= 93) attended 80-100% of the school days. 4.7% of the teachers attended 50-79% of the days. There is a minority of 6.5% recorded an attendance below 50% of the school days (n=59). Therefore, the teachers' attendance to work is found good.

4.4.5 Evidence in Support of Performance Ranking

The performance measuring instrument also explored the evidences in support of the respondents' ranking on the Likert scale for items **D1**, **D3**, **D5**, **D7** and **D9**. Over 55% (n=60) of the respondents provided answers to **D2**, **D4**, **D6** and **D8**.

Examination of evidence reflects that;

- 33% (n=20) of the respondents said that the pass percentage has increased since they took charge over their classes.

- 42% (n=25) of the respondents said that they spend weekly four hours on average to update their knowledge.

- 17% (n=10) of the respondents take averagely two extra classes per week.

- 92% (n=55) of the respondents had not received commendations from their superiors for their performance.

- The data was double checked with the records maintained at the school to ensure its validity.

4.4.6 Relationship between Variables Measured

Some items on the research instrument are identified and used to highlight the relationship between those variables. These are evidence for the association and the significance of these relationships.

Table 13: *Correlation between A3 and B1* .

		Item **(B1)**
Item (**A3**)	Pearson Correlation	.403(**)
	Sig. (2-tailed)	.000
	N	108

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

A3 My School rewards me fairly considering the level of education & training I have.
B1 I am happy to spend the rest of my career with this school.

Table 13 shows that there is a significant correlation between A3 (a distributive justice item) and B1 (Affective commitment item). This means when the school distributes rewards fairly considering the level of education and training, the teachers feel happy to stay with the school for the rest of the career.

Table 14: *Correlation between A5 and D9.*

		Item **(D9)**
Item (**A5**)	Pearson Correlation	.363(**)
	Sig. (2-tailed)	.000
	N	108

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

A5 My School rewards me fairly for the works I have done.
D9 I have received commendations for best performance from my superiors.

Table 14 shows that the distributive justice item (A5) and performance item (D9) are correlated having reported a correlation coefficient of [.363]. When they commendations from their superiors for their best performance, they feel their school reward then fairly for the works done well.

Table 15: *Correlation between C4 and D7.*

		Item **(D7)**
Item (**C4**)	Pearson Correlation	.287(**)
	Sig. (2-tailed)	.003
	N	108

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

C4 Building rapport with the students.
D7 I have received excellent rapport and recognition from my students.

Table 15 depicts that there is a correlation between competence item (C4) and performance item (D7) having reported a correlation coefficient of [.278]. This means teachers having competence in building rapport are more likely to receive excellent rapport and recognition from their students. In this case, competence in building rapport is marked high (mean=5.34) that causes the teachers receiving good rapport and recognition from their students. The performance item (D7) has mean score greater than five.

Table 16: *Correlation between B3 and D9.*

		Item **(D9)**
Item **(B3)**	Pearson Correlation	.472(**)
	Sig. (2-tailed)	.000
	N	108

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

B3 I am happy to own my school's problems as of my own problems.
D9 I have received commendations for best performance from my superiors.

Table 16 shows that there is a correlation between Affective Commitment item (B3) and performance item (D9). Those teachers highly committed to own their school's problems as of their own problems are more likely to receive commendations for their performance from their superiors. This shows the importance of employee commitment to the organisation.

4.4.7 Organisation Wise Comparisons

This section presents organisation wise comparisons on organisational justice, employee commitment, employee competence and their work performance. Organisations are those schools under consideration for the present research.

Table 17: *Organisation wise Mean Comparison of Perceived Sense of Fairness (PSF)*

Variables	AS	MS	DS
Perceived Sense of Fairness (PSF);	**2.27**	**2.89**	**2.93**
Distributive Justice (**DJ**)	1.71	2.60	2.73
Procedural Justice (**PJ**)	1.90	2.61	2.73
Interactional Justice (**IJ**)	3.21	3.47	3.34

AS: Ameeniya School **MS**: Majeedhiyya School **DS**: Dharumavantha School

Table 17 depicts the average mean values for **PSF** of the three schools namely *Ameeniya* School, *Majeedhiyya* School and *Dharumavantha* School. Averagely, all three schools have **PSF** less than 3.00. **AS** has the lowest **DJ** (mean = 1.71), **PJ** (mean=1.90) and **IJ** (mean=3.21), therefore, lowest **PSF** (mean=2.27). **IJ** shows an average mean less than 3.00 for all three schools. **DS** has marginally higher **DJ** and **PJ** than **MS**, whilst **MS** has marginally higher **IJ** than **DS**.

Table 18: *Organisation wise Mean Comparison of Commitment*

Variables	AS	MS	DS
Attitude to Work (Commitment);	**3.44**	**3.68**	**3.91**
Affective Commitment (**AC**)	2.87	3.64	4.19
Continuance Commitment (**CC**)	3.59	3.60	3.64
Normative Commitment (**NC**)	3.84	3.78	3.91

AS: Ameeniya School **MS**: Majeedhiyya School **DS**: Dharumavantha School

Table 18 shows average mean values for the commitment variables. Averagely, mean scores of commitment scale for **AS**, **MS** and **DS** are 3.44, 3.68 and 3.91 respectively. **AS** has the average lowest mean score for **AC** (mean=2.87), whilst **DS** having the highest mean score for **AC** (mean=4.19). On overall, employee commitment of all three schools is less than 4.5 for all the commitment variables.

Table 19[27]: *Organisation wise Mean Comparison of Employee Competence & Performance.*

Variables	AS	MS	DS
Employee Competence	4.99	5.08	5.06
Employee Work Performance	4.78	4.94	4.79

AS: Ameeniya School   **MS**: Majeedhiyya School   **DS**: Dharumavantha School

Table 19 depicts the employee level of competence and work performance for **AS**, **MS** and **DS**. Competence and performance scores are more or less similar for all three schools when average mean is considered. Competence reflects; **AS** (4.99), **MS** (5.08) and **DS** (5.06), whilst performance score are also less than 4.5.

Table 20: *School wise Academic Performance Score (APS) from 2002 - 2007.*

	School	ASP (Academic Performance Score)					
		2002	**2003**	**2004**	**2005**	**2006**	**2007**
1	Aminiya School	69	69	75	76	66	84
2	Majeedhiya School	60	64	79	64	83	71
3	Dharumavantha School	62	61	79	76	66	89

Source: *Statistics 2007, Ministry of Education of Maldives.*

APS is the standard academic performance measure used by the Ministry of Education. This tool measures the organisation wise academic performance obtained from General Certificate Examinations - Ordinary Level. According to Ministry of Education, scores between 50 – 70 points are considered good and scores above 70 points are considered excellent academic performance. Statistics (2007) indicates that the national average **APS**[28] for the year 2007 was 49 points. Over the 6 years, the academic performance of these three schools is good according to the performance scale formulated by the Ministry of Education of Maldives,

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[27] The researcher has the legal right to use the names of the schools. In addition, the research obtained special permission from the Ministry of Education of Maldives. The permission is also annexed

[28] A Guideline on calculation of APS is annexed (Annexure- D).

whilst at times schools have reached above 70 points that is considered excellent performance. Therefore, the overall academic performance obtained by the schools over the last 6 years is very good.

4.5 HYPOTHESES TESTING

This section presents the statistical relationships between the major variables considered in the conceptual model developed for the present study. The significance of the relationship between variables is measured by SPSS 11.5 using Pearson correlation coefficient. This is the inferential statistics used to examine each of the hypotheses formulated for the research. All statistical test results were computed at the 2-tailed level of significance. Therefore, the test results are correct at 95% - 99% of the times.

Hypotheses formulated for the research are;

> **H1a**: High perceived equity leads to high commitment and low perceived equity leads to low commitment.
>
> **H0a**: There is no relationship between perceived equity and commitment.
>
> **H1b**: The relationship between commitment and performance is moderated positively by employee competence.
>
> **H0b**: There is no relationship between commitment and employee competence having an impact on performance.

4.5.1 Statistical Relationship between PSF and Commitment

Table 21: *Pearson's Correlation Coefficient between PSF & Commitment.*

		Commitment
Attitude to Work	Pearson Correlation	.606(**)
	Sig. (2-tailed)	.000
	N	108

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

Table 21 shows that there is a very strong correlation between Perceived Sense of Fairness (**PSF**) and employee commitment. The test is significant at 1% level. Therefore, **H0a** is rejected, whilst **H1a** is accepted.

4.5.2 Statistical Relationship between Commitment and Performance

Table 22: *The Correlation between Employee Commitment and Performance.*

		Performance
Commitment	Pearson Correlation Sig. (2-tailed) N	.325(**) .001 108

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

Table 22 depicts the correlation between attitudes to work, i.e. commitment and employee work performance. The employee level of commitment and their performance were correlated at 1% level of significance. Therefore, **H0b** is rejected, whilst **H1b** is accepted. This testing will be correct 99% of the times.

4.5.3 Statistical Relationship between Commitment, Competence & Performance

Table 23: *The Correlation between Commitment, performance & competence.*

		Performance
Commitment	Pearson Correlation Sig. (2-tailed) N	.325(**) .001 108
Competence	Pearson Correlation Sig. (2-tailed) N	.537(**) .000 108

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

Table 23 shows the relationship between commitment, competence and performance. The nature of the test is 2-tailed. There is a correlation between commitment and competence at 1% of significance level. At the same time, there is a very strong correlation between competence and performance significant at 1% level. Therefore, **H0b** is rejected, whilst **H1b** is accepted. These tests will be correct 99% of the times.

4.6 A MORE SUBJECTIVE ASPECT

This section presents a summary of findings derived from the in-depth interviews conducted with educational policy makers. The Director General and one Senior Educational Planner were interviewed from Educational Statistics & Policy Planning Section of Ministry of Education. The first question, to what extent current educational policy procedures maintain fairness among all schools with regard to resource allocation and distribution. Many respondents to this research have highlighted the resource constraint in their school and an observable disparity among schools.

> **"Service quality is our first priority. We give a lot more importance on student-related impacts. In this regard, there won't be any discrepancy. Resource allocation! Well, resource allocation is prioritised based on the number of students. However, large schools have an advantage over small schools in this way. But we take complete care of small schools as well"** [Mr. Ahmed Shafeeu, Director General / Ministry of Education].

This prioritisation policy may limit 'fairness' in the resource allocation. A general justification is that the government cannot provide every resource at any one time to all the schools. Therefore, the Ministry of Education has a prioritisation policy based on student enrolment. However, prioritisation based on student enrolment alone might form some negative impacts on the system. Resources might be required urgently. For example, trivial resources for the school having the highest student enrolment could be urgent for the school having lesser number of students. In this situation, prioritisation policy can have adverse impact on the system.

> **"Some policies limit fairness to some extent. For example, policy for introducing higher secondary education in schools require a minimum number of students with certain number of passes from O/L examination, this limits the opportunity for small schools. We receive most number of complaints regarding higher secondary education".** [Mariyam Khaleel, Senior Educational Planner, Ministry of Education]

Generally, prioritisation is done based on student enrolment not only in the resource allocation and distribution but also in provision of other educational opportunities such as higher secondary education in those schools they never had higher secondary level of education before. Due to which, issue of fairness is pertaining among schools. This point has been repeatedly mentioned by the school heads in the briefing sessions held with them.

In order to understand the turnover situation in government secondary schools, the question whether turnover is an issue or not in Public Schools was asked to the Director, and he gave the following reply;

> **"Well, teacher turnover is very high but I don't have an exact figure. Now, we are planning to carry out teacher retention studies that have not been done yet".** [Mr. Ahmed Shafeeu, Director General / Ministry of Education]

The question asked on formulation of more equitable career framework, the following answer has been provided for the current research.

> **"We have developed a performance–based appraisal system to be implementable soon in all government schools. This covers all the major areas such as monetary benefits, recognition, retention and extrinsic rewards".** [Mr. Ahmed Shafeeu, Director General / Ministry of Education]

The empirical analysis shows that the teachers have a very low perceived sense of fairness due to which they have a high degree of dissatisfaction towards their schools. When the teachers' perceived sense of fairness (PSF) is negative, they wonder why their schools treat them unfairly. This has several other adverse impacts on school management and administration. This can lead to high level of teacher turnover. A performance based appraisal system would be very essential to sustain distributive justice and procedural justice among teachers. Obviously, they would know that they are rewarded for their own performance.

4.7 CHAPTER SUMMARY

This chapter (chapter 4) has presented the most salient findings based on the empirical analysis. The significant differences among descriptive statistics of PSF, Attitude to Work (i.e. commitment), employee competence and their work performance were clearly identified. The analysis was done using SPSS 11.5 for Windows. This analysis involved both descriptive and inferential methods. It was discovered that the teachers have a low perceived sense of fairness towards their schools. The average mean score was only [2.62] having impacted on their commitment. When PSF is low the commitment level is also likely to be low. This was tested using Pearson's Correlation Coefficient. The null hypothesis was rejected at 1% of significance level. At the same time, commitment and performance are correlated and it is moderated positively by employee competence.

Chapter 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents the conclusions based on the most salient findings of the empirical analysis. The conclusions drawn out from the relationships identified from the major variables are highlighted in this chapter, emphasising the impact of PSF on the employee work performance

The conclusion, as also a summary of the study, pays special attention on answering the research questions. The conclusions are supported with objectives considered evidences. This chapter ensures that these research objectives are achieved. Pearson's correlation was used for testing the research hypotheses. These tests are performed at 2-tailed level of significance to discover the significance of the impact on the dependent variable.

 Chapter five also provides needful recommendations for the management to improve the nature and the level of **PSF**, attitude to work (commitment) and therefore the employee work performance. These recommendations are categorise based on the implementable dimensions in the government schools in the Maldivian context of management and administrations.

5.2 CONCLUSIONS DISCUSSED

The prime purpose of the study is to understand the perceived sense of equity pertaining to government secondary schools in the city of Male' and to examine the impact on teachers work performance. The aim also highlights two of the research questions to be answered. These two questions figured out the extent to which justice or injustice exists and its negative or positive impact on teachers' work performance. Therefore, understanding the basic concepts of fairness or justice is very important. Perceived Sense of Fairness (**PSF**) comprises of Distributive Justice (**DJ**), Procedural Justice (**PJ**) and Interactional Justice (**IJ**). In short, distributive justice refers to fair distribution of rewards, procedural distribution means fair implementation of procedures and interactional justice is fair ways and means of communication and information exchange (Greenberg, 1993; Leventhal, 1976; Deutsch, 1975; Adam, 1965).

The other major concepts focussed on this study are commitment, competence and performance. Commitment is referred to as an attitude. Meyer & Allen (1991) described three forms of organizational commitment affective commitment, continuance commitment and normative commitment. Competence is a pattern of knowledge, skills and characteristics that is observable and measurable through defined behaviours related to effective performance in a specific job, organisation or culture. Messick (1984) stated "performance refers to what is actually done under existing circumstances". Abramis (1994) defines work performance as workers' effective execution of tasks or job and useful contribution to the social work environment.

It is so vital that organisations treat employees fairly and consistently if they were to create a good human resource environment and to improve Quality of Work Life (**QWL**). This also includes fairness and consistency in application of all systems and procedures that the

organisation may use to assess the individual's work performance. This consistency should be maintained all across the organisation at all times and among all employees.

The empirical research found that perceived sense of inequity exists in these schools under consideration for the present study at a significant level.

Table 24: *Descriptive statistics for organisational justice variables.*

Variables	N	Minimum	Maximum	Mean	Std. Dev.
Perceived Sense of Fairness (PSF)	108	1	7	2.62	.985
Distributive Justice (**DJ**)	108	1	7	2.22	1.301
Procedural Justice (**PJ**)	108	1	7	2.31	1.287
Interactional Justice (**IJ**)	108	1	7	3.31	1.015

Table 24 shows a summary of the descriptive statistics for perceived sense of fairness in large government schools in the city of Male'. The average mean for **PSF** is [2.62] as depicted in the table 24. This clearly indicates that a low level of perceived sense of fairness exists in these schools. In other words, a high degree of perceived inequity pertains in the schools under consideration. The teachers in these schools perceive that their schools do not treat them fairly in terms of reward distribution, procedures and systems of reward distribution, communication and information exchange implemented. This also reflects the sense of dissatisfaction. However, there have been organisation wise differences in how do teachers perceive sense of fairness with regard to their schools. For example, Ameeniya School has lower mean scores for distributive justice (mean=1.71) and procedural justice (mean=1.90) than the other two schools, as depicted in the Table 17 on page 65.

Further aim of the research is to assess the impact of perceived sense of fairness on the current behaviour and attitude of secondary teachers. Procedural justice and interactional justice predict attitudes and behaviours of the employees towards the organisation. The level of commitment to the organisation largely varies according to the sense of equity among the

people (Byrne and Cropanzano, 2000). This research examined the teachers' commitment to their schools and discovered the relationship to be true.

Table 25: *Descriptive statistics for teachers' commitment to their schools.*

Variables	N	Minimum	Maximum	Mean	Std. Dev.
Commitment	108	1	7	4.03	.829
Affective Commitment (**AC**)	108	1	7	3.66	1.595
Continuance Commitment (**CC**)	108	1	7	4.39	1.182
Normative Commitment (**NC**)	108	1	7	4.05	.927

The average mean value for the variable (i.e. commitment) is [4.03] indicating a relatively low commitment level in teachers. Therefore, it is proven that there is a relationship between perceived sense of equity and teachers' commitment to their schools. Comprehensively, hypotheses' testing was carried out to assess the significance of this relationship as well as the correlations between other variables conceptualised in this study.

Conceptual Model
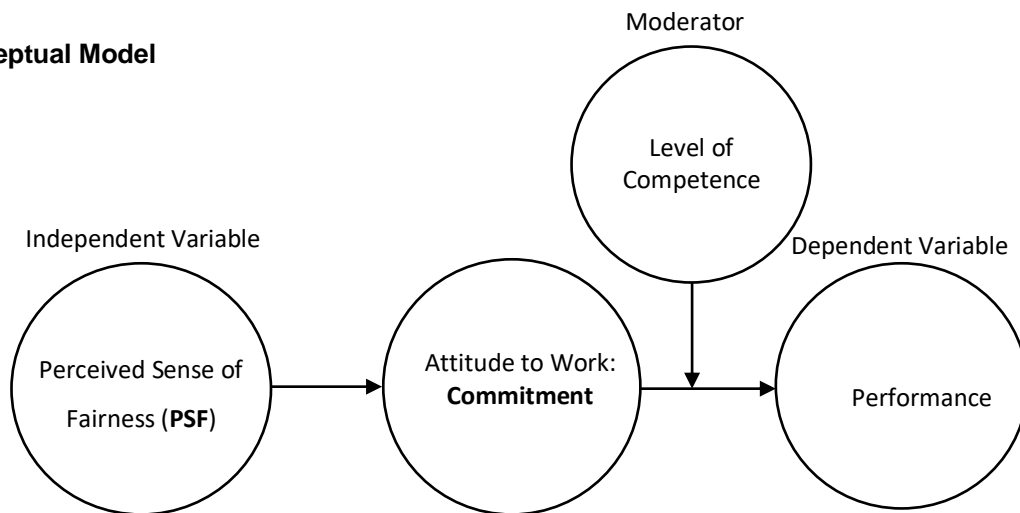
On the basis of conceptualisation, the researcher formulated the research questions. The hypotheses' testing was carried out on SPSS 11.5 for Windows which have shown the correlations and their level of significance.

Table 26: *Pearson's Correlation Coefficient Measured.*

		Competence	Commitment	Performance
Attitude	Pearson Correlation Sig. (2-tailed) N		.606(**) .000 108	.170 .079 108
Commitment	Pearson Correlation Sig. (2-tailed) N	.414(**) .000 108		.325(**) .001 108
Competence	Pearson Correlation Sig. (2-tailed) N			.537(**) .000 108

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

The **PSF** and commitment are strongly correlated having reported a Pearson's correlation coefficient of [.606]. The null hypothesis was rejected at 1% significance level. Therefore, the empirical analysis has proven that there is a positive relationship between perceived sense of fairness and employee commitment. However, **PSF** is not directly correlated with employee work performance (Pearson's correlation coefficient = .170).

There is a significant correlation between commitment and competence having reported a Pearson's correlation coefficient of [.414]. At the same time, employee commitment and their work performance are correlated having reported a coefficient of [.325]. These tests are significant at 1% level. Further, the empirical analysis shows that there is a very strong correlation between employee level of competence and their work performance. The correlation coefficient is [.537] at 99% confidence level. Therefore, the null hypothesis was rejected at 1% significance level. This means that the relationship between perceived equity, commitment and performance is positively moderated by employee level of competence.

There are several evidences in support of these conclusions. These evidences also support the validity of the data gathered for the present study.

Table 27: *Competence and Performance Means Measured.*

Variables	N	Minimum	Maximum	Mean	Std. Dev.
Competence	108	1	7	5.03	.970
Performance	108	1	7	4.82	.879

Table 27 shows average mean for competence as (mean=5.03) clearly indicating that the teachers working in these schools have high level of competence. This result is an outcome of a self-evaluative analysis from the teachers. The validity of this data is double-checked using their level of education and training they have had before. Obviously, teachers with high competence perform better in their job. In the sample (n=108), 81% of the teachers are trained teachers and over 45% of the teachers are trained graduates. Average performance mean sets above 4.5 which are on the good side. In the data collection process, evidences were gathered to double-check against the records maintained in schools. Over 55% of the respondents provided evidence in support of their rankings to performance measuring scale. This way, the researcher ensured validity of the data gathered for the present study.

All in all, relationships illustrated in the model on page 38 were empirically tested using Pearson's correlation coefficient. The researcher identified the magnificent of these correlations. When PSF is high employee commitment is also high and therefore better employee work performance, and vice-versa. The relationship is positively moderated by the employees' competence. Obviously, organisations should treat employees justly to make them committed towards an improving work performance. Improvement of fairness perceptions is a key ingredient for obtaining service excellence. However, the impact of fairness perceptions on performance should be considered for further study to continued improvement of perceived sense of fairness towards effective management of education service.

In summation, these empirical results could help the administrators in secondary schools to understand the significance of the relationship between perceived sense of fairness and work-related attitudes particularly employee commitment. These findings provide considerable insights into employees' perception of fairness towards their schools. Therefore, these findings could help administrators better understand how to increase teachers' commitment to their schools to formulate a better management decision process. Finally, the teachers' work performance could be increased. However, this could only be achieved if the school administrators themselves have quality and commitment to their work and the school. The researcher hopes that this study would contribute to understand the importance of fairness on human resources environment in schools.

5.3 RECOMMENDATIONS

Highly committed teachers try the best to perform their job in making major contributions to their organisations. Commitment drives employees for better performance. Particularly, commitment to teaching profession seemed to be a much stronger motivation for excellent work. Therefore, school administrators should pay more attention to strengthening teachers' commitment to their job and the school.

5.3.1 Implement fair Rules, Policies and Procedures

The school's rules, policies or procedures should be based on the foundation of equity. Any perceived inequity in the distribution of rewards or any perceived injustice in the decision making process is likely to lower the commitment levels. Greenberg (1990) states that if not enhance employee motivation and commitment, the managers must at least "look fair" from their subordinates' perspective. The following recommendations are made on the basis of the empirical research analysis and its outcomes.

- Firstly, schools should improve perceived distributive justice and procedural justice. This will help to improve organizational commitment. This suggests that schools "look fair" into reward distribution, system administration and practices.

- Secondly, the management should make a good impression on justice in the school since this is very subjective in itself. Instructions given to the teachers should emphasise on the 'fair rule' concept. The management also should maintain uniformity at all times. This will enable management to be accepted as fair and just to everyone.

- Thirdly, schools should improve interactional justice by having developed a good communication channel with teachers. For example, increasing the extent of teacher participation in the decision process. The management could increase number of meetings with teachers. At the same time, management could find out administrative problems using management evaluation instruments. Management could also focus on implementation of more democratic rules in allocating responsibilities among teachers. This communication flow and mutual understanding will help to form an accurate and realistic psychological mindset to be committed to their schools.

- Fourthly, the management could develop and implement suggestion board system for teachers to give management ideas. Also, the management could implement a teacher grievance system to freely report their concerns.

- Finally, build an understanding of the causal relationship about the factors leading to best performance. For example, when teachers are satisfied with the school they are more committed to their work, increase their effort level and therefore improve their

performance. This would enable the school management to create a trust culture and committed teacher force.

Therefore, the higher government authorities of the country should deploy more efforts on improving procedures in the reward distributions of the schools. This would help in achieving the best possible work performance and therefore, a better public service delivery.

5.3.2 Build a Trust culture among all Staff

The schools should try to build trust between the management and teachers to foster organisational commitment. Employees would be more supportive and committed when there is sense of trust between themselves and the management. In order to obtain trust from the teachers, the management needs to be honest with them. In difficult situations, communicate more closely with the teachers so that they feel comfortable with the management decisions. People need trusted others. On the other hand, dishonesty on part of the management is likely to decline employees' trust and consequently could diminish their commitment. The management attempts in identifying teachers' constraints can also increase sense of trust between management and the staff. This will result in teachers' perception of supportive management.

5.3.3 Provide Equal opportunity for Professional development

Professional development is very essential for teachers. By providing equal opportunity for professional development opportunities for teachers, educational managers can meet a major two purposes.

1. These equal training opportunities send a strong message to teachers that their school cares and supports them which will be stimulating, and therefore increase their commitment to their job, to their management as well as to their school.

2. Training helps to develop competence in teachers that can enhance students' learning and achievement. This can ultimately improve the overall educational standard of the country.

The researcher recommends all the schools to initiate on the job training programmes such as mentoring, coaching and off the job training programmes such as higher education from abroad. Furthermore, the schools can provide beautiful opportunities for faculty members to attend short courses, seminars, conferences, workshops, and outbound coaching camps, which will further strengthen team spirit in teachers.

5.3.4 Authority, Responsibility and Accountability

Any management should maintain balance between authority, responsibility and accountability in order to make productive staff. Responsibility has an objective aspect, i.e. the job itself and it also has a subjective aspect, i.e. commitment to their job. Therefore, this has a dimension of efficiency, whilst accountability has a dimension of effectiveness. On the basis of this argument, teachers should be given authority sufficient to perform their duties. In case if they have to appear before their immediate superior for every simple matter, the decision process gets slowed down and therefore the productivity declines.

5.3.5 Specific Recommendations

Managers should think about the fairness situation in their schools. The empirical analysis has shown a positive correlation between PSF and commitment at 1% significance level. This means high fairness leads to high commitment and low fairness leads to low commitment. There are organisation wise differences in the results obtained. For example, Ameeniya School has the lowest DJ mean (1.71) and PJ mean (1.90). Therefore, this particular school should pay more attention on these areas of fairness in the future. This might cause several adverse impacts on its performance, otherwise.

5.3.6 Policy Level Recommendations

1. Ministry of Education (MOE) should minimise the disparity among schools in the resource allocation and distribution. A more flexible approach could be useful instead of prioritising only on the basis of student enrolment. For example, prioritisation based on urgency could be more effective at times.

2. An independent monitoring and assessing board at the ministry level could be established to investigate and judge those teacher grievances. Or, the current Supervision and Quality Improvement Section (MOE) should be given more independent and active role on investigating quality issues, teacher grievances, physical resource availability and utilisation, etc.

3. An independent educational research body could be established to gather research evidences on the problems and issues proposed by the schools. These research papers should be published so that school administrators have access to empirical evidence in areas needed improvements.

4. An effectively implementable performance based appraisal system could be a good career framework. This can improve perceived sense of equity among teachers to be committed to their teaching profession.

5. Ministry could establish performance benchmarks as national standards for teachers and the schools.

5.3.7 Recommendations for Further Research

This study provides a conceptual model for perceived sense of fairness. This is to understand the antecedents of organisational justice. The understanding on organisational justice also increases the current knowledge on employees' work related attitude such as employee commitment. This research also highlights the major impacts of these antecedents on employee work performance. Future research should examine other antecedents and consequences found to be important in previous organisational behaviour research papers in order to develop a broader knowledge on organisational environment in attributing employees' perceptions of fairness such as perceived management support, absenteeism, turnover, and organisational citizenship behaviour, etc.

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