

Effect of Organisational Justice on Teaching Professionals' Performance: Pre and Post Covid

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Abstract

The concept of “organisational justice” has gained much attention due to the effect of the pandemic caused by Covid-19. Highly invested educators work more to help their institutions succeed academically. The purpose of this research is to compare the performance of the educators before the pandemic and after the pandemic and the adoption of measures related to the pandemic. The study will give attention to the analysis concerning the idea of organisational justice. Quantitative research techniques were used for this investigation. Three hundred teachers' levels of dedication were measured over time using a well-known instrument to examine the relative shift brought on by the Covid-19 epidemic in India. Student's “t-test and ANOVA” was employed to evaluate the information derived from the survey data. The survey included respondents' gender, marital status, education level, years of work experience, and length of employment at the businesses under study. After schools began implementing efforts to combat the Covid-19 epidemic, a decline in teacher effectiveness was found, as measured by quantitative analysis. Significant findings allow the researchers to draw conclusions and provide suggestions.

Keywords: Covid-19, Organisational justice, Professional Performance, Teachers, “Commitment” (Affective, Continuance, & Normative).

INTRODUCTION

The term “organisational justice” refers to “the team member's perception of fair and equal treatment in the workplace” (Murtaza et al., 2011). The idea of organisational justice influences several outcomes related to team member performance. (Pan et al., 2018), including team member engagement, job satisfaction, and well-being in the workplace (van den Berg et al., 2008; Diekmann, 2004). (Huong et al., 2016). Health, happiness, and satisfaction at work are all directly impacted by organisational justice (Wong et al., 2019). Problems with work-life balance, feelings of loneliness, and other psychological risks have all resulted from the release of Covid-19 (ILO, 2020). The pandemic has changed the dynamics of work in every field. The pandemic has dramatically impacted education, which largely depends of trust, and physical presence due to the absence of the physical presence of the teachers and isolation as Covid-19 safety measures. These aspects have also inhibited two-way communication and lowered levels of trust between employers and staff (Maurer, 2020). “Social exchange theory (SET)” and “norm reciprocity theory (NRT)” argue that a lack of coordination might cause members of an organisation to feel uneasy about their place within it (Somashekhar et al., 2011). As a result, the relationship between effort and payoff at work may become unbalanced, negatively impacting job satisfaction. As De-la-Calle-Durán and Rodríguez-Sánchez (2021) point out, remote workers' sense of justice in the organisation's functioning and results might be affected by the fact that they do not know what the future holds in terms of their employment. It is generally agreed that workers' effectiveness in their professional roles depends on their close connection to their respective employers. Meyer et al. (1993) break down organisational justice into its emotional (affective) component, commitment to continuity, and adherence to norms. Multiple studies have corroborated these factors

(Allen and Meyer, 1996). The commitment categorisation developed by Allen and Meyer is the most often used one in the literature (1996). In line with their thinking, this model articulates the features of a team member's connection to the company and the indicators that point to the team member's continued involvement with the business.

The Covid-19 epidemic abruptly switched school instruction to distant online learning, leaving instructors unprepared. Despite initiatives for education through online mode, many people are excluded from education, according to UNESCO (UNESCO, 2021). These problems contributed to instructors' workloads (Correia, 2020). The added strain from school pandemic precautions may affect teachers' social traits. Kieschke and Schaarschmidt (2008) found that health worry affects instructors' commitment. During online teaching, instructors showed less devotion to their organisations, which raised personal stress (Malik, 2020). Several studies have reviewed online education and the issues instructors experienced during the pandemic, but there are few on teaching professional performance and organisational justice post-pandemic.

The objectives for the study are as follows:

1. To study the impact of Affective Commitment on teaching professionals' performance before and after the pandemic.
2. To analyse the impact of Continuance Commitment on teaching professionals' performance before and after the pandemic.
3. To study the impact of Normative Commitment on teaching professionals' performance before and after the pandemic.

MATERIAL AND METHOD

Study Design:

The current study's research design is descriptive and quantitative. This research examines the influence of organisational justice on teacher performance before and after India's Covid-19 epidemic lockdown. The relational screening was used. Relational screening examines ties and bonds (Büyüköztürk et al., 2008). Affective, continuation and normative performance levels were studied. Before and after implementing the Covid-19 metrics, teachers' performance was evaluated based on their demographic factors.

Data Collection:

The study's population consists of 1500 instructors from various educational institutions in India who were selected using quota sampling as the target group. A sample size of 312 was chosen. Hence 312 questionnaires were circulated, of which 300 were collected. Using a chat platform, we interviewed a random sample of people selected by a "non-proportional quota sampling" strategy. The approach was crafted to ensure that each survey subgroup had an adequate sample size. The following surveys are modified versions of those used in previous studies:

Organisational justice - Greenberg (1990)

Teachers' Performance - Uphoff and Moharir (1994)

Demographic variable	Category	% of participants
Sex	Female	58
	Male	42
Marital Status	Married	82
	Single	18
Professional Teaching Experience	1 - 5 yr	15
	6 - 10 yr	16

	11 - 15 yr	29
	17 + yrs	40
Length of time at the same school	1 - 6 yr	31
	6 - 10 yr	15
	11 - 15 yr	24
	16 + yrs	29
Educational Level	Undergraduate	66
	Postgraduate	34
School Type	Secondary School	53
	Higher Secondary School	26
	College Participants	21
Vocational/Professional Development	Active Participants	47
	Passive Participants	53

Table 1. Demographic Characteristics of the respondents

Data Analysis:

Meyer et al. (1993) use a professional performance scale for data analysis. Data verification compared the total mean test outcome of the demographic factors. The data was then subjected to “t-tests and ANOVA” testing to establish the significance of the influence of organisational justice on teaching professionals’ performance levels.

RESULT AND DISCUSSION

The impact of organisational justice on professional performance surveys is summarised in Table 2.

Variable	Pre/Post Pandemic (Covid-19)	Average, X	Standard deviation, S	t	P*
Affective commitment	Pre	4.18	0.90	1.85	0.01*
	Post	3.78	1.44		
Continuance commitment	Pre	3.47	1.24	2.56	0.00**
	Post	2.85	1.48		
Normative commitment	Pre	3.04	1.42	1.16	0.92
	Post	3.08	1.28		

* $P < 0.05$, ** $P < 0.01$

Table 2. Effect of organisational justice on professional performance

Demographic factors were evaluated in addition to the worldwide comparison to carry out the comparison. For the categorisation based on sex, level of education, marital status, and self-development, a t-test was used. Table 3 summarises the findings.

Pre/Post Covid-19	Demographic Characteristics	Average, X	Standard deviation, S	t	P*
Pre	Female	3.58	0.57	1.65	0.38
Post	Male	3.56	0.55		
Pre	Female	3.16	1.23	1.58	0.07
Post	Male	3.48	1.12	1.68	0.01*
Pre	Married	3.59	0.57		
Post	Single	3.40	0.44	0.95	0.18
Pre	Married	3.43	0.27		
Post	Single	3.68	0.52		
Pre	Bachelor Degree	3.66	0.58	1.65	0.000**
Post	Master's Degree	3.40	0.48		
Pre	Bachelor Degree	2.99	0.37	1.72	0.04*
Post	Master's Degree	3.32	0.31		
Pre	Active and continued professional development	3.60	0.50	1.97	0.45
Post	Passive and continued professional development	3.55	0.61		
Pre	Active in continued professional development	3.33	0.30	0.54	0.29
Post	Passive at continued professional development	3.21	0.57		

* $P < 0.05$, ** $P < 0.01$

Table 3. t-test results on demographic characteristics

Specific “t-tests” were used to compare every demographic factor that occurred pre-pandemic and post-pandemic (Table 3). The Covid-19 epidemic resulted in a considerable decrease in particular commitment levels among women. Furthermore, a strong association was seen in the groups of married teachers who also have a graduate degree during the circumstances that prevailed before and after. On the other hand, unmarried male teachers with a postgraduate degree revealed no significant association before and after the lockdown.

		Mean, X	Standard deviation, S	t	P*
Work Experience	Pre	1 - 5 yr	3.86	2.92	0.03*
		6 - 10 yr	3.58		
		11 - 15 yr	3.48		
	Post	16 + yrs	3.58	8.56	0.005**
		1 - 5 yr	3.81		
		6 - 10 yr	3.62		
		11 - 15 yr	3.36		
		16 + yrs	3.06		
Time Spent in the same school	Pre	1 - 5 yr	3.46	6.05	0.000**
		6 - 10 yr	3.70		
		11 - 15 yr	3.44		
	Post	16 + yrs	3.74	9.66	0.000**
		1 - 5 yr	3.42		
		6 - 10 yr	3.54		
		11 - 15 yr	2.98		
		16 + yrs	2.89		
Type of School	Pre	Secondary	3.50	11.05	0.000**
		Higher Secondary	3.54		
		College	3.92		
	Post	Secondary	3.01	3.45	0.04*
		Higher Secondary	3.43		
		College	3.62		

* $P < 0.05$, ** $P < 0.01$

Table 4. ANOVA test results

Table 4 summarises the findings on the influence of employment experience and its components. The findings revealed that the groups of instructors with 1-5 years of experience had the most significant level of performance (X: 3.86). These values drop as employment experience grows. However, before the Covid-19 school lockdown, the instructors with above 16 years of experience ranked second in their performance. When the schools were shut down during the pandemic, the same group of teachers showed a decline of 15% in their performance.

Covid-19 impacted schooling in several ways. Several studies have highlighted the challenges instructors encountered during the Covid-19 lockdown. According to the data, teacher performance dropped following the Covid-19 lockout. Choi and Tang (2009) say instructors' performance may fluctuate with time. In this research, demographics, education, and experience levels decreased relatively. Collie et al. (2011) found similar findings. According to the research, instructors' performance improves with experience. When post-lockdown situations were evaluated, the performance of long-time instructors declined dramatically. The tendency has reversed. This tendency has a detrimental influence on experienced instructors (in the higher risk age group), who believe the Covid-19 epidemic is still harmful. This study of Indian educators indicated that instructors with more than 16 years of work experience ranked second, suggesting that the performance levels of teachers between 5 to 16 years of work experience dropped before the Covid period compared to the post-Covid era. Brimeyer et al. (2010) state that having experienced workers benefits any company. The idea stems from the independence and heightened output control enjoyed by experienced educators. However, with the release of Covid, even the most seasoned educators were unfamiliar with the plethora of online learning platforms available today. Disparities in how the pandemic impacted teachers' enthusiasm were seen across grade levels.

CONCLUSION

In this quantitative study, evaluations were made based on participant characteristics. Overall productivity fell as a result of the epidemic. Specifically, they are less dedicated to the project overall (18%) and to its continuation (10%). There was hardly any discernible drop in dedication to standards. A thorough analysis of the demographic data revealed no statistically significant differences in performance between the sexes. However, the performance levels dropped by about the same amount. After the epidemic, it was found that the opposite was true; married teachers fared worse than their single counterparts. Teachers' effectiveness after a lockdown improved with the addition of postgraduate training.

Moreover, University academics had a minor performance decline, while secondary school educators saw the most. Finally, an analysis of teachers' time in the same school before the lockdown revealed that student performance improved when teachers spent more time together. However, their effectiveness dwindled when teachers stayed at the same school longer during the epidemic's lockdown. Future research on educator efficiency will likely benefit from this work, especially in the wake of recent pandemics.

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