

ORGANISATIONAL JUSTICE AND EMPLOYEES' WORK BEHAVIOUR IN PUBLIC SECONDARY SCHOOLS IN LAGOS STATE, NIGERIA

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Abstract

Efficient service delivery in educational organisations all over has become critical elements of the educational process for more reasons than one. Considering the role of education in the nation building, it calls to questions if employee work behaviour in an educational organisation fails to meet the required standard and expectation. This study examined the influence of organizational justice on employee work behaviour in public secondary schools in Lagos state. Three research questions and hypotheses were formulated to guide the study. Relevant literatures were reviewed. The study adopted ex-post-facto research design and the population for this study comprised 18,054 teachers in the 671 public senior and junior secondary schools in the six Education Districts of Lagos State. Multi-stage sampling procedure was used to select 1,074 teachers comprising 534 and 540 senior and junior secondary school teachers respectively as participants for the study. The researcher administered 1,074 copies of questionnaire and 1,040 copies of the questionnaire were returned and good for analysis. This represented 97% return rate which is high enough for the study. The data obtained through the instrument were analyzed using Mean and Standard Deviation, while the hypotheses were tested using One Sample t-test and Pearson Moment Correlation. The three hypotheses were tested at 0.05 level of significance. The findings of the study showed that: employees' disposition to work is poor, the two organizational justice variables tested had significant relationships to employees' work behaviour. Based on the findings of the study, it was recommended amongst others that: school principals should cultivate justice culture in their daily administrative practices as this will enhance teachers' positive work behaviour in the school system.

Keywords: Organisational Justice, Employee Work Behaviour, Procedural Justice.

Introduction

Education is seen as the bedrock of the development of any nation. This accounts why government invests heavily on the education of her citizens. Secondary education, a sub-set of the education level, is very necessary in human capital formation. It is the supply base from which tertiary institutions draw their students for admission into their different programmes. It therefore, presupposes that the provision of qualitative education is the *sin qua non* for the attainment of the goals of secondary education. The broad goals of secondary education are to prepare individuals for useful living within the society and higher education. Other goals as stated in the National Policy on Education are to raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specifically under the broad national goals and live as good citizens (Federal Republic of Nigeria, 2013)

The realization of these goals is premised upon effective educational managers and committed teachers, who are the prime implementers of government policies on education, and as such, their operational performance and vision could make or mar the future of the country (Sam, 2006). Education remains the best legacy that could be bequeathed on children. This is why governments, parents, and other

stakeholders expend huge resources in preparing the young ones for a meaningful life in the society. It is undeniable that there are some great teachers behind all successful men and women.

School is an arena in which a variety of behaviours play out, each with a different consequence for the individuals within the organisation and on the organisation as a whole. Every organisation has its norms and expected behaviours, language, principles and postulations by its members, and also the employees, who allow the workplace to perform at a suitable pace in order to achieve the organisation's goals and objectives. In schools, every teacher is expected to observe specified institutional rules and regulations. If a teacher does not observe these specified behaviours such as school timings, teaching, assignments and desired behaviours with students and colleagues, such a teacher is therefore termed to have displayed deviant behaviour.

Employee's work behaviour can be in a negative or positive form; it depends on how each employee perceives justice in the workplace. Work behaviour entails a constellation of employee's behaviour that is deviant or in accordance with organisational norms. Justice could play a significant role in predicting employees' work behaviour, when employees, feel that they are treated unfairly or unjustly they may tend to exhibit deviant work behaviour such as unpleasant complains and increased rate of absenteeism, irregularities and non-commitment to school assignments, negative changes in working relationship, poor performance, interpersonal clashes, arguments, hostility, hot aggression, malicious gossips, criticisms, tension, irritability, poor concentration, poor record keeping, refusal to listen to advice and suggestions, as well as self-withdrawal and judgemental attitudes (Robinson & Bennett, 2009). Workplace deviant behaviour as the dark side of employee work behaviour is counterproductive and destructive to the school system and, it is one of the most serious problems facing educational system today (Bennett & Robinson, 2009).

Teacher related factors appear to be prominent among the causes of poor students' performance in public examinations (Atalor, 2011). Poor performance of students in internal and external examinations such as Senior Secondary Certificate Examination (SSCE), Basic Education Certificate Examination (BECE) and Unified Tertiary Matriculation Examination (UTME), to a great extent, is true a reflection of negative teachers' work behaviours in Nigerian schools today (Babalola, 2006). Indeed, there is a general feeling that the standard of education has deteriorated and this has been mostly linked to poor teachers' job performance (Fagbamiye, 2012).

Fagbamiye, (2012) observed that a lot of teachers were dissatisfied with the teaching job. Teachers, like the learners, are distinct persons and complex organisms with varied needs, anxieties, motivations and personal concerns to resolve in order to effectively perform their duties. It is believed that when teachers are dissatisfied, they will be less committed to their work thereby influencing their work behaviour and consequently their performance.

With the word justice, what immediately comes to mind is crime, perhaps a particular crime, the arrest of a person by the police, the courts and the eventual incarceration of an offender in jail and their possible rehabilitation. Crime and laws are part of the study of justice, but only part. Justice entails more than just the operation of the criminal justice system and how to respond to a particular action by passing a law to make that activity a crime. Justice is concerned with many other aspects of human society. In fact, the study of justice by philosophers such as Plato and Aristotle pre-existed modern notions of law and crime. How people are rewarded for their efforts in working, creating and inventing and who profits

from these activities such as corporations, what goes on in the school system and other public enterprises are also a concern of justice. Is the distribution of organisational task fair? Is the reward fair? Are teachers in other parts of the world paid a just compensation for rendering teaching services, or employees working long hours for very little compensation? How are people rewarded for their efforts in working? These are questions for justice studies.

The problem of inequitable treatment of human resources in organisations on the bases of gender, relationship, ethnicity and nepotism has received the attention of researchers in recent times. Organisational justice refers to the way and manner in which workers are treated at workplace with or without any prejudice and preference. This has been an inescapable issue facing educational managers, administrators and teachers all over the world today. It is an important area that can predispose individuals to motivation (Shalhoop, 2003). Colquitt (2001) postulated that fair treatments have great considerations on employees' attitudes at workplace, including employees' commitment and job satisfaction.

Uwaezuoke (2011) stated that the need and the quest for justice in the micro and macro societies and by extension, the global world, is increasingly becoming inevitable in the wake of all kinds of violent and orchestrated social disorder and break down of law that characterize the world today. Justice cuts across and assumes a high degree of importance in every sphere of human endeavour, such that it is a recurrent concept, an ideal in ethics, jurisprudence, governance and every other form of human undertakings that involve human relationships, management and administration. In this regard, justice is the key to the survival and sustenance of growth and development in the organisation (Hoseinzadeh, 2006).

The teacher's perception of the principal or the school management fairness could influence the teacher's subsequent attitude and behaviour. That is why Hoy and Tarter (2004) stated that the concepts of justice and correctness should not be under-estimated, because the issues of justice and fairness are key concerns to employees within an organisation. When justice is achieved or ensured, things are done properly, but when it is not achieved, people try to acquire their rights illegally (Chegini, 2009). Justice or fairness in an organisation may include issues associated with perceptions of fairness in task distribution pay, equal opportunities for promotion and the employee selection processes. People are naturally attentive to the justice of events and situation in everyday life across a variety of contexts (Tabibnia, Satpute, & Lieberman, 2008). This is to say that employees (teachers) react to actions and decisions made by the school management every day.

Distributive Justice has to do with fair distribution of benefits, tasks and time according to the needs of the employees in the work place. How employees perceive time given to him daily to complete his tasks is of a great concern. For example, the duties of teachers include: conducting morning assemblies, seeing to the cleanliness of the school environments and of the students, preparation of lesson plans, marking class and subject attendance registers, attending to parents, instilling discipline, inculcating the right values in the students, participating in extra-curricular activities supervision of class for reading hours, conducting compulsory free extra lessons, performing administrative duties, delivering and imparting knowledge to students, within a limited time, and other duties that may be assigned by the principal. With all these responsibilities, teachers are also faced with the grid lock of traffic, family, friends, career development and social life which could be frustrating. In some cases deadlines are equally given to teachers for the submission of certain assignments. It is the duty of the school management to ensure that timetable allocation, teaching periods, work schedule/workload and rewards

are fairly or equitably distributed. In Lagos State, teachers are expected to have a minimum of 16 periods per week and maximum of 24 periods per week. Teaching more than two subjects, being allocated more than 24 periods per week and being involved in more than three to four school committees could affect teacher's behaviour. Teachers with high workload usually compare their rewards and compensation with other teachers from other schools or organisations.

Also, procedural justice is another dimension of justice that should not be neglected by school management, because it is an important motivator for employee's work attitude and performance (Hongwei, Weichun & Xiaoming, 2013). This is concerned with how employees view the fairness of the process of how outcomes are decided. Teachers judge the fairness of decision-making processes, to see if the processes are consistently fair, and do not discriminate against any staff. That is why when employee's is not involved in any decision made about him when he ought to, he feels unjustly treated, especially, if the decisions are not to his favour or do not meet their needs. The decision made by the management to give a teacher two subjects to teach because he or she is knowledgeable in both subjects, without involving him or her in the decision making process, only to be sent a time table or a letter informing him of the decision taken could change the work behaviour and the relationship of the teacher with the school management.

Interactive justice refers to the treatment an employee receives from the authority before, during and after decisions are made concerning the employees' job. This type of justice is characterized by sincere and respectful treatment with appropriate language by the employers. It involves administrators' value and respect towards the employees (e.g. listening to them attentively, empathising with or showing empathy to those who have difficulties) and acting with social sensitivity. The level of importance given to the employee could directly influence his level of organisational commitment. If an employee feels that he is not given the due respect, his commitment to the organisation could decrease.

Individuals pass judgments on whether behaviours exhibited towards them by the management are the same with other employees or not; and, as a result, they develop negative attitudes towards the organisation (Ali, et al 2017). Essentially therefore, if the relationship and the motivation are good, employee will readily accept and overlook some administrative flaws (Hassan, 2010). The relationship existing amongst school staff is also very important as the healthiest self-esteem is based on earned respect from others rather than fame status or adulation (Aishwarya & Renu, 2017)

In the light of the above, many studies have investigated organisational justice in developed and developing countries. But the questions still remain whether justice perception have significant influence on employees' work behaviour. Also, the study intends to determine whether justice dimensions have different levels of associations with various behavioural outcomes, and if so, which of them have the strongest unique influence on work behaviour.

Statement of the Problem

All over the world, teachers are viewed as the most critical resources in schools as such, are expected to exhibit work behaviours that enhances school effectiveness. Professionally, there are certain ethical conducts expected of teachers, any act or behaviour short of this is considered misconduct. These may include late coming, incessant absenteeism, poor classroom management, poor record keeping, clique formation, aloofness, etc. These negative work behaviours among teachers have largely contributed to poor academic performance and deviant behaviours exhibited by students in secondary schools (Fagbamiye, 2012).

In recent times, it has been observed, with dismay that work behaviours manifested by some teachers in public secondary schools seem not to be in accordance with set ethical standards. It is not uncommon to see teachers in public secondary schools putting up such negative work behaviours as poor record keeping, withdrawal from other colleagues, poor class room management, poor interaction with others including colleagues, students and members of school management and truancy etc. Realising the consequence of this on the attainment of the goals of education, government, at different times, had put in place different measures to make teachers comfortable and shun all negative acts that could hamper the actualisation of educational goals. Among these are, prompt and regular payment of salaries, procurement of teaching/learning facilities, through EKO project, for improvement of teaching learning activities in public secondary schools in the State.

Furthermore, capacity building programmes had been organised by the State Government through the Ministry of Education and Education Districts and also merit awards to deserving teachers annually to enhance teacher capacity, motivation and positive work behaviour. Despite these efforts, the desired results appear to be far-fetched, as the behaviours of teachers with respect to their level of commitment, involvement and, dedication to duties still seem to be at low ebb. This is evident in the academic, behavioural and interactional performances of students in secondary schools in the Lagos State.

Based on this seemingly persistent poor work behaviour among teachers, despite the external measures put in place to arrest the situation, the researcher deems it necessary to investigate how the justice system prevailing within the school system relates to work behaviour of the teachers in the Lagos State public schools.

Purpose of the Study

The general purpose of this study is to examine the relationship that exists between organisational justice and employees' work behaviour in Lagos State. Specifically, the study seeks to: ascertain employees' behavioural disposition to work determine the relationship between distributive justice and employees' work behaviour; examine procedural justice in relation to employees' work behavior;

Research Questions

The study is guided by the following questions:

What is the behavioural disposition of employees' to work in public secondary schools in Lagos State?

How does distributive justice relate to employees' work behaviour.?

How does procedural justice relate to employees' work behaviour?

Research Hypotheses

The following hypotheses were formulated to guide the study:

The behavioural disposition of employees' to work in public secondary schools in Lagos State is significantly low.

There is no significant relationship between distributive justice and employees' work behaviour.

There is no significant relationship between procedural justice and employees' work behaviour.

Research Methodology

Ex-post-facto research design was adopted in this study. This design is suitable for this study because it seeks to investigate possible cause and effect of organisational justice on employee (teacher) work behaviour in public secondary schools. The population of this study comprised 9,108 senior secondary

school teachers in 321 public senior secondary schools and 8,946 junior secondary school teachers from 348 senior public secondary schools in the six Education Districts of Lagos State. Public secondary schools in Lagos State are spread in six Education Districts (Lagos State Census Report, 2017).

Sample size determination

Yamane (1967) sample size statistical model for a finite population was used to determine the sample size from the population. $n = \frac{N}{1 + N(e)^2}$

Where: n = Sample size (to be determined), N = Population size, 1 = Constant, e = tolerated error (5%). Thus, applying the formula and additional 40% to compensate for non-response, and to also increase the validity level of the results, put the sample size at 534 and 540 respectively for senior and junior secondary school teachers, making a total of 1,074 teachers.

Sample Size and Sampling Techniques

A multi-stage sampling approach was adopted to select the Participants for the study, this involved stratified, simple random and proportionate sampling techniques at different stages.

Altogether, 1,074 comprising 534 and 540 senior and junior secondary school teachers formed the sample for the quantitative Study.

The instrument used for data collection was a set of researcher – designed and validated questionnaire titled “Organisational Justice and Employees’ Work Behaviour Questionnaire (OJEWBQ)”. The instrument contained items that measured Organisational Justice and Employees’ Work behaviour (OJEWB).

The scoring of the instrument was done using a four-point Likert-type scale of four response options. Always (4), Sometimes (3), Rarely (2), and Never (1) ; Very much True (4), True (3), Partially True (2), and Not True (1). These applied to all positively worded items, while the reverse is the case for the negative worded items. Out of the 1,074 copies of the questionnaire administered, 1,040 valid copies were retrieved, representing 97% return rate.

Results

Analyses of Research Questions.

Research question one: What is the behavioural disposition of employees’ to work in public secondary schools in Lagos State?

This is answered with the data presented in Table 1.

Table 1
Employee Work Behaviour in Public secondary schools

S/N	Statements	A 1	S 2	R 3	N 4	Mean	Std. Dev.
1	I come punctually to school	154 (14.8)	184 (17.7)	277 (26.6)	425 (40.9)	2.06	1.08
2	I come regularly to school	-	170 (16.3)	395 (38)	475 (47.7)	1.71	0.73
3	I go early to class all the time	-	25 (2.4)	680 (65.4)	335 (32.2)	1.70	0.51
4	I come late to school	247 (23.8)	299 (28.8)	172 (16.5)	322 (31)	2.45	1.15
5	Inspectors /Supervisors from quality assurance correct my record books	-	127 (12.2)	913 (87.8)	-	2.12	0.45
6	My school records are up to date	-	127 (12.2)	545 (52.4)	358 (34.4)	2.59	0.66
7	I prepare students for co-curricular activities.	582 (56.0)	60 (5.8)	272 (26.2)	126 (12.1)	3.06	1.14
8	I participate in school co-curricular activities	488 (46.9)	112 (10.8)	322 (31.0)	118 (11.3)	2.93	1.10
9	I am unhappy whenever I come to work	148 (14.2)	54 (5.2)	748 (71.9)	90 (8.7)	2.25	0.80
10	I feel like changing my work place	-	219 (21.1)	821 (78.9)	-	1.96	1.14
11	I associate with my colleagues freely	91 (8.8)	330 (31.7)	284 (27.3)	335 (32.2)	2.17	0.98
12	I wish to be alone in my work place	206 (19.8)	133 (12.8)	430 (41.3)	271 (26.1)	2.26	1.05
13	I teach extra lessons to cover for missed classes	-	362 (34.8)	678 (65.2)	-	2.31	0.92
14	I give advance notice to the school management if I am unable to come school	9 (0.9)	92 (8.8)	441 (42.4)	498 (47.9)	1.63	0.68
15	The amount of time takes to teach makes it difficult to keep students' scores before the end of the week	60 (5.8)	646 (62.1)	250 (24)	84 (8.1)	2.66	0.71
16	I am only in the teaching profession because of unemployment	163 (15.7)	459 (44.1)	157 (15.1)	261 (25.1)	2.50	1.03
17	If I have the opportunity, I will like to be transferred to another school	60 (5.8)	457 (43.9)	212 (20.4)	311 (29.9)	2.56	0.95
18	I am in a school club (Co-curricular activities) which I am not happy to belong	-	718 (69.0)	322 (31.0)	-	3.27	0.92
19	I am uncomfortable in the school I am teaching.	-	612 (58.8)	428 (41.2)	-	2.88	1.11
20	The decision made by the school management concerning me was so hurtful that it affected my health	-	301 (28.9)	739 (71.1)	-	2.16	1.18

21	I am so depressed by the unfair treatment meted on me	-	444 (42.7)	596 (57.3)	-	2.53	1.28
22	I am stressed because I teach more than the expected 24 period per week	-	467 (44.9)	573 (55.1)	-	2.40	1.37
23	I am so frustrated by my colleagues such that it is affecting my communication with them	-	814 (78.3)	226 (21.7)	-	2.93	0.96
24	I am ready to take on additional responsibility	443 (42.6)	377 (36.3)	134 (12.8)	134 (12.8)	3.13	0.93
	Average					2.36	0.95

.Note: (i) figures outside parentheses are frequency distributions; (ii) figures in parentheses are percentage distribution; (iii) Keys (Always = A, Sometimes = S, Rarely = R, Never = N)

Table 1 shows the distribution of participant's responses on employee work behavior in public secondary schools in Lagos. From the table, it is evident that majority 702(67.5%) of the participants disagreed that teachers in their respective schools are always punctual to school while only 338(32.5%) of the participants agreed with the statement. Similarly, 870(85.7%) of the participants disagreed that they are always school in school while only 170(16.3%) of the participants consented to the statement. Also, a large proportion of the participants 1,015(97.6) disagreed that they go to their classes early at all times while only 25(2.4%) of the respondents agreed with the statement. As regards to how early the participants goes to school, little below half 494(47.5) of the respondents disagreed that sometimes they go to school late while 546(52.5%) of the respondents agreed with the statement. With regards to the extent of implementation of quality assurance by supervisors/inspectors, majority 913(87.8) of the respondents disagreed that inspectors /supervisors from quality assurance units often to through their record and books for quality assurance while only 127(12.2%) of the respondents consented with the statement. Furthermore, 903(86.8) of the respondents also disagreed that their school records are up to date at all times leaving only 127(12.2%) of the respondents who agreed with the statement. Only 398(38.3%) of the respondents disagreed that they prepare their students for co-curricular activities at all times while 642(61.8) of the respondents agreed with the statement. In the similar view, 440(42.3%) of the respondents disagreed that they participate in school co-curricular activities organized by their respective school while 600(57.7%) of the respondents differ in their view. With regards to being happy at their place of work, a high proportion 838(80.6%) of the participants disagreed that they are always unhappy whenever they are at work. Although many of the participants admitted not being happy with teaching, only 219(21.1%) agreed that if given opportunity they will like to change their job from teaching to other profession while a higher proportion 821(78.9%) of the respondents disagreed with the statement. As regards to participants relationship with colleagues and other associates in their place of work, a higher proportion 619(59.5%) of the respondents disagreed that they relate and associate with their fellow colleagues and associates freely in their respective schools while the remaining 421(40.5%) of the respondents agreed with the statements. 701(77.4%) of the respondents consented that often times they wish to be let alone in their place of work while 339(32.6%) of the respondents did not agreed to the statement. 362(34.8%) of the respondents admitted that they often teach extra lessons to cover for their missed classes while a higher proportion 678(65.2%) of the respondents did not agree with the statement. Also, only 101(9.7%) of the respondents admitted that they give advance notice to the school management anytime they are unable to come school while majority 939(90.3%) of the respondents disagree with the statements.

Research Question Two: How does distributive justice relate to employees' work behaviour ?
This is answered with the data presented in Table 2

Table 2

Distributive justice in Public schools in Lagos

S/N	Statements	VT	T	PT	NT	Mean	Std. Dev.	Remark
1	The criteria for selection of teachers by the school management for awards are biased.	689 (66.3)	106 (10.2)	207 (19.9)	38 (3.7)	3.39	0.92	True
2	My input in the school is rewarded adequately.	-	196 (18.8)	377 (38.3)	467 (44.9)	1.74	0.76	Not True
3	My input in the development of the school is recognized by the school management..	32 (3.1)	154 (14.8)	368 (35.4)	486 (48.7)	1.74	0.82	Not True
4	Some teachers in my school get appreciation more than they actually deserve.	480 (44.2)	222 (21.3)	192 (18.5)	166 (16.0)	2.94	1.12	True
5	I feel that teachers' awards and appreciations are given only to those who are close to the principal and not by hard work.	452 (43.5)	188 (18.1)	318 (30.6)	82 (7.9)	2.97	1.03	True
6	My performance appraisal score is lower than my input (SPADAV).	112 (10.8)	248 (23.8)	680 (65.4)	-	2.75	0.90	True
7	I consider my work load quite fair.	121 (11.6)	154 (14.8)	362 (34.8)	403 (38.8)	1.99	1.00	Not True
8	I teach more than 24 period per week.	-	266 (25.6)	345 (33.2)	429 (41.3)	1.84	0.80	Not True
9	I am in up to 3 committees in my school.	89 (8.6)	154 (14.8)	135 (13.0)	662 (63.7)	1.68	1.03	Not True
10	My work schedule is fair.	121 (11.6)	158 (15.0)	489 (47.0)	274 (26.3)	2.11	0.93	Not True
Average						2.31	0.91	

Note: (i) figures outside parentheses are frequency distributions; (ii) figures in parentheses are percentage distribution; (iii) Keys (Very Much True =V, True = T, Partially True = P, Not True = N). Mean Bench Mark 2.5

Table 2 shows distribution of participants' responses on distributive justice in public secondary schools in Lagos State. Results from the table indicate that majority of the participants 795(76.2%) of the respondents admitted that the criteria for selection of teachers by the school management for awards is biased, 207(19.9%) of the participants partially consented to this statement while only 38(3.7%) of the participants had a contrary view to the statement. As regard to the reward received by teachers in public secondary schools, only 196(18.8%) admitted that teachers' input in public secondary schools are

adequately rewarded, 377(38.3%) of the respondents partially agreed with the statement while the remaining 467(44.9%) of the respondents reported the statement to be untrue. Again, 184(17.9%) of the participants agreed that teachers inputs in the development of the school is often recognized by the school management, 368(35.4%) partially agreed with this view while the remaining 486(48.7%) of the participants were of the view that the statement is untrue.

Research Question Three: How does Procedural Justice relate to employee work behaviour ?

This is answered with the data presented in Table 3

Table 3
Procedural Justice in Public secondary schools

S/N	Statements	VT	T	PT	NT	Mean	Std. Dev.
1	I am involved in the decision making of my school	152 (14.6)	33 (3.2)	345 (33.2)	510 (49.0)	1.83	1.04
2	Decisions about me are taken without my consent.	189 (18.2)	235 (22.6)	342 (32.9)	274 (26.3)	2.32	1.05
3	Teachers are allowed to challenge or appeal job decisions made by the principal.	-	92 (8.8)	111 (10.7)	837 (80.5)	1.28	0.62
4	I will like to participate in any decision made concerning me.	782 (75.2)	68 (6.5)	185 (17.8)	5 (0.5)	3.56	0.79
5	Decisions taken in the school are done by selected teachers close to the school management	300 (28.8)	294 (28.3)	313 (30.1)	133 (12.8)	2.73	1.00
6	To make job decisions, my Principal collects accurate and complete information.	-	33 (3.2)	141 (3.6)	865 (83.3)	1.20	0.47
7	My Principal clarifies decisions and provides additional information when requested by employee.	-	4 (0.4)	192 (18.5)	844 (81.2)	1.19	0.40
8	All job related decisions are applied consistently to all affected employees.	-	-	-	1040 (100)	1.00	0.00
9	The school management makes sure that all teachers concerned are heard before Job decisions are assigned.	-	53 (5.1)	229 (22.0)	758 (72.9)	1.32	0.56
10	The school management listens to my suggestions and applies it	-	-	270 (26.0)	770 (74.0)	1.26	0.43
Average						1.76	0.63

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Note: (i) figures outside parentheses are frequency distributions; (ii) figures in parentheses are percentage distribution; (iii) Keys (Very Much True =V, True = T, Partially True = P, Not True = N). Mean Bench Mark 2.5

Table 3 shows distribution of participants' responses on procedural justice in public secondary schools in Lagos State. Results from the table indicate that only 185(17.8%) of the participants admitted that they are involved in the decision making of their respective schools, 345(33.2) consented to be partially involved, while the remaining 510(49%) of the participants had a contrary view to the statement. As regard to the decisions that had to do with teachers themselves, 424(40.8) of the participants admitted that decisions about them are often taken without their consent, 342(32.9%) partially agreed with the statement while the remaining 274(26.3%) of the participants reported the statement to be untrue. Again, 92(8.8%) of the participants agreed that teachers are allowed to challenge or appeal job decision made by the principals, 111(10.7%) partially agreed with this view while the remaining 837(80.5%) of the participants were of the view that the statement is untrue.

Test of Hypotheses

Hypothesis One: H₀ 1: The behavioural disposition of employees' to work in public secondary schools in Lagos State is not significantly low.

The hypothesis was tested using One Sample t-test and a summary of the result is presented in Table 4

Table 4

Analysis of Behavioural Disposition of Teachers

N	Mean	Std. Dev.	Df	t-test	P-Value	Remark
1040	2.38	.282	1039	271.4	.000	Significant

$P = < .05$

Table 4 shows a one sample t-test showing behavioural disposition of employees to work in public schools in Lagos. The table showed that the behavioural disposition of employees' to work in public secondary schools in Lagos State is significantly low since $t(1039) = 271.4$, $P = 0.000 < 0.01$. Thus the null hypothesis was not rejected.

Hypothesis Two

H₀ 2: There is no significant relationship between distributive justice and employees' work behaviour

The hypothesis was tested using Pearson Product Moment Correlation and a summary of the result is presented in Table 5.

Table 5

Relationship between Distributive justice and Employee Work Behaviour

Variables	N	Mean	Std. Dev.	r _{Cal}	P-Value	Remark
DJ		2.36	.29			
	1040			.20**	.000	Significant
EWB		2.32	.36			

** Correlation is significant at the $P > 0.001$, Df= 1038 Keys: DJ= Distributive Justice, EWB= Employee Work Behaviour.

From the table, the response of the participants in Distributive Justice ($M=2.36$, $SD= .29$) was slightly higher than the Employee work behavior ($M=2.32$, $SD= .36$). The table further shows that distributive justice and employee work behavior were moderately positively correlated, $r(1038)=0.20$., $P=.000<0.001$. This indicates that there is significant relationship between distributive justice and employees' work behavior. The null hypothesis that stated that there is no significant relationship between distributive justice and employees' work behavior is therefore rejected while the alternative hypothesis was accepted.

Hypothesis Three: H₀3: There is no significant relationship between procedural justice and employees' work behaviour.

The hypothesis was tested using Pearson Product Moment Correlation and a summary of the result is presented in Table 6.

Table 6

Relationship between Procedural justice and Employee Work Behaviour

Variables	N	Mean	Std. Dev.	r _{Cal}	P-Value	Remark
EWB	1040	2.39	.29	.10**	.009	Significant
PJ		1.79	.25			

** Correlation is significant at the $P > 0.05$, $df= 1038$ Keys: PJ= Procedural Justice, EWB= Employee Work Behaviour

From the table, the response of the participants in Employee work behavior ($M=2.39$, $SD= .29$) was higher than the Procedural Justice ($M=1.79$, $SD= .25$). The table further shows that procedural justice and employee work behavior have a significant positive weak correlation. $r(1038)=0.1$., $P=.009<0.05$. This indicates that there is significant positive weak relationship between procedural justice and employees' work behavior. The null hypothesis that stated that there is no significant relationship between procedural justice and employees' work behavior is therefore rejected while the alternative hypothesis was accepted.

Summary of findings

The following are the summary of findings that emerged from this study:

The behavioural disposition of employees to work in public secondary schools in Lagos State is significantly low.

There is a significant relationship between distributive justice and employees' work behaviour.

There is a significant relationship between procedural justice and employees' work behaviour.

Conclusion and Recommendations

Findings of this study suggest that organisational justice plays important roles in promoting employee work behaviour in the educational system, particularly in secondary school system. Based on the findings of the study, it was recommended thus:

Leaders in educational organisations, particularly the principals of secondary schools should enhance the level of employees' work behavior by employing organisational systems which strengthen justice in and around organisational practices.

Secondary school principals should involve teachers in planning and implementation of school distribution of work load, work schedule performance appraisal etc in order to motivate teachers toward positive work behaviour.

Secondary school principals should ensure that due processes are followed in all their administrative practices in order to engender teachers' commitment and positive work behaviour.

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